



KS1 Long Term Plan

Even to Odd

Subject	Autumn		Spring		Summer	
	Castles		Mixtures, Mess and Mud		All Creatures Great and Small	
Enrichment	Harvest service in Church. Trip to Lowther Castle / Kendal Castle / Sizergh Castle. STEM theme week. Infant Christmas Play. Christmas service in Church.		World Book Day / week. Easter service in Church		Trip to Dalton / Blackpool Zoo. Farm visit Leavers service in Church. Sports Day.	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
English						
Maths	Follow White Rose Maths planning.		Follow White Rose Maths planning.		Follow White Rose Maths planning.	
Science	Everyday Materials; distinguish between an object and the material from which it is made; identify and name a variety of everyday materials; describe the simple physical properties of everyday materials; compare and group everyday materials on the basis of their physical properties. Observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies.	Uses of everyday materials; identify and compare the uses of everyday materials; find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Plants; identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; identify and describe the basic structure of a variety of common flowering plants, including trees. Observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies.	Plants; observe and describe how seeds and bulbs grow into mature plants; find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Uses of everyday materials; identify and compare the uses of a variety of materials for particular uses; find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies. Animals, including humans; 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, mammals, pets).	Living things and their habitats; explore and compare the differences between things that are living, dead and never lived; 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; describe how animals obtain their food from plants and other animals, using the idea of a

					Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	simple food chain, and identify and name different sources of food. Animals, including humans; 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.
Art and Design	Use a range of materials creatively to design and make products.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; find out 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.			To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	
Computing	Recognise common uses of information technology beyond school; use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content online or on the internet; Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school; use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content online or on the internet; Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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; use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content online or on the internet; Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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.	
Design and Technology	Design, make and evaluate a range of products based on design criteria using a range of tools and equipment. Build structures, exploring how they	Use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from.				

	can be made stronger and explore and use mechanisms in their products. Castles Use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from.			
Geography		Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical and human features. Use aerial photographs and plans to recognise landmarks, human and physical features; devise a simple map including basic symbols in a key. Use simple fieldwork and observations to study the school and its grounds and the key human and physical features of its surrounding environment.		Locational knowledge; name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Place knowledge; understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European county. Geographical skills and fieldwork; Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1; use simple compass directions (N,S,E,W) and locational and directional language to describe the location of features and routes on a map.
History	Events beyond living memory that are significant nationally or globally. Bonfire Night, Remembrance, Castles 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. Kings and Queens	Events beyond living memory that are significant nationally or globally. Invention of Penicillin. 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. Florence Nightingale		
Music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Christmas Play, Charanga	Play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the interrelated dimensions of music. Charanga		Play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the interrelated dimensions of music. Charanga
P.E.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination and begin to apply these in a range of activities individually and with others.	Perform dances using simple movement patterns.		Participate in team games, developing simple tactics for attacking and defending; ball skills, throwing and catching; Sports day practice.
R.E.	Harvest	What are some special books? (Bible and Qur'an)		What might it be like in a Muslim home?

	<p>What does it mean to belong to Christianity? What are some special times and celebrations? Christmas, giving and receiving.</p>	<p>What are some special things? (Mother's Day, spring new life) Easter</p>	<p>Who was Jesus and what stories did he tell?</p>
P.S.H.E	<p>SEAL New Beginnings Getting on and Falling Out Saying no to bullying Bucket filling</p>	<p>SEAL Going for Goals Good to be me Bucket filling</p>	<p>SEAL Relationships Changes Bucket filling</p>
Muddy Mondays	<p>Aspects of the Science, Art, Design, Geography, PSHE, Music, Maths and English curriculums will be covered throughout the different seasons.</p>		