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| **TERM****KMA KEY STAGE ONE LONG TERM PLANS****CYCLE A** 2022-2023 | **AUTUMN 1** | **AUTUMN 2** | **AUTUMN 2 PART B** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **THEME** | **Fighting Fit with Florence Nightingale** | **Where do I live?** |  | **Sinking of the Titanic** | **We are Britain** | **Toys** | **It’s a great, big beautiful world** |
| **Curriculum Driver****Geography/****History** | **HISTORY***Significant people* | **GEOGRAPHY***Human & Physical Geography**Fieldwork skills and knowledge* | **RE** | **HISTORY***Significant Event* | **GEOGRAPHY***Place & Locational knowledge**Human and physical skills* | **HISTORY***Changes in living memory* | **GEOGRAPHY***Place and locational skills**Locational Knowledge**Human and physical skills* |
| **English**  | The Tiger Who Came To Tea*Judith Kerr*Foggy Foggy Forest*Nick Sharratt* | Beegu*Alexis Deacon* | The Jolly Christmas Postman*Allan Allberg* | Polar the Titanic bear*Daisy Spedden*Coming to England*Floella Benjamin* | Jack and the Incredibly Mean stalk*Gemma Cory*Jack and the jellybean stalk*Racheal Mortimer* | The Bog Baby*Jeanne Willis*Traction Man*Mini Grey* | The Twits*Roald Dahl* |
| **Maths Year 1** | **Number** | Place Value (within 10)Addition/Subtraction(within 10) | Place Value (within 20) | Addition/Subtraction(within 20)Place Value (within 50) | Place Value (within 50) | Multiplication/DivisionFractions | Place Value (within 100) |  |
| **Geometry****Measurements** |  | Shape |  | Length and Height Weight and Volume |  | Position and Direction | Money Time |
| **Maths****Year 2** | **Number** | Place Value (within 10)Addition/ Subtraction | Addition/ SubtractionMultiplication/Division | Fractions |  |  |  | Problem Solving and Efficient Methods |
| **Geometry****Measurements** |  |  | Money | StatisticsProperties of Shape | Length and Height | TimePosition and Direction | Mass, Capacity and TemperatureInvestigations |
| **Science** | **Working Scientifically****(see progression****guidance)****Scientific investigation****Scientist study** | Plants (Year 1)*Identify and name a variety of common wild and garden plants; identify and describe the structure of common flowering plants.**Describe how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees.*Beatrix PotterAnimals including humans (Year 1)*Identify and name common animals; carnivores, herbivores and omnivores; describe and compare the structure of common animals; identify, name, draw and label parts of the human body and which is associated to each sense**Use their senses to compare different textures, sounds and smells.* | Plants (Year 2)*Observe and describe how seeds and bulb grow; find out and describe what plants need to stay healthy.* *Set up a comparative test to show that plants need light and water to stay healthy.* | Animals including humans (Year 2)*Notice that animals, including humans have offspring; find and describe the basic needs of animals; describe the importance of exercise, different types of food and hygiene.**Observe, through video or first-hand observation and measurement, how different animals, including humans grow.*Joe Wickes |
| **PSHE/RSHE****SCARF YEAR 2** | Me and my relationships | Valuing difference | Keeping myself safe | Rights and responsibilities | Being my best | Growing and changing |  |
| **Art & Design****Artist:****Hockney** | **Drawing**Self PortraitMona Lisa |  | **Printing**Block Printing |  | **Textile/Collage**Dyeing technique to make a weavingEmbroidery |  | **Paint** HockneySea paintings |
| **Design and Technology** |  | **Cooking** Create a wrap |  | **Construction**Create a boat that can float |  | **Textiles**Y1 – Make a puppet |  |
| **PE** | **Multi-Skills**Bat and Ball | **Gymnastics** | **Dance** | **Multi-Skills**Throwing and Catching | **Multi-Skills**Running and Jumping/Orienteering | Attacking and defending games/Invasion games |
| **RE – Wakefield Agreed Syllabus** | **Believing**Who is a Christian and what do they believe? | **Believing**What can we learn from sacred books? | **Expressing**How and why do we celebrate special and sacred times? | **Believing**Who is a Muslim and what do they believe? |
| **MUSIC****Charanga** | Y1 – Hey You | Y1 - Rhythm In The Way We Walk and The Banana Rap | Y1 – In the groove | Y 1- Round and Round | Y1-Your Imagination | Y1- Reflect, Rewind,Replay |

**KMA KEY STAGE ONE LONG TERM PLANS**

**CYCLE B**

**2021-2022**



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| TERM | **AUTUMN 1** | **AUTUMN 2** | **AUTUMN 2 PART B** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| THEME | **Where do we live?** | **The Great Fire of London/ Samuel Pepys** |  | **Nurturing Nurses****Mary Seacole** | **We are Britain** | **Beside the seaside** | **We’re all going on a Summer holiday** |
| **Curriculum Driver****Geography***(mapping skills/ knowledge ongoing)***History** | **GEOGRAPHY***Fieldwork skills and knowledge**Human & Physical skills* | **HISTORY***Significant Event:* | **RE** | **HISTORY***Significant people:* | **GEOGRAPHY***Place & Locational knowledge**Human and physical skills* | **GEOGRAPHY***Place and locational skills**Locational Knowledge**Human and physical skills* | **HISTORY***Changes in living memory* |
| **English*****(Reading – see RWI planning*** | Into The Forest*Anthony Browne*Mr Wolf and the Enormous Turnip | Toby and the great fire of London*Margaret Nash* | How Winston Delivered Christmas*Alex T Smith* | Hooray for Mary Seacole*Trish Cooke*Zog and the flying doctor*Julia Donaldson* | The True Story of the Three Little Pigs*Jon Scieszka*Flat Stanley*Jeff Brown* | The misadventures of Frederick*Ben Manley*Dear Greenpeace*Simon James* | Grandad’s Island*Benji Davies*The Lighthouse Keepers Lunch*Ronda Armitage* |
| **Maths Year 1** | **Number** | Place Value(within 10)Addition/ Subtraction(within 10) | Addition/subtraction(within 10)Place Value(within 20) | Addition /Subtraction(within 20)Place Value(within 50) | Place Value (within 50) | Multiplication/DivisionFractions | Place Value(within 100) | Place Value (within 100) |
| **Measurement****Geometry** |  | Shape | Length and Height | Weight and Volume | Position and Direction | TimeMoney |
| **Year 2** | **Number** | Place Value (within 10)Addition /Subtraction | Addition /SubtractionMultiplication/Division | Multiplication/DivisionFractions |  |  |  |  |
| **Measurement****Geometry** |  |  | StatisticsMoney | StatisticsProperties of ShapeLength and Height | Time | Position and DirectionProblem Solving and Efficient Methods | Mass, Capacity and TemperatureInvestigations |
| **Science** | Working Scientifically(see progressionguidance)Scientific investigationScientist study | Seasonal changes (Year 1)Observe changes across the four seasons; observe and describe the weather associated with the seasons and how day length varies.*Making displays of what happens in the world around them, including day length, as the seasons change.*Everyday materials (Year 1)*Distinguish between an object and the material from which it is made; identify and name a variety of everyday materials; describe the simple physical properties of everyday materials; compare and group together everyday materials.* *Perform simple tests to explore questions*John McAdam | Seasonal changes (Year 1)*Observe changes across the four seasons; observe and describe the weather associated with the seasons and how day length varies.*Uses of everyday materials (Year 2)*Identify and compare the suitability of everyday materials; find out how the shapes of solid objects made from some materials can be changed.**Observe closely, identify and classify the uses of different materials, and record their observations*Charles Mackintosh | Seasonal changes (Year 1)*Observe changes across the four seasons; observe and describe the weather associated with the seasons and how day length varies.*Dr Steve LyonsLiving things and their habitats (Year 2)Explore and compare the differences between things that are living, dead and never been alive; Identify that most living things have habitats; identify and name a variety of plants and animals in their habitats; describe how animals obtain their food from plants and other animals.Sort and classify things according to whether they are living, dead or were never alive, and recording their findings using charts. |
| **PSHE/RSHE****SCARF YEAR 1** | Me and my relationships | Valuing difference | Keeping myself safe | Rights and responsibilities | Being my best | Growing and changing |  |
| **Art/Design**Year 1: HepworthYear 2:Van Gough | **Drawing**Use variety of media to create observational drawings |  | **Textiles**Create a mosaic |  | **3D form**HockneyExplore sculpture with clay |  | **Painting**Van GoughSea paintings |
| **Design and Technology** |  | **Construction**Create a house from the Great Fire of London |  | **Cooking** Make a food salad |  | **Textiles**Create bunting using running stitch |  |
| **PE** | **Multi-Skills**Bat and Ball | **Gymnastics** | **Dance** | **Multi-Skills**Throwing and Catching | **Multi-Skills**Running and Jumping/Orienteering | Attacking and defending games/Invasion games |
| **RE** | **Believing**Who is Jewish and what do they believe? | **Living**How should we care for others and the world, and why does it matter? | **Expressing**What does it mean to belong to a faith community? | ***Expressing***What makes some places sacred? |
| **MUSIC****CHARANGA** | Y2 – Hands, Feet, Heart | Y2-Ho, Ho, Ho | Y2-I wanna play in a band | Y2-Zootime | Y2-Friendship song | Y2 – Hands, Feet, Heart | Y1&Y2- Reflect, Rewind,Replay |