

# KS1 Long Term Overview



## Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Focus</b>	I'm the King of the Castle	Lady with the Lamp	Glorious Ghana	To Infinity and Beyond	When the flower blossoms, the bee will come	We're all going on a Summer Holiday
<b>Drivers</b>	DT/ History	History/ Science	Geography	History/ Art	Science	Geography
<b>Super Start</b>	Local area walk	Mini Medics	Ghanaian Chocolate	Making a telescope	Plant a seed	Sharing our holiday pictures
<b>Fantastic Finish</b>	Castle Banquet	Visit from a Nurse	African Drumming	Planetarium Visit in School	Visit from Local Bee Keeper	Trip to the Seaside
<b>Suggested Texts</b>	Once Upon a Time... Princess and the Pea	Funny Bones Some dogs do	Leopard's Drum The Great Kapok	Bob Man on the Moon  Toys in Space	Nature's Tiny Miracle: Bee Poppy and the Blooms	Lighthouse Keeper's Lunch At the Beach Snail and the Whale
<b>English</b>	Talk for Writing-Narrative Traditional Tales-writing and innovating	Talk for Writing-Narrative  Suffixes Poetry-writing	Talk for Writing-Narrative  Non-chronological reports	Talk for Writing-Narrative  Recounts Letters	Talk for Writing-Narrative Instructions-planting	Talk for Writing-Narrative Postcards Diary
<b>Science</b>	Year 1 Materials  Year 2 Materials	Year 1 The Human Body  Year 2 Animals needs for survival/ Humans	Year 1 Animals/ Seasonal changes  Year 2 Living Things and their Habitats	Year 1 – Caring for the Planet/ Plants  Year 2 Living Things and their Habitats/ Plants Light and Dark	Year 1 Plants  Year 2 Plants/ Growing Up	Year 1 Growing and Cooking  Year 2 Growing Up/ Wildlife
<b>History</b>	Significant historical places in their own locality – castles.	Florence Nightingale (The lives of significant individuals in the past) Used to compare aspects of life in different periods.		Event beyond living memory Luna Landing Neil Armstrong		changes within living memory – holidays for our Grandparents and how they have changed
<b>Geography</b>	<u>Use</u> aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding		Name and locate continents and oceans Investigate the similarities and differences between Ripley and parts of Ghana  Oceans and Continents World Maps and Globes		Devise a simple map of our school – locating plants	Use basic geographical vocabulary to describe the seaside and surrounding area Devise a simple map and use and construct basic symbols in a key

# KS1 Long Term Overview



	environment – houses in the local area					
<b>RE</b>	Who is a Muslim and what do they believe?		Who is Jewish and what do they believe?		How should we care for others and the world and why does it matter?	What can we learn from sacred books?
<b>Art and Design</b>			African patterns Mixing colours	Artist Study Van Gogh Starry Night	Sculpture-Clay Flowers	
<b>Design and Technology</b>	Design, make and evaluate a drawbridge using levers, sliders and mechanisms.	Understand where food comes from  Healthy Eating - Make a healthy pizza				Levers and Sliders – moving postcard
<b>Personal, Social and Emotional Development</b>	Drug Education	Being me	Being safe	Growing up	Money matters	Changes
<b>PE</b>	Athletics	Dance	Gymnastics	Invasion Games	Orienteering	Striking and fielding
<b>Computing</b>  <b>Computer Science</b>  <b>Information technology</b>  <b>Digital literacy</b>	<b>Unit 1:1 Online safety &amp; Exploring Purple Mash</b>  -To log in safely.  -To learn how to find saved work in the Online Work area and find teacher comments.  -To learn how to search Purple Mash to find resources.  -To become familiar with the icons and types of resources available in the Topics section. -To start to add pictures and text to work.  -To explore the Tools and Games section of Purple Mash. -To learn how to open, save and print.	<b>Unit 1.4 Lego Builders</b>  -To compare the effects of adhering strictly to instructions to completing tasks without complete instructions.  - To follow and create simple instructions on the computer.  -To consider how the order of instructions affects the result.	<b>Unit 1.7 Coding</b>  -To understand what instructions are and predict what might happen when they are followed. -To use code to make a computer program.  -To understand what object and actions are.  -To understand what an event is.  -To use an event to control an object.  -To begin to understand how code executes when a program is run.  - To understand what backgrounds and objects are.	<b>Unit 2.1 Coding</b>  -To understand what an algorithm is.  -To create a computer program using an algorithm.  -To create a program using a given design.  - To understand the collision detection event.  -To understand that algorithms follow a sequence.  -To design an algorithm that follows a timed sequence.  - To understand that different objects have different properties.	<b>Unit 2.6 Creating pictures (ART LINK)</b>  -To learn the functions of the 2Paint a Picture tool.  -To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir).  -To recreate Pointillist art and look at the work of pointillist artists such as Seurat.  -To learn about the work of Piet Mondrian and recreate the style using the lines template.  -To learn about the work of William Morris and recreate the style using the patterns template. -To explore surrealism and eCollage.	<b>Unit 2.5 Effective Searching</b>  -To understand the terminology associated with searching.  -To gain a better understanding of searching on the Internet.  -To create a leaflet to help someone search for information on the Internet.

# KS1 Long Term Overview



	- To understand the importance of logging out.		-To plan and make a computer program.  <b>E-safety day - February</b>	-To understand what different events do in code.  -To understand the function of buttons in a program.  -To understand and debug simple programs.		
<b>Music</b>	Tony Chestnut	Carnival of the Animals Composing Music inspired by Birdsong	Grandma Rap	Orawa Trains	Swing-a-long with Shostakovich Charlie Chaplin	Tarizymy Lobada