## **Long Term Planning Overview KS1**

Highlight skills/units taught thoroughly Tick aspects that have had light touch

Year: 2017-18	Teacher: Mr Hudson and Mrs Sharpe	Class:	Ladybirds	Year group/s: _	_Reception _	_School:
Werrington						

TOPICS/themes covered.	OPICS/themes covered.  Who am I? - Ourselves Superheroes Harvest linked to Little Red Hen. Halloween/Bonfire night/ Divali		Spring 1  Out and about – The Gruffalo Learning in the outdoors	Spring 2  Out and about – Pirates Spring Easter	Summer 1  Beach studies Pollution	Animal Kingdom Health and safety week (Internet safety,stranger danger, people who help us, sun safe)	
Topic Hook	Little Red Hen	Visits to performance and Charlie Bears	Outdoor learning	Pirate ship	Beach visit	Animals	
Literacy Texts used/Class Reads	<ul> <li>Poetry</li> <li>Instructions</li> <li>Persuasive</li> <li>Non- chronological</li> <li>Recount</li> <li>Fiction</li> <li>Explanation</li> <li>Discussion</li> </ul>	Poetry     Instructions     Persuasive     Non-chronological     Recount     Fiction     Explanation     Discussion  How to trap a Troll     Trolls, fairy books,     The scruffiest     giant in town.     Onamatapia	<ul> <li>Poetry</li> <li>Instructions</li> <li>Persuasive</li> <li>Non-chronological</li> <li>Recount</li> <li>Fiction</li> <li>Explanation</li> <li>Discussion</li> </ul> Scott Antarctic	<ul> <li>Poetry</li> <li>Instructions</li> <li>Persuasive</li> <li>Non-chronological</li> <li>Recount</li> <li>Fiction</li> <li>Explanation</li> <li>Discussion</li> </ul>	Poetry     Instructions     Persuasive     Non-chronological     Recount     Fiction     Explanation     Discussion  Nick Dark     Flotsom and     Jetsom,     Cornish male     singing group	<ul> <li>Poetry</li> <li>Instructions</li> <li>Persuasive</li> <li>Non-chronological</li> <li>Recount</li> <li>Fiction</li> <li>Explanation</li> <li>Discussion</li> </ul>	
Maths Blocks from Rising Stars Scheme of Learning covered	<ul> <li>Number Sense</li> <li>Additive         Reasoning</li> <li>Multiplicative         Reasoning</li> <li>Geometric         Reasoning</li> </ul>	firework poetry  Number Sense Additive Reasoning Multiplicative Reasoning Geometric Reasoning	<ul> <li>Number Sense</li> <li>Additive         Reasoning         </li> <li>Multiplicative         Reasoning         </li> <li>Geometric         Reasoning     </li> </ul>	<ul> <li>Number Sense</li> <li>Additive         Reasoning</li> <li>Multiplicative         Reasoning</li> <li>Geometric         Reasoning</li> </ul>	songs,  Number Sense Additive Reasoning Multiplicative Reasoning Geometric Reasoning	<ul> <li>Number Sense</li> <li>Additive         Reasoning</li> <li>Multiplicative         Reasoning</li> <li>Geometric         Reasoning</li> </ul>	

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Scientific and technological understanding. KS1	<ul> <li>Working scientifically</li> <li>Plants</li> <li>Animals Inc. humans</li> <li>Everyday materials.</li> <li>Light</li> <li>Seasonal changes.</li> <li>All living things and their habitat</li> <li>Use of everyday materials</li> <li>Sound</li> </ul>	<ul> <li>Working scientifically</li> <li>Plants</li> <li>Animals Inc. humans</li> <li>Everyday materials.</li> <li>Light</li> <li>Seasonal changes.</li> <li>All living things and their habitat</li> <li>Use of everyday materials</li> <li>Sound</li> </ul>	<ul> <li>Working scientifically</li> <li>Plants</li> <li>Animals Inc. humans</li> <li>Everyday materials.</li> <li>Light</li> <li>Seasonal changes.</li> <li>All living things and their habitat</li> <li>Use of everyday materials</li> <li>Sound</li> </ul>	<ul> <li>Working scientifically</li> <li>Plants</li> <li>Animals Inc. humans</li> <li>Everyday materials.</li> <li>Light</li> <li>Seasonal changes.</li> <li>All living things and their habitat</li> <li>Use of everyday materials</li> <li>Sound</li> </ul>	<ul> <li>Working scientifically</li> <li>Plants</li> <li>Animals Inc. humans</li> <li>Everyday materials.</li> <li>Light</li> <li>Seasonal changes.</li> <li>All living things and their habitat</li> <li>Use of everyday materials</li> <li>Sound</li> </ul>	<ul> <li>Working scientifically</li> <li>Plants</li> <li>Animals Inc. humans</li> <li>Everyday materials.</li> <li>Light</li> <li>Seasonal changes.</li> <li>All living things and their habitat</li> <li>Use of everyday materials</li> <li>Sound</li> </ul>
COMPUTING KS1	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store,	algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs  use logical reasoning to predict the behaviour of simple programs	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store,	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store,	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store,	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store,
	manipulate and retrieve digital content  use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet  recognise common uses of information technology beyond school.	manipulate and retrieve digital content	<ul> <li>manipulate and retrieve digital content</li> <li>use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</li> <li>recognise common uses of information technology beyond school.</li> </ul>	manipulate and retrieve digital content     use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet     recognise common uses of information technology beyond school.	<ul> <li>manipulate and retrieve digital content</li> <li>use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</li> <li>recognise common uses of information technology beyond school.</li> </ul>	<ul> <li>manipulate and retrieve digital content</li> <li>use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</li> <li>recognise common uses of information technology beyond school.</li> </ul>
Historical and social understanding KS1	changes within living memory. Where appropriate, these should be used to reveal aspects	<ul> <li>changes within living memory. Where appropriate, these should be used to reveal aspects</li> </ul>	changes within living memory. Where appropriate, these should be used to reveal aspects	changes within living memory. Where appropriate, these should be used to reveal aspects	changes within living memory. Where appropriate, these should be used to reveal aspects	changes within living memory. Where appropriate, these should be used to reveal aspects

	•	of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality.	•	of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality.	•	of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality.	•	of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality.	•	of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality.	•	of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality.
Geographical and social understanding KS1	•	Place knowledge Place knowledge Human and physical geography Geographical skills and fieldwork	•	Location knowledge Place knowledge Human and physical geography Geographical skills and fieldwork	•	Location knowledge Place knowledge Human and physical geography Geographical skills and fieldwork	•	Location knowledge Place knowledge Human and physical geography Geographical skills and fieldwork	•	Location knowledge Place knowledge Human and physical geography Geographical skills and fieldwork	•	Location knowledge Place knowledge Human and physical geography Geographical skills and fieldwork
Art and Design KS1	•	to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	•	to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	•	to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	•	to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	•	to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	•	to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Design and Technology. KS1	•	Design Make Evaluate										

	Technical knowledge.	Technical knowledge.	Technical knowledge.	Technical knowledge.	Technical knowledge.	Technical knowledge.
Music KS1	use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and un-tuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the inter- related dimensions of	use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and un-tuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the inter- related dimensions of music	use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and un-tuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the inter- related dimensions of music	use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and un-tuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the inter- related dimensions of music	use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and un-tuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the inter- related dimensions of music	use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and un-tuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter- related dimensions of music
PSHE	music Units covered from rolling Programme:	Units covered from rolling Programme:	Units covered from rolling Programme:	Units covered from rolling Programme:	Units covered from rolling Programme:	Units covered from rolling Programme:
	Additional themes:	Additional themes:	Additional themes:	Additional themes:	Additional themes:	Additional themes:
PE	REAL PE Units:	REAL PE Units: REAL PE Units:		REAL PE Units:	REAL PE Units:	REAL PE Units:
	External Specialists:	External Specialists:	External Specialists:	External Specialists:	External Specialists:	External Specialists:
	Units from Rolling Programme:	Units from Rolling Programme:	Units from Rolling Programme:	Units from Rolling Programme:	Units from Rolling Programme:	Units from Rolling Programme:
Religious Education -KS1	Units covered from rolling programme:	Units covered from rolling programme:	Units covered from rolling programme:	Units covered from rolling programme:	Units covered from rolling programme:	Units covered from rolling programme:
	Religion focus:	Religion focus:	Religion focus:	Religion focus:	Religion focus:	Religion focus: