

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Termly Values	Kindness and Empathy	Friendship and Respect	Honesty and Responsibility	Tolerance and Fairness	Support and Inclusion	Challenge and Resilience
THEMATIC TOPIC	Fire, Fire!		Heroes		Off to the Beach	
Intent	What are the disadvantages and advantages of using fire?		Who are the people who help us?		How have holidays changed in the last 150 years?	
Implementation	<p>Geography: How do the changing seasons affect humans and what do we do to adapt?</p> <p>History: What was the Great Fire of London and how did it start? What has changed since?</p>		<p>History: Who are our local heroes? How did Emmeline Pankhurst help to change the world?</p> <p>Geography: How do peoples and communities compare around the world? Similarities and differences.</p>		<p>History: How did the Victorians go on holiday?</p> <p>Geography: What are the Seven Wonders of the World? How are beaches different on different continents?</p>	
Impact	<p>To investigate the changing seasons and the features of each season.</p> <p>To understand the causes and events of the Great Fire of London.</p>		<p>To recognise the impact of local heroes on the wider world.</p> <p>To compare people and communities from around the world.</p>		<p>To compare Victorian seaside holidays to modern beach vacations.</p> <p>To identify and locate different human and physical landmarks.</p>	
Topic Launch	<p>Weather and Seasons – Geography</p> <p>1. Geography - describe different types of weather, make observations and understand changes around us.</p> <p>2. Art - create observational drawings of different weather.</p> <p>3. Music - learn and perform the Seasons song.</p>	<p>Bonfire Night and the Great Fire of London – History</p> <p>1. English - introduce the Gunpowder Plot and learn the 5th November rhyme</p> <p>2. English - Introduce the Great Fire of London Story and learn the song 'Fire Fire'</p> <p>3. Art - Firework string painting - firework picture</p>	<p>Local Heroes – Heroes in History Marcus Rashford</p> <p>1. English – Marcus Rashford fact file</p> <p>2. Art/History - portrait of Marcus Rashford (observational drawing)</p> <p>3. British Values: Democracy – vote on a change they would like to see in school.</p>	<p>People and their Communities – Geography</p> <p>1. Geography / English describe the location and place that we live in as part of the UK.</p> <p>2. Geography - To identify where we live on a map.</p> <p>3. English - To write a description about Stockport. Art - To create a collage of Stockport.</p>	<p>Holidays in the Past – Victorian Seaside – History</p> <p>1. History - invite a grandparent into school to talk about where they went on holiday as a child.</p> <p>2. Art – paint a landscape of a Victorian seaside holiday.</p> <p>3. DT – design and make a stick puppet for a Punch and Judy show.</p>	<p>Beaches around the World – Our Wonderful World – Geography</p> <p>1. Geography – PowerPoint / virtual tour / Google Earth Seven Wonders of the World. Answer a key question on each wonder in a workbook.</p> <p>2. Geography – world map work, label oceans and continents.</p>

Vernon Park Primary School 2022 - 2023

KS1 Long Term Subject Planning

	<p>4. Art - create a Seasons collage.</p> <p>Classes to complete each activity on rotation completing self-assessment reflection sheet at end of the day. Record in books – photo of each child with a thought bubble.</p>	<p>Classes to complete each activity on rotation completing self-assessment reflection sheet at end of the day. Record in books – photo of each child with a thought bubble.</p>	<p>Classes to complete each activity on rotation completing self-assessment reflection sheet at end of the day. Record in books – photo of each child with a thought bubble.</p>		<p>Classes to complete each activity on rotation completing self-assessment reflection sheet at end of the day. Record in books – photo of each child with a thought bubble.</p>	<p>3. Art – choose a world flag and paint their own version for display.</p> <p>Classes to complete each activity on rotation completing self-assessment reflection sheet at end of the day. Record in books – photo of each child with a thought bubble.</p>
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 ● 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	<p>READ WRITE INC and spelling patterns from the Y1/2 Statutory List</p>	<p>READ WRITE INC and spelling patterns from the Y1/2 Statutory List</p>	<p>READ WRITE INC and spelling patterns from the Y1/2 Statutory List</p>	<p>READ WRITE INC and spelling patterns from the Y1/2 Statutory List</p>	<p>READ WRITE INC and spelling patterns from the Y1/2 Statutory List</p>	<p>READ WRITE INC and spelling patterns from the Y1/2 Statutory List</p>
Handwriting	<p>PenPals Scheme of Work – Cambridge University Press</p>					
Phonics	<p>READ WRITE INC</p>					

Reading	Whole Class Guided Reading, Reading for Pleasure, Comprehension Skills (Rising Stars: Cracking Comprehensions– Scheme of Work)					
Drama	DEAL drama structures					
English	<p>Focus Authors - Fiction: <i>A tree for all seasons</i> – Robin Bernard <i>The Dancing Tiger</i> – Malachy Doyle</p> <p>Focus Poetry: National Poetry Day - The Environment Minibeast poems (link to shape poetry) Performance poetry - <i>Hurt no Living Thing</i> - Christina Rossetti; <i>Slugs</i> - John Kitching</p> <p>Focus Non-Fiction: Instruction texts linked to Bonfire Safety - safety poster Explanation texts - <i>Vlad and the Great Fire of London</i> - Kate Cunningham</p> <p>Guided / Shared reading text: <i>George's Marvellous Medicine</i> – Roald Dahl <i>Fantastic Mr Fox</i> – Roald Dahl</p>		<p>Heroes and Villains. Focus Author - Fiction: <i>The Highway Rat</i> – Julia Donaldson <i>This Moose belongs to me</i> - Oliver Jeffers</p> <p>Focus Poetry: Riddles – rhyme and rhythm</p> <p>Focus Non-Fiction: Information texts – local heroes - non-chronological report</p> <p>Guided Reading / Class Story <i>The Twits</i> –Roald Dahl</p>		<p>Tradition Tales and their alternative endings 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: Repeated refrains, rhyme and rhythm.</p> <p>Focus Non-Fiction: Guided / Shared reading text: <i>Revolt Rhymes and Fantastic Beasts</i> – Roald Dahl</p>	
	Lists, labels and captions – (Link to the seasons)	Non-fiction: Instructions – 1. Bonfire Safety 2. How to keep hedgehogs safe from bonfires 3. Pets on bonfire night.	Narrative - character and setting descriptions	Non – fiction – Non-chronological reports: animal fact file	Phonics Screening (revisiting and tests)	Traditional tales –retelling, drafting and editing to create own stories.
Noun Phrases and Expanded noun phrases. (<i>The Dancing Tiger</i>)	Recounts: Vlad and the Great Fire of London	Formal and Informal Letters - link to Oliver Jeffers text		Grammar Focus – SATS	Poetry – sea poems onomatopoeia, shape poems	
Story Writing – building narrative, sequencing, past and present tense (<i>The Dancing Tiger</i>)	Informal letter link to Vlad and the great fire of London.	Recounts – diary entries – Diary of the Highway Rat		Poetry – repeated refrains, rhythm, rhyme and patterns – link to traditional tales and nursery rhymes.		
		Poetry – Animal riddles, using rhyme and rhythm				

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 Understand and adhere to rules of e- safety 					

	<ul style="list-style-type: none"> ● 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 style="writing-mode: vertical-rl; transform: rotate(180deg);">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 		

	<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 				
	Seasonal Changes- continuous observations noted throughout the year				
	<p>Materials - Exploring Everyday Materials 2 (Developing Experts) Unit Mastery</p> <p>To master this unit learners should be able to:</p> <ul style="list-style-type: none"> • Describe the qualities of different materials • Identify materials that would be best suited for objects • Sort and test materials <p>Assessment Opportunities To assess this unit, provide learners opportunities to:</p> <ul style="list-style-type: none"> • Identify and classify • Carry out simple tests • Use key vocabulary to describe materials 	<p>Animals including humans - Animals (Developing Experts) Unit Mastery</p> <p>To master this unit learners should be able to:</p> <ul style="list-style-type: none"> • Identify and name a range of animals • Explore the growth and care of animals • Make links between parents and their offspring <p>Assessment Opportunities To assess this unit, provide learners opportunities to:</p> <ul style="list-style-type: none"> • Complete modelling tasks • Conduct research on animals • Use key vocabulary 	<p>Animals including Humans - About Me (Developing Experts) Unit Mastery</p> <p>To master this unit learners should be able to:</p> <ul style="list-style-type: none"> • Name basic parts of the human body • Understand what senses are and what they do • Explore the human body and growth <p>Assessment Opportunities To assess this unit, provide learners opportunities to:</p> <ul style="list-style-type: none"> • Make predictions and observations • Describe and use the senses • Use key vocabulary and name body parts 	<p>Introduction to Plants (Developing Experts) Unit Mastery</p> <p>To master this unit learners should be able to:</p> <ul style="list-style-type: none"> • Name and identify different types of plant and parts of a plant • Know the conditions needed for healthy plant growth • Learn how to grow a plant from seed in the right conditions <p>Assessment Opportunities To assess this unit, provide learners opportunities to:</p> <ul style="list-style-type: none"> • Make predictions about conditions needed for growth • Observe and describe plant growth • Carry out a simple investigation 	<p>Living things and their habitats (Developing Experts) Unit Mastery</p> <p>To master this unit learners should be able to:</p> <ul style="list-style-type: none"> • Describe different habitats • Understand how habitats vary • Observe and explain an assortment of habitats <p>Assessment Opportunities To assess this unit, provide learners opportunities to:</p> <ul style="list-style-type: none"> • Different types of habitats and microhabitats • Carry out a fair test, observing outcomes • Use key vocabulary
Geography	<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 align="center">Weather and Seasons Linked to Science - Seasonal Changes</p>	<p align="center">People and their communities</p>	<p align="center">What a wonderful World: beaches around the world.</p>
	<ul style="list-style-type: none"> ● Develop locational and place knowledge about their locality, and the UK as a whole ● Understand basic subject-specific vocabulary relating to physical geography ● Begin to use geographical skills, including first-hand observation, to enhance their locational awareness ● Identify seasonal and daily weather patterns in the UK ● Use simple fieldwork and observational skills in their school, its grounds and surroundings ● Use and construct basic symbols in a key. 	<ul style="list-style-type: none"> ● Name and locate the world's seven continents ● Learn about the human and physical geography of a small area in several non-European countries ● Read images, maps, atlases and globes ● Ask and answer questions ● Use basic geographical vocabulary 	<ul style="list-style-type: none"> ● Name, locate and identify characteristics of the seven continents and oceans ● Use world maps, atlases and globes ● Understand geographical similarities and differences when studying both human and physical geography ● Identify the locations of hot and cold areas around the world ● Use basic vocabulary to refer to physical and human features ● Develop knowledge about the world.
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 align="center">Bonfire Night and the Great Fire of London</p>	<p align="center">Local Heroes</p>	<p align="center">History: Holidays Victorian Beach</p>
	<ul style="list-style-type: none"> ● Develop an awareness of the past, using common words and phrases relating to the passing of time ● Choose and use parts of stories and other sources that they know and understand key features of events ● Understand some of the ways in which we find out about the past ● Identify different ways in which it is represented ● Use a wide vocabulary of everyday historical terms ● Know where events they study fit within a chronological framework. 	<ul style="list-style-type: none"> ● Learn about changes within living memory ● Understand historical concepts such as continuity and change, similarity and difference ● Ask historically valid questions ● Identify similarities and differences between ways of life in different periods ● Ask and answer questions ● Understand some of the ways in which we find out about the past ● Identify different ways in which the past is represented ● Use a wide range of everyday historical terms ● Use parts of stories and other sources to show they know and understand key features of events ● Use sources to show they know and understand the past ● Suggest reasons why changes took place. 	<ul style="list-style-type: none"> ● Use common words and phrases relating to the passing of time ● Know where the people they study fit within a chronological framework ● Ask and answer questions ● Study significant historical people and places in their own locality ● Understand some of the ways in which we find out about the past and identify different ways in which it is represented ● Choose parts of sources to show that they know and understand key features of events ● Use a wide vocabulary of everyday historical terms.
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 		
	<p align="center"><u>Food technology</u></p>	<p align="center"><u>Design Technology</u> Design and Make an accessory for a super hero (capes, masks, utility belts etc)</p>	<p align="center"><u>Food Technology</u> Design and make a dish for the class picnic</p>

Vernon Park Primary School 2022 - 2023

KS1 Long Term Subject Planning

	<p>Bonfire Night Treats – children design and make from a selection of ingredients (toffee / caramel, apples and pears, marshmallows, crackers and chocolate)</p> <p><u>Design technology</u></p> <p>Research material and design a Tudor house (Link to the Great Fire of London)</p>		<p><u>Design technology</u></p> <p>Design and Make a picnic hamper / lunch box</p>
	<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	<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><u>Four Seasons</u></p> <p>Printing and collage</p> <p>Techniques with different mediums – wax crayons and paint wash.</p>	<p><u>Artist Study</u></p> <p>Kandinsky</p> <p>Colour mixing and pattern blocking</p>	<p><u>Beach</u></p> <p>Observational drawings – sea creatures, shells etc.</p> <p>Sketching techniques</p>

Vernon Park Primary School 2022 - 2023

KS1 Long Term Subject Planning

	<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 dark. 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"> 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. 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 	
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;">Harvest</p> <p>Listening and Responding – singing. Tuned and un-tuned instruments Use voices expressively and creatively How pulse, rhythm and pitch work together</p>	<p style="text-align: center;">KS1 Nativity</p> <p>Listening and Responding – singing. Tuned and un-tuned instruments Use voices expressively and creatively Pulse, rhythm and pitch, rapping, dancing and singing</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) How to be in the groove with different styles of music Pulse, rhythm and pitch in different styles of music</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) Using your imagination The history of music, look back and consolidate your learning, learn some of the language of music</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 		<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. 	

Vernon Park Primary School 2022 - 2023

KS1 Long Term Subject Planning

	<ul style="list-style-type: none"> 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 					
PE	Pupils should: <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. 					
	Sports Gym	Sports Dance	Sports Gym	Sports Dance	Sports Gym	Sports Dance
	<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. 			
RE	Who is a Christian?		How and why do we celebrate special and sacred times?		Who is a Muslim?	
	<ul style="list-style-type: none"> Talk about some simple ideas about Christian beliefs about God and Jesus. 		<ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion 		<ul style="list-style-type: none"> Talk about some simple ideas relating to Christian beliefs about God and Jesus. 	

Vernon Park Primary School 2022 - 2023

KS1 Long Term Subject Planning

	<ul style="list-style-type: none"> Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. Talk about issues of good and bad, right and wrong arising from the stories. Ask some questions about believing in God and offer own ideas. 	<ul style="list-style-type: none"> Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. 	<ul style="list-style-type: none"> Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. Talk about issues of good and bad, right and wrong arising from the stories. Ask some questions about believing in God and offer own ideas. 			
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 safe?	How do we recognise our feelings?
	<ul style="list-style-type: none"> Fear and dealing with emotions Loyalty and jealousy Staying safe online 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 People who help us Global awareness – looking at energy use in our school and impact on environment How words and actions can affect how people feel How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable How to respond if this happens in different situations How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so How to make friends with others How to recognise when they feel lonely and what they could do about it How people behave when they are being friendly and what makes a good friend How to resolve arguments that can occur in friendships How to ask for help if a friendship is making them unhappy 			<ul style="list-style-type: none"> Financial awareness – the value of money 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? How to look after ourselves What is safe to put in our bodies? The rules about different medicines 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) 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 How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets How not everything they see online is true or trustworthy and that people can pretend to be someone they are not 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 		
Possible Trips and Events	Sugar Tree Farm Staircase House KS1 Nativity Fire Station		Local Heroes day – ask members of the community to come into school for a Q&A		Lytham St Annes Beach Trip Temple	