

Ks1 Long term plan

Year Group: 1 / 2

Classes: Donaldson & Dahl

Year: 2020 - 2021

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Topic	Dinosaurs	Poles apart	Under the sea	Castles, knights and princesses	Amazing animals
English					
Maths	Year 1 Place value to 10 Addition subtraction within 10 Year 2 Place value Addition and subtraction	Year 1 Shape Place value to 20 Year 2 Money Multiplication and division	Year 1 Addition and subtraction within 20 Place value to 50 Length and height Weight and volume Year 2 Multiplication and division Statistics Properties of shape Fractions Length and height	Year 1 Multiplication and division Fractions Year 2 Position and direction Problem solving	Year 1 Position and direction Place value to 100 Money Time Year Time Mass, capacity & temperature Investigations

Sentence Level	Adjectives Capital letters Full stops Co-ordination: and, so, but Question marks		Noun phrase Verbs – present / past tense sentence types – command, exclamation, question or statement Apostrophe for possession Question marks Exclamations marks	Prepositions Co-ordination Subordination Adverbs / verbs Nouns Suffix / Prefix Apostrophe for possession Apostrophe for contracted words Question marks Exclamations marks Commas in a list Question marks Exclamations marks	
Science	Seasonal changes	Materials	Seasonal changes Animals including humans	Seasonal changes	Plants
Computing	Daisy the dinosaur Algorithms	Graphics design a simple painting – colour magic	Digital literacy – keeping safe online Digital publishing – basic word processing package – word	To know the uses of the internet	Animations – make a simple animation using puppet pals
R.E.	St Cuthbert	Why is the Bible special to Christians	What does it mean to belong to Christianity	How do Buddhists show their beliefs	How do Buddhists show their beliefs
Music	Charanga Hands feet heart	Charanga HO HO HO	Charanga I wanna play in a band Zootime	Charanga Friendship song	Charanga Reflect, replay, rewind

Geography		Hot and Cold places National Curriculum Links: - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage. To identify hot and cold places and locate them on a map. To recognise the features of hot and cold places. To explore a hot or cold place.	Continents and Oceans National Curriculum Links: -Name and locate the world's seven continents and five oceans. -Use world maps, atlases and globes to identify the continents and oceans. To understand where I am in the world. To locate the 7 continents on a map. To locate the 5 oceans that link the continents. To describe where different continents are located. To spot the physical and human features of a continent.	Local Area National Curriculum Links: - 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. - 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 - use basic geographical vocabulary to refer to:- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. To spot the differences between rural and urban areas and know what type of settlement I live in. To explore and record the features of our school grounds. To explore and record the features of our local area. To recount the journey through my local area. To recognise the symbols used on an ordnance survey map. To create a map of my local area.
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		To identify the animals that live in hot and cold places and recognise how they adapt. To describe an animal that lives in a hot or cold place.		
History	<p>To explore the life and findings of Mary Anning</p> <ul style="list-style-type: none"> · 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 		<p>Nurturing nurses – Florence nightingale / Mary Seacole</p> <ul style="list-style-type: none"> · events beyond living memory that are significant nationally or globally 	<p>Why and how they were built; their significance</p> <p>Elizabeth 1</p> <ul style="list-style-type: none"> • Demonstrate their developing sense of chronology by using terms concerned with the passing of time. • Recognise their life is different from the lives of people in the past • Demonstrate their developing understanding of chronology by

	<p>Order pictures young to old</p> <ul style="list-style-type: none"> Demonstrate their developing sense of chronology 			<ul style="list-style-type: none"> their realisation that the past can be divided into different periods of time Begin to understand and recognise why people in the past acted as they did Demonstrate knowledge and understanding of the main events and people studied 	
Art	Design and make 3D fossil Create a 3D model of a dinosaur	Recognise warm and cold colours Create picture of northern lights Finger print Christmas card	Weaving fish Pointillism fish	3D sculpture to create a castle	Batik Dye using natural materials
Design and Technology	Generate own ideas for design by drawing on own experience or from reading To select from a range of tools and equipment explaining their choices. Follow procedures for safety.	Explore materials, make mock ups and templates. Generate own ideas for design by drawing on own experience or from reading	Explore materials, make mock ups and templates. Generate own ideas for design by drawing on own experience or from reading Select from a range of materials and components according to their characteristics. Follow procedures for safety.		

	<p>Understand that food ingredients should be combined according to their sensory characteristics.</p> <p>Know the correct technical vocabulary for the projects they are undertaking.</p> <p>Know where food comes from.</p> <p>Use appropriate equipment to weigh and measure ingredients.</p> <p>Prepare simple dishes safely and hygienically without using a heat source.</p> <p>Suggest how products could be improved</p>	<p>Select from a range of materials and components according to their characteristics.</p> <p>Follow procedures for safety.</p> <p>Measure, mark out, cut out and shape materials and components.</p> <p>Understand about the movement of simple mechanisms.</p> <p>Understand about the simple working characteristics of materials and components.</p> <p>Know the correct technical vocabulary for the projects they are undertaking.</p> <p>Investigate what products are, who they are for, how they are made and what materials are used.</p> <p>Talk about their design ideas and what they are making.</p>	<p>Use simple fixing materials.</p> <p>Understand how freestanding structures can be made stronger, stiffer and more stable.</p> <p>Understand about the simple working characteristics of materials and components.</p> <p>Know the correct technical vocabulary for the projects they are undertaking.</p> <p>Evaluate products and components used.</p>	
SMSC	VIPS	Safety first	Respecting rights Growing up	Think positive One world

PE	Fundamental skills Games – rolla ball	Dance Gymnastics	Striking and fielding Dance Gymnastics Net and wall	Net and wall Striking and fielding	Athletics OAA
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