



## KS1 - Core Subjects - Long Term Planning—Year A

Topic	Autumn		Spring		Summer	
	Buildings (6wks) <i>Model Village</i>	It's Different (5wks)	At the Toy Shop (6wks) <i>Bygones</i>	Let it Grow (6wks)	Out and About (6wks) <i>Fishcombe Cove</i>	Water (4wks) <i>Golden Hind and Beach</i>
English	<p><b>Narratives</b> and traditional tales (including The Three Little Pigs)</p> <p><b>Information text</b> (fire of London)</p> <p>Poetry</p>	<p><b>Narrative</b> – fantasy settings. Where the wild things are</p> <p><b>Instructions</b> – link to wild things</p>	<p><b>Non-chronological report</b> Use Toy Story film and characters</p> <p><b>Poetry</b> – snow/winter</p>	<p><b>Instructions</b> for planting seeds (2weeks)</p> <p><b>Explanation</b> Seed diaries</p>	<p><b>Narratives</b> and familiar settings e.g. The Magic Brush</p> <p><b>Recount</b> – based on a trip</p>	<p><b>Poetry</b> – water</p> <p><b>Narratives</b> – e.g. The wave (without words)</p>
Maths	<p>Place Value</p> <p>Addition and Subtraction</p> <p>Shape</p> <p>(Money – Measure Y2)</p>		<p>Addition and Subtraction</p> <p>Multiplication and Division (Place Value Focus for Y1)</p> <p>Fractions</p> <p>Length and Height – Measure</p> <p>Mass, Capacity and Temperature - Measure</p>		<p>Multiplication and Division (Place Value with multiples Y1)</p> <p>(Statistics Y2)</p> <p>Position and Direction</p> <p>Time</p> <p>(Investigational work Y2)</p>	
Science	<p><b>Everyday Materials Yr 1</b> Knowing the properties of every day materials using the correct vocabulary and identifying various materials , incl. wood, plastic, glass, water ,metal and rock and their uses. Using comparisons to group together a variety if everyday materials on the basis of their simple physical properties and explaining reasoning to others</p>	<p><b>Seasonal Changes Yr 1- Autumn</b></p> <p>Knowing the order of the seasons and identifying events relating to them</p> <p>Talking about the weather associated with the seasons</p> <p>Looking at how and why day turns into night</p>	<p><b>Use and suitability of everyday materials. Yr 2</b></p> <p>Working towards being able to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses DD: Bounciest Ball W/S :DO: observing closely, using simple equipment Performing simple tests</p> <p><b>Seasonal Changes Yr 1 – Winter (as Autumn)</b></p>	<p><b>Plants Yr1 &amp; Yr 2</b></p> <p>Naming and identifying a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Being able to describe the basic structure of a variety of common flowering plants, including trees</p>	<p><b>Seasonal Changes Yr 1 - Summer( as Autumn)</b></p>	<p><b>Animals including humans Yr1</b></p> <p>Carrying out activities which include identifying and naming a variety of common animals including fish, amphibians, reptiles.</p> <p>Observing, describing and comparing the structure of a variety of common animals (fish, amphibians, reptiles)</p>



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Science	<p>Knowing the properties of every day materials using the correct vocabulary and identifying various materials, including wood, plastic, glass, metal, water, and rock and their uses.</p> <p>Using comparisons to group together a variety of everyday materials on the basis of their simple physical properties and explaining reasoning to others</p> <p>DD: Shopping Shambles PLAN Ask simple questions and recognise they can be answered in different ways</p>			<p>Observing and being able to describe how seeds and bulbs grow into mature plants finding out and describing how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>DD: Perfect plants , using simple equipment Performing simple tests</p> <p>W/S DO: observing closely</p>		<p>Link to Festival of Sea at All Saints Church. Which material would make the best boat? Waterproof/floats etc. W/S Concluding: Using their observations and ideas to suggest answers to questions</p>

## KS1 - Foundation Subjects - Long Term Planning—Year A

PE	<p>Football</p> <p><b>Real PE</b> – Coordination – Floor Movement Patterns (FUNS 10) Static Balance - One Leg Standing (FUNS 1)</p>	<p>Gymnastics</p> <p><b>Real PE</b> – Dynamic Balance to Agility (FUNS 6) Static Balance – Seated (FUNS 2)</p>	<p>Dance</p> <p><b>Real PE</b> – Dynamic Balance (FUNS 5) Static Balance – Seated (FUNS 4)</p>	<p>Tag Rugby</p> <p><b>Real PE</b> – Coordination – Ball Skills (FUNS 9) Counter Balance in Pairs (FUNS 7)</p>	<p>Athletics</p> <p><b>Real PE</b> – Coordination with Equipment (FUNS 8) Agility – Reaction/Response (FUNS 12)</p>	<p>Striking &amp; Fielding inc rounders</p> <p><b>Real PE</b> – Agility - Ball chasing (FUNS 11) Static Balance – Floor Walk (FUNS 3)</p>
Art	<p>Introduction to drawing. Line and shape.</p> <p>Famous buildings ink wash</p>	<p>Clay link to where the wild things are – make a wild thing.</p>	<p>Observational drawing, colour matching, of toys. Use a range of media. Create a window for a toy shop or link to history.</p>	<p>Observational drawing, applying different mediums and mixing using different tools.</p> <p>Van Gogh view finders, tones, still life in style of Van Gogh. Match tones</p>	<p>Tie in with trip to the beach. Water – bubble painting, marbling. Collage - beach scene</p>	



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Geography	Where are famous buildings?  Locate on World map – use maps, atlases, globes	Contrasting locality- Chem-bakolli & Antarctica – seasonal and daily weather patterns in UK and hot and cold areas			Study of school grounds and key physical and human features of surrounding area Aerial photos- Fishcombe Cove contrast with Broadsands Beaches and surrounding area.	
History	Fire of London- events in the past Historical interpretation	Gunpowder Plot	Toys in the past changes within living memory. Toys as babies, toddlers and now etc.		Visit to fish quay- look at Brixham in the past. Link to fishing. Historical events in localit	Golden Hind visit– Sir Francis Drake.  Significant events/people in own locality
Music	<b>Music express - year 1 Sounds Interesting - Exploring Sounds</b> - I can identify different ways sounds can be made and changed; use and choose sounds confidently in response to a stimulus	<b>The Long and Short Of It - Exploring Duration</b> - I can make and control long and short sounds using voices and instruments; work in partnership with another child to make a sequence of long and short sounds	<b>Feel the Pulse - Exploring Pulse and Rhythm</b> - I can identify pulse in music; repeat and create short rhythmic phrases confidently	<b>Taking Off - Exploring Pitch</b> - I can identify and control changes in pitch and use them expressively; create short melodic patterns; use changes in pitch expressively in response to a stimulus	<b>What's the Score? - Exploring Instruments and Symbols</b> - I can identify and control a variety of sounds on musical instruments with confidence; perform with others; take account of musical instructions	<b>Rain, Rain, Go Away! - Exploring timbre, tempo and dynamics</b> - I can carefully and confidently choose and order sounds to achieve an effect/image; recognise and use changes in timbre, tempo, pitch and dynamics
PSHE	New Beginnings	Getting on and falling out. Say no to bullying	Going for goals	Good to be me	Relationships	Changes



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<b>D &amp; T</b>	Link to home learning – Make a famous building		Puppets – using template. Using simple joining techniques	Moving Pictures – using simple levers mechanisms Using simple moving pictures link to flowers.		Design and make a boat – link to Golden Hind and science
<b>Computing</b>	e-safety – Use drawing desk app to draw a picture of a famous landmark building. Print and publish.  Chd to use digital media to take picture/videos whilst on trip to the model village. Then store, organize and retrieve the pictures and contribute to the class blog.	e-safety – Use paint package to create own fireworks picture.  Use 2 Create a Story app to recreate their own version of Where the Wild Things are.  Coding – Use different apps, e.g. BeeBots, Daisy the Dinosaur to understand algorithms and programme characters to follow simple instructions..  Hour of Code - December	e-safety – <a href="http://www.thinkuknow.co.uk/5_7/hectorsworld/">www.thinkuknow.co.uk/5_7/hectorsworld/</a>  Internet Safety Day – February  Manipulate photos of children's toys e.g. make black and white or change colours of different parts using the photographs taken on the hook day. Publish on blog.  Record videos using iPads of chd talking about their favourite toys.  Coding – Programme BeeBots to follow a particular route.	e-safety –  Chd to create their own seed diary using 2 create a story app. Then store, organize and retrieve the pictures and update weekly.  Collaborate to create a short life cycle poem and record using green screen. Publish on class blog.	e-safety –  Use drawing desk app to draw scenes from the Magic Paintbrush story. Print and publish.	e-safety –  Chd to use different media to record sounds. Link to the Wave story.  Use music app to create and manipulate sounds.
<b>Religious Education</b>	Yr 1 Myself – Introduces special people, objects, stories, places, music, celebration & seasons within the lives of Christians & Jews. Yr 2 Believing / Story – Focus on beliefs and forms of expression (Christianity & Judaism)	Yr 1 Celebrations – Explore familiar celebrations within their lives and the lives of others Yr 2 – Leaders & Teachers – Explore leaders & teachers within Christianity & Judaism	Yr 1 Belonging – Understanding belonging & how this relates to Christians from different traditions. Yr 2 Symbols – Focus on symbols used within the Christian church and Jewish synagogue			