**Long Term Curriculum Year A - Key Stage One**

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| **Year A** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Value**  | **Courage** | **Belief**  | **Welcoming difference** | **Love**  | **Ambition**  | **Integrity**  |
| **Enquiry Question** | **What is courage and who has it?**  | **How do we develop self-belief?**  | **Who can be a pioneer?** | **What is Love?** | **What are my ambitions?** | **Are shortcuts worth it?** |
| **Novel**  | Where the Wild Things Are | Lost and Found | Proudest Blue | The Tear Thief | The Owl Who Was Afraid of the Dark | Into the Forest  |
| **Trips** | TBC | TBC | TBC | TBC | TBC | Lincolnshire Wolds |
| **Immersive environ.**  | Jungle & Boat  | Boat with winter scene  | Material Shop  | Terraced houses (doors, hinged to ‘brick’ wall’.  | Forest  | Forest – added props to represent characters from traditional stories  |
| **English** | **Narrative** – character profile **Narrative** - stories with an alternative character  | **Recount**- Newspaper report linked to Lost and Found**Non-Chronological Report-** UK countries and their capital cities  | **Poetry** **Recount** - Diary **Instructions** – How to design/wear a hijab (DT/RE) | **Setting descriptions –** using photographs of Grantham (link to art) **Instructions** – how to catch tears 2Publish (Comp link)  | **Poetry** – Dark is… **Report** – Science Experiment **Narrative** – additional chapter with character to help 2Create a Story (Comp link) | **Recount** – diary **Author Study** – Anthony Browne**Narrative** – retell with alternative characters from other traditional stories  |
| **Maths**  | **See White Rose SOW** |
| **Science**  | **Matter** - Y1 M1 - MaterialsBS1-61.**Describe** and compare and group a variety of materials and their uses on the basis of their simple physical properties2Question (Comp link) | **Life – Y1** L1 – Animals inc. humansBS1,4,61. **Recognise** and describe the differences and similarities in plants and animals  | **Matter Y2**M1 and M2 MaterialsBS 1-61.**Compare** the suitability of materials for particular purposes 2.**Explore** the how the shapes of materials can be changed by the application of force | **Life Y2**L1 -2BS 1,4,61.**Identify** what living things needs to survive and flourish (i.e. food, water, exercise etc.)2.**Recognise** and **describe** how living things differ to non-living things, and how they change as they grow (including plants and animals). | **Energy Y1 and Y2**Y1 – E2 light2.**Recognise** that light is reflected from surfacesY2 – E2 – lightBS 1,2,3 2.**Recognise** that dark is the absence of light | **Life Y2**L3 – HabitatsBS3.**Construct** and interpret food chains, identifying predators, producers and preyPlus:Exploratory Unit – Y1 Sound |
| **History**  | **Family Trees** **Chronology** – Complete family tree (three generations) **Evidence** – Introduceterm ‘sources’**Significance**- Personal history  |  |  | **History of Grantham** **Chronology** – Locate on a timeline **Evidence** – Introduceterm ‘sources’**Significance**- Local history | **The Moon Landing (1969)****Chronology** – Locate on a timeline **Evidence** – Introduceterm ‘sources’**Significance**- Significant event/Technology  |  |
| **Geography**  |  | **Where in the World?** **Place** - locate UK countries, capital cities, worldcontinents and oceans on simple world map. 2Go (Comp link)Simple City (Comp link) |  | **What is Grantham Like?****Place** - locate Grantham on a simple UK map. **Space** - Identify & describe physical and human features of Grantham.**Sustainability** - describe how people take care of the local environment **Change** - Identify and explain how increasing human features affect physical features in the local area  |  | **Beautiful Places: Lincolnshire Wolds****Place** - locate Lincolnshire Wolds on a simple UK map. **Space** - Identify & describe physical and human features of Lincolnshire Wolds.**Sustainability** - describe how people take care of the Lincolnshire Wolds. **Change** - Identify and explain how increasing human features affect physical features in the Lincolnshire Wolds.  |
| **Art** |  |  |  | **Artist Focus: Pablo Picasso Mediterranean Landscape** **Composition (formal elements):*** Y1 Line – understand and draw diagonal lines
* Y1 Colour/Tone– name all the colours. Find collections of different colours by mixing **white**. Introduce secondary colours.

**Communication (outcomes and materials)** – recreate a local Grantham housing scene in Picasso’s style using charcoal and coloured crayon *(pre-print outline of houses to support with composition)* **Y1/2 Comprehension skills**Analyse how artists’ make deliberate choices about composition in order to have an effect on the audience | **Artist Focus: Kandinsky – Several Circles** **Composition (formal elements):*** Y1-2 Texture– recognise a range of different textures and sort by qualities. Overlap and overlay textures to create effects: distinguish between the qualities of the different textures
* Y2 Colour/Tone – Make tones of colours using **black and white**. Begin to describe and link colours to objects. Use colour on a large scale.
* Y2 Pattern – Distinguish between natural and man-made patterns.

**Communication (outcomes and materials)** – Whole mixed media piece – ‘The Night Sky’ using powder paint, overlaid with a range of materials and textures **Y1/2 Comprehension skills**Describe how a piece of art makes them feel using simple language linked to artistic elements to give reasons why.  | **Artist Focus: Henri Rousseau** **Composition (formal elements):*** Y1-2 Texture– recognise a range of different textures and sort by qualities. Overlap and overlay textures to create effects: distinguish between the qualities of the different textures
* Y2 Colour/Tone – Make tones of colours using **black and white**. Begin to describe and link colours to objects. Use colour on a large scale.
* Y1/2 Pattern – awareness of how manmade patterns repeat; distinguish between natural and man-made patterns.

**Communication (outcomes and materials)** –Individualjungle collage using a range of materials – depicting characters from traditional tales i.e. wolf**Y1/2 Comprehension skills**Analysehow artists’ make deliberate choices about composition in order to have an effect on the audience. |
| **DT** | **Structures – waterproof boat** **Innovation & Implementation:** Making a boat that floats and evaluate **Tools/materials:** variety ofmaterials – are they waterproof?**User:** Max (focus text character)  | **Food – soup** **Innovation & Implementation**: follow a recipe to make a warming soup.**Tools/materials**: use knives to chop vegetables. **User**: Themselves  | **Textiles – hijab design** **Innovation & Implementation**: design and decorate a hijab**Tools/materials**: use fabric glue to join sequins etc. **User**: Faizah (focus text character) |  |  |  |
| **Computing**  | **Delivery**: continuous provision with access to specific Purple Mash apps, in set terms, linked to other areas of the curriculum. Safety objectives are modelled throughout. |
| Unit 1.1 Online Safety 2Question  | 2GoSimple City  | 2Sequence 2Beat  | Unit 2.1 Online Safety 2Publish  | 2Create A Story | Paint Projects  |
| **PSHE/RSE** | **Relationships** **Describe** the characteristics of friendship and use this to develop strong friendships  | **Identity** Understand that I am unique and that people think differently to me Recognise my personal achievements  | **Equality** **Recognise** that others’ families sometimes look different from their own **Treat** everyone with respect, and expect respect from others in return Identify our rights and responsibilities | **Relationships** **Know** how important family and friendships are in making us feel happy, loved and secure  | **Health** **Judge** how they are feeling and whether how they are behaving is appropriate Know what bullying is and its impact on mental wellbeing **Describe** the impact of rest, diet, hobbies and exercise on emotional and physical wellbeing | **Safety** **Know** how to keep themselves safe (e.g. on and offline) **Make** safe choices for myself and others (e.g. permission seeking, areas of our bodies are private, knowing how to call for an ambulance) Know who to report abuse or concerns to |
| **RE** | **Understanding Christianity KS1 (Core)** **God:** What do Christians believe God is like?**Text**: Parable of the Lost Son  | **Understanding Christianity KS1 (Core & Digging Deeper)** **Incarnation:** Why does Christmas matter to Christians? **Text:** Gospel of Luke  | **KS1 Compulsory LAS Unit - Being Human (Islam)** | **Understanding Christianity KS1 (Core & DD) Salvation:**Why does Easter matter to Christians?**Text**: The Easter Story  | [**KS1 Compulsory LAS Unit - Community (Islam)**](https://www.lincolndiocesaneducation.com/_site/data/files/las%20unit%20overviews/BEAD7F4FEFBE6E174E7CF526B4C8FE9C.pdf) | **Understanding Christianity KS1 (Digging Deeper)** **God:** What do Christians believe God is like? **Text**: Jonah and the Whale  |
| **PE**Progression in skills highlighted in **Get Set for PE** scheme of work | **Ball Skills Y1** **Lesson 1:** Introduce skill**Lesson 2:** Consolidate**Skill: Refine** basic large and small movements and apply in a range of activities.*Sending, tracking, dribbling and catching.* | **Dance Y1****Lesson 1:** introduce skill**Lesson 2:** Consolidate**Skill: Refine** basic large and small movements and apply in a range of activities.*Actions, dynamics, space, relationship and performance.* | **Ball Skills Y2 / Swimming** **Lesson 1:** Introduce skill**Lesson 2:** Swimming**Skill: Refine** basic large and small movements and apply in a range of activities.*Sending, tracking, dribbling and catching.**Strokes, breathing and water safety.* | **Dance Y2****Lesson 1:** introduce skill**Lesson 2:** Consolidate**Skill: Refine** basic large and small movements and apply in a range of activities.*Actions, dynamics, space, relationship and performance.* | **OAA (Team Building Y1, then Y2)****Lesson 1:** introduce skill**Lesson 2:** introduce skill**Skill: Refine** basic large and small movements and apply in a range of activities.*Problem solving, navigation, communication and reflection.* | **Fitness (Y1, then Y2)****Lesson 1:** introduce skill**Lesson 2:** introduce skill**Skill: Refine** basic large and small movements and apply in a range of activities.*Agility, balance, coordination, speed, strength and stamina.* |
| **Music** | **Mozart - Serenade No. 13 for strings in G major****Shape** * Y1/2 Tempo - Identify and describe slow/fast tempos
* Y1/2 Pitch - Identify and describe high/low sounds
* Y1/2 Dynamics - Identify loud/soft sounds and describe changes in dynamics

**Comprehension [outcome focus]** – Listen and discuss [focus on building atmosphere linked to the ‘Rumpus’ in the book]. |   | **Aretha Franklyn RESPECT****Shape** * Y1/2 Duration - Identify pulse (steady beat) in 4/4, identify note length (semibreve, minim, crochet)

**Communication [outcome focus]** – Create and compose a 4/4 rhythm with semibreves, minims and crochets.  |  | **S Club 7- Reach for the Stars****Shape** * Y1/2 Structure - describe songs with

an AB structure, interpret simple scores that represent simple structures* Y1/2 Duration - Identify pulse (steady beat) in 4/4, identify note length (semibreve, minim, crochet)
* Y1/2 Pitch - Identify and describe high/low sounds
* Y1/2 Texture/Timbre - Describe the emotion of sounds/music

**Communication [outcome focus]** – Learn and perform the focus music; keep to a steady rhythm. |  |

**Long Term Curriculum Year B - Key Stage One**

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| **Year B** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Value**  | **Courage** | **Belief**  | **Welcoming difference** | **Love**  | **Ambition**  | **Integrity**  |
| **Enquiry Question**  | **Do you have the courage to be different?**  | **Can your choices change?** | **Are girls as brave as boys?**  | **Are there different kinds of love?** | **Can ambitions benefit others?** | **Is stealing always wrong?** |
| **Novel**  | Rapunzel by Bethan Woollvin | Tin Forest  | The Last Wolf by Mini Grey  | The Robot and the Bluebird | The Hodgeheg | Fantastic Mr Fox  |
| **Trips** | TBC | TBC | TBC | TBC | TBC | Sherwood Forest |
| **Immersive environment**  | Tower  | Forest (emerging from tin mound)  | Forest – with some deforestation  | Scrap Yard  |  |  |
| **English** | **Narrative** – story with alternative escape**Character description****Poetry** - courage 2Create a Story (Comp link) | **Persuasion** – looking after the forest **Poetry** **Setting description –** linked to artwork in the book 2Paint a Picture (Comp link) | **Persuasion** – email to council to save the woodland 2Email (Comp link)**Narrative** – story with alternative character  | **NCR**– linked to the digital age **Character description** | **Information Leaflet –** road safety**NCR** – Hedgehogs 2Animate (Comp link) | **Narrative** – extended story **Biography** – Roald Dahl**Recount -** Letter/email between the farmers, plotting to capture Mr Fox  |
| **Maths**  | **See White Rose SOW** |
| **Science**  | **Energy Y1**E1 - 1. **Identify** and **describe** simple forces, including pushes and pulls.BS 2,3**Energy Y2**E1 - 1.**Describe** the effect of applying a greater or lesser force to object (i.e. pushing/pulling harder)BS1,2,3,4 | **Life Y1**L1 – plantsRecognise and describe the differences and similarities in plants and animals BS 2-5 | **Exploratory Unit Y1** – Sound **Life Y2**BS 1, 4L3 – Habitats**Construct** and **interpret** food chains, **identifying** predators, producers, and prey | **Life Y2** L1, L2 - plantsBS 1-6**Identify** what living things needs to survive and flourish (i.e. food, water, exercise etc.)**Recognise** and **describe** how living things differ to non-living things, and how they change as they grow (including plants and animals). | **Energy Y1 and Y2**(Seasons)**Observe** the features associated with season changeBS 1-6 |  |
| **History**  | **Personal Timelines** **Chronology** – Locate life events on a timeline **Evidence** – Introduceterm ‘sources’**Significance**- Personal history |  |  | **Into the Digital Age (1950-)****Chronology** – Local digital inventions on a timeline (TV, telephone, computers etc.)**Evidence** – Introduceterm ‘sources’**Significance**- Technology   |  | **Margaret Thatcher** **Chronology** – Locate her life events on a timeline **Evidence** – Introduceterm ‘sources’**Significance**- Power/ Significant People  |
| **Geography**  |  |  | **Loss of Woodland: Prince William of Gloucester Barracks****Place** - locate PW of G Barracks on a simple UK map. **Space** - Identify & describe physical and human features of the native wood new native wood planted in Diamond Jubilee.**Sustainability** - describe how and why people planted the native wood. **Change** - Identify and explain redeveloping the site could destroy the trees.<https://www.woodlandtrust.org.uk/protecting-trees-and-woods/campaign-with-us/grantham-barracks/>  | **Where in the World?** **Place** - locate UK countries, capital cities, worldcontinents and oceans on simple world map. Simple City (Comp link) |  | **Claxby Ironstone Mine** **Place** - locate Claxby Ironstone Mineon a simple UK map. **Space** - Identify & describe physical and human features of the mine.**Change** - Identify and explain how mining affects the Earth **Sustainability** - describe how people take care and try to recycle instead now  |
| **Art** | **Artist Focus: Roy Lichtenstein – Pop Art** **Composition (formal elements):*** Y2 Proportion – Begin to think about the appropriate size of letters.
* Y1 Colour/Tone – name all the colours. Find collections of different colours by mixing white. Introduce secondary colours.
* Y1 Shape and form – Draw 2D and geometric shapes
* Y1 Line – understand & draw diagonal lines.
* Y1/2 Pattern – awareness of how manmade patterns repeat; distinguish between natural and man-made patterns.

**Communication (outcomes and materials)** – reimagined Lichtenstein pop art using only one colour alongside black, white and grey (as in Rapunzel Book Illustration). Use words inspired by the text. **Y1/2 Comprehension skills**Analyse how artists’ make deliberate choices about composition in order to have an effect on the audience |  |  | **Artist Focus: Matt Wilson – Sculpture** **Composition (formal elements):*** Y2 Shape and form – draw 3D forms and create organic 3D forms

**Communication (outcomes and materials)** – metal sculpture from old/cheap cutlery and recyclable metal. **Y1/2 Comprehension skills**Describe how a piece of art makes them feel using simple language linked to artistic elements to give reasons why.  |  | **Artist Focus: Quentin Blake – illustration** **Composition (formal elements):*** Y2 Shape and form – Recognise 3D shapes and draw organic 2D shapes.
* Y2 Colour – Make tones of colours using black and white. Begin to describe and link colours to objects. Use colour on a large scale.
* Y2 Line – stippling

**Communication (outcomes and materials)** – metal sculpture from old/cheap cutlery and recyclable metal. **Y1/2 Comprehension skills**Analyse how artists’ make deliberate choices about composition in order to have an effect on the audience |
| **DT** |  | **Food – growing and eating****Innovation & Implementation**: plant, water, harvest, eat and evaluate salad leaves. **Tools/materials**: trowels, watering cans **User**: themselves | **Textiles – hand puppets****Innovation & Implementation**: measure, cut, decorate, and stitch a hand puppet (character linked to narrative outcome) **Tools/materials**: fabric pens/sewing **User**: themselves  |  | **Structures – hedgehog houses** **Innovation & Implementation**: measure, cut, assemble a hedgehog house **Tools/materials**: MDF, saw, glue **User**: hedgehogs  |  |
| **Computing**  | Unit 1.1 Online Safety 2Create a Story  | 2Paint a Picture | Unit 2.1 Online Safety 2Email  | Simple City 2Beat  | 2Animate  | Busy Beats  |
| **PSHE/RSE** | **Health** **Judge** how they are feeling and whether how they are behaving is appropriate Know what bullying is and its impact on mental wellbeing **Describe** the impact of rest, diet, hobbies and exercise on emotional and physical wellbeing | **Identity** **Understand** that I am unique and that people think differently to me **Recognise** my personal achievements  | **Equality** **Recognise** that others’ families sometimes look different from their own **Treat** everyone with respect, and expect respect from others in return Identify our rights and responsibilities | **Relationships** **Know** how important family and friendships are in making us feel happy, loved and secure  | **Relationships** **Describe** the characteristics of friendship and use this to develop strong friendships  | **Safety** **Know** how to keep themselves safe (e.g. on and offline) **Make** safe choices for myself and others (e.g. permission seeking, areas of our bodies are private, knowing how to call for an ambulance) **Know** who to report abuse or concerns to |
| **RE** | **Understanding Christianity KS1 (Core) Creation:**Who do Christians believe made the world?**Text:** Genesis 1 | **Understanding Christianity KS1 (Core & Digging Deeper)** **Incarnation:** Why does Christmas matter to Christians? **Text:** Gospel of Matthew  | [**KS1 Compulsory LAS Unit - God (Islam)**](https://www.lincolndiocesaneducation.com/_site/data/files/las%20unit%20overviews/C5DA9315B23CD8A90B8B62147BB207B5.pdf)[**KS1 Compulsory LAS Unit – Life Journey (Islam)**](https://www.lincolndiocesaneducation.com/_site/data/files/las%20unit%20overviews/C5DA9315B23CD8A90B8B62147BB207B5.pdf) | **Understanding Christianity KS1 (Core & DD) Salvation:**Why does Easter matter to Christians?**Text**: The Easter Story – link to Jesus rescuing people  | **Understanding Christianity KS1 (Core) Gospel:**What is the good news that Jesus brings? **Text:** Jesus’ Disciples  | **Understanding Christianity KS1 (Digging Deeper):** **Creation:**Who do Christians believe made the world?**Text:** Genesis 1 – responsibility for the world  | **Understanding Christianity KS1 (Digging Deeper) Gospel:**What is the good news that Jesus brings? **Text:** Jesus and the Ten Lepers  |
| **PE** | **Gymnastics Y1****Lesson 1:** introduce skill**Lesson 2:** Consolidate**Skill: Refine** basic large and small movements and apply in a range of activities.*Jumps, rolls, shape and balances.* | **Athletics Y1****Lesson 1:** introduce skill**Lesson 2:** consolidate**Skill: Refine** basic large and small movements and apply in a range of activities.*Running, jumping and throwing.* | **Gymnastics Y1 / Swimming****Lesson 1:** introduce skill**Lesson 2:** Swimming**(GetSet4PE Gymnastics year 2)****Skill: Refine** basic large and small movements and apply in a range of activities.*Jumps, rolls, shape, inverted movements and balances.**Strokes, breathing and water safety.* | **Athletics Y2****Lesson 1:** introduce skill**Lesson 2:** consolidate**Skill: Refine** basic large and small movements and apply in a range of activities.*Running, jumping and throwing.* | **Net and Wall (Y1, then Y2)****Lesson 1:** introduceskill**Lesson 2:** introduceskill**Skill: Refine** basic large and small movements and apply in a range of activities.*Hitting, feeding, rallying, footwork,*  | **Striking and Fielding (Y1, then Y2)** **Lesson 1:** introduce skill**Lesson 2:** consolidation**Skill: Refine** basic large and small movements and apply in a range of activities.*Striking, fielding, throwing and catching.* |
| **Music**  |  |  | **Prokofiev – Peter and the Wolf****Shape*** Y1/2 Tempo - Identify and describe slow/fast tempos
* Y1/2 Texture/Timbre - Identify a variety of instruments / Describe character of sounds

**Comprehension [outcome focus]** – Listen and discuss [say how the music makes you feel and helps to tell a story, using knowledge of musical shape to justify]. | **The Beatles All You Need is Love** **Shape** * Y1/2 Structure - describe songs with

an AB structure, interpret simple scores that represent simple structures* Y1/2 Duration - Identify pulse (steady beat) in 4/4, identify note length (semibreve, minim, crochet)
* Y1/2 Tempo - Identify and describe slow/fast tempos

**Communication [outcome focus]** – Learn and perform the focus music; keep to a steady rhythm.2Beat (Comp link) |  | **Rossini - Overture from William Tell** **Shape** * Y1/2 Dynamics - Identify loud/soft sounds and describe changes in dynamics
* Y1/2 Tempo - Identify and describe slow/fast tempos
* Y1/2 Pitch - Identify and describe high/low sounds
* Y1/2 Texture/Timbre - Identify a variety of instruments / Describe character of sounds

**Communication [outcome focus]** – Create and compose a fanfare melody Busy Beats (Comp link) |