

# KS1 Year B

KS1 Yr B	Term 1 Now and Then	Term 2 Turrets and Tiaras	Term 3 Secret Gardens
<p style="text-align: center;">Art</p> <p><u>On-going coverage</u></p> <p>Use of a range of materials through Drawing/painting/sculpture</p> <p>Development of techniques - colour, pattern, texture, line, shape, form, space</p>	<p>William Morris Artist, craft maker &amp; designer Wallpaper and printing</p> <p>NC: evaluate and analyse creative works using the language of art, craft and design</p> <p>☐ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Giotto Medieval artist - create a jigsaw of one of his paintings by using viewfinders and focusing on one part of the picture and putting it altogether.</p> <p>NC: evaluate and analyse creative works using the language of art, craft and design</p> <p>☐ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>to use drawing, painting and sculpture to develop and share their ideas,</p>	<p>Monet - paintings, Andy Goldsworthy - nature art Paintings Make clay creatures Make art out of nature</p> <p>NC: evaluate and analyse creative works using the language of art, craft and design</p> <p>☐ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>to use drawing, painting and sculpture to develop and share their ideas,</p>

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		experiences and imagination	experiences and imagination
<p style="text-align: center;">D &amp; T</p> <p><u>On-going coverage</u></p> <p>Creative practical activities to improve skills needed to engage in D &amp; T tasks</p>	<p>Sewing Christmas Stocking</p> <p>NC: design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> <li>□ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>Design, Make &amp; Evaluate objectives</p> <p>Technical knowledge - Winding mechanism on the Princess' Tower</p> <p>NC: 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"> <li>□ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>explore and use mechanisms [for example, levers,</p>	<p>Making healthy dishes.</p> <p>Salads - lettuce, tomatoes, cucumber</p> <p>Design own healthy dish and evaluate afterwards.</p> <p>NC: As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p>

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	<p>□ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria.</p>	<p>sliders, wheels and axles], in their products</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from</li> </ul> <p>Evaluate their ideas and products against design criteria.</p>
<p><b>Geography</b>  <u>On-going coverage</u>          Using maps/atlas &amp; globes          Identifying seasonal/weather patterns</p>	<p>Seasides -          NC: use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village,</p>		<p>Use simple fieldwork &amp; observational skills to study school &amp; it's environment</p> <p>Use aerial photos &amp; plans to recognise landmarks &amp; human/physical features</p>

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	<p>factory, farm, house, office, port, harbour and shop</p> <p>Seasides + town comparison</p> <p>NC: 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> <p>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>		
<p>History</p>	<p>Queen Victoria/Queen Elizabeth II</p> <p>NC: the lives of significant individuals in the past who have contributed to national and international</p>	<p>Gain historical perspective by placing their growing knowledge into different contexts</p> <p>Reasons for castles/forts/moats</p>	<p>NC: the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects</p>

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	<p>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>Changes within living memory</p>	<p>Look at Bedford Castle (Castle Mound)</p> <p>Medieval History NC: 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>of life in different periods [for example, Florence Nightingale and Edith Cavell]</p> <p>Lessons on Edith Cavell and compare to Florence Nightingale.</p> <p>NC:</p> <p>significant historical events, people and places in their own locality.</p> <p>Learn about local history -</p> <p>*people - John Bunyan, John Howard, Trevor Huddleston, William Harpur (do a statue hunt round the town)</p> <p>*places - River Great Ouse, The Higgins, Corn Exchange, Cardington Hangars, Castle mound</p>
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<p>Computing</p>	<p>Key skills, E safety</p> <p>2.3 We are photographers - taking, selecting and editing digital images</p> <p>1.6 - We are detectives - using data to solve clues</p>	<p>Key skills, E safety</p> <p>1.2 We are TV chefs - filming the steps of a recipe</p> <p>2.1 We are astronauts - programming on screen in ScratchJr</p>	<p>Key skills, E safety</p> <p>2.6 We are zoologists - Collecting data about bugs</p> <p>1.5 we are rhythmic - creating sound patterns in ScratchJr and GarageBand</p>
<p>Music</p>	<p>Exploring simple patterns</p> <p>Focus on dynamics and tempo</p> <p>Christmas production</p>	<p>Inventing a Musical Story</p> <p>Music that makes you dance</p>	<p>Recorder suggested pathway</p>
<p>PE</p>	<p>GetSet4PE scheme</p> <p>Using progression ladders to ensure the lessons are tailored.</p> <p><b>Autumn 1</b> Gymnastics 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>GetSet4PE scheme</p> <p>Using progression ladders to ensure the lessons are tailored.</p> <p><b>Spring 1</b> Yoga 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>GetSet4PE scheme</p> <p>Using progression ladders to ensure the lessons are tailored.</p> <p><b>Summer 1</b> Striking and fielding Dance (Year 2) Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to</p>

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	<p>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>Autumn 2 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.</p> <p>Fitness 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>Ball Skills Participate in team games, developing simple tactics for attacking and defending .</p> <p><b>Spring 2</b> Target Games Participate in team games, developing simple tactics for attacking and defending .</p> <p>Invasion Participate in team games, developing simple tactics for attacking and defending .</p>	<p>apply these in a range of activities.</p> <p><b>Summer 2</b> 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>Dance (Year 2) Perform dances using simple movement patterns</p>
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<p style="text-align: center;">PSCHE</p>	<p>Jigsaw - Being me in my world Y2</p> <p>Celebrating difference Y2</p>	<p>Jigsaw - Dreams and goals Y2</p> <p>Healthy me Y2</p>	<p>Jigsaw - Relationships Y2</p> <p>Changing Me Y2</p>
<p style="text-align: center;">RE</p>	<p>Unit 8: What can we learn from sacred books and stories? (2018-2023 syllabus)</p> <p>Unit 2: Why does Christmas matter to Christians? (2018-2023 syllabus)</p>	<p>Unit 4: Who is a Muslim? (2018-2023 syllabus)</p> <p>Unit 12: What is the good news Christians believe Jesus brings? (2018-2023 syllabus)</p>	<p>Unit 9: How do we show care for others? (2018-2023 syllabus)</p> <p>Unit 11: Who is an inspiring person? (2018-2023 syllabus)</p>
<p style="text-align: center;">Science</p> <p><u>On-going coverage</u></p> <p>Seasonal changes</p> <p>Working scientifically</p>	<p><b><u>Everyday materials (Y1 N.C)</u></b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>• Describe the simple physical properties of a</li> </ul>	<p><b><u>Uses of everyday materials (Y2 N.C)</u></b></p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>• Find out how the shapes of solid objects made from</li> </ul>	<p><b><u>Plants (Y1 N.C)</u></b></p> <ul style="list-style-type: none"> <li>• Identify &amp; name variety of common plants, including deciduous and evergreen trees.</li> <li>• Identify &amp; describe basic structure of common flowering plants including trees.</li> </ul> <p><b><u>Plants (Y2 N.C)</u></b></p>



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	<p>variety of everyday materials</p> <ul style="list-style-type: none"> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p>some materials can be changed by squashing, bending, twisting and stretching</p>	<ul style="list-style-type: none"> <li>• Observe &amp; describe how seeds &amp; bulbs grow into mature plants</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>
Texts	Beatrix Potter	Traditional tales - Rapunzel	Classic text - Secret Garden
Visits/Visitors ideas	Holdenby House	Warwick Castle, medieval banquet	Nature Reserve, Zoolab
Comments	Victorians theme, Victorian Christmas production		