

KS1 Year A

KS1 Yr A	Term 1 Let's go on Safari	Term 2 Frozen Planet Great Fire of London	Term 3 Around the World in Eighty Days
<p>Art</p> <p><u>On-going coverage</u></p> <p>Range of materials</p> <p>Drawing/painting/sculpture</p> <p>Development of techniques - colour, pattern, texture, line, shape, form, space</p>	<p>The work of artists, craft makers and designers</p> <p>Batik style of printing/wax resist</p> <p>Silhouette paintings (sunset/animals)</p> <p>NC:</p> <p>to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Artist - Zaria Forman</p> <p>Arctic paintings</p> <p>Fire of London house chalk pictures</p> <p>NC:</p> <p>to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Art around the World (printing)</p> <p>NC:</p> <p>to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KS1 Year A

<p>D & T</p> <p><u>On-going coverage</u></p> <p>Creative practical activities to improve skills needed to engage in D & M tasks</p>	<p>Fruit salad</p> <p>Pancakes</p> <p>NC:</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <ul style="list-style-type: none"> ▪ understand where food comes from 	<p>Making bread</p> <p>Tudor houses (cereal boxes)</p> <p>NC:</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<p>Pizza (Italy)</p> <p>Brazilian Carnival mask</p> <p>Native American dream catcher</p> <p>Japanese fan</p> <p>NC:</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>evaluate their ideas and products against design criteria</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <ul style="list-style-type: none"> ▪ understand where food comes from
---	---	---	---

KS1 Year A

		<p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>evaluate their ideas and products against design criteria</p>	
<p><i>Geography</i> <u>On-going coverage</u> Using maps/atlasses & globes Identifying seasonal/weather patterns</p>	<p>Locational Knowledge Name & locate the world's seven continents Use simple compass directions & related language Identify key human features</p> <p>NC:</p> <p>name and locate the world's seven continents and five oceans</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>Place knowledge: understand geographical similarities and differences</p> <p>NC:</p> <p>name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation</p>	<p>Locational knowledge: name and locate worlds continents and oceans, name and locate characteristics of UK, incl capital cities</p> <p>NC:</p> <p>name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the</p>

KS1 Year A

	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none">▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none">▪ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	<p>to the Equator and the North and South Poles</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none">▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	<p>countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none">▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
--	--	---	---

KS1 Year A

<p>History</p>	<p>Changes within living memory Remembrance Day Guy Fawkes Black History</p> <p>NC:</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Events beyond living memory Great Fire of London</p> <p>NC:</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p>	<p>Lives of significant individuals (Christopher Columbus/ Neil Armstrong) Significant historical events, people and places (Bedford as a starting point)</p> <p>NC:</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>
<p>Computing Unit 2.4 to be throughout the year Researching using web</p>	<p>Key skills and e safety 2.4 Introduce researching safely about any chosen topic 1.1 We are treasure hunters - Using programmable toys</p>	<p>2.2 We are games testers - Explore how computer games work 1.4 We are collectors - using power point, finding and</p>	<p>2.5 We are detectives - excel and email 1.3 We are painters - creating an e-book</p>

KS1 Year A

		editing images	
Music - Following Charanga Music Scheme.	Zootime (Charanga - New Scheme - Year 2 Spring 2) Christmas performance	Music theory - Length of notes and beats in a bar. Electronic music - Compose percussive graphic scores by hand and on the iPads (Charanga - Freestyle - Creative apps - Percussion Writer).	I wanna play in a band (Charanga - New Scheme - Year 2 Spring 1) Friendship song (Charanga - New Scheme - Year 2 Summer 1)
PE	Champions Scheme 1.1 Multi skills 1.1 Boot Camp 1.2 Mighty Movers (Running) 1.6 Fitness frenzy	Champions Scheme 1.3 Skip to the Beat 1.3 Groovy Gymnastics 1.4 Brilliant Ball Skills 1.4 Gymfit Circuits	Champions Scheme 1.5 Throwing and catching 1.5 Cool Core Strength 1.6 Active Athletics Dance with Claudia Calardio Prep for sports day
PSCHE	Brain Awareness Week Family and Friends MMR6 FF12 Anti-bullying (1week) MMR7 AB12 PANTS Anti-bullying	Healthy Lifestyles HSL7 HL12 Drug Education HSL8 DE12 Pancake Day	Working Together Cit3 WT12 Financial Capability (1 week) EW1 FC12 Sun awareness
	Beginning and Belonging MMR4 BB12 Covered during settling in week at beginning of the year Managing Risk HSL4 MR12 Covered during the year through assemblies, circle time and when needed for individual classes.		

KS1 Year A

<p>RE</p>	<p>Unit 1: What do Christians believe God is like?</p> <p>Unit 10: How do we show we care for the Earth?</p>	<p>Unit 7: How and why do we celebrate significant times?</p> <p>Unit 5: Why does Easter matter to Christians?</p>	<p>Unit 3: Who is Jewish?</p> <p>Unit 6: What makes some places significant?</p>
<p>Science</p> <p><u>On-going coverage</u></p> <p>Seasonal changes</p> <p>Working scientifically</p>	<p><u>Animals, including humans (Y2 N.C)</u></p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (moved from Spr A) <p><u>Seasonal Changes (Y1 N.C)</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons (ongoing) • Observe and describe weather associated with the seasons and 	<p><u>Living things and their habitats (Y2 N.C)</u></p> <ul style="list-style-type: none"> • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. (moved from Sum B) <p><u>Seasonal Changes (Y1 N.C)</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons (ongoing) • Observe and describe weather associated with the seasons and how day length 	<p><u>Animals, including humans (Y1 N.C)</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (moved from Aut A) • Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals including pets.) (Moved from Year B Summer) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense.

KS1 Year A

	how day length varies (ongoing)	varies (ongoing) Working scientifically: Melting ice	<p><u>Living things and their habitats (Y2 N.C)</u></p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. (Moved from Sum B) • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and different sources of food. (Moved from Sum B) <p><u>Seasonal Changes (Y1 N.C)</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons (ongoing) • Observe and describe weather associated with the seasons and how day length varies (ongoing)
Texts	<p>Monkey Puzzle Handa's surprise Masai & I Tinga Tales Mama Panya's Pancakes</p>	<p>Lars the polar Bear 'Polar Bear Son' - An Inuit's Tale</p>	<p>Phileas Fogg Traditional tales from Around the World Ie Strega Nona (Italy)</p>

KS1 Year A

	Baobab Tree (twelve days of African Christmas) - Christmas production		Miu the Emperor's Cat (Egypt) Peach Boy and other tales (Japan) The Dancing Turtle (Brazil) Pocahontas (North America)
Visits/Visitors	Visit from primary workshops on African drumming and dancing	Drama Hut in school (Great Fire of London)	Whipsnade Zoo
Comments	African drumming was better than the dancing		Balloon in classroom, followed Phileas Fogg's messages from several countries around the world (one from each continent)