

## Key Stage 1 Long Term Curriculum Map Cycle A 2015-16

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Suggested Topic</b>	Food and Harvest	Machines and Journeys	Islands – <i>Pirate link</i>
<b>Possible Texts</b>	How Did That Get In My Lunchbox; Pumpkin Soup; How Martha Saved Her Parents from Green Beans; In the Night Kitchen; Dragons Love Tacos; Range of Non-fiction texts	Monster Machine; Mr Grumpy's Motor Car; Range of Non-fiction texts	The Man Whose Mother was a Pirate; Pirate School – Just a Bit of Wind; Pirate Pete; Pirate School; Range of Non-fiction texts
<b>Science</b>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>food supply chain</li> <li>human nutrition and exercise</li> <li><a href="http://www.stevespanglerscience.com/lab/experiments/category/food-science">http://www.stevespanglerscience.com/lab/experiments/category/food-science</a></li> </ul> <p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>local and seasonal change</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>bulbs and plant growth</li> </ul> <p><b>Investigation:</b></p> <ul style="list-style-type: none"> <li>Do bulbs need soil to grow?</li> </ul>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>identify and name materials</li> <li>describe physical properties</li> <li>compare and group</li> <li>find out how to change the shape of solids</li> <li>Compare how things move on different surfaces</li> </ul> <p><b>Investigation</b></p> <ul style="list-style-type: none"> <li>What is the best material for....?</li> <li>Which material makes the car go furthest?</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>seeds, growth and health</li> </ul> <p><b>Investigation</b></p> <ul style="list-style-type: none"> <li>Impact of growing location.</li> <li>Do seeds need soil?</li> <li>Why do some plants grow in some places and not others</li> </ul> <p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>habitats and food chains (sea and shore line)</li> <li>Insect lifecycles</li> </ul>
<b>Computing (ICT)</b>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Using the WWW to search for information to answer questions</li> <li>Displaying data graphically and using it to answer questions</li> <li>Adding information to a simple database and use it to answer questions.</li> <li>Email and Blogging to communicate</li> </ul> <p><b>E/S</b> Sending Email; Staying Safe Online</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Simple text labelling and using art package to draw simple images</li> <li>Using and assessing digital simulations</li> <li>Using internal email</li> </ul> <p><b>E/S</b> Keep it Private; My Creative Work</p>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Combining text, images and digital content to make a simple e-book</li> <li>Plan and create simple algorithms to control beebots to undergo specific tasks</li> <li>Digital imaging to gather evidence .</li> <li>Email and Blogging to communicate</li> </ul> <p><b>E/S</b> Using Keywords; Sites I Like</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Simple text labelling and using art package to draw simple images</li> <li>Using and assessing digital simulations</li> <li>Using internal email</li> </ul> <p><b>E/S</b> Keep it Private; My Creative Work</p>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Explore a range of virtual reality games and simulations with user input and assess their strengths and weaknesses</li> <li>Compose music using ICT to accompany a story</li> <li>Email and Blogging to communicate</li> </ul> <p><b>E/S</b> Follow the Digital Trail; Screen out the Mean</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Simple text labelling and using art package to draw simple images</li> <li>Using and assessing digital simulations</li> <li>Using internal email</li> </ul> <p><b>E/S</b> Keep it Private; My Creative Work</p>
<b>History</b>	<p><b>Events from beyond living memory</b></p> <ul style="list-style-type: none"> <li>Who was here before me?</li> <li>Guy Fawkes Night</li> <li>Remembrance Day</li> <li>Monarchy</li> </ul> <p><b>Lives of significant individuals</b></p> <ul style="list-style-type: none"> <li>Christopher Columbus potato discovery</li> </ul> <p><b>Locality</b></p> <ul style="list-style-type: none"> <li>How has Stourport farming changed over history</li> </ul>	<p><b>Lives of significant individuals</b></p> <p><i>Could include</i></p> <ul style="list-style-type: none"> <li>Wright Brothers (aviation)</li> <li>Montgolfier (hot air balloon)</li> <li>George Stephenson (trains)</li> <li>Buzz Aldrin (space)</li> <li>Robert Scott (Antarctica)</li> </ul> <ul style="list-style-type: none"> <li>How have these impacted on modern life?</li> </ul>	<p><b>Changes in Living Memory</b></p> <ul style="list-style-type: none"> <li>Children's holidays</li> <li>Royal Births</li> </ul> <p><b>Events Beyond Living Memory</b></p> <ul style="list-style-type: none"> <li>The Titanic</li> <li>The Queen's coronation</li> </ul>
<b>Geography</b>	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul> <p><b>Human Features</b></p> <ul style="list-style-type: none"> <li>Study of how land use may have changed in Stourport, focussing on the increase in housing and reduction in farmland.</li> </ul> <p><b>Physical Features</b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use maps and atlases</li> <li>Use simple compass directions</li> <li>Use aerial photographs to devise simple maps.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>5 continents</li> <li>7 oceans</li> <li>Equator</li> <li>North and South pole</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>Journeys around the world</li> <li>Use geographical vocabulary (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes</li> <li>Use simple compass directions</li> <li>devise simple maps with keys</li> </ul>	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Holidays in the UK</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>Holidays around Europe</li> <li>Use geographical vocabulary (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes</li> <li>Use simple compass directions</li> <li>devise simple maps with keys</li> </ul>
<b>Design Technology</b>	<p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>soup, fruit crumble or bread</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>Structure – research, design and make a miniature autumn garden</li> </ul>	<p><b>Mechanism</b></p> <ul style="list-style-type: none"> <li>Research, design and make a robot with moving parts – based on exploring</li> </ul>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Research, design, sew and decorate a sunglasses case</li> </ul> <p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>Fruit cocktails and fruit salads</li> </ul>
<b>Art and Design</b>	<p><b>2D:</b></p> <ul style="list-style-type: none"> <li>Drawing /Painting - Autumnal Animals using paint and charcoal</li> </ul> <p><b>3D</b></p> <ul style="list-style-type: none"> <li>3D art – Autumnal Animals</li> </ul> <p><b>Artists</b></p> <ul style="list-style-type: none"> <li>Local crafts people – traditional crafts (potters, basketry, blacksmithing etc.)</li> </ul>	<p><b>2D</b></p> <ul style="list-style-type: none"> <li>Printing – linked to exploration and explorers</li> <li>Drawing – texture and line</li> </ul> <p><b>Artists</b></p> <ul style="list-style-type: none"> <li>The work of glass and ceramic artists.</li> </ul>	<p><b>2D</b></p> <ul style="list-style-type: none"> <li>Drawing and painting – tone and colour – insects</li> <li>Collage – sea scapes</li> </ul> <p><b>Artists</b></p> <ul style="list-style-type: none"> <li>Textile designers</li> </ul>
<b>Music</b>	<p><b>Listening and Singing</b></p> <ul style="list-style-type: none"> <li>animal songs and rhymes using descriptive language.</li> <li>Animal word-rhythm grids</li> </ul> <p><b>Experimenting with Sounds</b></p> <ul style="list-style-type: none"> <li>descriptive weather sequences: using sounds to represent ideas: I hear thunder...</li> </ul>	<p><b>Listening and Singing</b></p> <ul style="list-style-type: none"> <li>travelling songs – adapted; Wheels on Bus / train...jungle trail, movement and actions/ pulse and rhythm</li> </ul> <p><b>Listening and responding</b></p> <ul style="list-style-type: none"> <li>music representing 'The Sea and Space': creating musical structures</li> </ul>	<p><b>Listening and Experimenting with Sound</b></p> <ul style="list-style-type: none"> <li>world music/songs and dances.</li> <li>Junk Percussion Band?</li> <li>Africa- drumming S.</li> <li>America – Samba</li> <li>Asia – tuned pentatonic chimes etc.</li> </ul>

<b>PE</b>	See separate PE Long Term Plan
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## Key Stage 1 Long Term Curriculum Map Cycle B 2016-17

	Autumn	Spring	Summer
<b>Suggested Topic</b>	Big, Scary, Wild and Hairy	Me and My Home	In The Garden
<b>Possible Texts</b>	The Gruffalo (and other Gruffalo titles); The Very Cranky Bear; Where the Wild Things Are	Funny Bones; My Five Senses; Oliver's Series; Vegetable Glue; Harry's Home;	Sam Plants a Sunflower; The Flower; The Tin Forest; Mabel's Magical Garden; A Lion in the Meadow; The Hodgeheg;
<b>Science</b>	<p><b>Animals Including humans</b></p> <ul style="list-style-type: none"> <li>Identify that living things live in habitats suited to their needs around the world,</li> <li>Lifecycles</li> <li>How animals get their food and food chains</li> </ul> <p><b>Investigation</b></p> <ul style="list-style-type: none"> <li>Compare the features of different habitats</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Name a range of common plants and trees</li> </ul>	<p><b>Animals Including humans</b></p> <ul style="list-style-type: none"> <li>Parts of the body</li> <li>5 Senses</li> <li>Caring for pets</li> </ul> <p><b>Investigation</b></p> <ul style="list-style-type: none"> <li>Blind smell testing – can children identify the smell?</li> </ul> <p><b>Sources of light</b></p> <ul style="list-style-type: none"> <li>Observe and name a variety of light sources</li> <li>Shadows are created by blocking light</li> </ul> <p><b>Investigation</b></p> <ul style="list-style-type: none"> <li>Exploring the similarities of places where shadows are found.</li> <li>Observing shiny objects – do they shine in the dark? Grouping and sorting</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of flowering plants</li> </ul> <p><b>Investigation</b></p> <ul style="list-style-type: none"> <li>Flowering plant autopsy on different plants to see similarities and differences.</li> </ul> <p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>Identify the seasons</li> <li>Identify changes</li> <li>Observe weather patterns and how day length varies</li> </ul> <p><b>Investigation</b></p> <ul style="list-style-type: none"> <li>Light/temperature changes</li> </ul>
<b>Computing (ICT)</b>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Using the WWW to search for information to answer questions</li> <li>Displaying data graphically and using it to answer questions</li> <li>Adding information to a simple database and use it to answer questions.</li> <li>Email and Blogging to communicate</li> </ul> <p><b>E/S</b> Sending Email; Staying Safe Online</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Simple text labelling and using art package to draw simple images</li> <li>Using and assessing digital simulations</li> <li>Using internal email</li> </ul> <p><b>E/S</b> Keep it Private; My Creative Work</p>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Combining text, images and digital content to make a simple e-book</li> <li>Plan and create simple algorithms to control beebots to undergo specific tasks</li> <li>Digital imaging to gather evidence .</li> <li>Email and Blogging to communicate</li> </ul> <p><b>E/S</b> Using Keywords; Sites I Like</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Simple text labelling and using art package to draw simple images</li> <li>Using and assessing digital simulations</li> <li>Using internal email</li> </ul> <p><b>E/S</b> Keep it Private; My Creative Work</p>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Explore a range of virtual reality games and simulations with user input and assess their strengths and weaknesses</li> <li>Compose music using ICT to accompany a story</li> <li>Email and Blogging to communicate</li> </ul> <p><b>E/S</b> Follow the Digital Trail; Screen out the Mean</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Simple text labelling and using art package to draw simple images</li> <li>Using and assessing digital simulations</li> <li>Using internal email</li> </ul> <p><b>E/S</b> Keep it Private; My Creative Work</p>
<b>History</b>	<p><b>Events from within living memory</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Lives of significant individuals</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Locality</b></p> <ul style="list-style-type: none"> <li>What has happened to Wyre Forest?</li> </ul>	<p><b>Events from and beyond living memory</b></p> <ul style="list-style-type: none"> <li>Changes – Homes then and now – possible <i>Black Country Museum/Hartlebury Castle</i></li> </ul> <p><b>Lives of significant individuals</b></p> <ul style="list-style-type: none"> <li>Samuel Pepys</li> <li>Louis Braille</li> </ul> <p><b>Significant Events</b></p> <ul style="list-style-type: none"> <li>Great Fire of London – effect on homes.</li> </ul>	<p><b>Events from and beyond living memory</b></p> <ul style="list-style-type: none"> <li>Worcestershire: <ul style="list-style-type: none"> <li>Battle of Worcester</li> <li>Changing role of the River Severn</li> <li>Severn Valley Railway</li> </ul> </li> </ul> <p><b>Lives of significant individuals</b></p> <ul style="list-style-type: none"> <li>Edward Elgar</li> <li>Doctor Beaching</li> </ul>
<b>Geography</b>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>The Wyre Forest area</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>Hot and cold parts of the world</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes</li> <li>Use simple compass directions</li> <li>Devise simple maps with keys</li> </ul>	<p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>My route to school</li> <li>Use maps, atlases and globes</li> <li>Use simple compass directions</li> <li>Devise simple maps with keys</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate towns and cities close to home.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Worcestershire</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>Identify weather patterns and seasonal changes</li> <li>Identify key Physical features of the Worcestershire area (hills, rivers, valleys)</li> <li>Identify key human features (towns, factories, railways).</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes</li> <li>Use simple compass directions</li> <li>Devise simple maps with keys</li> </ul>
<b>Design Technology</b>	<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>Research, design and make split pin model beasts.</li> </ul> <p><b>Control</b></p> <ul style="list-style-type: none"> <li>Research, design and make split pin puppets of the key characters from the text.</li> </ul>	<p><b>Food and nutrition</b></p> <ul style="list-style-type: none"> <li>Simple home recipes – bread, cakes etc.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Weaving a wall hanging, or rugging</li> </ul>	
<b>Art and Design</b>	<p><b>2D:</b></p> <ul style="list-style-type: none"> <li>Printing using natural materials (leaves etc.) and making own natural paint/ink</li> <li>Drawing/Painting – line and colour – leaves etc.</li> </ul> <p><b>Artists</b></p> <ul style="list-style-type: none"> <li>Printers</li> </ul>	<p><b>2D:</b></p> <ul style="list-style-type: none"> <li>Painting and Drawing – homes and buildings - texture and shading using a range of media.</li> <li>Collage – wall hangings</li> </ul> <p><b>Artists</b></p> <ul style="list-style-type: none"> <li>Textile workers/Architects</li> </ul>	<p><b>2D</b></p> <ul style="list-style-type: none"> <li>Drawing/Painting – pattern – Royal Worcester</li> <li>Shape and line – garden drawings</li> </ul> <p><b>3D:</b></p> <ul style="list-style-type: none"> <li>Pottery/clay work designing Royal Worcester plates</li> </ul>
<b>Music</b>	<p><b>Playing Instruments</b></p> <ul style="list-style-type: none"> <li>sorting percussion instruments by material and sound quality/timbre,</li> <li>songs for playing together in the band</li> </ul>	<p><b>Listening and Singing</b></p> <ul style="list-style-type: none"> <li>using my body to keep the beat - circle/action dances,</li> <li>songs and rhymes</li> </ul> <p><b>Composing and Performing</b></p> <ul style="list-style-type: none"> <li>Rhythmic Ostinato compositions</li> </ul>	<p><b>Experimenting with Sounds</b></p> <ul style="list-style-type: none"> <li>stories and descriptive ideas e.g. using sounds to represent ideas for garden sounds, birdsong etc,</li> <li>tuned percussion: responding to high and low sounds – e.g. spider down the drainpipe</li> </ul>

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