

**Key Stage 1 Long Term Map
2023-24**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities	Year 1: The Great Fire of London <i>What happened to London during the fire of 1066?</i> Events beyond living memory that are significant nationally or globally.		Year 1: The UK and Hot & Cold 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. Use basic geographical vocabulary to refer to key physical features and key human features. 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: Nurses (Mary Seacole and/or Florence Nightingale and Edith Cavell)- <i>How has nursing changed over time?</i> 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 <i>What were the roles of castles and people had in the medieval period?</i> Significant historical events, people, and places in their own locality (Stansted Mountfitchet) Visit to Hedingham Castle or Stansted Mountfitchet
	Year 2: The Gunpowder Plot <i>Was Guy Fawkes really a villain?</i> Events beyond living memory that are significant nationally or globally.	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	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: Monarchs <i>How has the monarchy changed between Elizabeth I 1558 and now</i> 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	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: Transport <i>How has transport improved/changed in our village/local area?</i> Changes in living memory within our locality. Significant historical events, people, and places in their own locality-link to airport trip to Aerozone.

		<p>locational and directional language to describe the location of features and routes on a map.</p> <p>Use basic geographical vocabulary to refer to key physical features and key human features.</p>		<p>national life.</p>		
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:</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.</p> <p>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 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>	

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DT	Year 1 Food Preparing fruit and vegetables,	Year 2 Food Preparing fruit and vegetables,	Year 1 Structures Freestanding structures	Year 2 Textiles Templates and joining techniques (English)	Year 1 Mechanisms Sliders and levers (English)	Year 2 Mechanisms Wheels and axles (Transport),
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 (ART) Year 2 Information Technology: Media – We are photographers. Taking, selecting, and editing digital image (ART)	Year 1 Digital Literacy: Online safety – We are publishers. Creating a multimedia eBook about our achievements (PSHE) Year 2 Digital Literacy: Online safety – We are safe researchers. researching a topic (PSHE)	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: 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. Mondrian -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: Digital Art (Computing)	Year 2: African art Ghanaian stamped cloth , (textile) -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 Andy Goldsworthy – 3d art from nature -use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination
RE	Year 1 Philosophy - What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish Year 2 Theology - Why is light an important symbol for Christians Jews and Hindus? Christian, Jewish,	Year 1 Human /SS - How does a celebration bring a community together? Muslim, Christian Year 2 Theology – What does the nativity story teach Christians about Jesus? Christian	Year 1 Theology - What do Jewish people remember on Shabbat? Year 2 Human/SS - How do Christians belong to their faith family? Jewish	Year 1 Theology – What does the cross mean to Christians? Christian Year 2 Human/SS - How do Jewish people celebrate Passover (Pesach)? Jewish	Year 1 Philosophy – How did the universe come to be? Hindu, Christian Year 2 Philosophy – why do people have different views about the idea of God? Multi/Humanist	Time to complete enquiries

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PE	Year 1: Fundamentals Ball skills Year 2: Fundamentals Ball skills	Year 1: Gymnastics Sending and receiving Year 2: Team building. Dance	Year 1: Target games Dance Year 2: Gymnastics 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: Families and friendships Safe relationships Respecting ourselves and others Year 1 <ul style="list-style-type: none"> Families and people who care for me. NSPCC – PANTS NSPCC – Speak out, stay safe. Think you know. Year 2 <ul style="list-style-type: none"> Families and people who care for me. NSPCC – PANTS NSPCC – Speak out, stay safe. Consent 		Living in the Wider World: Belonging to a community Media literacy and digital resilience Money and work Year 1 <ul style="list-style-type: none"> Inclusion and belonging; sameness and difference. Challenging gender stereotypes Values, money, and me Year 2 <ul style="list-style-type: none"> Inclusion and belonging; sameness and difference. Challenging gender stereotypes Watch out – helping to make good viewing choices 		Health and Well Being: Physical health and Mental wellbeing Growing and changing Keeping safe Year 1 & 2 <ul style="list-style-type: none"> Healthy sleep Dental health Mental health and emotional wellbeing Medway Sex Education Year 2 <ul style="list-style-type: none"> Sun safety Drugs and alcohol Keeping safe at home Mental health and emotional wellbeing 	