

**Key Stage One Long Term Curriculum Plan
Cycle B**

B	Autumn Term 1 Elves and Fairies			Autumn Term 2 Toys		
English	Poetry Where the Fairies are by David Harmer	Narrative Elves and the Shoemaker	Non-Fiction Elves and Fairies	Poetry 1 week Michael Rosen	Narrative That Rabbit Belongs to Emily Brown by Cressida Cowell	Non-Fiction Toys
	Rhyming couplets (Recite familiar poems by heart)	Traditional tales and fairy tales (Write a re-telling of a traditional story)	Non-Chronological Report (Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate)	Take one poet (Personal responses to poetry. Recite familiar poems by heart)	Stories with Recurring Literacy Language (Use a familiar story as a model to write a new story)	Non-Chronological Report (Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate)
Mathematics	Following White Rose Scheme of Learning – see appendix 2 for a breakdown of objectives					
	Year 1 • Place value within 10 • Addition and subtraction	Year 1/2 • Place value • Addition and subtraction • Money	Year 2: • place value • addition & subtraction	Year 1 • Shape • Place value within 20	Year 1/2 • Multiplication • Place value	Year 2: • Money • multiplication and division
Religious Education	Prayer Harvest			Remembrance Incarnation Festivals of Light/Christmas		
	- Understand what prayer is. - Explore how, why and when they can pray/participate in periods of quiet and stillness. - Know some words associated with prayer. - Understand that it can be personal or a learned communal prayer. - Can name The Lord's Prayer and know that Jesus taught it. - Will feel more confident about praying. - Know Christians acknowledge the generosity and provision of God at Harvest and generally in the world around them			- Be able to give a clear and simple account of the birth of Jesus. - Say why His birth is important to Christians. - Know that stories about the Life of Jesus can be read in the Gospels. - Be able to give example of how Christians use the Nativity story to guide their belief and actions at Christmas. - Say what they are thankful for. - Know some Advent traditions and know the word means coming/arrival. - Know Light is used to represent Jesus and give examples e.g. Christingle, Advent wreath, Advent candle. - Give examples of symbols and actions and explain the religious meaning. - Understand why Christmas is important to Christians.		

Science	Living things and their habitats	Everyday Materials
	Key skills: - Explore and compare the differences between things that are living, dead, and things that have never been alive - 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 microhabitats - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Key skills: - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties.
Geography	My school grounds	
	Key skills: - Use simple fieldwork and observational skills to study the geography of their School Grounds - Use locational and directional language - Devise a simple map - Use and construct basic symbols - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	
History		Changes within living memories - Toys
		Key skills: - Develop an awareness of the past, use common words and phrases relating to the passing of time. - Begin to understand chronological framework. - Changes within living memory and the ways in which we can find out about these changes. - Develop a curiosity about changes within living memory and the ways in which we can find out about these changes. - Identify similarities and differences between ways of life in different periods of time.

Art	Painting and Mixed Media: ColourSplash (1)	
	Key skills: • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn 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.	
Design Technology		Structures: Baby Bears Chair
		Key skills: • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Evaluate their ideas and products against design criteria
Computing	Unit 1.1 Online Safety & Exploring Purple Mash 1.5 Maze Explorers 1.9 Technology Outside School 1.8 Spreadsheets	
	• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs. • Recognise common uses of information technology beyond school	

Music	Hands, feet, heart	Ho, Ho, ho/ Ocarina
	• Use voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned (Glockenspiel/Ocarina) and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music – South African music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.	• Use voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned (Ocarina) and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music – Traditional and Modern Christmas music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.
PSHE	Jigsaw: Being Me in My World (Year 2)	Jigsaw: Celebrating Difference (Year 2)
	• I can identify some of my hopes and fears for this year • I understand the rights and responsibilities for being a member of my class and school • I can listen to others and contribute my own ideas about rewards and consequences • I can recognise the choices I make and understand the consequences	• I am starting to understand that sometimes people make assumptions about boys and girls • I understand that sometimes bullying is about difference • I understand right and wrong and how to look after myself • I understand that it is okay to be different from other people and to be friends with them
PE	Gymnastics/ Fundamentals	Ball Skills/Team building
	• develop balance, agility and co-ordination, and begin to apply these in a range of activities • perform dances using simple movement patterns.	• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending

B	Spring Term 1 Pirates			Spring Term 2 My World		
	Poetry 10 Things Found in a Wizards Pocket by Ian McMillan	Narrative The Pirates Next Door by Jonny Duddle	Non-Fiction Pirate Captain Sparkle Beard by Timothy Knapman	Poetry Into the Blue by Hilda Offen	Narrative Meerkat Mail by Emily Gravett	Non-Fiction Voices in the Park by Anthony Brown
English	Vocab building (Read, write and perform free verse)	Take one Book	Non-Chronological Report (Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate)	Vocab building (Read, write and perform free verse)	Take one book	Recount (Write first person recounts re-telling historical events)
Mathematics	Following White Rose Scheme of Learning – see appendix 2 for a breakdown of objectives					
	Year 1 • addition and subtraction • place value within 50	Year 1/2 • division • place value • statistics	Year 2: • multiplication and division • statistics	Year 1 • length and height • weight and volume	Year 1/2 • length and height • shape • fractions	Year 2: • properties of shape • fractions
Religious Education	Talking about God/To God/Asking questions			Salvation		
	- Ask and attempt to answer a range of questions. - Understand that we can't answer all questions and acknowledge that God has a plan for us but may not answer it in the way we expect. - Use appropriate vocabulary when talking about the characteristics of God. - Re-tell and suggest meanings to two Christian stories. - Spend time in stillness and reflection. - Be able say that Christians believe that God values everyone and wants them to know Him. - Know that Christians believe everyone is precious to God. - Express their thoughts in the form of a letter.			- Recognise that Christmas and Easter are part of the same story. - Be able to re-tell the Easter story as it is told in The Bible. - Know that Christians believe Jesus died and rose again. - Know that Easter gives hope of new life/new beginnings. - Know that Christians show their beliefs about Jesus' death and resurrection in their worship at Easter. - Be able to talk about the sadness, hope and Heaven in the context of Easter. - Know that Christians believe Jesus died to rescue/save people. - Recognise Christian symbols of Easter		
Science	Animals including humans (year 1)			Animals including humans (year 2)		

	Key skills: • 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 • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Key skills: • 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
--	--	---

G eo gr a ph y	Surrounding environment	A small area in a contrasting non-European country - Gambia
	• Use simple fieldwork and observational skills • Describe the location of features on a map and follow routes on a simple map • Use basic geographical vocabulary to describe human and physical features • Human and physical geography – use basic geographical vocabulary to describe human and physical features. Some features in the landscape are natural and are called physical features (like, hills, valleys and rivers). Other features are made by people and are known as human features (like roads, factories and railways).	• Location knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of a non-European country • Use basic geographical vocabulary to refer to key physical features (beach, cliff, cost, forest, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) • Use basic geographical vocabulary to refer to key human features (town, village, compound, farm, office, port, dock, shop, stall, school, hospital) • Use locational and directional language. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Devise a simple map.
Histo ry		
Art		Sculpture and 3D Clay Houses
		Key skills: • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers, designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Design Technology	Mechanisms: Make a Moving Monster	
	Key learning: - Design purposeful, functional, appealing products for themselves and other users based on design criteria - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria	
Computing	Unit 1.7 Coding	
	2.1 Coding - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs. - Use technology purposefully to create, organise, store, manipulate and retrieve digital content	
Music	Unit 3 – How Does Music Make the World a Better Place?	Charanga - EASTER PRODUCTION/
	- Use voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned (Glockenspiel/Ocarina) and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music –Rock - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Ocarina - Use voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned (Ocarina) and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music –Rock - Experiment with, create, select and combine sounds using the inter-related dimensions of music. - Perform
PSHE	Jigsaw: Dreams and Goals (Year 2)	Jigsaw: Healthy Me (Year 2)
	- I can choose a realistic goal and think about how to achieve it - I can persevere when I find things difficult - I know who I work well with and with who it is more difficult - I can work well in a group and share success with others	- I know what I need to keep my body healthy - I can show/tell what relaxed means and show some things that make me feel relaxed - I know how medicines work - I can sort food into food groups, make healthy snacks and explain why they are good for me
P E	Net and wall games & Target Games	Invasion games/sending and receiving

	• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending	• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
--	---	---

B	Summer Term 1 Animals			Summer Term 2 London's Burning		
English	Poetry A List for Happiness (HFL)	Narrative Just So Stories: How the Leopard Got His Spots by Shoo Rayner	Non-Fiction Life cycle of a butterfly (Grammarsaurus)	Poetry 1 week Flame poems	Narrative Vlad and Great Fire of London by Kate Cunningham	Non-Fiction Charlie and the Great Fire of London Samuel Pepys
	Vocab building (List Poems)	Traditional tales – myths (Write a creation myth based on ones read)	Explanations (Produce a flowchart, ensuring content is clearly sequenced)	Structure: Calligrams Write own calligrams (shape poems)	Take one book	Recount (diary entry) Write first person recounts re-telling historical events
Mathematics	Following White Rose Scheme of Learning – see appendix 2 for a breakdown of objectives					
	Year 1 - multiplication & division - fractions - position & direction	Year 1/2 - position & direction - time - problem solving & efficient methods	Year 2: - length & height - position & direction - consolidation & problem solving	Year 1 - place value within 100 - money - time	Year 1/2 - weight & volume - mass, capacity & temperature - investigations	Year 2: - time - mass, capacity & temperature
Religious Education	Belonging			What do Christians do when they go to church?		
	- Talk with others about how groups express who they are and how individuals belong to communities including faith groups. - Describe what a leader does and why. - Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions. - Explain the influence of rules. - Say what is important in own life.			- Describe what a leader does and why. - Explore how and where worshippers connect to prayer and worship. - Participate in periods of stillness and reflection - Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions. - Begin to articulate key beliefs, practices and experiences at the heart of Christianity - Give at least three examples of beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them - Recognise how and why symbols and actions express religious meaning		
S O .	Investigations on living things and their habitat			Investigations into Materials		

	Key skills: Pupils work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there. • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	Key skills: Pupils work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an roof, window, wall, door etc?' • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.
Geography	Field work • Human and physical geography – identify seasonal and daily weather patterns in the United Kingdom. • Human and physical geography – use basic geographical vocabulary to refer to key physical and human features. • Geographical and fieldwork – use 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. • Geographical skills and fieldwork – use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Geographical skills and fieldwork – are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.	
II :-	Events beyond living memory - Great fire of London	

		Key skills: • Be taught about events beyond living memory that are significant nationally. • Know where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
Art	Craft and Design: Map it Out	
	Key Skills: • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn 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.	
Design Technology		Mechanisms: Wheels and axles and Fairground Wheels Emergency services vehicle
		Key Skills: • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria
Computing	2.7 Making Music 2.3 Spreadsheets 2.6 Creating Pictures	
	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content	

Music	Friendship Song	Reflect, Rewind and Replay/ Ocarina
PSHE	Jigsaw: Relationships (Year 2)	Jigsaw: Changing Me (Year 2)
	- I can understand the different people in my family and understand relationships with them - I understand there are different forms of physical contact, some are appropriate and some are not - I can understand some of the things that cause conflict - I know sometimes it is good to keep a secret and sometimes it is not	- I can understand cycles of life in nature - I can tell you about the natural process of growing young to old and that it is not in my control - I recognise how my body has changed since I was a baby, I can recognise the physical differences between boys and girls, use the correct names for private body parts - I understand there are different types of touch and I can tell you which ones I like and which ones I don't
PE	Dance/striking and fielding games	Athletics/Fitness
	- Develop balance, agility and co-ordination, and begin to apply these in a range of activities - Perform dances using simple movement patterns.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Appendix 1 – English objectives (taught across all English writing units):

Reading – word reading

Year 1 pupils should be taught to:

- ☐ apply phonic knowledge and skills as the route to decode words
- ☐ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- ☐ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ☐ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ☐ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- ☐ read other words of more than one syllable that contain taught GPCs
- ☐ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- ☐ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ☐ re-read these books to build up their fluency and confidence in word reading.

Year 2 pupils should be taught to:

- ☐ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- ☐ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- ☐ read accurately words of two or more syllables that contain the same graphemes as above
- ☐ read words containing common suffixes
- ☐ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ☐ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- ☐ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- ☐ re-read these books to build up their fluency and confidence in word reading.

Writing – transcription (spelling)

Year 1 Pupils should be taught to:

- ☐ spell:
 - ☐ words containing each of the 40+ phonemes already taught
 - ☐ common exception words;
 - ☐ the days of the week
- ☐ name the letters of the alphabet:
 - ☐ naming the letters of the alphabet in order
 - ☐ using letter names to distinguish between alternative spellings of the same sound
- ☐ add prefixes and suffixes:
 - ☐ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs;
 - ☐ using the prefix un– ; using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest];
- ☐ apply simple spelling rules and guidance, as listed in NC English Appendix 1
- ☐ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 2 pupils should be taught to:

- ☐ spell by:
 - ☐ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - ☐ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - ☐ learning to spell common exception words
 - ☐ learning to spell more words with contracted forms
 - ☐ learning the possessive apostrophe (singular) [for example, the girl's book]
 - ☐ distinguishing between homophones and near-homophones
- ☐ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- ☐ apply spelling rules and guidance, as listed in NC English Appendix 1
- ☐ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

Year 1 pupils should be taught to:

- ☐ sit correctly at a table, holding a pencil comfortably and correctly
- ☐ begin to form lower-case letters in the correct direction, starting and finishing in the right place
- ☐ form capital letters
- ☐ form digits 0-9
- ☐ understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these

Year 2 pupils should be taught to:

- ☐ form lower-case letters of the correct size relative to one another
- ☐ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- ☐ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- ☐ use spacing between words that reflects the size of the letters.

Writing – composition

Year 1 Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 2 Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
 - read aloud what they have written with appropriate intonation to make the meaning clear.