

# Long Term KS1 Curriculum Overview

All Saints CE(A) First School

	AUTUMN YEAR A1	SPRING YEAR A1	SUMMER YEAR A1
Key Stage 1 Long Term Plan Overview	<p><b>Fire - friend or foe?</b></p> <p>Visitors - fire brigade, fire safety, First responders, PCSO</p> <p><u>History</u> Significant historical event (British history)- Great Fire of London. What happened, inc chronology and what was learned from this.</p> <p><u>Art</u> Abstract art - fire pictures, colour mixing, primary and secondary colours, making shades and tones.</p> <p><u>RE</u> God: What do Christians believe God is like? What are festivals and why do we have them?</p> <p><u>Computing</u> Online safety-using technology safely, understanding how to keep personal information secure.</p> <p><u>Science</u> Seasonal change, Observe and describe weather associated with the seasons and how day length varies How seasonal changes affect plants and animals.</p> <p><u>Music</u> Singing - following instructions, rhythm, pitch and singing melodies</p> <p><u>PE</u> Tennis and hockey, team skills, learning tactics and rules in team games.</p>	<p><b>Who was Captain Cook and what have we learned from his journeys?</b></p> <p><u>Geography</u> Use maps, globes, atlases to locate continents and countries, oceans of the world. Identify key physical features. Focus: New Zealand and Australia</p> <p><u>Art</u> Techniques - Aboriginal and Maori art Mix primary colours to make secondary colours Use a combination of materials, cut, torn and glued to create a collage, create texture.</p> <p><u>RE</u> What do Muslims believe? Salvation: Why does Easter matter to Christians (core)</p> <p><u>Computing</u> Using Google Earth and mapping, organise and retrieve digital content for a purpose.</p> <p><u>Science</u> Seasonal change continue throughout year. Animals - types, classification Body. Health and growth, needs of an animal, food, water etc</p> <p><u>PE</u> Dance from around the world - New Zealand 'Haka' and Gymnastics</p> <p><u>Music</u> Listen to high quality music (linked to study of other countries) Choose sounds to create an effect. Sequence sounds, make musical and rhythmic phrases to create an overall effect.</p>	<p><b>What are toys and how have they changed?</b></p> <p>Visit - Sudbury Science and Industry museum/Cosford TBC</p> <p><u>History</u> Changes in toys. Ordering chronologically. Time lines with words or phrases such as past, present, older and changes that have occurred in their own lives Use dates where appropriate.</p> <p><u>RE</u> How do Christians talk to god? How can I make a difference in the world?</p> <p><u>Computing</u> Roamer - programming/instructions. Using Probots, Logo/ Textease turtle, Espresso coding</p> <p><u>Science</u> Seasonal changes, weather, day length Materials and specific uses linked to changes in transport</p> <p><u>DT</u> Making wheeled vehicles, wheels, axles and components -focus on use of pushes and pulls to move. Choose tools and materials and join materials and components in different ways.</p> <p><u>Music</u> Playing tuned and untuned instruments. Create a mixture of different sounds (long and short, loud and quiet, high and low)</p> <p><u>PE</u> Rounders/Kwick cricket hitting and striking a ball, throwing and catching, and athletics skills</p>

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	Literacy Stories familiar settings Author focus Fire poems, Instructions,	Literacy links Stories or Letters Cultural poems Aboriginal/Maori cultural stories Reports	Literacy links Stories -adventure stories Recounts Reports and explanations
Shine or visit		Aboriginal art	Circus skills games and toys Or trip to Sudbury
Partnership projects	Chatterboxes/ projects all about themselves to share with new class	Investigate Captain cook, make models, maps, reports about places visited	Research how toys have changed from parents, grandparents - photos, drawings etc Make a toy and explain to others
ICT use	Book creator Type drawing Adobe reader Tellagami Pic collage	Google earth Pic collage Explain everything Mad pad Book creator	Probots Beebots

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<b>Key Stage 1 Long Term Plan Overview</b>	<p><b>When you look out of your window what do you see?</b></p> <p><u>Geography</u> Study of local and a <b>contrasting area</b> (human and physical features of a contrasting non- European country)- Kenya. Similarities and differences. <i>Geographical language</i>, Using maps, aerial images - location of UK countries, capital cities and location of Kenya with regard to poles and equator. Compass directions</p> <p><u>RE</u> <b>Creation: Who made the world?</b> <b>Incarnation: Why does Christmas matter to Christians?</b></p> <p><u>Computing</u> Online safety-using technology safely, understanding how to keep personal information secure.</p> <p><u>Science</u> <b>Living things and habitats. Plants and animals (variation)</b> <b>Food chains. Human body and senses.</b></p> <p><u>DT</u> Food . Planning, preparing, making and reviewing food made. Focus on healthy food - where food comes from.</p> <p><u>Music</u> <b>Singing - following instructions, rhythm, pitch and singing melodies</b></p> <p><u>PE</u> Benchball/netball and hockey, team skills, learning tactics and rules in team games.</p>	<p><b>If buildings could speak - what would they say?</b></p> <p><u>Geography</u> <b>Study the human and physical features of a small area of the UK - city ( looking at Salford/Manchester (links to Lowry))</b> <b>Identify key human features. Use locational language (e.g. near and far) Describe the location of features.Simple mapping.</b></p> <p><u>Art</u> Cityscapes, townscapes, using different materials, layering and art work in the style of LS Lowry. Use of lines, pattern and texture in a drawing using different techniques</p> <p><u>RE</u> <b>What do Jews believe?</b> <b>Salvation: why does Easter matter to Christians? (digging deeper)</b></p> <p><u>Computing</u> Uses of information technology beyond school, in wider context, understanding precise instructions.</p> <p><u>Science</u> <b>Materials - identifying and describing.</b> <b>Uses of materials and changes in shape.</b></p> <p><u>Music</u> Choose sounds to create an effect, Sequence sounds, create short, rhythmic and musical patterns Combining sounds, inter related dimensions Using technology - Mad pad</p> <p><u>PE</u> <b>Focus on town/street- Singing in the rain (modern version) and Gymnastics</b></p>	<p><b>What have we learned from the Titanic disaster?</b></p> <p><u>History</u> Significant event - Titanic disaster, what happened and what we have learned from this. Inc focus on study of a person (local) Captain Smith</p> <p><u>RE</u> Gospel: What is the Good News that Jesus brings? What is faith and what difference does it make?</p> <p><u>Computing</u> Create simple algorithms and make and follow instructions to produce an outcome. Predict what could be the outcome and debug. Daisy dinosaur and Lightbot.</p> <p><u>Science</u> <b>Common plants-variety, growth and life cycles. Growing and observing -labelling, seeds, bulbs and growth</b> <b>Needs of a plant to survive</b></p> <p><u>DT</u> Levers and sliders - moving mechanisms linked to work on the Titanic. Moving pictures of Titanic</p> <p><u>PE</u> <b>Rounders team games, hitting and striking a ball, throwing and catching, and athletics skills.</b></p>

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	Literacy links Stories familiar settings Traditional/cultural stories - Kenyan Instructions/explanations Cultural poems	Literacy links Thematic poems - city theme, linked with Lowry (matchstick men) Labelling diagrams and explaining Reports	Literacy links Newspaper Reports (use of technology - Textease, iPad apps to report in this style) Prayer Extended story - adventure or historical
Shine or visit	Kenyan art or music workshop  African drumming		Titanic drama
Partnership project	Chatterboxes/projects - all about themselves to share with new class	Buildings - cityscape art/montage	Research what we know about Titanic present in different forms, models pf icebergs, posters etc
ICT use	Google earth - using maps Book Creator Type drawing Puppet pals	Explain everything Pic collage Mad pad	Book creator Textease Popplet Lightbot Daisy dino