

Long Term Plan

KS1

*National Curriculum Statements and Expectations – Year 1 *National Curriculum Statements and Expectations – Year 2

*National Curriculum Statements and Expectations – Key Stage 1

	Cycle 1	Cycle 2
Science	<p>Plants</p> <ul style="list-style-type: none"> *identify & name a variety of common wild and garden plants, inc deciduous and evergreen trees. *identify & describe the basic structure of a variety of common flowering plants, inc trees. *observe & describe how seeds & bulbs grow into mature plants. *find out & describe how plants need water, light & a suitable temperature to grow & stay healthy. <p>Animals, including humans</p> <ul style="list-style-type: none"> *identify & name a variety of common animals, inc fish, amphibians, reptiles, birds & mammals. *identify & name a variety of common animals that are carnivores, herbivores & omnivores *describe & compare the structure of a variety of common animals. *identify, name draw & label basic parts of the human body & say which part of the body is associated with each sense. *notice that animals, inc humans, have offspring which grow into adults. *find out about & describe the basic needs of animals, inc humans, for survival (water, food & air). *describe the importance for humans of exercise, eating the right amounts of different types of food & hygiene. <p>Living things and their habitats</p> <ul style="list-style-type: none"> *explore & compare the differences between things that are living, dead & things that have never been alive. *identify that most living things live in habitats to which they are suited & describe how different habitats provide for the basic needs of different kinds of animals & plants, & how they depend on each other. *identify & name a variety of plants & animals in their habitats, including micro-habitats. *describe how many animals obtain their food from plants & other animals, using the idea of a simple food chain, & identify & name different sources of food. 	<p>Use of everyday materials</p> <ul style="list-style-type: none"> *distinguish between an object & the material from which it is made. *identify & name a variety of everyday materials, inc wood, plastic, glass, metal, water & rock. *describe the simple physical properties of a variety of everyday materials. *compare & group together a variety of everyday materials on the basis of their simple physical properties. *identify & compare the uses of a variety of everyday materials, inc wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. *find out how the shapes of solid objects made from some materials can be changed by squashing, bending twisting & stretching. <p>9</p> <p>Seasonal changes</p> <ul style="list-style-type: none"> *observe changes across the four seasons *observe & describe weather associated with the seasons & how day length varies.

<p>History</p>	<p>Changes within living memory *where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places in their own locality</p>	<p>Events beyond living memory that are significant nationally or globally *eg the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p> <p>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. *eg Queen Victoria & Elizabeth I, Christopher Columbus & Neil Armstrong, Mary Seacole and/or Florence Nightingale & Edith Cavell.</p>
<p>Geography</p>	<p><i>Settlement</i></p> <p>Place Knowledge *understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country.</p> <p>Human & Physical Geography *use basic geographical vocabulary to refer to: -key physical features, inc: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather. -key human features, inc: city, town, village, factory, farm, house, office, port, harbour & shop.</p> <p>Locational Knowledge *name & locate the world's seven continents & five oceans. *name, locate & identify characteristics of the four countries & capital cities of the UK & its surrounding areas.</p> <p>Geographical Skills and Fieldwork *use world maps, atlases & globes to identify the UK & its countries, as well as the countries, continents & oceans studied as above. *use simple compass directions and locational and directional language to describe the location of features & routes on a map. *use aerial photos & plan perspectives to recognise landmarks & basic</p>	<p><i>Water</i></p> <p>Human & Physical Geography *identify seasonal and daily weather patterns in the UK & the location of hot and cold areas of the world in relation to the Equator & the North & South Poles. *use basic geographical vocabulary to refer to: -key physical features, inc: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather. -key human features, inc: city, town, village, factory, farm, house, office, port, harbour & shop.</p> <p>Locational Knowledge *name & locate the world's seven continents & five oceans. *name, locate & identify characteristics of the four countries & capital cities of the UK & its surrounding areas.</p> <p>Geographical Skills and Fieldwork *use world maps, atlases & globes to identify the UK & its countries, as well as the countries, continents & oceans studied as above. *use simple compass directions and locational and directional language to describe the location of features & routes on a map.</p>

	<p>human & physical features; devise a simple map; & use & construct basic symbols in a key. *use simple fieldwork & observational skills to study the geography of their school & its grounds & the key human and physical features of its surroundings.</p>	<p>*use aerial photos & plan perspectives to recognise landmarks & basic human & physical features; devise a simple map; & use & construct basic symbols in a key. *use simple fieldwork & observational skills to study the geography of their school & its grounds & the key human and physical features of its surroundings.</p>
D.T.	<p>Food *use the basic principles of a healthy & varied diet to prepare dishes. *understand where food comes from.</p> <p>Explore and Use Mechanisms *explore and use mechanisms (eg levers, sliders, wheels & axles) in their products.</p>	<p>Build structures *build structures, exploring how they can be made stronger, stiffer and more stable.</p>
Computing	<p>Algorithms *understand what algorithms are; how they are implemented as programs on digital devices; & that programs execute by following precise & unambiguous instructions.</p> <p>Simple Programs *create & debug simple programs.</p> <p>Use Technology Purposefully *create, organise, store, manipulate & retrieve digital content.</p> <p>Recognise Common Uses *beyond school</p> <p>ICT Safety *use technology safely & respectfully, keeping personal information private; identify where to go for help & support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Algorithms *understand what algorithms are; how they are implemented as programs on digital devices; & that programs execute by following precise & unambiguous instructions.</p> <p>Simple Programs *create & debug simple programs</p> <p>Use Technology Purposefully *create, organise, store, manipulate & retrieve digital content.</p> <p>Recognise Common Uses *beyond school</p> <p>ICT Safety *use technology safely & respectfully, keeping personal information private; identify where to go for help & support when they have concerns about content or contact on the internet or other online technologies.</p>

Art & Design	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> *to use a range of materials creatively to design & make products. *to use drawing, painting & sculpture to develop & share their ideas, experiences & imagination. *to develop a wide range of art & design techniques in using colour, patten, texture, line, shape, form & space. *about the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines, & making links to their own work. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> *to use a range of materials creatively to design & make products. *to use drawing, painting & sculpture to develop & share their ideas, experiences & imagination. *to develop a wide range of art & design techniques in using colour, patten, texture, line, shape, form & space. *about the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines, & making links to their own work.
P.E.	See Long Term Plans	See Long Term Plans
Music	<p>*Refer to minimum termly expectations and each year's assessment booklet for specific objectives.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -use their voices expressively & creatively by singing songs & speaking chants & rhymes -play tuned & untuned instruments musically -listen with concentration & understanding to a range of high-quality live & recorded music -experiment with, create, select & combine sounds using the interrelated dimensions of music 	<p>*Refer to minimum termly expectations and each year's assessment booklet for specific objectives.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -use their voices expressively & creatively by singing songs & speaking chants & rhymes -play tuned & untuned instruments musically -listen with concentration & understanding to a range of high-quality live & recorded music -experiment with, create, select & combine sounds using the interrelated dimensions of music
R.E	The Rotherham Agreed Syllabus 2016 Christianity Islam	The Rotherham Agreed Syllabus 2016 Christianity Judaism
PSHE	Follow current scheme	Follow current scheme