

National Curriculum Coverage for Key Stage 1 Year Groups long-term plan

September 2016

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From Curriculum 2014

Key stage 1 – Year 1 and 2

**Overview with memorable events:**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Bressingham and us!</b>                      Cook a meal for others to enjoy                      Bob for an apple and play conkers                      Go for a long walk</p>		<p><b>Who lives here?</b>                      Learn to sew                      Learn from an older person                      Storm a castle                      Visit an old ruin/castle/ old building</p>		<p><b>Pirates and Islands</b>                      Make a potion                      Go on a treasure hunt                      Read a book, then watch a film                      Build a den</p>	
Year 2	<p><b>London's burning</b>                      Make a fire                      Sing around a campfire and toast marshmallows with a stick                      Visit a theatre</p>	<p><b>Inside the toybox</b>                      Take part in a public performance                      Go carol-singing</p>	<p><b>Australia</b>                      Make a model that's bigger than you.                      Experience different cultures.                      Create art outdoors                      Read in a tipi/tent</p>		<p><b>It's great outdoors!</b>                      Watch tadpoles grow into frogs                      AND/OR                      Watch caterpillars grow into butterflies                      Eat something that you've grown                      Grow and tend plants                      Jump over waves in the sea</p>	

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Overview by subject area - refer to table below for more specific coverage within each curriculum area.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Bressingham and us!</b></p> <p><b>Science - Seasonal changes</b> (Autumn/Winter) Observe changes across the four seasons. Observe and describe weather associated with seasons and how day length varies.</p> <p><b>Animals, including humans</b> - 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><b>Plants</b> - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of common flowering plants, including trees.</p> <p>History - Florence Nightingale Geography - UK, maps, comparison with local area, local/national landmarks.</p> <p><b>Art</b> - self-portraits, standard and Picasso style, painting local features in local area.</p> <p><b>DT</b> - Food, make a healthy meal. (Projects on a page)</p> <p>Include road safety.</p>		<p><b>Who lives here?</b></p> <p><b>Science - seasonal changes</b> (Spring) Observe changes across the four seasons. Observe and describe weather associated with seasons and how day length varies.</p> <p><b>Everyday materials</b> - distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>History</b> - Castles, Houses and Homes through the ages.</p> <p><b>Geography</b> - Homes around the world, homes in cold places (Arctic/Antarctic), climate, location</p> <p><b>DT</b> - Castles- sewing a fabric collage/wall hanging</p>		<p><b>Pirates and Islands</b></p> <p><b>Science - seasonal changes</b> (Summer) Observe changes across the four seasons. Observe and describe weather associated with seasons and how day length varies.</p> <p><b>Animals, including humans</b> - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p><b>History</b> - Grace Darling/Horatio Nelson Famous pirates</p> <p><b>Geography</b> - Katie Morag, Isle of Coll, human/physical features of islands.</p> <p><b>DT</b> - Sliders and levers. Pirate ship structures. (Projects on a page).</p>	

			<p><b>Art:</b> Kandinsky's concentric circles (cold colours), penguin paintings, castle drawings.</p>	
Year 2	<p><b>London's burning</b> <b>Science:</b> <b>Uses of everyday materials.</b> Identify and compare the suitability of a variety of everyday materials. (Impact of fire on different materials).</p> <p><b>History</b> - The Great Fire of London and Samuel Pepys. Gunpowder plot</p> <p><b>Art</b> - silhouette great fire painting / Fire art</p>	<p><b>Inside the toybox</b> <b>Science:</b> <b>Uses of everyday materials.</b> Find out how the shapes of solid objects made from some materials can be changes by squashing, bending, twisting and stretching. (Linked to different toys).</p> <p><b>History</b> - history of toys through the ages.</p> <p><b>DT</b> - plan/make a wheeled toy from wood. (Projects on a page)</p>	<p><b>Australia</b> <b>Science:</b> <b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• 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. (Australian animals and their habitats)</li> <li>• 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. (Great barrier reef)</li> </ul> <p><b>Geography:</b> Location, customs, climate, culture, landmarks, comparisons. Captain Cook</p> <p><b>Art:</b> Aboriginal paintings, pastel coral reef pictures</p> <p><b>DT:</b> Freestanding structures, wire and Modroc large scale model</p>	<p><b>It's great outdoors!</b> <b>Science:</b> <b>Plants</b> Observe and describe how seeds/bulbs grow into plants. Find out and describe how plants need water, light, suitable temperature to stay healthy.</p> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.</li> <li>• Notice that animals have offspring that grow into adults and find out and describe the basic needs of animals including humans for survival (water, food and air).</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats. (Minibeasts and life cycles)</li> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> </ul> <p><b>History:</b> The seaside through the ages</p> <p><b>Geography:</b> Seaside towns, location, maps etc.</p> <p><b>Art:</b> Botanical paintings Monet, Van gogh sunflowers, Seaside pictures</p>

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				<b>DT:</b> Plan, make knickerbocker glory. (Projects on a page)
Maths and English – as per national curriculum. Core texts linked to topics in literacy. Maths cross curricular links where possible. Computing/P.E/PSHE/R.E/ Music – taught discreetly, links to topics where possible.				

**Subject specific coverage:**

<b>Science</b>	<b>Year 1</b>	<b>Year 2</b>
	- with discussions about safety at each session as appropriate	- with discussions about safety at each session as appropriate
Y1: plants, animals including humans, everyday materials, seasonal changes.  Y2: plants, animals, including humans, use of everyday materials, living things and their habitats.	<b>Bressingham and us!</b> –Plants, Animals, including humans  <b>Who lives here?</b> –Everyday materials  <b>Pirates and islands</b> – Animals, including humans  Seasonal changes – ongoing across the four seasons not directly linked to topic.	<b>London’s burning</b> – Use of everyday materials  <b>Inside the toybox</b> – Use of everyday materials  <b>Australia</b> – Living things are their habitats  <b>It’s great outdoors!</b> – Plants, Animals, including humans, Living things and their habitats
<b>Computing</b>	<b>Year 1</b>	<b>Year 2</b>
Algorithms, programs	Scratch Espresso Coding	Scratch Espresso Coding
Create, debug	Scratch Espresso Coding	Scratch Espresso Coding
Logical reasoning	Scratch Espresso Coding	Scratch Espresso Coding
Use technology- create, organise, store, manipulate, retrieve	Throughout topics	Throughout topics
Use safely-private, internet concerns	<b>Internet Safety:</b> Regular reminders Use of ‘safe’ sites Reporting abuse/ content	<b>Internet Safety:</b> Regular reminders Use of ‘safe’ sites Reporting abuse/ content

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	Blogging	Blogging
Uses of IT	Throughout topics	Throughout topics
<b>History</b>	<b>Year 1</b>	<b>Year 2</b>
Chronology, sims/diffs, terms, questions/ answers, key features, evidence	Throughout History topics	Throughout History topics
Key events in the past Changes within living memory	<b>Who lives here?</b> (House and homes through the ages)	<b>Inside the toy box</b> (History of toys) <b>It's great outdoors!</b> (Seaside now and in the past )
Events beyond living memory- national/ global	<b>Bressingham and us!</b> - Remembrance Day and World Wars- global <b>Who lives here?</b> - Famous battles	<b>London's Burning</b> - Remembrance Day, The Great Fire of London and Gunpowder Plot- national
The lives of significant individuals in Britain's past who have contributed to our nation's achievements	Black History Week- Mary Seacole- international Culture week <b>Bressingham and us!</b> - Florence Nightingale <b>Pirates and Islands</b> - Grace Darling, Nelson	Black History Week- Mary Seacole- international Culture week <b>London's Burning</b> - Samuel Pepys <b>Australia</b> - Captain Cook.
Significant historical events, people and places in their own locality.	<b>Bressingham and us!</b> - our school, steam museum and trains <b>Who lives here?</b> Houses and homes/ Castles- Local castles and their history. <b>Pirates and Islands</b> - Nelson	<b>It's great outdoors!</b> (Seaside) - local seaside towns

<b>Geography</b>	<b>Year 1</b>	<b>Year 2</b>
Investigate the world's continents and oceans.	<b>Pirates and Islands</b>	<b>Australia</b>
Investigate the countries, capitals and seas of the United Kingdom.	<b>Bressingham and us!</b> (Include road safety.)	<b>It's great outdoors!</b> (UK and Seaside towns)

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Compare and contrast a small area of the United Kingdom with that of a non-European country.	Who lives here? (Arctic/Antarctic)	Australia
Explore weather and climate in the United Kingdom and around the world.	Christmas- North Pole, Winter Bressingham and us! Who lives here? Pirates and islands	Christmas- North Pole, Winter Australia It's great outdoors!- links with plants
Use basic geographical vocabulary to refer to and describe key physical and human features of locations. Beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather; key human features, including: city, town, village, factory, farm, house, office, and shop	Bressingham and us! Who lives here? Pirates and islands	Australia It's great outdoors! (The Seaside)- including water safety, sun safety, beach safety
Use world maps, atlases and globes.	Who lives here? Pirates and islands	Australia
Use simple compass directions.	Who lives here? Pirates and Islands	Australia It's great outdoors! (Seaside)
Use aerial photographs.	Bressingham and us! Who lives here? Pirates and Islands	Australia It's great outdoors! (Seaside)
Devise a simple map with a key.	Pirates and Islands (Isle of Coll)	Australia (Labelled map of Australia)

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Use fieldwork and observational skills.	<b>Bressingham and us!</b> Local area study (whole school enrichment week)	<b>It's great outdoors!</b> (Seaside) Local area study (whole school enrichment week)
<b>DT</b>	<b>Year 1</b>	<b>Year 2</b>
Projects on a page scheme of work		
<b>Contexts</b> , such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.	<b>Bressingham and us!</b> - home, school, local community <b>Pirates and Islands</b> - wider environment <b>Who lives here?</b> - wider environment, home	<b>It's great outdoors</b> - school, gardens, local community <b>Australia</b> - wider environment <b>Inside the toybox</b> - home
<b>Design Make- choose Evaluate</b>	<b>Who lives here?</b> <b>Textiles</b> - Templates and joining techniques  <b>Pirates and islands</b> <b>Mechanisms</b> - Sliders and levers	<b>Inside the toybox</b> <b>Mechanisms</b> - Wheels and axles  <b>Australia</b> <b>Structures</b> - Free standing structures
<b>Cooking and nutrition</b> Use the basic principles of healthy and varied diet to prepare dishes. Understand where food comes from.	<b>Bressingham and us!</b> <b>Food</b> - Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)	<b>It's great outdoors</b> <b>Food</b> - knickerbocker Glories (seaside). Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)
<b>Technical knowledge</b> - build, strengthen structures; explore and use mechanisms	See above, as required	See above, as required
<b>Art and Design</b>	<b>Year 1</b>	<b>Year 2</b>
Use experiences and ideas as the inspiration for artwork. Share ideas using	<b>Bressingham and us!</b> - Drawing, painting- themselves and local features  Christmas art activities	<b>London's burning</b> - Fire of London silhouette painting  Christmas - printing- wrapping paper; drawing- toys, Father Christmas

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drawing, painting and sculpture.	<a href="#">Who lives here?</a> Kandinsky concentric circles (cold colours)	<a href="#">Australia</a> - Aboriginal artwork/sculpture, painting- real and imaginary fish/coral reef pastel pictures
Explore a variety of techniques using colour, pattern, texture, line, shape, form and space.	<a href="#">Pirates and Islands</a> - ships; imaginative drawings and paintings	<a href="#">It's great outdoors!</a> - flower drawings- Monet; botanical paintings- watercolours
Learn about the work of a range of artists, artisans and designers.	<a href="#">Bressingham and us!</a> - Picasso <a href="#">Who lives here?</a> - Kandinsky	<a href="#">Australia</a> - Aboriginal culture <a href="#">It's great outdoors!</a> - Monet, Van Gogh, botanical artists
<b>Music</b>	<b>Year 1</b>	<b>Year 2</b>
Use their voices expressively by singing songs and speaking chants and rhymes.	Charanga scheme of work	Charanga scheme of work
Play tuned and untuned instruments musically		
Listen with concentration and understanding to a range of high quality live and recorded music.		
Make and combine sounds using inter-related dimensions of music.		

<b>PE</b>	<b>Year 1</b>	<b>Year 2</b>
Participate in team	- <a href="#">with discussions about safety at each session as appropriate</a>	



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games, developing simple tactics for attacking and defending.	Children will be taught P.E following the LCP syllabus.  Autumn 1: Games and swimming (include water safety) Autumn 2: Dance and swimming (include water safety) Spring 1: Gymnastics and swimming (include water safety) Spring 2: Gymnastics and games Summer 1: Games and dance Summer 2: Games and athletics
Perform dances using simple movement patterns.	
Swimming and water safety.	

	Year 1	Year 2
<b>Beliefs and Values Requirements of the Norfolk Agreed RE Syllabus 2012</b>	AoS: 1. Beliefs and questions 2. Belonging- family, community, world 3. Expressions of belief- rituals, practices- pray, meditate, worship, celebrate, symbols, artefacts	AoS, cont. 4. Figures who have an influence on others 5. Teachings and authority- sacred stories, books 6.Ethics and relationships- through above
Christianity AoS 1,2,3,4,5,6 Min 3 terms	<b>Bressingham and us!</b> – visit chapel, find out about worship and symbols- 1,2,3,4,5,6	<b>London’s burning</b> - Festivals of Light- different religions AoS 1,2,3,4,5,6
Judaism AoS 1,2,3 Min 1 term	Christmas - Birth of Jesus and what Christians believe about Jesus, fish symbol AoS 1,2,3,4,6  Easter story and cross symbol- AoS 1,2,3,4,5,6	Christmas - Birth of Jesus and what Christians believe about Jesus, fish symbol AoS 1,2,3,4,6  Easter story and cross symbol- AoS 1,2,3,4,5,6
Encounter other world religions, beliefs, worldviews	<b>Who lives here?</b> - spiritual homes- C and J- Churches, synagogues- AoS 2,3  <b>Pirates and Islands</b> -Judaism- beliefs and practices AoS 1,2,3  <b>Pirates and Islands</b> - Bible rescue stories AoS 1,2,4,5,6	<b>Australia</b> - Creation Stories- C and J mainly AoS 1,4,5’ The Blessing Seed (book) Aboriginal stories of creation.  It’s great outdoors! - Buddhism- care for all living things; Christianity- parable of the sower; awe and wonder AoS 1,2,3,4,5,6  It’s great outdoors!- water in religions: Christianity- Baptism; ....AoS 1,2,3,5,6

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Experiences and opportunities - visits- stories, symbols, feelings - visitors- believers and non-believers - artefacts - art, DT, music, etc - ICT	<b>Bressingham and us!</b> - Bressingham Chapel visit Christmas and toys- Nativity performance Easter story Who lives here?- visitors to talk about church, synagogue if possible Judaism- ICT research, artefacts	Christmas and toys- Nativity performance Easter story <b>Australia</b> – Aboriginal beliefs and stories It’s great outdoors! - visit from a practising Buddhist; artefacts
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	<b>Class 2 Year 1</b>	<b>Class 2 Year 2</b>
<b>PHSE</b>	Refer to SEAL, also Circle Time- <a href="#">children learn to express their views confidently; any issues relating to class behaviour or unhappiness may be discussed</a>	Refer to SEAL, also Circle Time- <a href="#">children learn to express their views confidently; any issues relating to class behaviour or unhappiness may be discussed</a>
	Aut I New Beginnings - with School and Class Rules- examples of these appropriate to age discussed and portrayed with the rules; children sign to show agreement. Aut II Getting on - with <a href="#">Anti-bullying Week</a> - with <a href="#">‘5 people to go to’</a> discussion/ assembly Spr I Good to be me Spr II Going for goals Sum I Relationships Sum II Changes	Aut I New Beginnings - with School and Class Rules- examples of these appropriate to age discussed and portrayed with the rules; children sign to show agreement. Aut II Getting on - with <a href="#">Anti-bullying Week</a> - with <a href="#">‘5 people to go to’</a> discussion/ assembly Spr I Good to be me Spr II Going for goals Sum I Relationships Sum II Changes