**Key Stage 1 Long Term Map**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Humanities** | **Year 1: The Great Fire of London**    ***What happened to London during the fire of 1066?***  Events beyond living memory that are significant nationally or globally. | **Year 1: Hot and Cold**  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  Famous people Scott of the Antarctic | **Year 1: The UK**  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  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.  Use basic geographical vocabulary to refer to key physical features and key human features | **Year 1: Nurses**  (Mary Seacole and/or Florence Nightingale and Edith Cavell)-  ***How has nursing changed over time?***  The lives of significant individuals in the past who have contributed to national and international achievements.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | **Year 1: Australia**  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  famous people: Captain Cook | **Year 1: Castles**  ***What were the roles of castles and people had in the medieval period?***  Significant historical events, people and places in their own locality (Stansted Mountfitchet)  Visit to Hedingham Castle or Stansted Mountfitchet |
| **Year 2: Continents and Oceans**  Name and locate the world’s seven continents and five oceans.  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans.  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.  Use basic geographical vocabulary to refer to key physical features and key human features | **Year 2: The Gunpowder Plot**  *Was Guy Fawkes really a villain?*  Events beyond living memory that are significant nationally or globally. | .**Year 2: Ghana**  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  (Links to sponsored child – Action Aid School Council) | **Year 2: Transport**  ***How has transport improved/changed in our village/local area?***  Changes in living memory within our locality.  Significant historical events, people and places in their own locality-**link to airport trip to Aerozone.** | Year 2 – United Kingdom City comparison  (Newcastle, London, Cardiff, Edinburgh, Belfast)  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Use world maps, atlases and globes to identify the United Kingdom and its countries, | **Year 2: Monarchs**  ***How has the monarchy changed between Elizabeth I 1558 and now***  The lives of significant individuals in the past who have contributed to national and international achievements.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |
| **Science** | **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.  Working Scientifically:  Asking simple questions and recognising that they can be answered in different ways.  **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 | **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  **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 | **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.  **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, | | **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.  **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. | **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.  **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 |
| **DT** | **Year 1**  **Kebab/fruit salad**  Make a healthy desert for a tea party  Food tech  Orchard/allotments | **Year 2**  **Jelly/jam tarts**  Make a desert for the Queen of Hearts  Food tech/changing states | **Year 1**  **Puppets**  Make a hand puppet for a performance of the three little pigs  Textiles/everyday materials | **Year 2**  **Umbrellas/windstreamers/**  **kites**  make something that makes the most of the British weather  everyday materials | **Year 1**  **Castles**  Make a castle for a prince or princess  Structures/joining/cutting  **Year 2**  **Chariots**  Make a chariot that can be pulled by a horse  Wheels, axels, cutting, joining | **Year 1 and 2**  **Cakes and Biscuits**  Cater for a teddy bears’ picnic |
| **Computing** | **Year 1 Computing Science: Coding** – We are treasure hunters.  Solving problems using programmable toys  **Year 2 Computing Science: Coding –** We are astronauts Programming on screen in ScratchJ | **Year 1 Computing Science: Computational Thinking –** We are TV chefs  filming the steps of a recipe  **Year 2 Computing Science:** **Computational Thinking -**We are games teachers Working out the rules for games | **Year 1 Information Technology: Creativity –** We are digital artists  creating work inspired by great artists  **Year 2 Information Technology: Media –** We are photographers  Taking, selecting and editing digital image | **Year 1 Digital Literacy: Online safety –** We are publishers  Creating a multimedia eBook about our achievements  **Year 2 Digital Literacy: Online safety –** We are safe researchers  researching a topic | **Year 1 Information Technology: Media -** We are rhythmic  Creating sound patterns in ScratchJr and GarageBand  **Year 2 Information Technology: Media –** We are animators  Creating a stop-motion animation | **Year 1 Information Technology: Data –** We are detectives  Using data to solve clues  **Year 2 Information Technology: Data –** We are zoologists  Collecting data about bugs |
| **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 walklocal 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: Fundamentals**  **Ball skills**  **Year 2: Fundamentals**  **Ball skills** | **Year 1: gymnastics**  **Sending and receiving**  **Year 2: Team building**  **gymnastics** | **Year 1: Target games**  **dance**  **Year 2: Dance**  **Invasion** | **Year 1: Invasion**  **Yoga**  **Year 2: Fitness**  **Yoga** | **Year 1: Athletics**  **Net and wall**  **Year2: Athletics**  **Net and wall** | **Year 1: Team building**  **Striking & fielding**  **Year 2: Team building**  **Striking & fielding** |
| **PSHE** | **Relationships**  **Year 1**  **Families and Friendships:**  Roles of different people; families; feeling cared for  **Year 2**  **Families and Friendships:**  Making friends; feeling lonely and getting help **Safe Relationships:**  Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | **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 | **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 | **Living in the Wider World**  **Year 1**  **Money and Work:**  Strengths and interests; jobs in the community  **Year 2**  **Money and Work:**  What money is; needs and wants; looking after money | **Health and Well Being**  **Year 1**  **Physical and Mental Wellbeing**  Keeping healthy; food and exercise; hygiene routines; sun safety  **Year 2**  **Physical and Mental Wellbeing**  Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | **Health and Well Being**  **Year 1**  **Growing and Changing**  Recognising what makes them unique and special; feelings; managing when things go wrong  **Keeping Safe**  How rules and age restrictions help us; keeping safe online  Year 2:  **Growing and Changing**  Growing older; naming body parts; moving class or year  **Keeping Safe**  Safety in different environments; risk and safety at home; emergencies |