

KS1 Year A

KS1 Yr A	Term 1 Let's go on Safari	Term 2 Frozen Planet Great Fire of London	Term 3 Around the World in Eighty Days
<p>Art</p> <p><u>On-going coverage</u></p> <p>Range of materials</p> <p>Drawing/painting/sculpture</p> <p>Development of techniques - colour, pattern, texture, line, shape, form, space</p>	<p>The work of artists, craft makers and designers</p> <p>Batik style of printing/wax resist</p> <p>Silhouette paintings (sunset/drawing animals)</p> <p>NC:</p> <p>to use a range of materials creatively to design and make products</p> <p>□ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>□ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Artist - Zaria Forman</p> <p>Arctic paintings - lockdown work</p> <p>Fire of London house silhouette and paint picture</p> <p>NC:</p> <p>to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices 	<p>Art around the World</p> <p>Cherry blossom prints</p> <p>Modigliani style portraits</p> <p>Maori spiral art and tattoo art</p> <p>Clay cats</p> <p>NC:</p> <p>to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and

KS1 Year A

		and disciplines, and making links to their own work.	disciplines, and making links to their own work.
<p>D & T</p> <p><u>On-going coverage</u></p> <p>Creative practical activities to improve skills needed to engage in D & M tasks</p>	<p>Fruit salad</p> <p>Pancakes</p> <p>NC:</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <ul style="list-style-type: none"> ▪ understand where food comes from 	<p>Making bread</p> <p>Tudor houses (cereal boxes)</p> <p>NC:</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, 	<p>Pizza (Italy)</p> <p>Brazilian Carnival mask</p> <p>Native American dream catcher</p> <p>Japanese fan</p> <p>NC:</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>evaluate their ideas and products against design criteria</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p>

KS1 Year A

		<p>according to their characteristics</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>evaluate their ideas and products against design criteria</p>	<ul style="list-style-type: none"> ▪ understand where food comes from
<p>Geography <u>On-going coverage</u> Using maps/atlasses & globes Identifying seasonal/weather patterns</p>	<p>Locational Knowledge Name & locate the world's seven continents Use simple compass directions & related language Identify key human features</p> <p>NC: name and locate the world's seven continents and five oceans</p> <p>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</p>	<p>Place knowledge: understand geographical similarities and differences between the polar regions</p> <p>NC: name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the</p>	<p>Locational knowledge: name and locate worlds continents and oceans, name and locate characteristics of UK, incl capital cities</p> <p>NC: name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the</p>

KS1 Year A

	<p>a contrasting non-European country</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> ▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> ▪ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> ▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<p>countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> ▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
--	--	---	---

KS1 Year A

<p>History</p>	<p>Changes within living memory Remembrance Day Guy Fawkes Black History</p> <p>NC:</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Events beyond living memory Great Fire of London</p> <p>NC:</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p>	<p>Lives of significant individuals (Christopher Columbus - one off lesson linked to our visit to America Significant historical events, people and places (Bedford as a starting point)</p> <p>NC:</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>
<p>Computing Unit 2.4 to be throughout the year Researching using web</p>	<p>Key skills and e safety 2.4 We are safe researchers - researching a topic</p>	<p>Key skills and e safety 2.2 We are games testers - working out the rules for games</p>	<p>Key skills and e safety 2.5 We are animators - Creating a stop-motion animation</p>

KS1 Year A

	1.1 We are treasure hunters - Using programmable toys - solving problems using programmable toys online	1.4 We are publishers - creating a multimedia eBook about our achievements.	1.3 We are digital artists - creating work inspired by great artists
Music	Introducing Beat Adding Rhythm and Pitch Christmas performance	Introducing Tempo and dynamics Having fun with Improvisation	Glockenspiel Stage 1 Explore sound and create a story
PE	GetSet4PE scheme Using progression ladders to ensure the lessons are tailored. Autumn 1 Fundamentals Year 1 Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Gymnastics (Falcons) Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,	GetSet4PE scheme Using progression ladders to ensure the lessons are tailored. Spring 1 Fitness (Year 1) Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Team building (Year 2) Participate in team games, Cooperating in physical activities.	GetSet4PE scheme Using progression ladders to ensure the lessons are tailored. Summer 1 Dance Perform dances using simple movement patterns Net and wall Participate in team games, developing simple tactics for attacking and defending . Summer 2 Striking and fielding.

KS1 Year A

	<p>and begin to apply these in a range of activities.</p> <p>Autumn 2 Sending and Receiving (Year 2) Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Gymnastics (Falcons) Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Spring 2 Invasion Participate in team games, developing simple tactics for attacking and defending .</p> <p>Yoga (Year 1) Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Participate in team games, developing simple tactics for attacking and defending .</p> <p>Athletics Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>
<p>PSCHE</p>	<p>Brain Awareness Week</p> <p>Jigsaw - Being me in my world Y1</p> <p>Celebrating difference Y1</p>	<p>Jigsaw - Dreams and goals Y1</p> <p>Healthy me Y1</p>	<p>Jigsaw - Relationships Y1</p> <p>Changing Me Y1</p>

KS1 Year A

<p>RE</p>	<p>Unit 1: What do Christians believe God is like? (2018-2023 syllabus)</p> <p>Unit 3: Who is Jewish? (2018-2023 syllabus)</p>	<p>Unit 7: How and why do we celebrate significant times? (2018-2023 syllabus)</p> <p>Unit 5: Why does Easter matter to Christians? (2018-2023 syllabus)</p>	<p>Unit 10: How do we show we care for the Earth? (2018-2023 syllabus)</p> <p>Unit 6: What makes some places significant? (2018-2023 syllabus)</p>
<p>Science</p> <p><u>On-going coverage</u></p> <p>Seasonal changes</p> <p>Working scientifically</p>	<p><u>Animals, including humans (Y1 N.C)</u></p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure 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 which sense. 	<p><u>Living things and their habitats (Y2 N.C)</u></p> <ul style="list-style-type: none"> 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 micro-habitats. <p><u>Seasonal Changes (Y1 N.C)</u></p> <ul style="list-style-type: none"> Observe changes across the four seasons (ongoing) Observe and describe weather associated with the 	<p><u>Animals, including humans (Y2 N.C)</u></p> <ul style="list-style-type: none"> 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 <p><u>Living things and their habitats (Y2 N.C)</u></p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and

KS1 Year A

	<p><u>Seasonal Changes (Y1 N.C)</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons (ongoing) • Observe and describe weather associated with the seasons and how day length varies (ongoing) 	<p>seasons and how day length varies (ongoing)</p> <p>Working scientifically: Melting ice</p>	<p>things that have never been alive.</p> <ul style="list-style-type: none"> • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and different sources of food. <p><u>Seasonal Changes (Y1 N.C)</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons (ongoing) • Observe and describe weather associated with the seasons and how day length varies (ongoing)
<p>Texts</p>	<p>Monkey Puzzle Handa's surprise Masai & I Tinga Tales Mama Panya's Pancakes</p> <p>Children of the World- Christmas production</p>	<p>Ice Trap The Snow Dragon</p>	<p>Phileas Fogg</p> <p>Traditional tales from Around the World</p> <p>Ie Strega Nona (Italy) Miu the Emperor's Cat (Egypt) Peach Boy and other tales (Japan) The Dancing Turtle (Brazil) Pocahontas (North America)</p>

KS1 Year A

Visits/Visitors Ideas	Visit from primary workshops on African drumming and dancing	Drama Hut in school (Great Fire of London) Firemen from Bedford Station	Whipsnade Zoo Zoolab visit Trip to the nature reserve
Comments	African drumming was better than the dancing		Balloon in classroom, followed Phileas Fogg's messages from several countries around the world (one from each continent)