

Vernon Park Primary School 2024 - 2025  
 KS1 Long Term Subject Planning

	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	<b>Our school / Fire, Fire</b>		<b>National Events / UK</b>		<b>Explorers / Continents and Oceans</b>	
Intent	What are the disadvantages and advantages of using fire?		Where in the world? What happens in the UK?		All about our world - where do people go?	
Implementation	Geography: School and grounds  History: What was the Great Fire of London and how did it start? What has changed since?		Geography: what are the countries, capital cities and landmarks of the UK  History - what has happened in the UK?		Geography: What are the continents and oceans of our world?  History - where did famous explorers go?	
Impact	To understand how to read a map using a range of symbols.  To understand the causes and events of the Great Fire of London.		To name and locate the physical landmarks of the UK.  To understand some of the major events in UK history.		To name and locate the continents and oceans of the world.  To know who famous explorers were and where they have travelled.	

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<p>Topic Launch</p>	<p>Our School</p> <p>Geography - using a range of maps (pictorial, physical, symbol, traditional) to complete an orienteering challenge around the school collecting facts about the school.</p> <p>Art - observational drawings of the school.</p> <p>Music - learn and perform the school song with Makaton.</p> <p>Drama - present a history documentary style information guide using DEAL structure on the history of our school.</p>	<p>Bonfire Night and the Great Fire of London -</p> <p>English - introduce the Gunpowder Plot and learn the 5th November rhyme</p> <p>English - Introduce the Great Fire of London Story and learn the song 'Fire Fire'</p> <p>Art - Firework string painting - firework picture</p>	<p>Four countries of the UK</p> <p>Geography - identify the location of the 4 countries in the UK.</p> <p>Explore and taste food from the 4 countries of the UK.</p> <p>Music - learn and perform <a href="https://www.youtube.com/watch?v=RvDIZoQLgIE">https://www.youtube.com/watch?v=RvDIZoQLgIE</a></p>	<p>UK events in history</p> <p>TBC</p>	<p>Which continent is that?</p> <p>Geography - world map work, label oceans and continents.</p> <p>Art - choose a world flag and paint their own version for display.</p> <p>Music - learn and perform <a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a></p>	<p>Famous explorers</p> <p>DEAL - suitcase packing - what would you pack if you were an explorer?</p> <p>History - research a famous explorer. DEAL to share information; news reporter.</p>
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Grammar	Pupils should: <ul style="list-style-type: none"> <li>● Manipulate word, sentence and text structure for cohesion and effect.</li> <li>● Use a full range of punctuation taught at KS1</li> <li>● Use and understand the full range of grammar terminology taught at KS1.</li> </ul>					
	<ul style="list-style-type: none"> <li>● Word Class</li> <li>● Regular plurals</li> <li>● Noun suffixes</li> <li>● Verb suffixes</li> <li>● Verb and adjective prefixes</li> <li>● Sentence structure</li> <li>● Main and subordinate clauses</li> </ul>			<ul style="list-style-type: none"> <li>● Coordinating conjunctions (and, or, but)</li> <li>● Subordinating conjunctions (when, if, because, that)</li> <li>● Apostrophes for contraction</li> <li>● Apostrophes for possession</li> <li>● Expanded noun phrases</li> <li>● Narrative structure</li> <li>● Present, past and continuous tense</li> <li>● Punctuation and text demarcation</li> <li>● Inverted commas for speech</li> </ul>		
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					

<p>English</p>	<p><b>Focus Authors - Fiction:</b> Janet and Alan Ahlberg - <i>Each Peach Pear Plum</i> Traditional Tales and characters</p> <p><b>Focus Poetry:</b> National Poetry Day - Counting Number poems/ traditional counting rhymes (link to phonics / rhyming couplets) Performance poetry - <i>One Two Buckle My shoe, The Ants go Marching - class versions</i></p> <p><b>Focus Non-Fiction:</b> Instruction texts linked to Bonfire Safety - safety poster Explanation texts - <i>Vlad and the Great Fire of London</i> - Kate Cunningham</p> <p><b>Guided Reading</b> Janet and Alan Ahlberg - <i>Each Peach Pear Plum</i> Traditional Tales and characters</p> <p><b>Class Story</b> <i>George's Marvellous Medicine</i> - Roald Dahl <i>Fantastic Mr Fox</i> - Roald Dahl</p>	<p><b>Focus Author - Fiction:</b> <i>The Highway Rat</i> - Julia Donaldson <i>This Moose Belongs to Me</i> - Oliver Jeffers</p> <p><b>Focus Poetry:</b> Riddles - rhyme and rhythm</p> <p><b>Focus Non-Fiction:</b> Information texts - local heroes - non-chronological report</p> <p><b>Guided Reading</b> <i>The Highway Rat</i> - Julia Donaldson <i>This Moose Belongs to Me</i> - Oliver Jeffers</p> <p><b>Class Story</b> <i>The Twits</i> - Roald Dahl</p>	<p><b>Focus Authors - Fiction:</b> Traditional Tales/ alternative endings <i>Little Red Reading Hood</i> - Lucy Rowland</p> <p><b>Focus Poetry:</b> Repeated refrains, rhyme and rhythm.</p> <p><b>Guided Reading</b> Traditional Tales/ alternative endings <i>Little Red Reading Hood</i> - Lucy Rowland</p> <p><b>Class Story</b> Poems Aloud by Joseph Coelho</p>
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	<p><b>Reading</b> word reading and comprehension</p> <p><b>Writing</b> poetry Instructions Adjectives Conjunctions I sentences</p> <p><b>DEAL Drama</b></p>	<p>Narrative - character and setting descriptions</p> <p><b>Reading</b> word reading and comprehension</p> <p><b>Writing</b> Setting Description Informal letter Non- Chronological report Poetry Nouns Verbs Past Tense</p> <p><b>DEAL Drama</b></p>	<p>Phonics Screening (revisiting and tests)</p> <p><b>Reading</b> word reading and comprehension</p> <p><b>Writing</b> narrative fiction / non-fiction / poetry Alternate endings</p> <p><b>DEAL Drama</b></p>
Maths	<p><b>Year 2 Programme of Study:</b> Place Value Number - Addition and Subtraction, Geometry - Shape</p>	<p><b>Year 2 Programme of Study:</b> Money - Multiplication and Division - Measurement (length &amp; height, mass, capacity and temperature).</p>	<p><b>Year 2 Programme of Study:</b> Fractions - Time - Statistics - Position and Direction.</p>
	<p><b>Year 1 Programme of Study:</b></p> <ul style="list-style-type: none"> <li>● Number, Place Value Number - Addition and Subtraction, Geometry - Shape</li> </ul>	<p><b>● Year 1 Programme of Study:</b></p> <ul style="list-style-type: none"> <li>● Number - Place Value Number - Addition and Subtraction Measurement - Length &amp; height, weight &amp; volume</li> </ul>	<p><b>● Year 1 Programme of Study:</b></p> <ul style="list-style-type: none"> <li>● Number - Multiplication and Division Number - Fractions - Place Value and Time</li> </ul>
IT and Computing	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>● Recognise the function of IT outside school</li> <li>● Apply logic and reasoning</li> <li>● Use technology safely and respectfully</li> <li>● Understand and adhere to rules of e- safety</li> <li>● Understand algorithms including creating and debugging simple programmes</li> </ul>		

	<ul style="list-style-type: none"> <li>● Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul> <p>Recognising uses of IT in the wider environment / E-safety (Hector's World)</p> <ul style="list-style-type: none"> <li>● I can recognise the ways we use technology in our classroom.</li> <li>● I can recognise ways that technology is used in my home and community.</li> <li>● I can use links to websites to find information.</li> <li>● I can begin to identify some of the benefits of using technology.</li> <li>● I can tell you why I use technology in the classroom.</li> <li>● I can tell you why I use technology in my home and community.</li> <li>● I am starting to understand that other people have created the information I use.</li> <li>● I can identify benefits of using technology including finding information, creating and communicating.</li> <li>● I can talk about the differences between the Internet and things in the physical world.</li> <li>● I can keep my password private.</li> <li>● I can tell you what personal information is.</li> <li>● I can tell an adult when I see something unexpected or worrying online.</li> </ul>	<p>Coding – Hour of Code Minecraft, Lego etc.</p> <p>Basic skills- keyboard/mouse skills</p> <ul style="list-style-type: none"> <li>● I can give instructions to my friend and follow their instructions to move around.</li> <li>● I can describe what happens when I press buttons on a robot.</li> <li>● I can press the buttons in the correct order to make my robot do what I want.</li> <li>● I can describe what actions I will need to do to make something happen and begin to use the word algorithm.</li> <li>● I can begin to predict what will happen for a short sequence of instructions.</li> <li>● I can begin to use software/apps to create movement and patterns on a screen.</li> <li>● I can use the word debug when I correct mistakes when I program. .</li> <li>● I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.</li> <li>● I can tell you the order I need to do things to make something happen and talk about this as an algorithm.</li> <li>● I can program a robot or software to do a particular task.</li> <li>● I can look at my friend's program and tell you what will happen.</li> <li>● I can use programming software to make objects move.</li> </ul>	<p>e-books</p> <p>Book creator / explain everything / sock puppets etc. Link to English, retelling traditional tales.</p> <ul style="list-style-type: none"> <li>● I can be creative with different technology tools.</li> <li>● I can use technology to create and present my ideas.</li> <li>● I can use the keyboard or a word bank on my device to enter text.</li> <li>● I can save information in a special place and retrieve it again.</li> <li>● I can use technology to organise and present my ideas in different ways.</li> <li>● I can use the keyboard on my device to add, delete and space text for others to read.</li> <li>● I can tell you about an online tool that will help me to share my ideas with other people.</li> <li>● I can save and open files on the device I use.</li> </ul>
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	<ul style="list-style-type: none"> <li>● I can talk about why it's important to be kind and polite.</li> <li>● I can recognise an age appropriate website.</li> <li>● I can agree and follow sensible e-Safety rules.</li> <li>● I can explain why I need to keep my password and personal information private.</li> <li>● I can describe the things that happen online that I must tell an adult about.</li> <li>● I can talk about why I should go online for a short amount of time.</li> <li>● I can talk about why it is important to be kind and polite online and in real life.</li> <li>● I know that not everyone is who they say they are on the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>● I can watch a program execute and spot where it goes wrong so that I can debug it.</li> <li>● I can be creative with different technology tools.</li> <li>● I can use technology to create and present my ideas.</li> <li>● I can use the keyboard or a word bank on my device to enter text.</li> <li>● I can save information in a special place and retrieve it again.</li> <li>● I can use technology to organise and present my ideas in different ways.</li> <li>● I can use the keyboard on my device to add, delete and space text for others to read.</li> <li>● I can tell you about an online tool that will help me to share my ideas with other people.</li> <li>● I can save and open files on the device I use.</li> </ul>				
<p>Science</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>● Ask simple questions and recognise that they can be answered in different ways</li> <li>● Observe closely, using simple equipment</li> <li>● Perform simple tests</li> <li>● Identify and classify</li> <li>● Use their observations and ideas to suggest answers to questions</li> <li>● Gather and record data to help in answering questions</li> </ul>					
	<p><b>Seasonal Changes- continuous observations noted throughout the year</b></p>					
	<p><b>Materials - Exploring Everyday Materials 2 (Developing Experts)</b></p>	<p><b>Animals including humans - Animals (Developing Experts)</b></p>	<p><b>Animals including Humans - Growth (Developing Experts)</b></p>	<p><b>Introduction to Plants (Developing Experts)</b></p>	<p><b>Living things and their habitats (Developing Experts)</b></p>	

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	<p><b>Assessment Opportunities</b>          To assess this unit, provide learners opportunities to:</p> <ul style="list-style-type: none"> <li>· Identify and classify</li> <li>· Carry out simple tests</li> <li>· Use key vocabulary to describe materials</li> </ul>	<p><b>Unit Mastery</b>          To master this unit learners should be able to:</p> <ul style="list-style-type: none"> <li>· Identify and name a range of animals</li> <li>· Explore the growth and care of animals</li> <li>· Make links between parents and their offspring</li> </ul> <p><b>Assessment Opportunities</b>          To assess this unit, provide learners opportunities to:</p> <ul style="list-style-type: none"> <li>· Complete modelling tasks</li> <li>· Conduct research on animals</li> <li>· Use key vocabulary</li> </ul>	<p><b>Unit Mastery</b>          To master this unit learners should be able to:</p> <ul style="list-style-type: none"> <li>· Name basic parts of the human body</li> <li>· Understand what senses are and what they do</li> <li>· Explore the human body and growth</li> </ul> <p><b>Assessment Opportunities</b>          To assess this unit, provide learners opportunities to:</p> <ul style="list-style-type: none"> <li>· Make predictions and observations</li> <li>· Describe and use the senses</li> <li>· Use key vocabulary and name body parts</li> </ul>	<p><b>Unit Mastery</b>          To master this unit learners should be able to:</p> <ul style="list-style-type: none"> <li>· Name and identify different types of plant and parts of a plant</li> <li>· Know the conditions needed for healthy plant growth</li> <li>· Learn how to grow a plant from seed in the right conditions</li> </ul> <p><b>Assessment Opportunities</b>          To assess this unit, provide learners opportunities to:</p> <ul style="list-style-type: none"> <li>· Make predictions about conditions needed for growth</li> <li>· Observe and describe plant growth</li> <li>· Carry out a simple investigation</li> </ul>	<p><b>Unit Mastery</b>          To master this unit learners should be able to:</p> <ul style="list-style-type: none"> <li>· Describe different habitats</li> <li>· Understand how habitats vary</li> <li>· Observe and explain an assortment of habitats</li> </ul> <p><b>Assessment Opportunities</b>          To assess this unit, provide learners opportunities to:</p> <ul style="list-style-type: none"> <li>· Different types of habitats and microhabitats</li> <li>· Carry out a fair test, observing outcomes</li> <li>· Use key vocabulary</li> </ul>
<p>Geography</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>● develop knowledge about the world, the United Kingdom and their locality</li> <li>● Understand basic subject-specific vocabulary relating to human and physical geography</li> <li>● begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</li> </ul>				



	Our School and Grounds	UK	Continents and Oceans
	<ul style="list-style-type: none"> <li>● I can understand plan view.</li> <li>● I can use plan view.</li> <li>● I can draw simple routes on a map.</li> <li>● I can devise a simple map.</li> <li>● I can use photographs to recognise areas around our school.</li> <li>● I can identify basic human and physical features in each of the four compass directions.</li> <li>● <b>FIELD WORK</b></li> </ul>	<ul style="list-style-type: none"> <li>● Learn about the human and physical geography of a small area in the UK</li> <li>● Read images, maps, atlases and globes</li> <li>● Ask and answer questions</li> <li>● Use basic geographical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Name, locate and identify characteristics of the seven continents and oceans</li> <li>● Use world maps, atlases and globes</li> <li>● Understand geographical similarities and differences when studying both human and physical geography</li> <li>● Identify the locations of hot and cold areas around the world</li> <li>● Use basic vocabulary to refer to physical and human features</li> <li>● Develop knowledge about the world.</li> <li>● Name and locate the world's seven continents</li> </ul>
History	Pupils should: <ul style="list-style-type: none"> <li>● Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>● 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.</li> <li>● Use a wide vocabulary of everyday historical terms.</li> <li>● Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>● Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>		
	<b>Bonfire Night and the Great Fire of London</b> <ul style="list-style-type: none"> <li>● Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>● Choose and use parts of stories and other sources that they know and understand key features of events</li> </ul>	<b>National Events</b> <ul style="list-style-type: none"> <li>● Learn about changes within living memory</li> <li>● Understand historical concepts such as continuity and change, similarity and difference</li> <li>● Ask historically valid questions</li> <li>● Identify similarities and differences</li> </ul>	<b>History: Explorers</b> <ul style="list-style-type: none"> <li>● Use common words and phrases relating to the passing of time</li> <li>● Know where the people they study fit within a chronological framework</li> <li>● Ask and answer questions</li> <li>● Study significant historical people and places in their own locality</li> </ul>

	<ul style="list-style-type: none"> <li>● Understand some of the ways in which we find out about the past</li> <li>● Identify different ways in which it is represented</li> <li>● Use a wide vocabulary of everyday historical terms</li> <li>● Know where events they study fit within a chronological framework.</li> </ul>	<p>between ways of life in different periods</p> <ul style="list-style-type: none"> <li>● Ask and answer questions</li> <li>● Understand some of the ways in which we find out about the past</li> <li>● Identify different ways in which the past is represented</li> <li>● Use a wide range of everyday historical terms</li> <li>● Use parts of stories and other sources to show they know and understand key features of events</li> <li>● Use sources to show they know and understand the past</li> <li>● Suggest reasons why changes took place.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>● Choose parts of sources to show that they know and understand key features of events</li> <li>● Use a wide vocabulary of everyday historical terms.</li> </ul>
D&T	<p>Pupils Should:</p> <ul style="list-style-type: none"> <li>● Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>● Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>		
	<u>Mechanisms- Sliders and Levers</u>	<u>Structures- Freestanding structures</u>	<u>Food Technology</u>
	<ul style="list-style-type: none"> <li>● State what products they are designing and making</li> <li>● Describe what their products are for</li> <li>● Use simple design criteria to help develop their ideas</li> <li>● Say whether their products are for themselves or other users</li> <li>● Say how their products will work</li> <li>● Say how they will make their product suitable for their intended users</li> <li>● Generate ideas by drawing on their own experiences</li> <li>● Develop and communicate ideas by talking and drawing</li> <li>● Model ideas by exploring construction kits</li> <li>● Use knowledge of existing products to help come up with</li> </ul>	<ul style="list-style-type: none"> <li>● Assemble, join and combine materials and components</li> <li>● Use finishing techniques including those from art and design</li> <li>● Talk about their design ideas and what they are making</li> <li>● Make simple judgements about their products and ideas against design criteria</li> <li>● Suggest how their products could be improved</li> <li>● Children should explore:                             <ul style="list-style-type: none"> <li>- Who products are for</li> <li>- What products are for</li> <li>- How products work</li> <li>- How products are used</li> <li>- Where products might be used</li> </ul> </li> </ul>	

	<p>ideas</p> <ul style="list-style-type: none"> <li>● Model ideas by exploring materials, components and construction kits and by making templates and mock-ups</li> <li>● Plan by suggesting what to do next</li> <li>● Select from a range of tools, equipment and materials</li> <li>● Select from a range of tools and equipment, explaining their choices</li> <li>● Select from a arrange of materials and components according to their characteristics</li> <li>● Follow procedures for safety and hygiene</li> <li>● Cut out and shape materials and components</li> <li>● Assemble and join materials and components</li> <li>● Use finishing techniques including those from art and design</li> <li>● Follow procedures for safety and hygiene</li> <li>● Measure, Mark, cut out and shape materials and components</li> </ul>	<ul style="list-style-type: none"> <li>- What materials products might be made from</li> <li>- What they like and dislike about products</li> <li>● Know about the movement of simple mechanisms such as levers, sliders, wheels and axels</li> <li>● Know that freestanding structures can be made stronger, stiffer and more stable</li> <li>● Know that all food comes from plants or animals</li> <li>● Know that food has to be farmed, grown elsewhere or caught</li> <li>● Name and sort food into the five groups</li> <li>● Know that everyone should eat at least five portions of fruit and vegetables every day</li> <li>● Prepare simple dishes safely and hygienically, without a heat source</li> <li>● Use techniques such as cutting, peeling and grating</li> </ul>	
Art	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>● Create sketch books to record their observations and use them to review and revisit ideas</li> <li>● Improve knowledge of art and design techniques, including drawing, painting and sculpture</li> <li>● Learn about great artists in history.</li> </ul>		
	<p style="text-align: center;"><b><u>Explore &amp; Draw</u></b></p> <p>Introducing the idea that artists can be collectors &amp; explorers as they develop drawing and composition skills.</p>	<p style="text-align: center;"><b><u>Exploring the World Through Mono Print</u></b></p> <p>Using a simple monoprint technique to develop drawing skills, encourage experimentation and ownership.</p>	<p style="text-align: center;"><b><u>Music and Art</u></b></p> <p>Explore how we can make art inspired by the sounds we hear.</p>

	<ul style="list-style-type: none"><li>● Extend the variety of drawings tools to include charcoal and felt tips.</li><li>● Explore different textures and experiment with mark - building on previous experience.</li><li>● Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</li><li>● Ob</li><li>● serve patterns in the natural and man-made world.</li><li>● Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawings of people. Sketch objects in both the natural and manmade world.</li><li>● Continue to draw a way of recording experiences and feelings.</li><li>● Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</li><li>● Sketch to make quick records of something.</li><li>● Work out ideas through drawing</li><li>● Begin to introduce mixing of colours to make new colours.</li><li>● Find collections of colour - different sorts of green, blue, purple etc. Use language to evaluate - light/dark</li><li>● Continues to explore applying colour with a range of tools for enjoyment</li><li>● Begin to describe colours by objects - 'raspberry pink, sunshine yellow'</li><li>● Make as many tones of one colour as possible using primary colours and white.</li><li>● Darken colours without using black</li><li>● Mix colours to match those of the natural world - colours that might have a less defined name</li><li>● Experience using colour on a large scale, A3/A2 playground.</li></ul>	<ul style="list-style-type: none"><li>● Use texture to provide information - e.g. manmade/natural materials, a 'journey' of where they have been etc.</li><li>● Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc.</li><li>● Discuss how textiles create things - curtains, clothing, decoration</li><li>● Build on all previous experiences.</li><li>● Use smaller eyed needles and finer threads.</li><li>● Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.</li><li>● Awareness of the nature of materials and surfaces - fragile, tough, durable.</li><li>● Tie dying, batik - ways of colouring or patterning material.</li><li>● Use both hands and tools to build</li><li>● Construct to represent personal ideas.</li><li>● Use materials to make known objects for a purpose, i.e. puppet.</li><li>● Cut shapes using scissors.</li><li>● Carve into media using tools.</li><li>● Pinch and roll coils and slabs using a modelling media.</li><li>● Make simple joins by manipulating modelling material or pasting carefully.</li><li>● Discussion of weight and texture.</li><li>● Use the equipment and media with increasing confidence.</li><li>● Shape, form, model and construct from observation and / or imagination with increasing confidence.</li><li>● Plan and develop ideas in sketchbook and make simple choices about media.</li><li>● Have an understanding of different adhesives and methods of construction</li><li>● Begin to have some thought towards size</li><li>● Simple discussion about aesthetics</li></ul>
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	<ul style="list-style-type: none"> <li>● Simple paper and/or material weaving using a card loom.</li> <li>● Mix colours and paint strips of paper to weave with.</li> <li>● Add objects to the weaving - buttons, twigs, dried flowers.</li> <li>● Explore colour in weaving.</li> <li>● Build on skills of using various materials to make collages -using some smaller items.</li> </ul>				
Music	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>● use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>● Play tuned and untuned instruments musically</li> <li>● Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>● Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>				
	<p><b>Rhythm and Composition Unit A</b></p> <p>cat / monkey / rest</p> <p>This is Year 1's curriculum from the Stockport music scheme.</p>	<p><b>KS1 Nativity</b></p> <p>Ensemble singing and performance</p> <p>Listening and Responding Singing and performing on instruments - solo, small group and class ensemble.</p>	<p><b>Performing Unit A</b></p> <p>voice, body percussion, tuned and untuned percussion instruments.</p> <p>This is Year 1's curriculum from the Stockport music scheme.</p> <p>Depending on how quickly children pick up instrument skills, you can go on to Performing Unit B</p>	<p><b>Inter-related dimensions of music Unit A</b></p> <p>This is Year 1's curriculum from the Stockport Music Scheme.</p>	<p><b>Musical appreciation and singing</b></p> <p>(ensemble, solo, duet and small group performance)</p>
	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> </ul>		<ul style="list-style-type: none"> <li>● 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.</li> </ul>		

	technology appropriately and have the opportunity to progress to the next level of musical excellence					
PE	Pupils should: <ul style="list-style-type: none"> <li>● develop competence to excel in a broad range of physical activities</li> <li>● Be physically active for sustained periods of time</li> <li>● Engage in competitive sports and activities</li> <li>● Lead healthy, active lives.</li> </ul>					
	Team Building Fundamentals	Dance Ball Skills	Gym Fitness	Dance Invasion Games	Sending and Receiving Net and Wall Games	Athletics Striking and Fielding Games
	<ul style="list-style-type: none"> <li>● Explore gymnastics actions and still shapes.</li> <li>● Move confidently and safely in their own and general space, use change of speed and direction.</li> <li>● Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</li> <li>● Copy or create and link movement phrases with beginnings, middles and ends.</li> <li>● Perform movement phrases using a range of body actions and body parts.</li> <li>● Games- choose and use skills effectively for particular games.</li> <li>● Choose, use and vary simple compositional ideas in the sequences they create and perform.</li> <li>● Know how to carry and place equipment.</li> <li>● Recognise how their body feels when still and when exercising.</li> <li>● Recognise and describe what their bodies feel like during different types of activity.</li> <li>● Lift, move and place equipment safely.</li> <li>● Watch, copy and describe what they and others have done.</li> </ul>			<ul style="list-style-type: none"> <li>● Explore movement ideas and respond imaginatively to a range of stimuli.</li> <li>● Move confidently and safely in their own and general space, using change of speed, level and direction.</li> <li>● Explore, remember, repeat and link a range of actions with coordination, control and awareness of the expressive qualities of dance.</li> <li>● Compose and link movement to make simple dances with clear beginnings, middles and ends.</li> <li>● Perform movement phrases using a range of body actions and body parts.</li> <li>● Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</li> <li>● Recognise how their body feels when still and exercising.</li> <li>● Recognise and describe how different dance activities make them feel.</li> <li>● Understand the importance of warming up and cooling down.</li> <li>● Talk about different dance ideas inspired by different stimuli.</li> <li>● Copy, watch and describe dance movement.</li> <li>● Watch and describe dance phrases and dances and use what they learn to improve their own work.</li> </ul>		

	<ul style="list-style-type: none"> <li>● Improve their work using information they have gained by watching, listening and investigating</li> <li>● Be confident and safe in the spaces used to play games.</li> <li>● Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</li> <li>● Improve and coordinate the way they control their bodies and a range of equipment.</li> <li>● Remember, repeat and link combinations of skills.</li> <li>● Choose and use skills effectively for particular games.</li> <li>● Choose, use and vary simple tactics.</li> <li>● Know that being active is good for them and fun.</li> <li>● Recognise and describe what their bodies feel like during different types of activity.</li> <li>● Watch, copy and describe what others are doing.</li> <li>● Describe what they are doing.</li> <li>● Recognise good quality in performance.</li> <li>● Use information to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>● Remember, repeat and link combinations of actions.</li> <li>● Use their bodies and a variety of equipment with greater control and coordination.</li> <li>● Use their bodies and a variety of equipment with greater control and coordination.</li> <li>● Recognise and describe what their bodies feel like during different types of activity.</li> <li>● Watch, copy and describe what they and others have done.</li> <li>● Recognise their own space.</li> <li>● Explore finding different spaces.</li> <li>● Follow simple routes and trails orienteering themselves successfully.</li> <li>● Solve simple challenges and problems successfully.</li> <li>● Recognise and describe how their body feels during exercise.</li> <li>● Observe what they and others have done and use their observations to improve their performance.</li> </ul>	
RE	<p style="text-align: center;"><b>Christianity</b></p> <p style="text-align: center;">Who is Christian? (B)</p> <p style="text-align: center;">Christian Festivals and sacred places. (E)</p>	<p style="text-align: center;"><b>Judaism</b></p> <p style="text-align: center;">Who is Jewish? (B)</p> <p style="text-align: center;">Jewish festivals and sacred places</p>	<p style="text-align: center;"><b>Islam</b></p> <p style="text-align: center;">Who is Muslim? (B)</p> <p style="text-align: center;">Muslim festivals and sacred places.</p>
	<ul style="list-style-type: none"> <li>● Talk about some simple ideas about Christian beliefs about God and Jesus.</li> <li>● Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify some ways Jewish people celebrate</li> <li>● Retell stories connected with Jewish festivals in another religion and say why these are important to believers</li> <li>● Ask questions and suggest answers about stories to do with Jewish festivals and a story from a festival in another religion.</li> </ul>	<ul style="list-style-type: none"> <li>● Talk about some simple ideas relating to Islamic beliefs about God.</li> <li>● Retell a story that shows what Muslims might think about God, in words, drama and pictures, suggesting what it means.</li> <li>● Talk about issues of good and bad, right and wrong arising from the stories.</li> <li>● Ask some questions about believing in God and offer your own ideas.</li> </ul>

	<ul style="list-style-type: none"> <li>● Talk about issues of good and bad, right and wrong arising from the stories.</li> <li>● Ask some questions about believing in God and offer own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</li> </ul>				
PSHE SRE Citizenship	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
	<ul style="list-style-type: none"> <li>● Fear and dealing with emotions</li> <li>● Loyalty and jealousy</li> <li>● Staying safe online</li> <li>● Global awareness - looking at energy use in our school and impact on environment</li> <li>● Healthy Eating - making the right choices</li> <li>● Relationships with siblings</li> <li>● Getting on with our families</li> <li>● Taking Part</li> <li>● People who help us</li> <li>● Global awareness - looking at energy use in our school and impact on environment</li> <li>● How words and actions can affect how people feel</li> <li>● How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>● Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>● How to respond if this happens in different situations</li> <li>● How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> <li>● How to make friends with others</li> </ul>			<ul style="list-style-type: none"> <li>● Financial awareness - the value of money</li> <li>● How we change as we grow up</li> <li>● The needs of babies</li> <li>● When we should keep secrets</li> <li>● Different types of families</li> <li>● Animal reproduction and growing from babies to adults</li> <li>● Boys and girls taking part in the same activities</li> <li>● Safe and unsafe situations</li> <li>● Medicines - what they are, who should take them?</li> <li>● How to look after ourselves</li> <li>● What is safe to put in our bodies?</li> <li>● The rules about different medicines</li> <li>● How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>● How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>● How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>● How not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> </ul>		



Vernon Park Primary School 2024 - 2025

KS1 Long Term Subject Planning

	<ul style="list-style-type: none"><li>● How to recognise when they feel lonely and what they could do about it</li><li>● How people behave when they are being friendly and what makes a good friend</li><li>● How to resolve arguments that can occur in friendships</li><li>● How to ask for help if a friendship is making them unhappy</li></ul>	<ul style="list-style-type: none"><li>● How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li></ul>	
Possible Trips and Events	Fire Service Visit to school	Manchester Science and Industry Museum	Stockport Library