
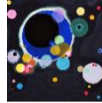









Long Term Curriculum Year A - Key Stage One

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	Cartography- walk to location of traffic survey	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/description Non-fiction - Instructions – linked to DT, creating a waterproof boat.	Poetry - Riddles Narrative – Setting description Narrative – simple recount of story OR Recount – trip Whole school themed Christmas Write	Recount - Diary Non-chronological report – linked to Science - materials	Narrative – retell the story from a different point of view OR change character Instructions – how to catch tears Poetry – Tongue Twister for World Poetry Day	Non-chronological report – Isaac Newton Narrative – additional chapter with character to help	Author Study – Anthony Browne – non-chronological report/ fact file 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	Mastery in Chronology Family Trees Chronology – Complete family tree (three generations) Evidence – Introduce term 'sources' and understand importance of them Significance - Personal history – look at key individuals from own history		Mastery in Evidence History of Grantham Chronology – Locate on a timeline - using different sources to find out about the local area Evidence – Introduce term 'sources' and understand importance of them Significance - Local history – why is it important that we know about the history of our local area?		Mastery in Significance Isaac Newton Who was he? What was he famous for? Where did he live? Chronology – Locate on a timeline – cross reference to the history of Grantham timeline Evidence – Introduce term 'sources' and understand importance of them Significance - what impact did Sir Isaac Newton have? How have his discoveries shaped the world?	
Geography		Where in the World? Place - locate UK countries, capital cities, world continents and oceans on simple world map. To look at the different climates. 2Go (Comp link) Simple City (Comp link)		What is Grantham Like? Place - locate Grantham on a simple UK map and the world. Space - Identify & describe physical and human features of Grantham. Sustainability - describe how people take care of the local environment – pollution traffic survey Change - Identify and explain how increasing human features affect physical features in the local area Cartography- Local visit - navigate and map out the route to the traffic survey point (within 500 yards of the school)		Rural 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): <ul style="list-style-type: none">Y1 Line – understand and draw diagonal linesY1 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 (<i>pre-print outline of houses to support with composition</i>) 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): <ul style="list-style-type: none">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 texturesY2 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): <ul style="list-style-type: none">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 texturesY2 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) – Individual jungle collage using a range of materials – depicting characters from traditional tales i.e. wolf Y1/2 Comprehension skills Analyse how 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	Food – soup Innovation & Implementation: follow a recipe to make a warming soup. Tools/materials: use knives to chop vegetables.	Textiles – hijab design Innovation & Implementation: design and decorate a hijab Tools/materials: use fabric glue to join sequins etc.			

	Tools/materials: variety of materials – are they waterproof? User: Max (focus text character)	User: Themselves	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 (y1) 2.2 online safety (y2) 1.5 maze explorers Safety Know that people online may not be telling the truth about who they are and know who to ask for help.	2.5 Effective searching Safety Know that people sometimes behave differently online.	1.7 coding Safety Treat everyone with respect and expect respect from others in return online.	1.6 Animated stories Safety Know that people online may not be telling the truth about who they are and know who to ask for help	1.3 pictograms Safety Treat everyone with respect and expect respect from others in return online.	2.4 questioning Safety Know how to keep themselves safe online (e.g.) what information is and isn't safe to share.
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	Creation UC 1.2 (core) Who do Christians believe made the world?	LAS Compulsory God – Islam What do Muslims believe about God? [How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?] Link to Prophet Muhammad – Night Journey	LAS Compulsory Community – Islam How do Muslims express their religion and beliefs? [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?] 	LAS Compulsory Being Human – Islam How does faith and belief affect how Muslims live their lives? [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?] 	LAS Compulsory Life Journey – Islam How do Muslims mark important events in their lives? [What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]
PE	Ball Skills Y1 Lesson 1: Introduce skill Lesson 2: Consolidate Skill: Refine basic large and small movements and apply in a range of activities. <i>Sending, tracking, dribbling and catching.</i>	Dance Y1 Lesson 1: introduce skill Lesson 2: Consolidate Skill: Refine basic large and small movements and apply in a range of activities. <i>Actions, dynamics, space, relationship and performance.</i>	Ball Skills Y2 Lesson 1: Introduce skill Lesson 2: Swimming Skill: Refine basic large and small movements and apply in a range of activities. <i>Sending, tracking, dribbling and catching.</i> <i>Strokes, breathing and water safety.</i>	Dance Y2 Lesson 1: introduce skill Lesson 2: Consolidate Skill: Refine basic large and small movements and apply in a range of activities. <i>Actions, dynamics, space, relationship and performance.</i>	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. <i>Problem solving, navigation, communication and reflection.</i>	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. <i>Agility, balance, coordination, speed, strength and stamina.</i>
Music	Mozart - Serenade No. 13 for strings in G major Shape <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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

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	Cartography- visit to the local park	TBC	Sherwood Forest
Immersive environment	Tower	Forest (emerging from tin mound)	Forest – with some deforestation	Scrap Yard		
English	Narrative – character profile/description Non-fiction - Instructions – linked to book, Rapunzel's hair.	Poetry - Riddles Narrative – Setting description Narrative – simple recount of story OR Recount – trip Whole school themed Christmas Write	Recount - Diary Non-chronological report – linked to Science - habitats	Narrative – retell the story from a different point of view OR change character Instructions Poetry – Tongue Twister for World Poetry Day	Non-chronological report – Seasons Narrative – additional chapter with character to help	Author Study – Roald Dahl – non-chronological report/ fact file Narrative – retell with alternative character.
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 need 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	Mastery in Chronology Personal Timelines Chronology – Locate life events on a timeline Evidence – Introduce term 'sources' Significance - Personal history		Mastery in Evidence Using sources to find out about their family Chronology - locate key members of their family on a timeline Evidence – Introduce term 'sources' Significance - Personal history			Mastery in Significance 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- Forest Fires 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/		Urban Places Place - locate UK countries, capital cities, world Continents and oceans on simple world map. Simple City (Comp link) Sustainability - describe how people take care of the local environment – noise pollution survey Local Visit- Cartography - navigate and map out visit to the local park (within 500 yards of the school)	Weather- Physical Place - locate UK countries, capital cities, world Describe seasonal weather patterns Locate hot and cold areas of the world	
Art	 Artist Focus: Roy Lichtenstein – Pop Art Composition (formal elements): <ul style="list-style-type: none">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 shapesY1 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): <ul style="list-style-type: none">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): <ul style="list-style-type: none">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.Y2 Line – stippling Communication (outcomes and materials) – create a detailed pencil illustration of a character from Fantastic Mr Fox using pencil crayons to add colour and texture. 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 (y1) 2.2 Online safety (y2) 1.4 Lego builders Safety Know how to keep themselves safe online (e.g.) what information is and isn't safe to share)	2.6 creating pictures Safety Know that people online may not be telling the truth about who they are and know who to ask for help.	2.1 Coding Safety Treat everyone with respect and expect respect from others in return online.	2.7 Making Music Safety Know that people sometimes behave differently online.	1.8 spreadsheets Safety Know that people sometimes behave differently online.	1.9 Tech outside of school Safety Know how to keep themselves safe online (e.g.) what information is and isn't safe to share).
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		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 Incarnation: Why does Christmas matter to Christians? Text: Gospel of Matthew	 Understanding Christianity KS1 Core alvation: Why does Easter matter to Christians? Text: The Easter Story – link to Jesus rescuing people	LAS Additional Thankfulness (including Christianity) [E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism...] Include religious and non-religious beliefs (one religion must be something other than Christianity/Islam)		LAS Additional Places of worship (including Christianity) [Choose three key objects, features or symbols and look at: what they tell us about beliefs about God/humans/the world around them how they are used in practice – i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam]	
PE	Gymnastics Y1 Lesson 1: introduce skill Lesson 2: Consolidate Skill: Refine basic large and small movements and apply in a range of activities. <u>Jumps, rolls, shape and balances.</u>	Athletics Y1 Lesson 1: introduce skill Lesson 2: consolidate Skill: Refine basic large and small movements and apply in a range of activities. <u>Running, jumping and throwing.</u>	Gymnastics Y2 / Lesson 1: introduce skill Lesson 2: Consolidate (GetSet4PE Gymnastics year 2) Skill: Refine basic large and small movements and apply in a range of activities. <u>Jumps, rolls, shape, inverted movements and balances.</u> <u>Strokes, breathing and water safety.</u>	Athletics Y2 Lesson 1: introduce skill Lesson 2: consolidate Skill: Refine basic large and small movements and apply in a range of activities. <u>Running, jumping and throwing.</u>	Net and Wall (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. <u>Hitting, feeding, rallying, footwork.</u>	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. <u>Striking, fielding, throwing and catching.</u>
Music			Prokofiev – Peter and the Wolf Shape <ul style="list-style-type: none"> <u>Y1/2 Tempo</u> - Identify and describe slow/fast tempos <u>Y1/2 Texture/Timbre</u> - 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 <ul style="list-style-type: none"> <u>Y1/2 Structure</u> - describe songs with an AB structure, interpret simple scores that represent simple structures <u>Y1/2 Duration</u> - Identify pulse (steady beat) in 4/4, identify note length (semibreve, minim, crochet) <u>Y1/2 Tempo</u> - 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 <ul style="list-style-type: none"> <u>Y1/2 Dynamics</u> - Identify loud/soft sounds and describe changes in dynamics <u>Y1/2 Tempo</u> - Identify and describe slow/fast tempos <u>Y1/2 Pitch</u> - Identify and describe high/low sounds <u>Y1/2 Texture/Timbre</u> - Identify a variety of instruments / Describe character of sounds Communication [outcome focus] – Create and compose a fanfare melody Busy Beats (Comp link)