

# Key Stage 1 Long Term Map (Years A1 and B1)

	AUTUMN A Fire	SPRING A Captain Cook	SUMMER A Toys	AUTUMN B Window on the world	SPRING B Titanic	SUMMER B Life in a city
ENGLISH	<p><b>Year 1:</b> Stories with Familiar Settings Labels and Captions Senses</p> <p><b>Year 2:</b> Stories with Familiar Settings Information Posters and Reports Senses</p>	<p><b>Year 1:</b> Traditional Stories and Cultural Stories Instructions Pattern and Rhymes</p> <p><b>Year 2:</b> Traditional Stories with a Twist and Cultural Stories Reports Classical Poems Around a Theme</p>	<p><b>Year 1:</b> Fantasy Stories Recounts Funny Rhymes/Poems</p> <p><b>Year 2:</b> Fantasy Stories Recounts and Explanations Classical Poems</p>	<p><b>Year 1:</b> Stories with Familiar Settings Labels and Captions Senses</p> <p><b>Year 2:</b> Stories with Familiar Settings Information Posters and Reports Senses</p>	<p><b>Year 1:</b> Traditional Stories and Cultural Stories Instructions Pattern and Rhymes</p> <p><b>Year 2:</b> Traditional Stories with a Twist and Cultural Stories Reports Classical Poems Around a Theme</p>	<p><b>Year 1:</b> Fantasy Stories Recounts Funny Rhymes/Poems</p> <p><b>Year 2:</b> Fantasy Stories Recounts and Explanations Classical Poems</p>
MATHS	<p><b>Year 1</b> Number and Place value Addition and subtraction inc empty box 2D shape in symmetry Measures; money, length and time 3D shape</p>	<p><b>Year 1</b> Number and Place value Addition and subtraction inc empty box Multiplication and division Fractions 3D shape Measures; money, time and mass</p>	<p><b>Year 1</b> Number and Place value Addition and subtraction inc empty box Multiplication and division Mixed problems Fractions 3D shape Position and direction Measures money, capacity and time</p>	<p><b>Year 1</b> Number and Place value Addition and subtraction inc empty box 2D shape in symmetry Measures; money, length and time 3D shape</p>	<p><b>Year 1</b> Number and Place value Addition and subtraction inc empty box Multiplication and division Fractions 3D shape Measures; money, time and mass</p>	<p><b>Year 1</b> Number and Place value Addition and subtraction inc empty box Multiplication and division Mixed problems Fractions 3D shape Position and direction Measures money, capacity and time</p>
	<p><b>Year 2</b> Number and Place value Addition and subtraction inc empty box Multiplication and division 2D shape in symmetry Measures money and length Fractions</p>	<p><b>Year 2</b> Number and Place value Addition and subtraction inc empty box Multiplication and division Fractions 3D shape Time Statistics/data</p>	<p><b>Year 2</b> Number and Place value Addition and subtraction inc empty box Multiplication and division Mixed problems- 4 operations Fractions</p>	<p><b>Year 2</b> Number and Place value Addition and subtraction inc empty box Multiplication and division 2D shape in symmetry Measures money and length Fractions</p>	<p><b>Year 2</b> Number and Place value Addition and subtraction inc empty box Multiplication and division Fractions 3D shape Time Statistics/data</p>	<p><b>Year 2</b> Number and Place value Addition and subtraction inc empty box Multiplication and division Mixed problems- 4 operations Fractions 3D shape</p>

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			3D shape Position and direction Measures time, mass, capacity Statistics data			Position and direction Measures; time, mass, capacity Statistics data
R.E.	<b>God:</b> What do Christians believe God is like?  What are festivals and why do we have them?	What do Muslims believe?  <b>Salvation:</b> Why does Easter matter to Christians (core)	How do Christians talk to God?  How can I make a difference in the world?	<b>Creation:</b> Who made the world?  <b>Incarnation:</b> Why does Christmas matter to Christians?	What do Jews believe?  <b>Salvation:</b> why does Easter matter to Christians? (digging deeper)	<b>Gospel:</b> What is the Good News that Jesus brings?  What is faith and what difference does it make?
COMPUTING	<b>Online safety</b> - using technology safely, - how to keep personal information secure. - Stranger danger online	<b>Word Processing</b> - keyboard/typing (Nessy/2 Type) skills, - mouse and keyboard skills - retrieval and saving	<b>Programming</b> - Explore a range of control toys /apps (Probots and Roamer) - combining sequences of instructions - Using - Logo/ Espresso coding	<b>Online safety</b> - using technology safely, - understanding how to keep personal information secure.	<b>Word Processing</b> - Develop the use of mouse, keyboard, typing, - creating, opening, saving - and ext editing files	<b>Programming</b> - simple algorithms, - make and follow instructions. - Predict outcome and debug. - Daisy dinosaur and Lightbot.
SCIENCE	<u>Seasonal Change</u> - Observe and describe weather associated with the seasons and how day length varies. - Describe how seasonal change affects plants and animals in habitats. AUTUMN  <u>Animals inc humans</u> - Identify, name, describe and compare a variety of common animals inc fish, amphibians reptiles, birds, mammals	<u>Seasonal Change</u> - Observe and describe weather associated with the seasons and how day length varies. - Describe how seasonal change affects plants and animals in habitats. WINTER  <u>Animals inc humans</u> - Recap structure of common animals, - Identify name, draw and label the basic parts of human body and say which part is	<u>Seasonal Change</u> - Observe and describe weather associated with the seasons and how day length varies. - Describe how seasonal change affects plants and animals in habitats. SPRING INTO SUMMER  <u>Animals inc humans</u> - Recap and build on knowledge of what animals, including humans need to grow healthily and to	<u>Every Day Materials and Uses</u> - Distinguish between an object and the material from which it is made - Identify and name a variety of everyday materials inc wood, plastic, glass, metal, water and rock - Describe the simple physical properties of a variety of everyday materials  <u>Animals inc humans</u> - Identify name, draw and label the basic parts of the human	<u>Every Day Materials and Uses</u> - Compare and group together a variety of everyday materials on the basis of their simple properties - Identify and compare the suitability of a variety of everyday materials inc wood, metal, plastic, brick, rock, paper and cardboard for particular uses  <u>Animals inc humans</u> - Describe the importance for	<u>Every Day Materials and Uses</u> - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching  <u>Animals inc humans</u> - Identify and name a variety of common animals inc fish, amphibians reptiles, birds, mammals  <u>Habitats</u>

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	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>- Identify and name variety of common wild and garden plants inc deciduous and evergreen trees (link to season-Autumn)</li> <li>- Identify and describe basic structure of a variety of common flowering plants inc trees</li> </ul>	<p>associated with each sense</p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common animals that are carnivores herbivores and omnivores</li> </ul> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>- Identify and name variety of common wild and garden plants inc deciduous and evergreen trees (Winter and start of Spring)</li> <li>- Observe and describe how seeds and bulbs grow into mature plants</li> <li>- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (as growing)</li> </ul>	<p>survive – including water, food and air.</p> <ul style="list-style-type: none"> <li>- To know that animals, including humans have offspring which grow into adults</li> </ul> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>- Identify and name variety of common wild and garden plants inc deciduous and evergreen trees(Summer)</li> <li>- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<p>body and say which part is associated with each sense. Senses investigation.</p> <p><u>Habitats</u></p> <ul style="list-style-type: none"> <li>- Explore and compare differences between things that are living, dead and never been alive</li> <li>- Find out about and describe the basic needs of animals inc humans for survival ( water, food, air)</li> <li>- Identify and name a variety of plants and animal in their habitats (range of wider habitats)</li> </ul>	<p>humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p><u>Habitats</u></p> <ul style="list-style-type: none"> <li>- Describe how animals obtain their food from plants and other animals, using the idea of simple food chains and identify and name different sources of food</li> <li>- Identify most living things live in a habitat to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and name a variety of plants and animal in their habitats inc niches and wider habitats</li> </ul>
<b>GEOGRAPHY</b>		<p><b>Focus: Captain Cook: New Zealand/Australia</b></p> <ul style="list-style-type: none"> <li>- Use maps, globes, inc Google Earth atlases</li> <li>- Find out about places in relations to equator and poles</li> <li>- locate continents and countries linked to Captain Cook’s travels,</li> <li>- locate oceans of the world</li> <li>- key features</li> </ul>		<ul style="list-style-type: none"> <li>- <b>Life Down Under</b></li> <li>- Using maps, aerial images explore the world with regard to poles and equator naming continents and some countries</li> <li>- Contrasting study worldwide</li> <li>- human and physical features</li> <li>- Similarities and differences</li> <li>- geographical language</li> </ul>		<p><b>Manchester (City)</b></p> <ul style="list-style-type: none"> <li>- Contrasting UK area human/physical features transport etc</li> <li>- (links to Lowry)</li> <li>- Identify key human features.</li> <li>- Use locational language (e.g. near and far).</li> </ul>

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<b>HISTORY</b>	<p><b>Great Fire of London</b></p> <ul style="list-style-type: none"> <li>- Significant historical event (British history).</li> <li>- What happened, inc chronology</li> <li>- what was learned from this.</li> </ul>		<p><b>Changes in toys.</b></p> <ul style="list-style-type: none"> <li>- Ordering chronologically.</li> <li>- Time lines with vocabulary- past, present, older</li> <li>- changes that have occurred in their own lives.</li> </ul>		<p><b>Titanic</b></p> <ul style="list-style-type: none"> <li>- Significant event – Titanic disaster,</li> <li>- what happened,</li> <li>- what we have learned from this.</li> <li>- Short focus on study of a person (local) Captain Smith</li> </ul>	
<b>ART</b>	<p><b>3D art cardboard</b></p> <ul style="list-style-type: none"> <li>- Buildings structures of London,</li> <li>- Use materials, moulding, cutting,</li> <li>- decorating to show the fire burning through windows</li> </ul>	<p><b>Drawing and painting techniques</b></p> <ul style="list-style-type: none"> <li>- Aboriginal art using dots and pattern</li> <li>- Mixing primary colours to make secondary colours</li> </ul>				<p><b>Focused study of LS Lowry</b></p> <ul style="list-style-type: none"> <li>- Cityscapes,</li> <li>- using different materials,</li> <li>- layering</li> </ul>
<b>DESIGN AND TECHNOLOGY</b>			<p><b>Textiles: Making puppets</b></p> <ul style="list-style-type: none"> <li>- joining</li> <li>- using textured materials, felt, fabric, wool etc</li> </ul>	<p><b>Food:</b></p> <ul style="list-style-type: none"> <li>- Planning, preparing,</li> <li>- making and reviewing food made.</li> <li>- Focus on healthy food</li> </ul>	<p><b>Making moving parts:</b></p> <ul style="list-style-type: none"> <li>- focus on wheels, axles, pullies, levers and sliders to move parts in different ways,</li> <li>- rescue vehicles,</li> <li>- moving parts on a boat</li> </ul>	
<b>MUSIC</b>	<p><b>Singing –</b></p> <ul style="list-style-type: none"> <li>- following instructions,</li> <li>- rhythm, pitch and singing melodies</li> <li>- ( Play performance)</li> </ul>		<p><b><u>Charanga Your imagination music</u></b></p> <ul style="list-style-type: none"> <li>- Imagined worlds linked to children’s stories/films etc</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- following instructions,</li> <li>- rhythm, pitch and singing melodies</li> <li>- (Christmas performance)</li> </ul>		<p><b><u>Churanga Hands feet heart</u></b></p> <ul style="list-style-type: none"> <li>- choose and sequence sounds,</li> <li>- create short, rhythmic and musical patterns.</li> </ul>

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<b>PE</b>	<b>Multi skills – attack, defend and shoot skills HUB 1</b> <ul style="list-style-type: none"> <li>- simple tactics</li> <li>- send and receive a ball</li> <li>- awareness of teammates and opponents</li> </ul>	<b>Gymnastics HUB 1</b> <ul style="list-style-type: none"> <li>- basic actions - different speeds, different levels</li> <li>- simple sequences</li> <li>- repeat sequences</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>- performance</li> <li>- develop coordination</li> <li>- developing imagination</li> </ul>	<b>Run, jump throw (athletics multi skills)</b> <ul style="list-style-type: none"> <li>- running, stopping and different speeds</li> <li>- Jumping in different ways</li> <li>- Throwing skills</li> </ul> <b>Send and return (games skills) HUB1</b> <ul style="list-style-type: none"> <li>- Sending and tracking skills</li> <li>- Hitting and returning a ball</li> </ul>	<b>Multi skills – attack, defend and shoot skills HUB 2</b> <ul style="list-style-type: none"> <li>- simple tactics</li> <li>- send and receive a ball</li> <li>- awareness of teammates and opponents</li> </ul>	<b>Gymnastics HUB 2</b> <ul style="list-style-type: none"> <li>- basic actions - different speeds, different levels</li> <li>- simple sequences</li> <li>- repeat sequences</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>- performance</li> <li>- develop coordination</li> <li>- developing imagination</li> </ul>	<b>Run, jump throw (athletics multi skills)</b> <ul style="list-style-type: none"> <li>- running, stopping and different speeds</li> <li>- Jumping in different ways</li> <li>- Throwing skills</li> </ul> <b>Hit, catch, run ( games skills) HUB 2</b> <ul style="list-style-type: none"> <li>- Throwing and tracking skills</li> <li>- Developing agility</li> </ul>
<b>PSHE *</b>	<b>Me and my Safety</b> <ul style="list-style-type: none"> <li>- Safety in the home inc medicines</li> <li>- People who help us</li> <li>- Emergencies –how to contact using 999</li> <li>- Road safety</li> <li>- Stranger danger</li> <li>- Secrets and dangers</li> </ul>	<b>Happy Healthy Me</b> <ul style="list-style-type: none"> <li>- The body</li> <li>- Growing and changes as we grow</li> <li>- Hygiene, hand washing Germs and infections</li> <li>- Healthy eating and lifestyle</li> <li>- Making good choices</li> <li>- Good emotional health</li> </ul>	<b>Me and my Relationships</b> <ul style="list-style-type: none"> <li>- Different types of families</li> <li>- How families care for them</li> <li>- Working together, cooperating with others children</li> <li>- Teasing and bullying</li> </ul>	<b>Me and my School</b> <ul style="list-style-type: none"> <li>- Class rules</li> <li>- Laws that adults follow</li> <li>- Positive and negative feelings</li> <li>- Dealing with feelings</li> </ul>	<b>Me in the world</b> <ul style="list-style-type: none"> <li>- Likes and dislikes</li> <li>- Right and wrong/fair and unfair</li> <li>- Needs to humans</li> <li>- Money</li> <li>- Saving and spending</li> <li>- Making choices with money</li> </ul>	<b>Me and other people</b> <ul style="list-style-type: none"> <li>- Groups and including others</li> <li>- Similarities and differences with people</li> <li>- Girls/boys</li> <li>- Families</li> <li>- Different groups of people in the UK</li> <li>- Understanding diversity of people</li> </ul>
<b>French</b>	<u>Reception</u> <ul style="list-style-type: none"> <li>- Greetings</li> <li>- Animals</li> </ul> <u>Year 1</u> <ul style="list-style-type: none"> <li>- Revisit and Recap Reception</li> <li>- parts of the body</li> <li>- family members</li> </ul>			<u>Reception</u> <ul style="list-style-type: none"> <li>- Greetings</li> <li>- Animals</li> </ul> <u>Year 1</u> <ul style="list-style-type: none"> <li>- Revisit and Recap Reception</li> <li>- parts of the body</li> <li>- family members</li> </ul>		

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	<u>Year 2</u> - Revisit and Recap year 1 - counting to 30 - days of the week - months of the year			<u>Year 2</u> - Revisit and Recap year 1 - counting to 30 - days of the week - months of the year		
<b>ENRICHMENT</b>	Visits from Fire service  Christmas play Carol service Christmas parties Cooking/baking – Christmas cookies Sports tournaments – Benchball	Number Day World Book Day/Red Nose Day Hot cross fun ( Easter) Mother’s Day café  Life skills?? – setting up a tuck shop( whole school) or bring and buy/swishing using <b>(to develop)</b>	Shine Day Circus skills (toys) <b>OR</b> Educational visit - to Sudbury Toys focus Sports tournaments Rounders	Visits from Fire service  Christmas play Carol service Christmas parties Cooking/baking – Christmas cookies Sports tournaments – Benchball	Number Day World Book Day/Red Nose Day Hot cross fun ( Easter) Mother’s Day café  Life skills?? – setting up a tuck shop( whole school) or bring and buy/swishing using <b>(to develop)</b>	Educational visit - to Airport Runway park (Manchester) Church visit Eucharist Leaver’s service Race for life/Welly wanging (charitable events) Sports tournaments Rounders
<b>SPIRITUAL</b>	All Saints’ Day Remembrance Eucharist Harvest Church visit RE days	Church visit Easter/ Eucharist- Ash Wednesday service Fairtrade  RE day	Church visit Eucharist Leaver’s service Club day	All Saints’ Day Remembrance Eucharist Harvest Church visit RE days	Church visit Easter/ Eucharist -Ash Wednesday service Fairtrade  RE day	Church visit Eucharist Leaver’s service Club day
<b>WIDER COMMUNITY</b>	Christmas fayre Christingle Discos	Chocolate Bingo Disco Number Day – NSPCC Fairtrade	May Fayre Club Day Inter schools -Arts project Summer sizzler Race for life/Welly wanging (child led charitable events)	Christmas fayre Christingle Discos	Chocolate Bingo Disco Number Day – NSPCC Fairtrade	May Fayre Club Day Inter schools -Arts project Summer sizzler Race for life/Welly wanging (child led charitable events)