**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 - Materials  BS1-6  1.**Describe** and compare and group a variety of materials and their uses on the basis of their simple physical properties  2Question (Comp link) | **Life – Y1**  L1 – Animals inc. humans  BS1,4,6  1. **Recognise** and describe the differences and similarities in plants and animals | **Matter Y2**  M1 and M2 Materials  BS 1-6  1.**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 -2  BS 1,4,6  1.**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 light  2.**Recognise** that light is reflected from surfaces  Y2 – E2 – light  BS 1,2,3  2.**Recognise** that dark is the absence of light | **Life Y2**  L3 – Habitats  BS  3.**Construct** and interpret food chains, identifying predators, producers and prey  Plus:  Exploratory Unit – Y1 Sound |
| **History** | **Family Trees**  **Chronology** – Complete family tree (three generations)  **Evidence** – Introduce  term ‘sources’  **Significance**- Personal history |  |  | **History of Grantham**  **Chronology** – Locate on a timeline  **Evidence** – Introduce  term ‘sources’  **Significance**- Local history | **The Moon Landing (1969)**  **Chronology** – Locate on a timeline  **Evidence** – Introduce  term ‘sources’  **Significance**- Significant event/Technology |  |
| **Geography** |  | **Where in the World?**  **Place** - locate UK countries, capital cities, world  continents 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 | 2Go  Simple 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. |  |

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Description automatically generatedLong 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 – plants  Recognise and describe the differences and similarities in plants and animals  BS 2-5 | **Exploratory Unit Y1** – Sound  **Life Y2**  BS 1, 4  L3 – Habitats  **Construct** and **interpret** food chains, **identifying** predators, producers, and prey | | **Life Y2**  L1, L2 - plants  BS 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 change  BS 1-6 |  |
| **History** | **Personal Timelines**  **Chronology** – Locate life events on a timeline  **Evidence** – Introduce  term ‘sources’  **Significance**- Personal history |  |  | | **Into the Digital Age (1950-)**  **Chronology** – Local digital inventions on a timeline (TV, telephone, computers etc.)  **Evidence** – Introduce  term ‘sources’  **Significance**- Technology |  | **Margaret Thatcher**  **Chronology** – Locate her life events on a timeline  **Evidence** – Introduce  term ‘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, world  continents 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) |