

Kirk Fenton School

Key Stage 1 Long Term Planning Overview - 2014-2015

2nd year of rolling 2 year programme

Through the year there will be termly visits to the local woods to continue our Forest Schools learning.

Plan B 2014-15	Term 1	Term 2	Term 3
Topic Subject	Fire and Ice Possible visit to Deep for Antarctic Exhibition and workshop	Trouble in Towton (local historian visit)	Global Carnival African drumming workshop with Drums Agogo Sculpture Park Visit
Please be aware that in the 2014 to 2015 academic year, pupils in years 2 are to be taught the pre-2014 programmes of study in English , mathematics and science in order for them to be able to sit the end of Year SATs			
English Year 1	Labels and lists, captions, recounts, stories with predictable phrasing, poetry with a focus on vocabulary and rhyming couplets, enjoying books linked to the topic (We love books).	Contemporary fiction, stories reflecting children's own experiences, reports and instructions Poetry (as in term 1, developing vocabulary) Enjoying books linked to previous work (We love books).	Traditional tales/fairy stories, poetry appreciation (Take a poet), reports and explanations linked to topic African traditional tales (We love books)

<p>English Year 2</p>	<p>Stories with familiar settings (Fiction 4 weeks) Focus on writing technically accurate sentences.</p> <p>Instructions (Non-fiction 4 weeks) Focus on creating own information linked to bonfire and firework safety.</p> <p>Patterns on the page (Poetry 2 weeks) Focus on writing own imaginative, interesting and thoughtful poems linked to our topic work.</p> <p>Traditional stories (Fiction 4 weeks) Focus on writing own alternate "Snow Queen" traditional story using sentence variation for clarity, purpose and effect</p>	<p>Explanations (Non-fiction 3 weeks) Focus on writing explanation text using presentational features, construct paragraphs.</p> <p>Information texts (Non-fiction 4 weeks) Focus on writing an information text about the battle of Towton, using grammatical and presentational features. Construct paragraphs.</p> <p>Really looking (Poetry 2 weeks) Focus on selecting effective vocabulary in writing poems linked to topic work.</p> <p>Different stories by the same author (Fiction 3 weeks) Focus on writing stories in the style of the author Julia Donaldson.</p>	<p>Non-chronological reports (Non-fiction 4 weeks) Focus on paragraph construction and use of cohesion within and between paragraphs. Link to work in science.</p> <p>Extended stories/significant authors (Fiction 3 weeks) Focus on building on story writing work from term 2, using stories by the author Anthony Browne. Continue with paragraph construction and cohesion within and between paragraphs.</p> <p>Silly stuff (Poetry 2 weeks) Focus on reading, learning and performing examples of tongue twisters and nursery rhymes. Create own riddles based on examples of African riddles.</p>
<p>Maths Year 1</p>	<p>Place Value and Mental Calculation to 20.</p> <p>Recognising and describing 2-D shapes and position and direction.</p>	<p>Place Value and Mental Calculation to 20 and counting to 50.</p> <p>Investigating 3-D shapes and describing movement using</p>	<p>Place Value and Mental Calculation to 20 and counting to 100.</p> <p>Exploring 2-D and 3-D shapes and describing position and movement, including three-</p>

	<p>Written addition and subtraction calculations to 20.</p> <p>Number bonds to 5 and doubles.</p> <p>Counting in twos. Recognising halves and grouping and sharing.</p> <p>Measure length, weight and capacity and time in terms of days, months and years.</p> <p>Language of time</p>	<p>whole, half and quarter turns.</p> <p>Addition and subtraction to 20. Number bonds to 10 and counting in twos and tens.</p> <p>Grouping and sharing. Finding quarters.</p> <p>Telling the time to the hour and half past hour.</p> <p>Recognising the value of different coins and notes.</p>	<p>quarter turns.</p> <p>Addition and subtraction calculations and number bonds to 20.</p> <p>Counting in twos, fives and tens. Find $\frac{1}{2}$ and $\frac{1}{4}$. Measures length, weight and capacity.</p> <p>Dates and time to half past the hour.</p> <p>Money.</p>
Maths Year 2	<p>Count objects by grouping in 2s,5s and 10s</p> <p>Learn 2,5 and 10 times tables</p> <p>Round numbers to 10</p> <p>Explain number patterns</p> <p>Learn number facts for each number to 10</p> <p>Add 2 one digit numbers</p> <p>Name and sort 2d and 3d shapes</p> <p>Collect information and show in lists and tables</p> <p>Measure using litres, metres and kilograms</p>	<p>Write number sentences using the symbols +, -, x, divide and =</p> <p>Investigate which numbers are odd and which are even</p> <p>Learn what each digit in a two-digit number stands for</p> <p>Partition numbers in different ways</p> <p>Read and write numbers up to 1000 in figures and in words</p> <p>Add and subtract bigger</p>	<p>Write numbers in order and position them on a number line.</p> <p>Work out the missing number in a number sentence (algebra).</p> <p>Use partitioning to help carry out calculations. Read and write numbers up to 1000 in figures and in words. Add and subtract two-digit numbers using practical equipment or written notes. Pairs of numbers make 20, pairs of multiples of 10 that make 100. 2, 5 and 10 times-tables and out</p>

	Give and follow instructions to mark a position on a grid	numbers using practical equipment or by writing notes to help	the division facts that go with them . Tell if a number is a multiple of 2, 5 or 10. Check answers to calculations involving doubling by halving the answer. Measure and draw lines to the nearest centimetre, quarter turns and right angles.
Science Year 1 Seasonal changes On-going throughout Year 1- seasonal weather patterns, changes in length of day Plants On-going using outdoor area to explore and answer questions about plants, vegetables and flowers	Human Body (Animals) Animals as humans Animals in cold places -identifying and naming parts, Say which part is associated with each sense.	Everyday Materials -identify and name a variety of materials Describe simple properties Compare and group Change by squashing, bending, twisting and stretching	Animals name variety of animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Identify common animals that are carnivores herbivores, omnivores Describe structure of variety of animals.
Science Year 2	Keeping Healthy Offspring into adults Basic needs Importance of exercise 5 Senses- Including Making and detecting sounds that there are many kinds of sound and sources of sound that sounds travel away from	Changing materials find out how the shapes of objects made from some materials can be changed by some processes, including squashing, bending, twisting and stretching b. explore and describe the way some everyday materials [for example, water, chocolate,	Environment-plants/animals Variation and classification recognise similarities and differences between themselves and others, and to treat others with sensitivity group living things according to observable similarities and differences

	<p>sources, getting fainter as they do so, and that they are heard when they enter the ear</p> <p>Electricity everyday appliances that use electricity simple series circuits involving batteries, wires, bulbs and other components [for example, buzzers, motors] how a switch can be used to break a circuit</p>	<p>bread, clay] change when they are heated or cooled</p> <p>Forces and motion . that both pushes and pulls are examples of forces. to recognise that when things speed up, slow down or change direction, there is a cause [for example, a push or a pull]</p>	
<p>Geography Geographical skills and fieldwork -ongoing throughout the year</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied • 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 to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • 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 	<p>Location Knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas, name and locate the world's seven continents and five oceans Hot and cold countries-location in comparison to the equator. Human and physical geography - seasonal and daily weather patterns in UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Place Knowledge Local area</p> <p>Link to history -understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (contrast to be done in term 3)</p>	<p>Revision of location knowledge of continents and oceans Human and physical-Contrast small area of an African country with children's own local area. Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill mountain, sea, ocean river, soil, valley, vegetation, season and weather. Key human features including city, town, village, factory, farm, house, office, port, harbour and shop.</p>

<p>History</p>	<p>Events beyond living memory that are significant , the Great Fire of London, Remembrance Day Significant individuals in the past who have contributed to national and international achievements.-Ernest Shackleton and.Ranulph Fiennes</p>	<p>Significant historical events, people and places in their own locality-The Battle of Towton.</p>	<p>Changes in living Memory- toys?-Visit to museum of childhood could link to Africa toys</p>
<p>Art and design http://www.bbc.co.uk/education/topics/zx8dmp3 see above website for video clips on each aspect Ongoing throughout each term:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products 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 	<p>Drawing, painting. pattern and collage linked to fire and ice to use drawing and painting to develop and share ideas, experiences and imagination.</p> <p>to develop a wide range of art and design techniques in using colour, pattern and line,</p> <p>Lowrie paintings- cold weather scenes Paintings linked to fire of London Northern lights paintings (street morris art.com)</p>	<p>Fabric and stitchwork weaving, willow work, felting? Printing use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using texture, colour, pattern Use ideas from visit to woods to create artwork Link to David Hockney work Yorkshire landscape Spring - Branch weaving- see pinterest William Morris designs Andy Golesworthy- natural</p>	<p>Sculpture African mask making to develop a wide range of art and design techniques in using sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
<p>DT</p>	<p>Structures Design and make a bridge (linked to fire of London work)</p>	<p>Mechanisms Technical knowledge- Explore and use mechanisms- soldier in</p>	<p>Make African food- eg Eritrea (a form of bread)</p>

	Design and make based on design criteria Use appropriate tools and equipment to perform practical task Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable	battle, sliding or turning mechanism for lance or sword to move in a picture of battlefield. 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
Computing	E Safety Programming Multimedia Technology in our lives	E Safety Programming Multimedia Handling Data	E Safety Programming Multimedia Handling Data Technology in our lives
SEAL (Social and emotional aspects of learning)	Good to be Me	Getting On	Changes
RE	Creation and Thanksgiving (unit 1.5) Christmas and Giving	Holy Places and what we can learn Remembering Jesus (Easter)	Creation and Thanksgiving
Music Year 1 Using the Music Express music scheme	Developing singing and beat (Ourselves and Number) Understanding pitch and exploring sound to describe (Animals and Weather)	Beat, word rhythms and tempo and exploring pitch (Machines and Seasons) Producing and recording sounds and reading scores (Our school and Pattern)	Performing a story through music and using beat and rhythm (Story time and Our bodies) Performance skills and exploring changes in pitch (Travel and Water)

<p>Music – Year 2 Using the Music Express music scheme</p>	<p>Exploring sounds, beat pitch and performance</p> <p>Using voices to describe feelings and mood (Ourselves and Our Bodies) Exploring timbre and texture, descriptive sounds (Our land) Composition and interpreting a storyboard (Storytime) Create descriptive sounds and word rhythms with raps and songs about the weather. (Weather)</p>	<p>Exploring sounds, beat pitch and performance</p> <p>Play a beat to sound sequences (Toys) Understanding a variety of musical arrangements (Seasons)</p>	<p>Exploring sounds, beat pitch and performance</p> <p>Linking animal movement to pitch movement (Animals) Beat and rhythm patterns from Italy to West Africa (Number) Using simple notations (pattern) Sing and play a variety of pitch plays, learn a Tanzanian game song (Travel and Water)</p>
<p>PE Year 1</p>	<p>Football skills, team games, gymnastics</p>	<p>Multiskills Swimming</p>	<p>Multiskills/athletics, gymnastics, dance</p>
<p>PE Year 2</p>	<p>Football skills, team games, swimming</p>	<p>Gymnastics and multiskills</p>	<p>Multiskills/athletics, gymnastics, dance</p>
<p>Extended Curriculum Forest Schools</p>	<p>Team building through den making Using our senses Fire making</p>	<p>Seasonal changes New growth Textures and colours</p>	<p>Using journey sticks to create Stories and poems to enhance language skills Plants and animals</p>
<p>Extended Curriculum Artis http://www.artiseducation.com/about/people/talent/katie-leanne-watson</p>	<p>Drama and dance linked to Fire and Ice- Link to "Frozen"</p>	<p>Battle recreation using sound, action and music.</p>	<p>African dance and music leading to performance</p>

