

Cycle C

Dunswell Academy KS1 Long Term Plan

	Autumn	Spring	Summer
	Me, Myself & I/Heroes	Hot & Cold places	Our Environment (plant based topic) / "What is it made of?"
Educational visits	Hedgehogs into school	Yorkshire Wildlife Park	Beach
English	Super Tato Traction Man Superworm Michael Recycle Midnight Superhero Superhero Hotel	The Rainbow Bear- Michael Morpurgo	Jolly Postman- people who live/work in our environment
Science	<p>Me, Myself and I</p> <ul style="list-style-type: none"> Know the name of the parts of the human body that can be seen (Y1) Know the basic stages in a life-cycle for animals (including humans) (Y2) <p>Senses</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part is associated with the senses (Y1) 	<p>Melting/freezing/cooling- (DT link)- butter, chocolate, water etc. investigating what happens to the objects when they are melted and cooled</p> <p>Design a coat to travel to another country (Geog link)</p> <p>Wild animals</p> <ul style="list-style-type: none"> Know how to classify a range of animals by amphibians/reptiles/mammals/fish and birds (Y1) Know and classify animals by what they eat (carnivore/herbivore/omnivore) (Y1) Know how to sort by living and non-living things (Y1) Classify things by living, dead or never lived (Y2) Know how a specific habitat provides for the basic needs of things living there (plants and animals) (Y2) Match living things to their habitat (Y2) Name some different sources of food for animals (Y2) Know about, and explain, a simple food chain (Y2) 	<p>Plants that grow in hot/cold countries</p> <ul style="list-style-type: none"> Know and name a variety of common wild and garden plants (Y1) Know and name the petals, stem, leaves and root of a plant (Y1) Know and name the roots, trunk, branches and leaves of a tree (Y1) Know and explain how seeds and bulbs grow into plants (Y2) Know what plants need in order to grow and stay healthy (water, light & suitable temperature) (Y2) <p>Materials investigation- design something for the garden/best material for a parasol (waterproof experiment)</p> <p>Design a new postal bag for the Jolly Postman (waterproof experiment)</p> <p>Magnetic/non-magnetic experiment</p>
Geography	<p>Letters to Father Christmas (Literacy unit)</p> <ul style="list-style-type: none"> Know their house number and street name (Y1) Know their address including postcode (Y2) 	<p>Locational and directional language</p> <ul style="list-style-type: none"> Know and use locational and directional language (near, far, left, right) (Y1) Know the names of the four countries of the UK and name the bodies of water that surround the UK (Y1) Locate the four countries of the UK and its capital cities (Y1) Recognise the seven continents of the world (Y1) 	<p>Maps- drawing maps of our local environment/using them to find our way around the village to the allotments</p> <ul style="list-style-type: none"> Using simple plans, street maps and sketches (Y1) Identify basic map symbols (Y1) Compare and contrast features using terrestrial photographs (Y1) Make simple observations and recordings (pictograms, tally charts and Venn diagrams) (Y1) Draw basic maps with symbols (Y1) Use maps and photographs to identify features (Y1) Using simple plans and street maps; identify and classify basic map symbols, recall N/E/S/W on a compass, describe the location of features and routes (Y2)

		<ul style="list-style-type: none"> Identify some of the human and physical characteristics of the four countries of the UK (Y1) Begin to recognise N/E/S/W on a compass (Y1) Know the names and locate the seven continents of the world (Y2) Know the names of and locate the five oceans of the world (Y2) Know the name of and locate the four capital cities of England, Wales, Scotland and N.Ireland (Y2) <p>Where in the world are hot and cold places in relation to the equator and N/S pole?</p> <ul style="list-style-type: none"> Compare and contrast the hottest and coldest seasons in the UK (Science link) (Y1) Recognise the main weather symbols (Y1) Know features of hot and cold places in the world (Y1) Identify the UK on a world map (Y1) Understand location in relation to the equator, N/S pole (Y1) Using a range of maps and globes recognise/identify where the equator, N/S poles are located (Y1/2) <p>Finding wild animals around the world using the globe and maps</p>	<ul style="list-style-type: none"> Compare and contrast features using terrestrial and aerial photographs (Y2) Make simple observations and recordings (pictograms, tally charts, bar graphs, Venn diagrams and tables) (Y2) Follow a route on a map (Y2) Look at aerial photographs to recognise landmarks and features (Y2) Draw or make a map of real or imaginary places (Y2) Use and construct basic symbols in a key (Y2)
History	<p>Black History month</p> <ul style="list-style-type: none"> Ask and answer questions about the past (Y1) Use historical source including stories to know about the past (Y1) Identify and explain differences between ways of life in different periods (Y2) Ask and answer questions to show they know and understand key features of historical events (Y2) Use historical source including stories to explain their understanding about the past (Y2) <p>Remembrance Day/WW1 (significant event)</p> <ul style="list-style-type: none"> Know that events have happened- recently as well as a long time ago (Y1) Know about an event(s) that happened a long time ago- even before their grandparents were born (Y2) 	<p>Saints Day (St.Patrick/St.George)</p> <ul style="list-style-type: none"> Know that events have happened- recently as well as a long time ago (Y1) Know about an event(s) that happened a long time ago- even before their grandparents were born (Y2) 	<p>Grace Darling (significant individual)</p> <ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous (Y1) Know about a famous person from outside of the UK and explain why they are famous and how their work changed life (Y2)

	<p>Mary Seacole & Florence Nightingale comparison (significant individual)</p> <ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous (Y1) Know about a famous person from outside of the UK and explain why they are famous and how their work changed life (Y2) 		
Art & Design	<p>Self-portraits</p> <ul style="list-style-type: none"> Know the names of and mix primary and secondary colours referring to the colour wheel (Y1) Know how to mix paint (Y2) <p>Autumn collages</p> <ul style="list-style-type: none"> Know how to use a combination of materials to create artwork (Y1) Combine and fix together different materials from a selection of resources considering shape and texture (Y2) <p>Firework/Bonfire night pictures</p> <ul style="list-style-type: none"> Make use of chalks/charcoal/wax crayons and pastels (Y1) Begin to think which materials would best suit the task (Y2) Refine ideas by adding other marks and colour (Y2) 	<p>Easter crafts</p> <ul style="list-style-type: none"> Know how to experiment and explore rigid and malleable materials (Y1) With thought, can combine and fix together different materials from a selection of resources, considering shape and texture (Y2) <p>Daffodil/Spring paintings</p> <ul style="list-style-type: none"> Create a simple wash (Y1) Make observational drawings considering shape (Y1) Make observational drawings beginning to consider proportion and position (Y2) 	<p>Van Gogh- Sunflowers</p> <ul style="list-style-type: none"> Describe what can be seen and give an opinion about the work of an artist (Y1) Ask questions about a piece of art (Y1) Suggest how artists have used colour, pattern and shape (Y2) To be inspired by the work of another artist (Y2) <p>Photography- photos of our educational visit (iPad)</p> <ul style="list-style-type: none"> Know how to use IT to create a picture (Y1) Know how to use different effects within an IT package (Y2)
DT	<p>Christmas decoration/card/calendar (preferably using textiles)</p> <ul style="list-style-type: none"> Use own ideas to design a product (Y1) Draw and label a simple plan of their intended product (Y1) Explain to someone else how they intend to make their product (Y1) Use own ideas to design a product using templates (Y2) Draw a plan of the product (Y2) Explain why they have chosen to use specific materials (Y2) <p>Clay poppies- Remembrance Day</p> <p>Design and produce a lantern (Florence Nightingale)</p>		
PSHE	<p>Theme 3: Health & Wellbeing Growing & changing topic</p> <ul style="list-style-type: none"> How people grow from young to old (Y2) How our bodies change as we grow up (Y2) 	<p>Theme 2: Living in the Wider World Money & Work topic</p> <ul style="list-style-type: none"> Jobs in the community (Y1) What money is (Y2) 	<p>Theme 3: Health and Wellbeing Growing & changing topic</p> <ul style="list-style-type: none"> New class transition (Y1/2) Celebrating your achievements through the year (Y1/2)

	<ul style="list-style-type: none"> Changes as we grow up including new opportunities and responsibilities (Y2) <p>Changes within living memory- Grandparents. What happens to our bodies as we get older? Differences between us and our grandparents.</p> <ul style="list-style-type: none"> Organise a number of artefacts by age (Y1) Know what a number of older objects were used for (Y1) Recognise objects from their grandparents' time (Y1) Know the difference between their school days and that of their grandparents (Y1) Organise and name a number of artefacts by age (Y2) Know a larger range of older objects and what they were used for (Y2) Recognise objects from their great-grandparents' time (Y2) Know how school has changed since their grandparents and parents (Y2) Know what we use today instead of a number of older given artefacts (Y2) Know that children's lives today are different to those of children a long time ago (Y2) <p>Theme 2: Living in the Wider World Belonging to a Community topic</p> <ul style="list-style-type: none"> What rules are Caring for others' needs Belonging to a group Rules and responsibilities 	<ul style="list-style-type: none"> Looking after money (Y2) <p>Theme 1: Relationships</p> <p>Theme 3: Health & Wellbeing Keeping Safe topic (Safer Internet Day- 8 February 2022)</p> <ul style="list-style-type: none"> Rules/age restrictions (Y1) Keeping safe online (Y1) Safety in different environments (Y2) Risk and safety at home (Y2) Emergency situations (Y2) <p>Theme 2: Living in the Wider World Media Literacy and Digital Resilience topic (Safer Internet Day- 8 February 2022)</p> <ul style="list-style-type: none"> Using the internet and digital devices (Y1) Communicating online (Y1) The internet in everyday life (Y2) Online content and information (Y2) <p>Theme 1: Relationships Safe Relationships topic</p> <ul style="list-style-type: none"> Recognising privacy (Y1) Staying safe (Y1) Seeking permission (Y1) Managing secrets (Y2) Resisting pressure and getting help (Y2) Recognising hurtful behaviour (Y2) 	<p>Theme 1- Relationships Families and Friendships topic</p> <ul style="list-style-type: none"> Roles of different people (Y1) Families (Y1) Feeling cared for (Y1) Making friends (Y2) Feeling lonely and getting help (Y2) <p>Theme 1- Relationships Respecting Ourselves and others topic</p> <ul style="list-style-type: none"> How our behaviour affects others (Y1) Being polite and respectful (Y1) Recognising things in common/differences (Y2) Playing and working cooperatively (Y2) Sharing opinions (Y2)
Music	Charanga		
RE	<p>SACRE</p> <ul style="list-style-type: none"> Unit 1:1 Looking at me, looking at you (Y1) Unit 2:1 Belonging (Y2) Harvest festival Christmas Advent Gift-bringers (Y2) Nativity story 	<p>SACRE</p> <ul style="list-style-type: none"> Unit 1:2 Caring for the World (Y1) Unit 2:2 Believing (Y2) <p>Easter story Chinese New Year</p>	<p>SACRE</p> <ul style="list-style-type: none"> Unit 1:3 Worship and Festivals (Y1) Unit 2:3 Questions, Questions ?? (Y2)