

KS1 Long term overview Cycle A

Subject	Autumn Traditional Tales 'Once Upon a Time'			Spring Steve Backshall 'A Walk on The Wild Side'			Summer Simba & Me 'Circle of Life'		
<b>English</b>	<b>Fiction</b> Traditional Tales Plays	<b>Non-Fiction</b> Instructions Letters	<b>Poetry</b> Funny Poems	<b>Fiction</b> Descriptive Writing Adventure Stories Recounts	<b>Non-Fiction</b> Instructions	<b>Poetry</b> Senses Poems Poems About Nature	<b>Fiction</b> Stories from Other Cultures Diaries	<b>Non-Fiction</b> Fact Files Letters	<b>Poetry</b> Senses Poetry Pattern & Rhymes
<b>Maths</b>	<b>Number &amp; Place Value</b> <b>Addition &amp; Subtraction</b> <b>Measurement</b> – Money <b>Geometry</b> – Properties of shapes		<b>Number &amp; Place Value</b> <b>Addition &amp; Subtraction</b> <b>Measurement</b> – Time: sequences/days of the week etc <b>Geometry</b> – Position & direction	<b>Number &amp; Place Value</b> <b>Addition &amp; Subtraction</b> <b>Measurement</b> – Height & length		<b>Multiplication &amp; Division</b> <b>Fractions</b> <b>Measurement</b> - Time <b>Geometry</b> – Properties of shapes	<b>Number &amp; Place Value</b> <b>Addition &amp; Subtraction</b> <b>Measurement</b> – Money		<b>Multiplication &amp; Division</b> <b>Measurement</b> – Time <b>Measurement</b> – Capacity & volume/ weight & mass <b>Fractions</b>
<b>History &amp; Geography</b>	<p><b>Changes Within Living Memory</b></p> <p><b>Chronology</b></p> <p>Considering the difference between old and new. Putting things into time order.</p> <p><b>Historical Knowledge</b></p> <p>Learning about toys of the past, how they were made and who they were for. Learning about toys of the Victorian Era.</p> <p><b>Then to Now</b></p> <p>How are our toys different to those our grandparents had? How are they different to toys from further in the past?</p> <p><b>Historical Enquiry</b></p> <p>Use a range of sources, visitors and stories to learn about toys from the Victorian Era</p>			<p><b>Place &amp; Locational Knowledge</b></p> <p>Learning about key features of different environments in places across the Earth. E.g. rainforests, the beach, mountains</p>	<p><b>Physical and Human Geography</b></p> <p>Using geographical vocabulary to describe key physical features such as: coast, cliff, beach, forest, sea, ocean.</p> <p>Physical &amp; Human Geography</p>	<p><b>Geography Skills and Fieldwork</b></p> <p>Studying aerial photographs of different environments</p>	<p><b>Locational Knowledge</b></p> <p>Locating the world's continents..</p>	<p><b>Physical and Human Geography</b></p> <p>Considering how Africa is different to where we live. Locating hot and cold places.</p>	<p><b>Geography Skills and Fieldwork</b></p> <p>Using directional and positional language.</p>

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<b>Science</b>	<b>Everyday Materials</b> Identifying and naming different materials. Considering how the properties of different materials make them suitable for different purposes. Using vocabulary such as hard, soft, breakable, unbreakable etc.				<b>Seasons</b> Learning about how the environment in which we live looks different in different seasons. Studying how the day is longer and shorter at different times of the year.				<b>Plants</b> Naming the parts of plants and considering different kinds of trees. Classifying plants dependant on their similarities and differences <b>Animals including Humans</b> Identifying body parts of humans and how they are similar/different to animals. Learning about common animals and how we can classify them.			
<b>Computing</b>	<b>Computer Science</b>		<b>Information Technology</b>		<b>Computer Science</b>		<b>Digital Literacy</b>		<b>Computer Science</b>		<b>Information Technology</b>	
	<b>Online safety is to feature in all units of computing work.</b>											
<b>Art</b>	<b>Sketching &amp; Drawing</b> Making pop-up picture books. Making rubbings.	<b>Painting</b> Painting animals from traditional tales.	<b>3D Art</b> Making structures such as beanstalks, story boxes and 3D characters.	<b>Collage</b> From natural materials.	<b>Sketching &amp; Drawing</b> Animals found on the journeys.	<b>Printing</b> Animal prints.	<b>Collage</b> Making collages using a range of materials.	<b>3D Art</b> Making 3D scenes and creating items from clay.	<b>Sketching &amp; Drawing</b> Practising drawing and exploring pattern, sketching with some control.	<b>Painting</b> Landscapes and animals.	<b>Modelling</b> Working with clay.	<b>Collage</b> Working with a range of materials.
<b>D&amp;T</b>	<b>Design</b> Houses from a range of materials, umbrellas or raincoats.	<b>Make</b> Making their designs and following their plans.	<b>Evaluate</b> Evaluating their own work and that of others in the class.	<b>Cooking and Nutrition</b> Making porridge, flapjacks and apple pie.	<b>Design</b> Tree structures and rainmakers	<b>Make</b> Making their designs and following their plans.	<b>Evaluate</b> Evaluating their own work and that of others in the class.	<b>Cooking and Nutrition</b> Sampling food from around the world.	<b>Design</b> African habitats.	<b>Make</b> Making their designs and following their plans.	<b>Evaluate</b> Evaluating their own work and that of others in the class.	<b>Cooking and Nutrition</b> African cuisine.

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Music	<b>Composition</b> Experimenting with instruments to represent different characters	<b>Singing</b> Rhymes and raps focussing on syllables and rhythm.	<b>Singing</b> Songs linked to the environments studied.	<b>Composition</b> Exploring rhythm and using a range of instruments to make compositions inspired by the environments studied.	<b>Listening</b> Listening to and describing sounds	<b>Making</b> Rainmakers	<b>Singing</b> Songs from The Lion King and other Disney stories.	<b>Listening</b> African-style music..	<b>Composition</b> Making compositions using percussion instruments..
RE	<b>1.5 What makes some places sacred?</b> (Christianity & Judaism)			<b>1.7 What does it mean to belong to a faith community?</b> (Christianity & Judaism) <b>1.6 How do we celebrate special times?</b> (Christianity & Judaism)			<b>1.1 Who is Christian and what do they believe?</b>		
PE	<b>Dance</b>			<b>Games</b>			<b>Gymnastics</b>		
RESPECT	<b>Self-Awareness</b> Confident to speak in a familiar group and talk about their ideas. Knows when to ask for help without support.	<b>Positivity and Excellence</b> Knows what they are good at and why. Seeks new activities and explains what they like to do and why.		<b>Communication</b> Joins in with discussions and shares information with adults.		<b>Resilience</b> Focuses on activities independently, in a positive manner.	<b>Teamwork</b> Works as part of a group and understands and follows the rules. Adjusts behaviour to different situations. Takes into account the ideas of others with support.		<b>Empathy</b> Polite, shares with people within their group and takes turns without prompting.
British Values	<b>Rule of Law</b> Exploration of the laws within the classroom.	<b>Individual Liberty</b> Make safe choices both in and outside the classroom, knowing that they are in a safe and supportive environment		<b>Tolerance</b> Accept themselves and others and understand that we are all different. Have an open-mind. Listen to other people's beliefs.			<b>Democracy</b> Voting for School Councillors and conducting regular class meetings to discuss and review agenda items.		<b>Mutual Respect</b> Use manners throughout the school day and respect their own belongings and resources within the classroom. What makes a good friend? How do we respect others? Begin to develop and awareness of and acceptance of different religions (Christianity and Judaism). Potential trip to a Church or Synagogue. Develop positive relationships with staff and peers.
RSE	<b>Growing &amp; Changing &amp; reinforce Positive Relationship Messages</b>			<b>Families &amp; Care Positive Touch Messages</b>			<b>Keeping Clean</b>		
PSHE	<b>CT2: Relationships</b> Feelings and Emotions, Healthy Relationships and Valuing Difference. and Money			<b>CT1: Health and Wellbeing</b> Healthy Lifestyles, Growing and Changing and Keeping Safe.			<b>CT3: Living in the Wider World</b> Rights and Responsibilities, Taking Care of the Environment		