Kirk Fenton School

Key Stage 1 Long Term Planning Overview 2015-2016

Topic / Subject	Term 1 I am a Superhero	Term 2 Dragons and Castles	Term 3 Stomp and Splash
Enrichment-	• Focus activities linked to St Andrew's Day November 30th • Work linked to Rugby World Cup • Outdoor learning and woods visits • September 28th "The World's largest lesson"- Global Goals	• Focus activities linked to St David's Day March 1st • Great Britain Week • Castle visit • Outdoor learning and woods visits	• Focus activities linked to St George's Day April 23rd • Church Celebration of fathers planned and prepared by the children in KS1 • Visit Yorkshire Sculpture Park • Outdoor learning and woods visits, Fairburn Ings visit-pond dipping.
Science	**Working Scientifically- Throughout the year children will be taught to use the following practical scientific methods, processes and skills:** • Asking simple questions, 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		

Science in Year 1	**Seasonal changes** On-going throughout Year 1- seasonal weather patterns, changes in length of day. **Plants** On-going using outdoor area, local environment and woods visits to explore and answer questions about plants, vegetables and flowers.	
	Human Body (Animals) • Identifying and naming parts • Say which part is associated with each sense.	**Everyday materials** • Identify and name a variety of materials. Describe simple properties of materials. • Compare and group materials. • Change materials by squashing, bending, twisting and stretching	**Animals** • Name a variety of animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify common animals that are carnivores herbivores, omnivores • Describe the structure of a variety of animals.
Science (Year 2)	**Plants-** On-going throughout Year 2- using the school grounds, local environment and woods visits to observe how plants grow, survive, reproduce.	
	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.	**Uses of everyday materials** • Identify and compare the suitability of a variety of everyday materials. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**Living things and their habitats** • 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 • 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 simple food chain, and identify and name different sources of food.
Geography	**Our Local Area** (including own address) • 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 to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	**Our Country** • Name the four countries of the UK, capital cities and surrounding seas. • Begin to know the differences between town and country locations. • Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. • Begin to know simple features of the countries of the UK. • Use aerial photographs to recognise basic human and physical features. • Produce a journey line. • Describe human and physical features of the capital city London. • Use internet mapping programmes to observe aerial views. • Compare London and other capital cities	**The Wider World** • Understanding similarities and differences-Scarborough in North Yorkshire and Scarborough in Perth, Australia. Use basic geographical vocabulary to refer to: i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

		• Use world maps and globes to begin to locate some continents and countries.	
History	**Significant Individuals** • Myself and my personal history • Personal heroes • Remembrance Day heroes • Comparison between Amy Johnson and Neil Armstrong/Helen Sharman • The Queen	**Beyond Living Memory** Finding out about the past from a range of sources based on castles topic. Answering questions using historical enquiry skills- How do we know about dinosaurs? Are there such things as dragons?	**Changes in living Memory** Including aspects of change in national life.
Art and design	**Portrait** **Guiseppe Arcimboldo**, fruit faces, including use of computer art **Painting-** the colour palette, paint mixing skills for portrait work **Drawing-** Line, different effects using same drawing implement **Collage-** Building up a portrait	**Fabric and Thread** **Paul Klee,** pastel and crayon work **Patchwork-** Children working together to contribute to complete patchwork castle. **Stitch work-** binca/hessian- Welsh dragon flag. **Weaving-** a "wall hanging" for a castle, a dragon, a placemat for a banquet	**Printing and Sculpture** **Aboriginal artwork-** direct printing, sponge stencils, press-print, clay prints **Clay and modroc** sculpture based on "Splash" theme **Natural materials** sculpture eg from the woods and local environment or from the beach, sand sculptures. Sculpture outside- create a sculpture trail.
DT	Design a superhero outfit/outfit fo for my teddy Cooking and nutrition- superhero food- make a healthy soup.	Structure- make a castle that will withstand a "cannonball" being thrown at it.	Make a product-linked to learning Cooking and nutrition- make a healthy treat for dads' celebration in church.

		Mechanism- make castle drawbridge wind up and down Cooking and nutrition –a castle banquet	
Computing in Year 1	### E-safety - Agree and follow e-safety rules - Keep passwords safe and private - To know to tell an adult when see something unexpected or worrying on-line ### Multimedia - Use technology to create and present ideas - Save and retrieve work ### Technology in our lives - Recognise ways that technology is used in our homes, classroom and community		
	### Programming - Give and follow instructions to move - Describe and predict what happens when you press buttons on a floor robot - Use on-screen turtles and begin to use the word 'debug'	### Programming - Press buttons in the correct order to move a floor robot - Predict what will happen and debug when using floor robots and on-screen turtles ### Handling data - Add information to a pictogram and talk about what you have found out - Sort information and present it - Collect information using photos, videos and sound	### Programming - Describe what you need to do to make the floor robot move - Begin to use the word 'algorithm' ### Technology in our lives - Use links to websites to find information

Computing Year 2	**Handling Data-ongoing throughout the year** • Different ways technology is used to collect information, including a camera, microscope or sound recorder. • Make and save a chart or graph using the data collected and explain data that it shows. • Learn how to use a branching database. • Find out what kind of information could be used to help investigate a question. **Technology in our lives- ongoing throughout the year** • Explain own use of technology in the classroom, at home, in the community • Understand that other people have created the information used. • Identify benefits of using technology including finding information, creating and communicating. • Understand the differences between the Internet and things in the physical world.		
	E-Safety • keeping passwords and personal information private. • the things that happen online that adults must be told about • why children should go online for just a short amount of time. • why it is important to be kind and polite online and in real life. • understand that not everyone is who they say they are on the Internet. •	**Programming** • giving instructions (using forward, backward and turn) and physically follow instructions. • tell the order to do things in to make something happen and talk about this as an algorithm. • program Beebot or software to do a particular task. • use programming software to make objects move. • learn how to spot where a program has gone wrong and be able to debug it.	**Multimedia** • use technology to organise and present ideas in different ways. • use the keyboard to add, delete and space text for others to read. • Find out about an online tool that will enable sharing of ideas with others • save and open files

SEAL	Good to be Me	Getting On	Changes
PSHE and Citizenship	**Keeping Myself Safe**	**Me and My Relationship**	**Me and My Future**
RE	Special Stories for Christians and Muslims: What can we learn? Children will be learning about some of Christian and Muslims most special stories, the messages and values these teach and how they can impact on Christian and Muslims lives. Christmas (3-4 weeks) Good News (year 2 only) Learning about Christmas – The good news of Jesus' birth received by the Shepherds. Learning from Christmas – Good News and how we celebrate it.	Who is an inspiring Person? Children will be using stories from Jewish and Christian sacred texts and reflecting on who inspires them, enables learning about some key figures and an important idea: being inspired. Easter: Sorrow and Joy (Year 2 only) Exploring the Easter story, thinking about their emotions and those found in the story.	How do we show we care? Responding sensitively to songs and stories, exploring how different people care and how some people give 'extra special care' because of their religion.
Music -	Units from "Music Express"	Units from "Music Express"	Units from "Music Express"
PE in Year 1	**Invasion games based on Rugby** Fitness, agility, throwing, intercepting **Dance linked to Superheroes** Moving expressively and creating a dance sequence with a beginning, middle and end **Gymnastics** Using different gymnastic shapes to create a movement and perform rolls, jumps and travel safely.	**Swimming** **Gymnastics** Perform a range of actions with control using the floor and apparatus. Create a sequence with a partner. **Castle Dance** Create a dance sequence with a beginning, middle and end using control, co-ordination and expression.	**Games** Throwing, catching, tactical choices, following rules, fitness, speed **Athletics** Develop running technique and running at different Speeds; changing direction while running at speed; following rules and keeping score accurately **Games – Beanbag rounders**
PE in Year 2	**Swimming** **Invasion games based on Rugby** Fitness, agility, throwing, intercepting	**Castle / Dragon Dance** Moving expressively and with control and co-ordination ; creating a dance sequence with a	**Athletics** Developing running technique changing speed and direction; choosing an appropriate throwing action ,

| | **Gymnastics**
Perform a range of actions with control using the floor and apparatus. Create a sequence with a partner. | beginning, middle and end
Gymnastics
Show a variety of balances, perform a range of movements with increasing control and with different levels of speed and direction. Experiment with how travel on apparatus.

Invasion games
Throwing, catching, tactical choices, following rules, fitness, speed | reaching the target
Games – Beanbag rounders |