



Kings Oak Primary Learning Centre – Long term planning 2018-19

Year 1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Eureka!	Once Upon a Christmas	Giants	King or Queen for a day	In to the Woods	Beside the Sea
Outcome / Purpose for learning	show	production	DT parent workshop	Themed day	Y1 Production	Kings Oak by the sea
Visit/experience	Eureka, interactive museum for children					Day visit to Cleethorpes
English	Instructions Labels and captions Non chronological report Recounts	Traditional stories Poetry Dialogue Invitations and poster	Poetry Information text	Simple biography Facts files Descriptive writing	Traditional stories Instructions Explanations	Recount Persuasive posters
Mathematics	Number and Place Value Number Addition and Subtraction	Number Multiplication and Division Number Fractions	Measurements Geometry Properties of Shapes and Position and Direction	Number and Place Value Number Addition and Subtraction	Number Multiplication and Division Number Fractions	Measurements Geometry Properties of Shapes and Position and Direction

<p>Science</p>	<p>Animals and humans</p> <p>identify and name a variety of common animals</p> <p>identify and name carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>notice that animals, including humans, have offspring which grow into adults</p>	<p>Seasonal changes</p> <p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>	<p>Materials</p> <p>Distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>identify and compare the suitability of a</p>	<p>Seasonal changes</p> <p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>	<p>Plants</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>Living things and their habitats</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p>
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	<p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>		<p>variety of everyday materials,</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>			<p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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</p>
Computing	<p>Log on to the school network</p> <p>Recognise use of IT outside of school,</p> <p>To understand the purpose of, and begin to use a</p>	<p>To understand that information comes from different sources e.g. books, web sites, TV etc</p> <p>To understand that ICT can give access quickly to a</p>	<p>To know they can explore sound and music using technology and that they can create sound using computer programs.</p>	<p>Understand what algorithms are,</p> <p>To understand that devices respond to commands</p> <p>To begin to understand how</p>	<p>Create and debug simple programs,</p> <p>Predict the behaviour of simple programs,</p> <p>To become skilful in using different tools to control technology.</p>	<p>Use technology to organise, manipulate and retrieve digital content,</p> <p>Create, store and manipulate</p>

	<p>range of different technology. To begin to develop typing speed and accuracy to enable independent access to a computer.</p>	<p>wide variety of resources To talk about their use of ICT and the Internet and other methods to find information To be able to explore a variety of electronic information as part of a given topic</p>	<p>To know they can record sound using ICT that can be stored and played back</p>	<p>a computer processes instructions and commands (computational thinking) To understand that they can programme a simple sequence of commands into a programmable robot or toy to send it on a route</p>		<p>digital art/images To take photographs for a range of different purposes.</p>
RE	<p>LO: name holy books LO: talk about stories from holy books they have heard about</p>	<p>LO: name celebrations LO: name festivals LO: talk about how celebrations and festivals are special to each religion and to themselves.</p>	<p>LO: learn about places of worship LO: identify what places of worship are like and how special they are. LO: link objects and artefacts to particular places of worship</p>	<p>LO: understand how being religious makes a difference in a family LO: talk about how our society includes many religions LO: know that all religions are worth respecting</p>	<p>LO: take thoughts from some stories of religious founders or leaders. LO: talk about what makes these religious founders or leaders special.</p>	<p>LO: explore puzzling questions that life in the world gives us. LO: talk about some answers to the puzzling questions from religion. LO: discuss questions they</p>

			<p>LO: find out about some places where religious people love to go and remember</p> <p>LO: think about their own favourite places connected to religion.</p>	<p>LO: talk about how in our region many religions can be seen first-hand.</p>		would like to ask God.
History		<p>Bonfire night</p> <p>Key events in the past that are significant nationally and globally (for example, the Great Fire of London, the first aeroplane flight or event commemorated through festivals or anniversaries)</p> <p>Investigate Christmas</p>		<p>People and places in own locality:</p> <p>Significant historical events, people and places in their own locality and nationally</p> <p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements</p>		

		traditions and their origins				
Geography		<p>Contrasting non-European country</p> <p>Name continents and oceans, Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Compass points, features/routes on maps, simple keys Use basic geographical vocabulary	<p>Geography of area visited/field work Simple maps, aerial photos</p> <p>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</p>
Art	Use drawing as a medium to develop and share ideas. Incorporate	Use a range of materials creatively to design and make	Use painting as a medium to develop and share ideas.	Use painting as a medium to develop and share ideas.	Examine a piece of work from a well-known artist and use it to create a	Refine skills in sculpture and develop and share ideas.

	<p>known experiences. Focus on using lines and known geometric shapes to create.</p> <p>Refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create.</p>	<p>products. Use a wide range of patterns.</p>	<p>Develop and use a texture for effect. Create visual texture using different marks</p>	<p>Involve experiences and imagination. Focus on using colour and space for effect.</p>	<p>success criterion. Then critically evaluate their work.</p>	<p>They must combine their experiences and their imagination.</p>
DT	<p>Understand where food comes from. Group familiar food products e.g. fruit and vegetables. Cut ingredients safely.</p>	<p>Christmas cooking and packaging</p> <p>Create props for performance</p> <p>Investigate strengthening</p>	<p>Design and build a giant structure</p> <p>Make products, using a range of tools to cut, shape, join and finish.</p>		<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Develop, model and communicate their ideas through</p>	

	<p>Prepare simple dishes-safely and hygienically-without using a heat source.</p> <p>Group foods into the five groups in The Eatwell Plate. Cut, grate or peel ingredients safely. Prepare simple dishes-safely and hygienically-without using a heat source. Measure or weigh using cups or electronic scales.</p>	<p>sheet materials. Roll paper to create tubes. Demonstrate a range of joining techniques such as gluing or taping. Measure and mark out lines. Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling. Use simple pop-ups.</p>	<p>☑ Say what they like and don't like about their product and explain why. Talk about how closely their finished product meets their design criteria.</p> <p>Mark out materials to be cut using a template. Attach wheels to chassis using an axle. With support cut strip wood/dowel using a hacksaw. Make vehicles with construction kits which</p>		<p>talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate, explore and evaluate a range of existing</p>	
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			<p>contain free running wheels.</p> <p>Use a range of materials to create models with wheels and axles e.g. tubes, dowel and cotton reels.</p> <p>Use materials to practise drilling, screwing, nailing and gluing to strengthen products</p>		<p>products, evaluate their ideas and products against design criteria</p>	
Music	<p>Saint Saens – ‘Danse Macabre’</p> <p>LO: listen to music from a composer from the past</p>	<p>Christmas concert – use voices expressively</p> <p>LO: use voice to repeat patterns</p>		<p>Medieval music</p> <p>Play tuned and detuned percussion</p> <p>LO: investigate noises made by</p>	<p>Create a woodland sound scape</p> <p>LO: play musical patterns with varying tempo (getting faster and slower)</p>	

	<p>LO: say how I feel about a piece of music</p> <p>LO: recognise changes in sounds</p> <p>LO: represent sounds with pictures</p> <p>LO: chose a piece of music to accompany a story</p> <p>LO: create movements that correspond to specific music</p>	<p>LO: explore how our voices can change</p> <p>LO: sing songs with different moods</p> <p>LO: sing as part of a group</p> <p>LO: think about others in the group when performing a song</p>		<p>different instruments</p> <p>LO: repeat short patterns</p> <p>LO: maintain a simple musical pattern within a small group</p>	<p>LO: investigate ways to change the length of a sound made by an instrument (duration)</p> <p>LO: experiment with instruments to make high and low sounds (pitch)</p>	
PE	<p>Real PE Module 1 Floor movement patterns and static balance.</p> <p>NC: Master basic movements including running and jumping.</p>		<p>Real PE Module 3 Dynamic balance and static balance.</p> <p>NC: Continue to develop balance.</p>	<p>Real PE Module 4 Ball skills and counter balance in pairs.</p> <p>NC: Master basic ball handling skills including throwing and catching</p>	<p>Real PE Module 5 Coordination with equipment.</p> <p>NC: Continue to develop ball handling skills and master basic movement patterns.</p>	<p>Real PE Module 6 Coordination and movement patterns.</p> <p>NC: To perform dance using simple movement patterns.</p>

SMSC	What do I like about my school?	Should we be influenced/take from other cultures? Should Christmas be the same in every country?	How can I look after my friend?	Would I like to be king or Queen for the day?	Is it okay to have different opinions about art?	How should we look after Wombwell?
PSHE	How can I stay healthy?	Why is it good to be me?	What different feelings do we have?	What do I like about me?	How should we treat living creatures?	How can we care for the world around us?
Seven Rs	Resourceful Reasoning Relationships Responsible Reflective	Resourceful Risk taking Reasoning Resilient Relationships Responsible Reflective	Resourceful Resilient Relationships Responsible Reflective	Resourceful Reasoning Resilient Relationships Responsible Reflective	Resourceful Risk taking Reasoning Resilient Relationships Responsible Reflective	Resourceful Risk taking Reasoning Resilient Relationships Responsible Reflective