**Long Term Planning Overview KS1**

**Highlight skills/units taught thoroughly**

**Tick aspects that have had light touch**

**Year: 2017-18 Teacher: Mrs Abbott-Bray Class: Class One Year group/s: Reception, Year 1 and 2 School: ­­ North Petherwin Primary**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TOPICS/themes covered.** | Autumn 1 Space | Autumn 2 **Festivals and Celebrations** | Spring 1 **Dinosaurs** | Spring 2 **Dinosaurs**  **Easter** | Summer 1 **Nature Detectives** | Summer 2 **Nature Detectives** |
| **Topic Hook** | **Role Play** | Diwali Day | Dinosaur on the Loose |  | Nature Hunt- Outdoor Learning |  |
| **Literacy** | * Poetry * Instructions * Persuasive * Non-chronological * Recount * Fiction * Explanation * Discussion | * Poetry * Instructions * Persuasive * Non-chronological * Recount * Fiction * Explanation * Discussion | * Poetry * Instructions * Persuasive \* * Non-chronological * Recount * Fiction * Explanation * Discussion\* | * Poetry * Instructions * Persuasive * Non-chronological * Recount * Fiction * Explanation * Discussion | * Poetry * Instructions * Persuasive * Non-chronological * Recount * Fiction * Explanation * Discussion | * Poetry * Instructions * Persuasive * Non-chronological * Recount * Fiction * Explanation * Discussion |
| **Literacy Texts used/Class Reads** | Beegu  Aliens Love Underpants  Space Poems  The Way Back Home | The Bear and the Hare | Dinoteks | Harry and a Bucketful of Dinosaurs | Percy the Park Keeper? |  |
| **Maths Blocks from Rising Stars Scheme of Learning covered** | * Number Sense * Additive Reasoning * Multiplicative Reasoning * Geometric Reasoning | * Number Sense * Additive Reasoning * Multiplicative Reasoning * Geometric Reasoning | * Number Sense * Additive Reasoning * Multiplicative Reasoning * Geometric Reasoning | * Number Sense * Additive Reasoning * Multiplicative Reasoning * Geometric Reasoning | * Number Sense * Additive Reasoning * Multiplicative Reasoning * Geometric Reasoning | * Number Sense * Additive Reasoning * Multiplicative Reasoning * Geometric Reasoning |
| **Scientific and technological understanding. KS1** | |  | | --- | | * Working scientifically * Plants * Animals Inc. humans * Everyday materials. * Light * Seasonal changes. * All living things and their habitat * Use of everyday materials * Sound | |  | |  | | * Working scientifically * Plants * Animals Inc. humans * Everyday materials. * Light * Seasonal changes. * All living things and their habitat * Use of everyday materials * Sound | * Working scientifically * Plants * Animals Inc. humans * Everyday materials. * Light * Seasonal changes. * All living things and their habitat * Use of everyday materials * Sound | * Working scientifically * Plants * Animals Inc. humans * Everyday materials. * Light * Seasonal changes. * All living things and their habitat * Use of everyday materials * Sound | * Working scientifically * Plants * Animals Inc. humans * Everyday materials. * Light * Seasonal changes. * All living things and their habitat * Use of everyday materials * Sound | * Working scientifically * Plants * Animals Inc. humans * Everyday materials. * Light * Seasonal changes. * All living things and their habitat * Use of everyday materials * Sound |
| **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, 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. | * 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. | * 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. | * 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. | * 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. | * 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. |
| **Historical and social understanding KS1** | * 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. | * 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. | * 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. | * 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. | * 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. | * 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. |
| **Geographical and social understanding KS1** | * 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 | * 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. | * Design * Make * Evaluate * Technical knowledge. | * Design * Make * Evaluate * Technical knowledge. | * Design * Make * Evaluate * Technical knowledge. | * Design * Make * Evaluate * Technical knowledge. | * Design * Make * Evaluate * 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 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 | * 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** | Units covered from rolling Programme:  Additional themes: | Units covered from rolling Programme:  Additional themes: | Units covered from rolling Programme:  Additional themes: | Units covered from rolling Programme:  Additional themes: | Units covered from rolling Programme:  Additional themes: | Units covered from rolling Programme:  Additional themes: |
| **PE** | REAL PE Units: ZC  External Specialists’  Units from Rolling Programme: | REAL PE Units: ZC  External Specialists’  Units from Rolling Programme: | REAL PE Units: ZC  External Specialists’  Units from Rolling Programme: | REAL PE Units: ZC  External Specialists: PAFC/Swimming  Units from Rolling Programme: | REAL PE Units: ZC  External Specialists:  Units from Rolling Programme: | REAL PE Units: ZC  External Specialists:  Units from Rolling Programme: |
| **Religious Education -KS1** | Units covered from rolling programme:  Religion focus: All about me | Units covered from rolling programme:  Religion focus: Festivals and celebrations including weddings and Diwali | Units covered from rolling programme:  Religion focus: Stories from the Bible/ Chinese New Year | Units covered from rolling programme:  Religion focus: Stories from the Bible | Units covered from rolling programme:  Religion focus: | Units covered from rolling programme:  Religion focus: |