

Key Stage 1 Long Term Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities	<p>Year 1: The Great Fire of London</p> <p><i>What happened to London during the fire of 1066?</i></p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p>Year 1: Hot and Cold</p> <p>Physical Geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Famous people Scott of the Antarctic</p> <p>(CQ milestone 1)</p>	<p>Year 1: The UK</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</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 countries, continents and oceans studied at this key Stage.</p> <p>Use basic geographical vocabulary to refer to key physical features and key human features</p> <p>(CQ milestone 1)</p>	<p>Year 1: Nurses</p> <p>(Mary Seacole and/or Florence Nightingale and Edith Cavell)-</p> <p><i>How has nursing changed over time?</i></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Year 1: Australia</p> <p>Human and physical Geography/ world History understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, use basic geographical vocabulary to refer to physical and human features</p> <p>famous people: Captain Cook</p> <p>(CQ milestone 1)</p>	<p>Year 1: Castles</p> <p><i>What were the roles of castles and people had in the medieval period?</i></p> <p>Significant historical events, people and places in their own locality (Stansted Mountfitchet)</p> <p>Visit to Hedingham Castle or Stansted Mountfitchet</p>
	<p>Year 2: Continents and Oceans</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p>	<p>Year 2: The Gunpowder Plot</p> <p><i>Was Guy Fawkes really a villain?</i></p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p>.Year 2: Ghana</p> <p>Human and physical Geography/ world History understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, use basic geographical vocabulary to refer to physical and human features</p> <p>(Links to sponsored child – Action Aid School Council)</p>	<p>Year 2: Transport</p> <p><i>How has transport improved/changed in our village/local area?</i></p> <p>Changes in living memory within our locality.</p> <p>Significant historical events, people and places in their own locality-link to airport trip to Aerozone.</p> <p>(CQ milestone 2)</p>	<p>Year 2 – United Kingdom City comparison (Newcastle, London, Cardiff, Edinburgh, Belfast)</p> <p>(CQ milestone 1)</p>	<p>Year 2: Monarchs</p> <p><i>How has the monarchy changed between XXX and now?</i></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>

	Use basic geographical vocabulary to refer to key physical features and key human features (CQ milestone 1)					
Science	<p>Year 1 Animals including Humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Working Scientifically: Asking simple questions and recognising that they can be answered in different ways.</p> <p>Year 2 Animals including Humans Notice that animals, including humans, have offspring which grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Working Scientifically: Asking simple questions and recognising that they can be answered in different way Notice that animals, including humans, have offspring which grow into adults</p>	<p>Year 1 Seasonal Change Observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies. Working Scientifically: Using their observations and ideas to suggest answers to questions</p> <p>Year 2 Living things and their habitats Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Working Scientifically: Identifying and classifying</p>	<p>Year 1 Everyday Materials Distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. Working Scientifically: Identifying and classifying gathering and recording data to help in answering questions. performing simple tests.</p> <p>Year 2 Uses of Everyday Materials identify and compare the suitability plastic, glass, brick, rock, paper and cardboard for different uses compare how things move on different surfaces. find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Working Scientifically Performing simple tests. of a variety of everyday materials, including wood, metal,</p>	<p>Year 1 Plants or Animals if mini beasts 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. Working Scientifically: Identifying and classifying, using their observations and ideas to suggest answers to questions.</p> <p>Year 2 Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p>	<p>Year 1 Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Working Scientifically: Identifying and classifying, gathering and recording data to help in answering questions. Observing closely, using simple equipment.</p> <p>Year 2 Plants Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Working Scientifically: Identifying and classifying</p>	
DT	<p>Year 1 Kebab/fruit salad Make a healthy desert for a tea party</p>	<p>Year 2 Jelly/jam tarts Make a desert for the Queen of Hearts</p>	<p>Year 1 Puppets</p>	<p>Year 2 Umbrellas/windstreamers/ kites</p>	<p>Year 1 Castles Make a castle for a prince or princess</p>	<p>Year 1 and 2 Cakes and Biscuits Cater for a teddy bears' picnic</p>

	Food tech Orchard/allotments	Food tech/changing states	Make a hand puppet for a performance of the three little pigs Textiles/everyday materials	make something that makes the most of the British weather everyday materials	Structures/joining/cutting Year 2 Chariots Make a chariot that can be pulled by a horse Wheels, axels, cutting, joining	
Computing	Each computing strand can be taught and embedded throughout the whole curriculum, in no particular order. Please use Progression Statements and Year Group overview document.					
Music	Year 1 Unit 1 Hey You! Listen and Appraise Musical Activities Perform and review Year 2 Unit 1 Hands, Feet, Heart Listen and Appraise Musical Activities Perform and review	Year 1 Unit 2 Rhythm in the way we walk / Banana Rap Listen and Appraise Musical Activities Perform and review Year 2 Unit 2 Ho Ho Ho Listen and Appraise Musical Activities Perform and review	Year 1 Unit 3 In the Groove Listen and Appraise Musical Activities Perform and review Year 2 Unit 3 I wanna play in a band Listen and Appraise Musical Activities Perform and review	Year 1 Unit 4 Round and Round Listen and Appraise Musical Activities Perform and review Year 2 Unit 4 Zootime Listen and Appraise Musical Activities Perform and review	Year 1 Unit 5 Your Imagination Listen and Appraise Musical Activities Perform and review Year 2 Unit 5 Friendship Song Listen and Appraise Musical Activities Perform and review	Year 1 Unit 6 Reflect, Rewind, Replay Listen and Appraise Musical Activities Perform and review Year 2 Unit 6 Reflect, Rewind, Replay Listen and Appraise Musical Activities Perform and review
Art	Year 1: Forest School - sketches Hot and cold colours colour wheel/ Kandinsky - painting then textile version -develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Year 2: Where we live – village sketches Paul Klee (take a line for a walk local geog) -use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -learn about the work of a range of artists, craft makers and designers		Year 1 Aboriginal art Sea creatures (paint and chalk) -learn about the work of a range of artists, craft makers and designers Year 2: African art – Durer (pattern) Ghanaian stamped cloth , (textile) -learn about the work of a range of artists, craft makers and designers	Year 1: Klee castles Clay tile - castles (collaborative) -use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Year 2 Bird Project – sketch, paint, collage Andy Goldsworthy – 3d art from nature -use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
RE	Year 1 Theme: Special People Special me, people/ pets, making people feel special at birthdays and other times Year 2 Theme: Special Places Harvest festival The first mosque Features of mosques	Year 1 Rama and Sita – lights at Diwali, Stories of Guru Nanak, Stories about Jesus' birth and childhood. Lights at Christmas Year 2 Sukkot : the shelters and the associated festival The Western Wall Hannukah Advent	Year 1 Special Symbols and Objects Special things in the home Animals we resemble The Buddha image Wesak/Vesak/Vaisakhi Year 2 Special Words and Stories Our special books and stories The Megillat The story of how Queen Esther saved her people, the Jews Purim	Year 1 The Torah scroll Moses Pesach Easter Year 2 Guru Nanak The Guru Granth Sahib The Bible Bible stories about Jesus - The Lord's Prayer The Easter story	Year 1 Special things in Nature Nature, looking after the natural world, creation story. Stories of Jesus, St Francis of Assisi and his relationship with things in nature Year 2 Special Way of Living Special times The Good Samaritan What happens in church on Sunday? The life of a vicar	Year 1 Gods associated with the elemental forces of nature, Hindu story of creation Muhammad, Laylat al-Qadr Year 2 The Buddha, the Buddhist way of life Life as a child monk in Thailand Daily prayers in Islam Ramadan Id ul-Fitr
PE	Year 1: multi skills Year 2: multi skills	Year 1: multi skills gymnastics Year 2: multi skills	Year 1: team games dance Year 2: team games	Year 1: team games multi skills Year 2: team games	Year 1: 3 tees cricket tennis Year 2: 3 tees cricket	Year 1: athletics Year 2: athletics

	cross country	gymnastics	swimming	swimming	tennis	
PSHE	<p>Relationships Year 1 Families and Friendships: Roles of different people; families; feeling cared for</p> <p>Year 2 Families and Friendships: Making friends; feeling lonely and getting help Safe Relationships: Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p>	<p>Relationships Year 1 Safe Relationships: recognising privacy; staying safe; seeking permission Respecting Ourselves and Others: How behaviour affects others; being polite and respectful Year 2 Respecting Ourselves and Others: Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p>Living in the Wider World Year 1 Belonging to a Community: What rules are: caring for others' needs; looking after the environment Media literacy and digital resilience: Using the internet and digital devices; communicating online Year 2 Belonging to a Community: Belonging to a group; roles and responsibilities; being the same and different in the community Media literacy and digital resilience: The internet everyday life; online content and information</p>	<p>Living in the Wider World Year 1 Money and Work: Strengths and interests; jobs in the community</p> <p>Year 2 Money and Work: What money is; needs and wants; looking after money</p>	<p>Health and Well Being Year 1 Physical and Mental Wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>Year 2 Physical and Mental Wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p>	<p>Health and Well Being Year 1 Growing and Changing Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>Keeping Safe How rules and age restrictions help us; keeping safe online</p> <p>Year 2: Growing and Changing Growing older; naming body parts; moving class or year</p> <p>Keeping Safe Safety in different environments; risk and safety at home; emergencies</p>