

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Termly Values	Kindness and Empathy	Friendship and Respect	Honesty and Responsibility	Tolerance and Fairness	Support and Inclusion	Challenge and Resilience
THEMATIC TOPIC	Who are we?		Where do I live?		What is the world like?	
Intent	Who are we, how do we live and where do we come from?		What is life like in my local community and why did this develop?		How does the UK compare to other places in the world?	
Implementation	Geography: Parks all around me History: Changes within living memory - shops		Geography: Local Shops History: Local History - local people		Geography: comparing locations around the world - Uk and Trinidad and Tobago History: Famous People	
Impact	To understand who we are, where we come from and what it is like to live in our local community.		To understand how our local area developed over the years to meet the needs of the local community.		To understand that people and places in the UK have similarities and differences to those in the Caribbean.	
Topic Launch	Parks all around me – Geography 1. Geography -To explore our local parks (Google Earth) 2. Geography - To create a variety of maps to show our local area - map skills. 3. History - To compare old and new photos.	My Family – History 1. Art - To use paint to create a family portrait 2. D&T - To use papier Mache to create frames 3. PSHE - To explore family photos and discuss how all families are different 4. History - To think about my family tree	Plants 1. Introduce the text: It Starts with a seed. Know the difference between seeds and bulbs. Plant a seed 2. Design and experiment what plants need to grow. 3. Describe what plants need to grow and stay healthy. Create an A1 class visual for the working wall.	Places of significance - History 1. History - the Stockport Mills - factfile 2. Local walk to identify local places of significance linked to local people 3. Art - create a portrait of a local famous person of significance using collage	What is the world like? - Geography 1. DEAL drama setting the scene - imaginary travel to the Caribbean - hook, circle packing, teacher as facilitator. 2. English - setting description jot thoughts 3. Geography/ DT - make and taste traditional Caribbean food (fried plantain, fritters and roti)	Famous People 1. DEAL drama explores a famous person's intention for working with animals and being an activist for climate change. 2. Poetry - write a poem about saving animals. 3. Art - Create a whole class piece of art to celebrate Jane Goodall.

Grammar	Pupils should: <ul style="list-style-type: none"> • Manipulate word, sentence and text structure for cohesion and effect. • Use a full range of punctuation taught at KS1 • Use and understand the full range of grammar terminology taught at KS1. 					
	<ul style="list-style-type: none"> • Word Class • Regular plurals • Noun suffixes • Verb suffixes • Verb and adjective prefixes • Sentence structure • Main and subordinate clauses 	<ul style="list-style-type: none"> • Coordinating conjunctions (and, or, but) • Subordinating conjunctions (when, if, because, that) • Apostrophes for contraction • Apostrophes for possession • Expanded noun phrases • Narrative structure • Present, past and continuous tense • Punctuation and text demarcation • Inverted commas for speech 				
Spelling	READ WRITE INC and spelling patterns from the Spelling Shed scheme of work	READ WRITE INC and spelling patterns from the Spelling Shed scheme of work	READ WRITE INC and spelling patterns from the Spelling Shed scheme of work	READ WRITE INC and spelling patterns from the Spelling Shed scheme of work	READ WRITE INC and spelling patterns from the Spelling Shed scheme of work	READ WRITE INC and spelling patterns from the Spelling Shed scheme of work
Handwriting	RWI sounds before progressing on to PenPals scheme of work					
Phonics	READ WRITE INC					
Reading	Whole Class Guided Reading, Reading for Pleasure, Comprehension Skills (Complete Comprehension and comprehensions based on our class text)					

Drama	DEAL drama structures					
English	<p>Focus Authors - Fiction: <i>Super Duper You</i> – Sophy Henn <i>Can I build another me?</i> - Shinsuke Yoshitake <i>Funny Bones</i> – Janet and Allan Ahlberg <i>Beegu</i> - Alexis Deacon</p> <p>Focus Poetry: National Poetry Day - Poetic devices and imagery</p> <p>Focus Non-Fiction: Instruction texts Explanation texts</p> <p>Whole Class Story: <i>The Hodgeheg</i> - Dick King Smith</p>		<p>Focus Author - Fiction: It Starts with a Seed - Laura Knowles Charlie and Lola: I really wonder what plant I'm growing</p> <p>Focus Poetry: Food - from Oliver Twist It Starts with a Seed - Laura Knowles</p> <p>Focus Non-Fiction: Chronological reports (diary recounts) Letters and Postcards</p> <p>Whole Class Story: James and the Giant Peach - Roald Dahl</p>		<p>Focus Authors - Fiction: <i>Coming to England</i> - Floella Benjamin <i>David Attenborough - Little People, Big Dreams</i> <i>Jane Goodall - Little People, Big Dreams</i></p> <p>Focus Poetry: Classic Children's Poetry: Edward Lear The Owl and the Pussy Cat The Quangle Wangle's Hat The Pobble who has no toes</p> <p>Focus Non-Fiction: Instructions Non-Chronological Reports</p> <p>Whole Class Story: <i>The Queen's Nose</i> - Dick King Smith</p>	
	<p>Lists, labels and captions, character descriptions (<i>Super Duper Me, Can I build Another Me?</i>)</p> <p>Character and Setting Description using noun Phrases and Expanded noun phrases (Y2) adjectives (Y1) (<i>Funny Bones</i>)</p> <p>Story Writing – building narrative, sequencing, past and present tense (<i>Funny Bones</i> and <i>Beegu</i>)</p>	<p>Non-fiction: Instructions – How to look after an alien visitor (linked to <i>Beegu</i>).</p> <p>Non-fiction: Explanations - creating annotated family trees and simple biographies linked to topic work: using organisational features including subheadings, bullet points and diagrams with captions.</p> <p>Poetry – using noun phrases and alliteration to create acrostic poems linked to nature.</p>	<p>Coordinating and Subordinating conjunctions -</p> <p>Character description using expanded noun phrases (Y2) adjectives (Y1)</p> <p>Chronological report of the growth of a plant using time connectives. Dual learning objective with Science</p>	<p>Informal letter linked to the growth of a plant (Charlie and Lola) Dual learning objective with Science</p> <p>Setting description using expanded noun phrases (Y2) adjectives (Y1)</p> <p>Recount</p>	<p>Create a fact file of famous people linked to science - Living things topic</p> <p>Character description.</p> <p>Setting description</p> <p>Diary entry</p> <p>Phonics Screening (revisiting and tests)</p>	<p>Poetry – Performance Poetry</p> <p>- repeated refrains, rhythm, rhyme and patterns, nonsense poetry, exploring prepositions and expanded noun phrases in poems</p>
Maths	<p>Year 1 Programme of Study:</p> <p>Number, Place Value Number – Addition and Subtraction, Geometry – Shape</p>		<p>Year 1 Programme of Study:</p> <p>Number - Place Value Number – Addition and Subtraction Measurement – Length & height, weight & volume</p>		<p>Year 1 Programme of Study:</p> <p>Number - Multiplication and Division Number – Fractions - Place Value and Time</p>	

	Year 2 Programme of Study: Place Value Number – Addition and Subtraction, Geometry – Shape	Year 2 Programme of Study: Money - Multiplication and Division - Measurement (length & height, mass, capacity and temperature).	Year 2 Programme of Study: Fractions - Time - Statistics - Position and Direction.			
Computing	Computing systems and networks- Technology all around us	Creating media- digital photography		Data and information- Pictograms		
	Pupils should: <ul style="list-style-type: none"> ● Recognise the function of IT outside school ● Apply logic and reasoning ● Use technology safely and respectfully ● Understand and adhere to rules of e- safety ● Understand algorithms including creating and debugging simple programmes ● Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ● Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 					
Science	Pupils should: <ul style="list-style-type: none"> ● Ask simple questions and recognise that they can be answered in different ways ● Observe closely, using simple equipment ● Perform simple tests ● Identify and classify ● Use their observations and ideas to suggest answers to questions ● Gather and record data to help in answering questions 					
	Seasonal Changes	Animals including Humans - human life cycles	Plants -growth and life cycles	Uses of Everyday Materials	Animals including Humans - all about animals	Living things and their habitats
	<ul style="list-style-type: none"> ● Observe changes across the four seasons ● Observe and describe weather associated with the seasons and how day length varies ● Learn how to order the stages of the human life cycle ● Describe the stages of life from adulthood to old age ● Learn how to match offspring to their parent 			<ul style="list-style-type: none"> ● identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ● Explore how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. ● Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 		

	<ul style="list-style-type: none"> ● Explore the life cycle of a chicken ● Describe the life cycle of a butterfly ● Explore the life cycle of a frog ● Understand and describe the changes that take place during Autumn ● Observe and describe how seeds and bulbs grow into mature plants ● find out and describe how plants need water, light and suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> ● Identify and name a variety of common animals that are carnivores, herbivores and omnivores. ● Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). ● Explore and compare the differences between things that are living, dead, and things that have never been alive. ● Identify that most living things live in habitats 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. ● Identify and name a variety of plants and animals in their habitats, including microhabitats. ● Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	
<p>Geography</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> ● develop knowledge about the world, the United Kingdom and their locality ● Understand basic subject-specific vocabulary relating to human and physical geography ● begin to use geographical skills, including first-hand observation, to enhance their locational awareness. 		
	<p>Parks all around me What can we see on a journey around the local area?</p>	<p>Local Area- Shops How do people shop in our local area?</p>	<p>UK and Non European How are our local area and Pointe-a-Pierre the same and different?</p>
	<ul style="list-style-type: none"> ● ask and respond to geographical questions on basis of information and observations ● express own views about people, places and environments ● follow and describe a route on a simple plan ● make simple maps and plans and construct a key with basic symbols ● locate places on a map of the local area using locational and directional language ● use four compass directions and simple vocabulary ● locate features using letter and number coordinates on a plan ● know about the local area and name key landmarks, such as the nearest local green space ● talk about a natural environment, naming its features using some key vocabulary ● to describe the habitat of a significant animal. ● use specific place knowledge to understand the threats facing the habitats of a significant animal. ● use ICT when appropriate 	<ul style="list-style-type: none"> ● use world maps, globes and atlases to name and locate the UK and its countries/capitals, other countries of study and continents and oceans ● use aerial photographs and plans to recognise landmarks and landscapes and basic human and physical features ● name and locate the world's 7 continents and 5 oceans and understand that continents have significant hot and/or cold areas ● Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ● identify foods that can be bought on the local high street ● understand what cereal crops are made into ● explain where everyday products (milk) come from ● name and describe regional products from the UK ● explain why foods come from specific regions. 	

History	Pupils should: <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 		
	Changes within the living memory-shops	Local History - places of significance	Famous Women
	<ul style="list-style-type: none"> • identify similarities and differences between ways of life in different periods • use a wide vocabulary of everyday historical terms • understand some of the ways in which we find out about the past • identify different ways in which it is represented. • compare pictures or photographs of people or events in the past • discuss reliability of photos/accounts/ stories • find answers to simple questions about the past from sources of information e.g. artefacts, stories, eye-witness accounts, pictures and photos, artefacts, historic buildings and visits to museums, galleries and site and use of ICT based source 	<ul style="list-style-type: none"> • communicate their knowledge through: discussion, drawing pictures , drama/role play, making models, writing and using ICT • know where the people and events they study fit within a chronological framework • develop an awareness of the past, using common words and phrases relating to the passing of time 	
D&T	Pupils Should: <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 		
	Projects on a Page <u>Food Technology</u> Design and make a healthy fruit salad linked to our history topic	Projects on a Page <u>Textiles</u> Design and Make finger puppets	Projects on a Page <u>Mechanisms-Wheels and Axis</u> Design and Make a vehicle
	<ul style="list-style-type: none"> • State what products they are designing and making • Describe what their products are for • Use simple design criteria to help develop their ideas • Say whether their products are for themselves or other users • Say how their products will work • Say how they will make their product suitable for their intended users • Generate ideas by drawing on their own experiences • Develop and communicate ideas by talking and drawing • Model ideas by exploring construction kits • Use knowledge of existing products to help come up with ideas • Model ideas by exploring materials, components and construction kits and by making templates and mock-ups • Plan by suggesting what to do next • Select from a range of tools, equipment and materials • Select from a range of tools and equipment, explaining their choices • Select from a arrange of materials and components according to their characteristics 	<ul style="list-style-type: none"> • Assemble, join and combine materials and components • Use finishing techniques including those from art and design • Talk about their design ideas and what they are making • Make simple judgements about their products and ideas against design criteria • Suggest how their products could be improved • Children should explore: <ul style="list-style-type: none"> - Who products are for - What products are for - How products work - How products are used - Where products might be used - What materials products might be made from - What they like and dislike about products • Know about the movement of simple mechanisms such as levers, sliders, wheels and axels • Know that freestanding structures can be made stronger, stiffer and more stable • Know that all food comes from plants or animals 	

	<ul style="list-style-type: none"> Follow procedures for safety and hygiene Cut out and shape materials and components Assemble and join materials and components Use finishing techniques including those from art and design Follow procedures for safety and hygiene Measure, Mark, cut out and shape materials and components 		<ul style="list-style-type: none"> Know that food has to be farmed, grown elsewhere or caught Name and sort food into the five groups Know that everyone should eat at least five portions of fruit and vegetables every day Prepare simple dishes safely and hygienically, without a heat source Use techniques such as cutting, peeling and grating 			
Art	<p>Pupils should:</p> <ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas Improve knowledge of art and design techniques, including drawing, painting and sculpture Learn about great artists in history. 					
	<p style="text-align: center;"><u>Spirals</u></p> <p>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>	<p style="text-align: center;"><u>Exploring Watercolour</u></p> <p>Exploring watercolour and discovering we can use accidental marks to help us make art.</p>	<p style="text-align: center;"><u>Making Birds</u></p> <p>Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p>			
	<p>Disciplines: Drawing, Collage, Sketchbooks</p> <p>Key Concepts: That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others.</p>	<p>Disciplines: Painting (Watercolour)</p> <p>Key Concepts: That watercolour paint has special characteristics. That we can use the elements of surprise and accident to help us create art. That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery.</p>	<p>Disciplines: Sculpture, Drawing, Collage</p> <p>Key Concepts: That there is a relationship between drawing & making – we can transform 2d to 3d. That we can use observational drawing and experimental mark-making together to make art. That we can work from similar stimulus or starting point but end up with very different individual results. That the individual results can then be brought together to make a whole artwork.</p>			
Music	<p>Pupils should:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned 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 					
	<p style="text-align: center;"><u>Hey You!</u></p> <p>Rap music pulse, rhythm and pitch</p>	<p style="text-align: center;"><u>Rhythm Claps</u></p> <p>Become familiar with rhythm claps</p>	<p style="text-align: center;"><u>Performance</u></p> <p>Become familiar with rhythm clapping and read associate symbols. Perform rhythm claps</p>	<p style="text-align: center;"><u>Composition</u></p> <p>Create own rhythm piece, drawing the symbols and perform using percussion instruments</p>	<p style="text-align: center;"><u>Musical Appreciation</u></p> <p>Listen to a range of music. What instruments can you hear? Find the pulse. Find the beat. Which piece of</p>	<p style="text-align: center;"><u>Composition</u></p> <p>Create own rhythm piece, drawing the symbols and perform using a range of instruments</p>

					music do you prefer and why?	
	<ul style="list-style-type: none"> ● Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ● Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. ● Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 					
PE Laura Kendal Dance Autumn 2/ Spring 2	<p>Pupils should:</p> <ul style="list-style-type: none"> ● develop competence to excel in a broad range of physical activities ● Be physically active for sustained periods of time ● Engage in competitive sports and activities ● Lead healthy, active lives. ● Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 					
	Fitness Fundamentals	Dance Team Building	Yoga Ball Skills	Target Games Dance	Athletics Sending and Receiving	Striking and Fielding Games Invasion Games
	<ul style="list-style-type: none"> ● Explore gymnastics actions and still shapes. ● Move confidently and safely in their own and general space, use change of speed and direction. ● Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. ● Copy or create and link movement phrases with beginnings, middles and ends. ● Perform movement phrases using a range of body actions and body parts. ● Games- choose and use skills effectively for particular games. ● Choose, use and vary simple compositional ideas in the sequences they create and perform. ● Know how to carry and place equipment. ● Recognise how their body feels when still and when exercising. ● Recognise and describe what their bodies feel like during different types of activity. ● Lift, move and place equipment safely. ● Watch, copy and describe what they and others have done. ● Improve their work using information they have gained by watching, listening and investigating ● Be confident and safe in the spaces used to play games. ● Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. ● Improve and coordinate the way they control their bodies and a range of equipment. ● Remember, repeat and link combinations of skills. ● Choose and use skills effectively for particular games. 			<ul style="list-style-type: none"> ● Explore movement ideas and respond imaginatively to a range of stimuli. ● Move confidently and safely in their own and general space, using change of speed, level and direction. ● Explore, remember, repeat and link a range of actions with coordination, control and awareness of the expressive qualities of dance. ● Compose and link movement to make simple dances with clear beginnings, middles and ends. ● Perform movement phrases using a range of body actions and body parts. ● Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas. ● Recognise how their body feels when still and exercising. ● Recognise and describe how different dance activities make them feel. ● Understand the importance of warming up and cooling down. ● Talk about different dance ideas inspired by different stimuli. ● Copy, watch and describe dance movement. ● Watch and describe dance phrases and dances and use what they learn to improve their own work. ● Remember, repeat and link combinations of actions. ● Use their bodies and a variety of equipment with greater control and coordination. ● Use their bodies and a variety of equipment with greater control and coordination. ● Recognise and describe what their bodies feel like during different types of activity. 		

Vernon Park Primary School 2023 - 2024

KS1 Long Term Subject Planning

	<ul style="list-style-type: none"> Choose, use and vary simple tactics. Know that being active is good for them and fun. Recognise and describe what their bodies feel like during different types of activity. Watch, copy and describe what others are doing. Describe what they are doing. Recognise good quality in performance. Use information to improve their work. 		<ul style="list-style-type: none"> Watch, copy and describe what they and others have done. Recognise their own space. Explore finding different spaces. Follow simple routes and trails orienteering themselves successfully. Solve simple challenges and problems successfully. Recognise and describe how their body feels during exercise. Observe what they and others have done and use their observations to improve their performance. 			
R.E	What does it mean to belong to a faith community?	What makes some places sacred?	What can we learn from Sacred books?		Who is Jewish and what do they believe?	
	<ul style="list-style-type: none"> Learn about a variety of ways of celebrating special occasions within faith communities Understand the use and meaning of signs and symbols in everyday life Recognise some of the groups to which they belong in their home and school life and what makes these groups special Reflect on how spiritual and moral values relate to their own behaviour Learn about special books Explore how religious beliefs and ideas can be expressed through arts Investigate and understand some of the beliefs people hold, including belief in God/gods 					
	Relationships		Health and Wellbeing		Living in the Wider world	
PSHE SRE Citizenship	New beginnings, Class charter and School rules British Values What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Possible Trips and Events	Walk around local area Park visit		Local Mosque and church		Local allotment/farmers market Strawberry picking	