


# Countess Gytha Primary School - Long Term Curriculum Planning - (Key Stage 1)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic Title/ Question	Can you see the past around you?		What's underneath your feet?		Why is that light shining?	
<b>Year 1</b>	<b>Main National Curriculum Area History/Geography</b>	<p><b>History</b></p> <p>Hi1/1.3 significant historical events, people and places in their own locality.</p> <p>Hi1/1.3 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.</p> <p>Children to research The Legend of King Arthur.</p> <ul style="list-style-type: none"> <li>- Research Arthur in our area- Glastonbury, Cadbury castle.</li> <li>- Look at the fetatures of medieval abbeys.</li> <li>- Compare King Arthur to our own queen.</li> <li>- Live like a monk.</li> </ul>		<p><b>Geography</b></p> <p>Human and physical geography</p> <p>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> <ul style="list-style-type: none"> <li>• Question children about what they think is under their feet? Do you stand on a floating ...</li> <li>• Welly walk looking at what is on the floor.</li> <li>• Children to track the weather patterns across a week.</li> <li>• Look at seasonal weather patterns in the UK.</li> <li>• Choose a particular plant and look at the changes across the seasons to this plant and record.</li> <li>• Look at a cross section of the earth.</li> <li>• Children create their own representation of the layers of the earth using plastic bottle.</li> <li>• Research an African Country an explain that Africa as a continent. and look at the type of ground-sandy. Compare to UK. Across the seasons.</li> <li>• Look at seas had to fly over to get to Africa and continents.</li> <li>• Look at Africa and UK on a map.</li> <li>• Compare and contrast aerial photographs of UK and Africa.</li> <li>• Look at David Attenborough and nelson Mandela.</li> </ul> <p>Useful texts</p> <ul style="list-style-type: none"> <li>- Handas surprise</li> <li>- The tiger child.</li> <li>- Going to the volcano.</li> </ul>		<p>Hi1/1.3 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</p> <ul style="list-style-type: none"> <li>- Research and compare and contrast the changes in transport from horse and carriage to modern cars.</li> <li>- Grace darling- who was she? What did she do? How did she contribute to national life?</li> <li>- Look at differences in boats from Victoria era to now.</li> <li>- Compare to Henry Blogg.</li> </ul> <p>Ge1/1.3b use basic geographical vocabulary to refer to:</p> <ol style="list-style-type: none"> <li>i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ol> <p>Human and physical features of the coastline.</p> <ul style="list-style-type: none"> <li>- Victorian piers</li> <li>- Donkey rides</li> <li>- Cliffs, estuary, beach, towns, restaurants.</li> <li>- Compare coast line to modern times.</li> <li>- Consolidate continents and oceans.</li> <li>- Look at compasses- and direction.</li> <li>- More key work</li> </ul>	

		<p>ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Ge1/1.4c 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>Ge1/1.4d 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> <ul style="list-style-type: none"> <li>- Investigate the different areas in the UK associated with King Arthur and link to the different countries of the UK.</li> <li>- Locate human/physical features on the map and make a key.</li> <li>- Use aerial photographs to study the area we are in and look at different geographical features.</li> <li>- Create own map of local area.</li> <li>- Create own mythical map landscape and create own key and include topical items such as castles, abbeys, lakes, battlefields.</li> </ul> <p><b>Refer to topic maps for specific class details</b></p>	<ul style="list-style-type: none"> <li>- Super worm</li> <li>- What the ladybird heard</li> <li>- The lazy lion</li> <li>- Bugs life</li> <li>- ants</li> </ul> <p><b>Refer to topic maps for specific class details</b></p>	<p>Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <ul style="list-style-type: none"> <li>- Look at the UK as an island and think about what an island is and the different seas surrounding the UK</li> </ul> <p>Useful texts</p> <ul style="list-style-type: none"> <li>- The lighthouse cat</li> <li>- The lighthouse keeper's lunch.</li> <li>- Hello lighthouse</li> <li>- The lighthouse keepers daughter</li> <li>- The snail and the whale</li> </ul> <p><b>Refer to topic maps for specific class details</b></p>
	<p><b>Science</b></p>	<p>Sc1/3.1 Everyday materials</p> <p>Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p>	<ul style="list-style-type: none"> <li>• Go around the grounds with flower/plant identification sheet and magnifying glasses to look at flowers in school/local area.</li> <li>• Identify and name a variety of common wild and garden plants including trees.</li> <li>• Label the basic structure of a plant.</li> </ul>	<p>Sc1/4.1 Seasonal Changes</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies</p>

		<p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <ul style="list-style-type: none"> <li>- Discuss different materials and their properties.</li> <li>- Sort different items into materials.</li> <li>- Look at materials used to build castles and think about Cadbury castle as a timber structure compared to abbeys being made into stone.</li> <li>- Use chosen materials to make own Arthurian shield or puppet.</li> <li>- Merlin science- look at magical science experiments and make a merlin science session.</li> </ul> <p>(This covers all aspects of working scientifically).</p> <p><b>Refer to topic maps for specific class details</b></p>	<ul style="list-style-type: none"> <li>• Using a collection of plant use magnifying glasses to observe similarities and differences.</li> <li>• Research plants in UK and Africa.</li> <li>• Grow a bean in a plastic bottle and record their observations.</li> <li>• Compare and contrast what happens to plants across the seasons.</li> </ul> <p>Animals including humans- (incubate eggs/caterpillars/frogspawn)</p> <ul style="list-style-type: none"> <li>- Label parts of the human body- draw around each her and label as well as in books.</li> <li>- Senses</li> <li>- Compare the structure of a variety of different animals (legs, feathers, scales, warm blooded/cold blooded, fur.</li> <li>- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>- identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul> <p>Useful texts-</p> <ul style="list-style-type: none"> <li>- The Very Hungry Caterpillar</li> <li>- From Head to Toe</li> <li>- The Little Red Hen.</li> <li>- The Little Mermaid</li> <li>- Finding Nemo- comprehension based</li> <li>- The Jungle Book</li> <li>- Disney Robin Hood(animals)</li> </ul> <p><b>Refer to topic maps for specific class details</b></p>	<ul style="list-style-type: none"> <li>- Look at the different weather through the seasons and how this would affect the sea.</li> <li>- Look at shadows from day to night.</li> </ul> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <ul style="list-style-type: none"> <li>- Look at the features of sea creatures and animals such as seagulls.</li> <li>- Make own lighthouses using circuits (electrician visit).</li> </ul> <p><b>Refer to topic maps for specific class details</b></p>
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	<b>RE</b>	<p>Focus on the holy grail and its importance in the bible.          Research Joseph of Armathea and his links to our area.          Somerset SACRE unit- Who are we?          Christmas focus</p> <p style="text-align: center;">Friends family and the community</p>	Somerset Awareness, Mystery & Value - Rules and choices	Somerset Awareness, Mystery and Value - Special places
	<b>Computing</b>	<p>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content          Using ipads to research King Arthur.          Year 1 ELIM</p>	<p>Children to create their own weather forecast using a green screen.</p> <p>Multimedia</p>	<p>Year 1 ELIM          -sharing my learning/ handling data</p>
	<b>Art</b>	<p>Ar1/1.1 to use a range of materials creatively to design and make products          Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination          Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space          Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <ul style="list-style-type: none"> <li>• Create own family scrolls.</li> <li>• Create own class or family crest.</li> <li>• Sketch Glastonbury Abbey.</li> <li>• Paint an abbey mural</li> <li>• Design an outfit for a monk.</li> <li>• Build own Glastonbury Tor- create clay bricks. - use slip!</li> <li>• Create own heraldry.</li> </ul> <p>Research different glass art and create own stained glass window and include Glastonbury tor.</p>	<ul style="list-style-type: none"> <li>• Create an African/English silhouette landscape.</li> <li>• Research David Hockney and create own piece of artwork based on him.</li> <li>• Look at African art and create own piece.</li> <li>• Make a seasonal leaf picture.</li> <li>• Research and create own Andy Goldsworthy inspired piece of art.</li> </ul> <ul style="list-style-type: none"> <li>- Art based on the texture of different animal skins.</li> <li>- Impressionist/fauvism artist research to then create own animal impressionist picture.</li> </ul> <div style="text-align: center;">  </div> <p>African tribal tattoos.</p>	<p>Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <ul style="list-style-type: none"> <li>- Look and research the work of Van Gogh- landscape collage pieces.</li> <li>- Look at the beach art Victorian work of Edward Henry Potthast and create own version.</li> <li>- Make own sand sculptures.</li> <li>- Look at traditional beach huts and design own thinking about seaside colours- use lollypop sticks.</li> <li>- Felt fish sewing</li> </ul>

	<p><b>DT</b></p>	<p><b>DT1/1.1 Design</b>  DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria  DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  <b>DT1/1.2 Make</b>  DT1/1.2a select from and use a range of tools and equipment to perform practical tasks  <b>DT1/1.2b</b> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  <b>DT1/1.3 Evaluate</b>  DT1/1.3a explore and evaluate a range of existing products  DT1/1.3b evaluate their ideas and products against design criteria  <b>DT1/1.4 Technical Knowledge</b>  DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable  DT1/1.4b explore and use mechanisms, in their products.</p> <ul style="list-style-type: none"> <li>• Design an abbey arch.</li> <li>• Create own Arthurian castle.</li> <li>• Make and use a quill</li> </ul>	<p>Children to design and make a rain gauge.</p> <ul style="list-style-type: none"> <li>• Design own piece of African fabric.</li> <li>• Weaving.</li> <li>• Use Somerset willow to make a weaving and compare and contrast to African weaving.</li> <li>• Make a human skeleton using split pins.</li> <li>• Design and make own greenhouse thinking about the materials to use.</li> </ul>	<p>DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</p> <ul style="list-style-type: none"> <li>- Design and make own Lighthouse.</li> </ul> <p>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT1/2.1b understand where food comes from.</p> <ul style="list-style-type: none"> <li>- Make ice cream and fruit sorbets.</li> <li>- Look at where milk comes from and the life cycle of a cow.</li> </ul>	
	<p><b>PE</b></p>	<p>Introduction to equipment handling and passing of different equipment.</p>	<p>Mutiskills aimed at participation in team games.  Yoga</p>	<p>Swimming</p>	<p>Sharing and spacial awareness  Street Dance</p>

<b>Music</b>	Sounds interesting - Exploring Sounds The long & short of it - Exploring Duration Feel the pulse - Exploring Pulse & Rhythm Exploring Pitch		Exploring Pitch		What's the score - Exploring instruments & symbols Rain, Rain Go away - Exploring timbre, tempo & dynamics	
<b>PSHE and British Values</b>	New Beginnings Democracy and rule of law	Getting on and Falling out	Going for Goals! Mutual respect and tolerance	Good to be me	Relationships Individual liberty - Keeping safe by the sea.	Changes Individual liberty
<b>Trips</b>	Pantomime Glastonbury abbey		Carymoor/Garden Centre		Trip to Weymouth/ beach	
<b>Curriculum Focus Day/week</b>	Anniversary of 100 years since end of WWI (1 <sup>st</sup> Week of November)		Geography Day - Focus on a country to contrast to India.		Armed forces Day - Link to Yeovilton	
<b>Themed Events</b>	Harvest Festival ◦ Jeans for Genes Day ◦ Black History Month ◦ Dyslexia Awareness Week ◦ World Space Week ◦ Outdoor Classroom day ◦ Guy Fawkes ◦ National Recycling Week ◦ Anti-Bullying Week ◦ Children in Need ◦ Road Safety Week ◦ Advent		Chinese New Year ◦ Safer Internet Day ◦ Random Acts of Kindness Day ◦ Darwin Day ◦ Shrove Tuesday ◦ World Book Day ◦ British Science Week ◦ Red Nose Day ◦ World Poetry Day ◦ Mother's Day ◦ World Water Day ◦ World Math Day		World Autism Awareness Day ◦ World Health Day ◦ Earth Day ◦ Bike to school Day ◦ Anniversary of D-Day ◦ Father's Day ◦ World Oceans Day	

# Countess Gytha Primary School - Long Term Curriculum Planning - (Key Stage 1)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Topic Title/Question	Are we nearly there yet?		Is the world in my kitchen?		Will we need our bloomers?	
	Main National Curriculum Area History/Geography	<p><b>History</b> - We will explore</p> <ul style="list-style-type: none"> <li>Changes within living memory (to include 100 year centenary of Armistice Day &amp; Royal Weddings)</li> <li>Events beyond living memory (The Great Fire of London)</li> <li>The lives of significant individuals (Guy Fawkes)</li> <li>Significant historical events (own locality) (The Legends of King Arthur)</li> <li>Landmarks along the way (Cadbury Castle, Stonehenge, Windsor Castle &amp; London Landmarks)</li> </ul> <p><b>Rule of Law &amp; Individual Liberty</b> <b>The Royal Family today</b></p> <p><b>Geography</b> - We will</p> <ul style="list-style-type: none"> <li>Explore London as our capital city</li> <li>Identify key human features of a city, and how it differs to living in Somerset.</li> <li>Use a map &amp; start to give compass directions</li> <li>Use aerial photographs to compare and contrast localities</li> </ul> <p><b>Respect others beliefs</b></p>		<p><b>Geography</b> - We will learn</p> <ul style="list-style-type: none"> <li>About the Equator, N&amp;S Poles (whilst looking at where our food originates)</li> <li>To understand geographical similarities and differences (non European) (We will compare ourselves with a Chinese Province)</li> <li>Fieldwork skills &amp; local environment To name &amp; locate 7 continents &amp; 5 oceans (whilst looking at where our food originates)</li> <li>Key physical features (we will again look at the similarities and differences between our region &amp; other more industrial and urban areas)</li> <li>About Fair Trade and sustainable food</li> </ul> <p><b>Food from different cultures and ethical practices</b></p>		<p><b>History</b> - We will explore</p> <ul style="list-style-type: none"> <li>Significant individuals (Mary Anning, Charles Darwin &amp; Alfred Russell Wallace)</li> <li>People and places in locality</li> <li>Events beyond living memory (Victorian Seaside/Inventions &amp; Legacy)</li> <li>Lives and significant individuals</li> <li>Significant historical events (own locality) (Mary Anning &amp; the Jurassic Coast)</li> </ul> <p><b>Individuals can change society</b></p> <p><b>Geography</b> - We will learn</p> <ul style="list-style-type: none"> <li>Key physical features (seaside v country)</li> <li>To use a map &amp; be able to give compass directions</li> </ul> <p><b>Similarities and differences</b></p>	
	Texts	Vlad and the Great Fire of London Mr Fawkes, the King of the Gunpowder Plot Stone Age Boy Ug: Boy Genius of the Stone Age The Secrets of Stonehenge		Charlie & the Chocolate Factory The World came to my place today Let's Eat - Children and their food around the world The story of Chocolate		Seaside holidays The seaside Then & Now Victorian Seaside Holidays Grandma's Seaside Bloomers You wouldn't want to be a Victorian school child	



	<p>Prehistoric Adventures - Hill Forts King Arthur &amp; the Knights of the Round Table Katie in London This is London Paddington Bear</p>	<p>How did that get in my lunchbox? The world in my kitchen The journey of the Bean</p>	<p>The Snail and the Whale Crabs, Dabs and Rock pools The Ocean Book Stone Girl, Bone Girl Who was Charles Darwin?</p>
<p><b>Science</b></p>	<p><u>Uses of everyday materials:</u></p> <p>Identify and compare the suitability of a variety of everyday materials. Explore the terms: absorbent, bendy, opaque, manmade, natural, nylon, squashy, stretchy, transparent and waterproof</p> <ul style="list-style-type: none"> <li>- Discuss different materials and their properties. (Biscuit Dunk Challenge)</li> <li>- Sort different items into materials.</li> <li>- Look at materials used to build castles and compare Cadbury castle with Windsor Castle.</li> <li>- Learn to ask questions and look at the hows and whys of experiments.</li> <li>- Look at fair tests</li> </ul>	<p><u>Living things and their habitats:</u></p> <p>Identify and describe habitats Describe food chains and name different sources of food</p> <ul style="list-style-type: none"> <li>- Discuss the difference between dead, alive and never alive.</li> <li>- Examine a variety of habitats from woodland to water.</li> <li>- Observe a range of habitats and life cycles.</li> </ul>	<p><u>Plants:</u></p> <p>Identify and name a variety of plants Observe and describe how seeds and bulbs grow</p> <p><u>Animals, including Humans:</u></p> <p>Look at human and animal life cycles Examine the basic needs of all animals Look at healthy eating and exercise</p> <ul style="list-style-type: none"> <li>- Use our allotment to name, describe and label plants and flowers.</li> </ul>
<p><b>RE</b></p>	<p>Somerset Awareness, Mystery &amp; Value (AMV) Curriculum, to include Christianity, Judaism and Personal Values</p> <p>We will focus on new beginnings, change and transitions as well as religious festivals and celebrations.</p> <p>Respect others beliefs</p>	<p>Somerset Awareness, Mystery &amp; Value (AMV) Curriculum, to include Christianity, Judaism and Personal Values</p> <p>We will focus on Christian festivals and life events such as births, christenings, marriage and death.</p> <p>Respect others beliefs</p>	<p>Somerset Awareness, Mystery &amp; Value (AMV) Curriculum, to include Christianity, Judaism and Personal Values</p> <p>Respect others beliefs</p>
<p><b>Computing</b></p>	<p>e-Safety - Passwords</p> <p>Programming using algorithms Photographs</p>	<p>e-Safety - Internet Rules &amp; Digital Footprints</p> <p>Programming using Bee Bots</p>	<p>e-Safety - Time Limits/Screen Time</p> <p>Programming using Daisy the Dinosaur Is it real?</p>



		Technology in our Lives	News Reports Handling Data Safer Internet Day	Handling Data
<b>Art</b>	Hockney & Monet (London landscapes) Castles (cardboard castle making - with no glue!) Remembrance (100 years on from Armistice)		Chocolate Sculptures (Eggs & Cones) Arcimboldo (Food self portraits) Andy Warhol (Pop Art in food)	Natalie Pascoe Postcard Art Beach Huts
<b>DT</b>	Buildings & Structures  To include work on joins without glue, suitable materials. Stonehenge Biscuit Challenge Marmalade Sandwiches  Sewing with felt - Christmas puppets		Food & Packaging  To include cooking and baking Making chocolate Easter eggs and eco-friendly packaging for them.	Sewing  To include dinosaur cushions
<b>PE</b>	Introduction to equipment, handling and passing of different equipment. Ball Skills  Mutual Respect & Tolerance	Listening and following instructions. Street Dance  Mutual Respect & Tolerance	Posture, relaxation & Movement Swimming  Mutual Respect & Tolerance	Sharing and spacial awareness Dance & Rounders Street Dance  Mutual Respect & Tolerance
<b>Music</b>	The long & short of it - Exploring duration Feel the pulse - Exploring pulse and rhythm Taking off - Exploring Pitch		Exploring pitch (continued) What's the score? - Exploring Instruments and symbols	What's the score? - Exploring Instruments and symbols (Continued) Rain, rain go away - exploring timbre, tempo & dynamics Sounds interesting - exploring sounds
<b>Trips</b>	Pantomime Stonehenge		Pizza Express	Kilve Court Weymouth
<b>Curriculum Focus Day</b>	Anniversary of 100 years since end of WWI (1 <sup>st</sup> Week of November)		Geography Day - Focus on a country to contrast to India	Armed forces Day - Link to Yeovilton
<b>Themed Events</b>	Harvest Festival ◦ Jeans for Genes Day ◦ Black History Month ◦ Outdoor Classroom day ◦ Guy Fawkes ◦ National Recycling Week ◦ Anti-Bullying Week ◦ Children in Need ◦ Road Safety Week ◦ Advent		Chinese New Year ◦ Safer Internet Day ◦ Random Acts of Kindness Day ◦ Darwin Day ◦ Shrove Tuesday ◦ World Book Day ◦ British Science Week ◦ Red Nose Day ◦ World Poetry Day ◦ Mother's Day ◦ World Water Day ◦ World Math Day	World Autism Awareness Day ◦ World Health Day ◦ Earth Day ◦ Bike to school Day ◦ Anniversary of D-Day ◦ Father's Day ◦ World Oceans Day