

	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	We are Britain!		Let's Explore!		Carnival of the Animals.	
Intent	What does it mean to be British?		How do we explore our world?		Who shares our planet?	
Implementation	Investigate the unique features of our school, our community and our families.		Investigate how different explorers travelled.		Investigate different animal classes, classification features and animal habitats.	
Impact	Understand how our school values link to British Values.		Understand the importance of exploration through the ages from Christopher Columbus to Space travel.		Understand that animals have a right to live peacefully and we should look after them.	
Topic Launch	<p>This is Me! <u>Who am I and where did I come from?</u></p> <ol style="list-style-type: none"> Self-Portraits – poster paint Perfect Student (role-on-the-wall) – what do we need to succeed at VP? What does it mean to be British? – Create a map of where people in the class come from (heritage) celebrate multiculturalism. Make scones for a cream tea. Decorate name plates (Bubble writing). 	<p>Board the 'Flying Bus' <u>What is the United Kingdom?</u></p> <ol style="list-style-type: none"> Map Work – locate and name the four countries of the UK. Fact Book - Children to complete a fact-finding booklet (country names, capital cities, national flag etc.) Art – create our own flags (collage, paint etc.) Cooking – savoury food from each country Soda Bread, Welsh Rarebit, Porridge and Cucumber Sandwiches. 	<p>Space <u>Is there anybody out there? Space Travel</u></p> <ol style="list-style-type: none"> DEAL drama teacher as facilitator, space travel. Our Solar system – make a virtual solar system in the playground. Mnemonics – learning the planets of our solar system. Shadow puppets storytelling – Button Moon. 	<p>Ahoy There! <u>What would you see out at sea?</u></p> <ol style="list-style-type: none"> Music - Sea Shanties singing Art - seaside collage pictures Boat race 	<p>'The Carnival of the Animals' <u>What type of other animals share our planet?</u></p> <ol style="list-style-type: none"> Soundscape – draw a picture in response to music Art – animal patterns / printing Alliterative alphabet – using expanded noun phrases Make animal carnival masks 	
Grammar	<p>Pupils should:</p> <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 			<ul style="list-style-type: none"> Coordinating conjunctions (and, or, but) Subordinating conjunctions (when, if, because, that) Expanded noun phrases Narrative structure 		

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	<ul style="list-style-type: none"> • Verb and adjective prefixes • Sentence structure • Main and subordinate clauses 			<ul style="list-style-type: none"> • Present, past and continuous tense • Punctuation and text demarcation • Inverted commas for speech 		
Spelling	READ WRITE INC and spelling patterns from the Y1/2 Statutory List	READ WRITE INC and spelling patterns from the Y1/2 Statutory List	READ WRITE INC and spelling patterns from the Y1/2 Statutory List	READ WRITE INC and spelling patterns from the Y1/2 Statutory List	READ WRITE INC and spelling patterns from the Y1/2 Statutory List	READ WRITE INC and spelling patterns from the Y1/2 Statutory List
Handwriting	PenPals Scheme of Work – Cambridge University Press					
Phonics	READ WRITE INC					
Reading	Whole Class Guided Reading, Reading for Pleasure, Comprehension Skills (Rising Stars: Cracking Comprehensions– Scheme of Work)					
Drama	DEAL drama structures					
English	<p><u>This is me.</u> Focus Authors - Fiction: <i>You Choose</i> – Nick Sharatt and Pippa Goodhart <i>The Queen's Knickers</i> – Nicholas Allen</p> <p>Focus Poetry: National Poetry Day (4th October) Theme – Truth</p> <p>Focus Non-Fiction: information texts Black History Week (link to assessed writing) w/b 28.10.19 – Mary Seacole</p> <p>Guided / Shared reading text: The Enormous Crocodile –Roald Dahl Roald Dahl Day (13th September)</p>		<p><u>Exploring our world.</u> Focus Authors - Fiction: <i>The Snail and the Whale</i> – Julia Donaldson</p> <p>Focus Poetry: Acrostic poems linked to space and sea travel</p> <p>Focus Non-Fiction: Instruction texts: How to travel around the world. Diary writing: Captain's log.</p> <p>Guided / Shared reading text: George's Marvellous Medicine –Roald Dahl</p>		<p><u>Tradition Tales and their alternative endings</u> Focus Authors - Fiction: Traditional Tales (various) <i>The Three Pigs</i> – David Weisner, <i>A Bean, A Stalk and a boy named Jack</i> – William Joyce <i>Goldilocks and just one bear</i> – Lee Hodgkinson <i>Little Red Reading Hood</i> – Lucy Rowland)</p> <p>Focus Poetry: Animal Riddles</p> <p>Focus Non-Fiction: Explanation texts Animals - link to science.</p> <p>Guided / Shared reading text: Revolting Rhymes and Fantastic Beasts – Roald Dahl</p>	
	Lists, labels and captions – (Link to <i>You Choose</i>) Noun Phrases (<i>You Choose</i>) and Expanded noun phrases. (link to <i>The Queen's Knickers</i>) Story Writing – building narrative, sequencing, past and present tense (<i>The Queen's Knickers</i>)	Non-fiction: Information writing – explanation texts linked to Black History (Leaving a legacy – people who made an impact – Mary Seacole) Poetry – Acrostic poems (linked to <i>The Enormous Crocodile</i>) Poetry – repeated refrains, rhythm, rhyme and	Formal and Informal Letters- postcards from space Recounts – diary entries – space diary Poetry –acrostic poems	Non – fiction – instructional writing (How to sail around the world.) How to grow a bean – link to science. Poetry – sea poems onomatopoeia, shape poems	Phonics Screening (revisiting and tests) Grammar Focus - SATS	Traditional tales –retelling, drafting and editing to create own stories. Poetry – Animal riddles, using rhyme and rhythm

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		patterns – linked to Roald Dahl				
Maths	<p>Number: place value within 10 and 20 addition and subtraction Geometry: Shape Number: place value, addition and subtraction, money, multiplication and division</p>		<p>Number: addition and subtraction, place value within 50 Measurement: length and height, weight and volume. Number: multiplication and division, fractions Statistics: tally charts, pictograms, bar charts Geometry: Properties of shapes Measurement: length and height</p>		<p>Number: multiplication and division, fractions Geometry: position and direction Measurement: time Geometry: position and direction Revision</p>	
	Year 1 Programme of Study:			Year 2 Programme of Study:		
	<ul style="list-style-type: none"> Solving problems and investigations including designing their own. Counting on and back to 20 from different starting points Addition and subtraction single digit Use + and – signs, write number sentence including missing values (e.g. ? = 7 = 15) Number bonds to 10 Doubles and halves to 10 Identify shapes 2d and 3d Count on and back in ones to and from 100 from any single-digit or 2 digit number. 	<ul style="list-style-type: none"> Solving problems and investigations including designing their own. Addition and subtraction single digit Use + and – signs, write number sentence including missing values (e.g. ? = 7 = 15) Non-standard measurement of lengths and weight Telling the time analogue clock Locate any number on a 100 square Count on and back in tens from any one digit or two digit number, e.g. 23, 33, 43, 53 continue to above 100. Count on and back in ones to and from 100 from any single-digit or 2 digit number. 	<ul style="list-style-type: none"> Solving problems and investigations including designing their own. Addition and subtraction single digit Use + and – signs, write number sentence including missing values (e.g. ? = 7 = 15) Locate any number on a 100 square or bead string. Count on and back in tens from any one digit or two digit number, e.g. 23, 33, 43, 53 continue to above 100. Count on and back in ones to and from 100 from any single-digit or 2 digit number. 	<ul style="list-style-type: none"> Solving problems and investigations including designing their own. Read, write and order numbers to 100 Add 2 single digit numbers by counting up, add 2 digit numbers which total less than 100 by counting in T and U Count back in ones or tens to take away Locate any number on a landmarked line and compare using greater than and less than signs Understand that each 2 digit number has T and U and can partition this – 21 = 20+1 Number bonds to 20 Learning tables Count on and back in 10's Compare and order objects with reference to their lengths, weights and capacities using suitable units Identify and describe properties of 2d and 3d shapes 	<ul style="list-style-type: none"> Solving problems and investigations including designing their own. Recognise that addition and subtraction are inverse operations Count in steps of 2, 5 and 10 from 0 Exploring fractions with shapes and numbers Telling the time to quarter past Knowing different patterns when not crossing a ten (e.g. 4 + 3 = 7 so 24 + 3 = 27) Beginning to recognise unit patterns when crossing a ten (e.g. 5 + 6 = 11 so 25 + 6 = 31) Begin to find a difference by counting up Use the x and ÷ symbols correctly Divide by equal sharing and grouping Understand the concept of half, one quarter as number fraction and as operator (half of 6 is) in a practical context (i.e. sweets, fraction strip) 	<ul style="list-style-type: none"> Solving problems and investigations including designing their own. Count in halves, e.g. ½, 1, 1 ½ Count on and back in 1's and 10's to 100 Secure with 2, 5, and 10 x tables Knowing different patterns when not crossing a ten (e.g. 4 + 3 = 7 so 24 + 3 = 27) Beginning to recognise unit patterns when crossing a ten (e.g. 5 + 6 = 11 so 25 + 6 = 31) Begin to find a difference by counting up Use the x and ÷ symbols correctly Divide by equal sharing and grouping Multiplication and division as inverse operations
IT and Computing	<p>Pupils should:</p> <ul style="list-style-type: none"> Recognise the function of IT outside school Apply logic and reasoning Use technology safely and respectfully 					

	<ul style="list-style-type: none"> • 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. 		
	<p>Recognising uses of IT in the wider environment / E-safety (Hector's World)</p> <ul style="list-style-type: none"> • I can recognise the ways we use technology in our classroom. • I can recognise ways that technology is used in my home and community. • I can use links to websites to find information. • I can begin to identify some of the benefits of using technology. • I can tell you why I use technology in the classroom. • I can tell you why I use technology in my home and community. • I am starting to understand that other people have created the information I use. • I can identify benefits of using technology including finding information, creating and communicating. • I can talk about the differences between the Internet and things in the physical world. • I can keep my password private. • I can tell you what personal information is. • I can tell an adult when I see something unexpected or worrying online. • I can talk about why it's important to be kind and polite. • I can recognise an age appropriate website. • I can agree and follow sensible e-Safety rules. • I can explain why I need to keep my password and personal information private. • I can describe the things that happen online that I must tell an adult about. • I can talk about why I should go online for a short amount of time. • I can talk about why it is important to be kind and polite online and in real life. • I know that not everyone is who they say they are on the Internet. 	<p>Coding – Hour of Code Minecraft, Lego etc. Basic skills- keyboard/mouse skills</p> <ul style="list-style-type: none"> • I can give instructions to my friend and follow their instructions to move around. • I can describe what happens when I press buttons on a robot. • I can press the buttons in the correct order to make my robot do what I want. • I can describe what actions I will need to do to make something happen and begin to use the word algorithm. • I can begin to predict what will happen for a short sequence of instructions. • I can begin to use software/apps to create movement and patterns on a screen. • I can use the word debug when I correct mistakes when I program. • I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. • I can tell you the order I need to do things to make something happen and talk about this as an algorithm. • I can program a robot or software to do a particular task. • I can look at my friend's program and tell you what will happen. • I can use programming software to make objects move. • I can watch a program execute and spot where it goes wrong so that I can debug it. • I can be creative with different technology tools. • I can use technology to create and present my ideas. • I can use the keyboard or a word bank on my device to enter text. • I can save information in a special place and retrieve it again. • I can use technology to organise and present my ideas in different ways. • I can use the keyboard on my device to add, delete and space text for others to read. • I can tell you about an online tool that will help me to share my ideas with other people. • I can save and open files on the device I use. 	<p>e-books Book creator / explain everything / sock puppets etc. Link to English, retelling traditional tales.</p> <ul style="list-style-type: none"> • I can be creative with different technology tools. • I can use technology to create and present my ideas. • I can use the keyboard or a word bank on my device to enter text. • I can save information in a special place and retrieve it again. • I can use technology to organise and present my ideas in different ways. • I can use the keyboard on my device to add, delete and space text for others to read. • I can tell you about an online tool that will help me to share my ideas with other people. • I can save and open files on the device I use.
<p>Science</p>	<p>Pupils should:</p> <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 		

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	<ul style="list-style-type: none"> Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions 		
	Materials (link to local history – The Hat Museum) Uses of everyday materials	Plants	Animals (including Humans) and habitats
	<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out 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 wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Grow a bean plant and keep a bean diary Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 	<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) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 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 	
Geography	Pupils should: <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. 		
	The four countries of the United Kingdom		Our Wonderful World
	Map Skills – where do my family come from?	Name, locate and identify characteristics of the four countries and capital cities of the UK. Our local Area – What is it like where we live?	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country – Manchester vs Mexico City. Link to travels of Christopher Columbus.

	<ul style="list-style-type: none"> • Ask and respond to geographical questions in simple terms • Use ICT when appropriate • Begin to express own views about people, places and environments • Begin to communicate in different ways • Ask and respond to geographical questions on basis of information and observations • Use ICT when appropriate • Confidently express own views about people, places and environments • Confidently communicate in different ways • Follow and describe a route on a simple plan • Begin to use four compass directions and simple vocabulary • Begin to use world maps, globes and atlases to name and locate the UK and its countries/capitals, other countries of study and continents and oceans • Begin to use aerial photographs and plans to recognise landmarks and basic human and physical features 		<ul style="list-style-type: none"> • Begin to make simple maps and plans and construct a key with basic symbols • Locate features using letter and number co-ordinates on a plan • Confidently use four compass directions and simple vocabulary • Confidently use world maps, globes and atlases to name and locate the UK and its countries/capitals, other countries of study and continents and oceans • Confidently use aerial photographs and plans to recognise landmarks and basic human and physical features • Confidently make simple maps and plans and construct a key with basic symbols • Name and locate the world's 7 continents and 5 oceans • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans • 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 			
History	<p>Pupils should:</p> <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. 					
	<p>Local Historical Events The History of Vernon Park and its local area.</p>		<p>Events beyond living history and significant figures and events: Who were the Greatest Explorers and what did they do? Compare significant individuals in the past who have contributed to national and international achievements. – Christopher Columbus</p>		<p>Changes within living memory – How has farming changed? My Family History</p>	
	My Family History	Local History – what is Stockport famous for? Hat Museum.	<ul style="list-style-type: none"> • 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 • use a source- observe or handle sources to answer questions about the past on the basis of simple observations e.g. use artefacts, stories, eye-witness accounts, pictures and photos, artefacts, historic buildings and visits to museums, galleries and site and use of ICT based sources. 			
D&T	<p>Pupils Should:</p> <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 					
	Food technology - scones	Food technology -	Papier Mache Space Ships	Moving vehicles (wheels)	Food from around the world	Pop-up pictures (link to animal camouflage)

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		Soda bread, Welsh Rarebit, Porridge and Cucumber Sandwiches Sewing – Christmas Stockings			
	<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 range of materials and components according to their characteristics 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"> 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 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	Pupils should: <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. 				
	Local Artists/Art work Visit from local artist		Planet Art! Ink marbelling		Take One Picture Painting and colour mixing – self portraits
	Painting and colour mixing – self portraits	Collage – Mad Hatters	Observational drawings (link to science – spaceships and boats)		
	<ul style="list-style-type: none"> Extend the variety of drawings tools to include charcoal and felt tips. Explore different textures and experiment with mark - building on previous experience. Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is. Observe patterns in the natural and man-made world. Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawings of people. Sketch objects in both the natural and manmade world. Continue to draw a way of recording experiences and feelings. Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and 			<ul style="list-style-type: none"> Use texture to provide information – e.g. manmade/natural materials, a 'journey' of where they have been etc. Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc. Discuss how textiles create things – curtains, clothing, decoration Build on all previous experiences. Use smaller eyed needles and finer threads. Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape. Awareness of the nature of materials and surfaces – fragile, tough, durable. 	

	<p>dark.</p> <ul style="list-style-type: none"> • Sketch to make quick records of something. • Work out ideas through drawing • Begin to introduce mixing of colours to make new colours. • Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark • Continues to explore applying colour with a range of tools for enjoyment • Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’ • Make as many tones of one colour as possible using primary colours and white. • Darken colours without using black • Mix colours to match those of the natural world – colours that might have a less defined name • Experience using colour on a large scale, A3/A2 playground. • Simple paper and/or material weaving using a card loom. • Mix colours and paint strips of paper to weave with. • Add objects to the weaving - buttons, twigs, dried flowers. • Explore colour in weaving. • Build on skills of using various materials to make collages –using some smaller items. 		<ul style="list-style-type: none"> • Tie dying, batik – ways of colouring or patterning material. • Use both hands and tools to build • Construct to represent personal ideas. • Use materials to make known objects for a purpose, i.e. puppet. • Cut shapes using scissors. • Carve into media using tools. • Pinch and roll coils and slabs using a modelling media. • Make simple joins by manipulating modelling material or pasting carefully. • Discussion of weight and texture. • Use the equipment and media with increasing confidence. • Shape, form, model and construct from observation and / or imagination with increasing confidence. • Plan and develop ideas in sketchbook and make simple choices about media. • Have an understanding of different adhesives and methods of construction • Begin to have some thought towards size • Simple discussion about aesthetics 		
<p style="text-align: center;">Music</p>	<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;">Harvest</p> <p>Listening and Responding – singing. Tuned and un-tuned instruments Use voices expressively and creatively</p>	<p style="text-align: center;">KS1 Nativity</p> <p>Listening and Responding – singing. Tuned and un-tuned instruments Use voices expressively and creatively</p>	<p style="text-align: center;">Easter Service</p> <p>Listening and Responding – singing. Tuned and un-tuned instruments Use voices expressively and creatively Listen with concentration and understanding (musical appreciation - The Planets - Holst)</p>	<p style="text-align: center;">Play and Perform</p> <p>Listening and Responding – singing. Tuned and un-tuned instruments Use voices expressively and creatively Improvise, Compose and experiment with, create, select and combine sounds (composition – linked to Carnival of the Animals Saint Saens)</p>	
	<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 		<ul style="list-style-type: none"> • 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. 		
<p style="text-align: center;">PE</p>	<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. 				
	<p style="text-align: center;">Sports Gym</p>	<p style="text-align: center;">Sports Dance</p>	<p style="text-align: center;">Sports Gym</p>	<p style="text-align: center;">Sports Dance</p>	<p style="text-align: center;">Sports Gym</p>

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	<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. • 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"> • 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. • 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	Who is a Christian and what do they believe?	Religious Festivals including Harvest and Christmas	Who is a Muslim and what do they believe?	Who is Jewish and what do they believe?	How and why do we celebrate special times?	What does it mean to belong to a faith community?
	<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 					
PSHE SRE Citizenship	New beginnings, Class charter and School rules British Values	Anti-bullying & E-safety British Values	Going for goals My money week British Values	Good to be me British Values	Drugs British Values	SRE British Values
	<ul style="list-style-type: none"> • Fear and dealing with emotions • Loyalty and jealousy • Bullying • Global awareness – looking at energy use in our school and impact on environment 			<ul style="list-style-type: none"> • Financial awareness – the value of money • Animals and Us • People who help us • Financial awareness – the value of money 		

Vernon Park Primary School 2019-2020

KS1 Long Term Subject Planning

	<ul style="list-style-type: none"> • Healthy Eating – making the right choices • Relationships with siblings • Getting on with our families • Fear and dealing with emotions • Loyalty and jealousy • Bullying • Global awareness – looking at energy use in our school and impact on environment • Healthy Eating – making the right choices • Relationships with siblings • Getting on with our families • Taking Part • Animals and Us • People who help us 	<ul style="list-style-type: none"> • How we change as we grow up • The needs of babies • When we should keep secrets • Different types of families • Animal reproduction and growing from babies to adults • Boys and girls taking part in the same activities • Safe and unsafe situations • Medicines – what they are, who should take them? • Safe and unsafe substances • How to look after ourselves • What is safe to put in our bodies? • The rules about different medicines 	
Possible Trips and Events	<p>Staircase House The Hat Museum KS1 Nativity</p>	<p>Science and Industry Museum – space hall.</p>	<p>Farm to visit Chester Zoo outreach</p>