

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

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 1 | Topic Title/ Question | Can you see the past around you? | | What's underneath your feet? | | Why is that light shining? | |
| | Main National Curriculum Area History/Geography | <p><u>History-</u> Hi1/1.3 significant historical events, people and places in their own locality. 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"> - Research Arthur in our area- Glastonbury, Cadbury castle. - Look at the features of medieval abbeys. - Compare King Arthur to our own queen. - Live like a monk. <p><u>Geography</u> Ge1/1.2a 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. Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Ge1/1.3b use basic geographical vocabulary to refer to:</p> <ol style="list-style-type: none"> i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <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 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"> - Investigate the different areas in the UK associated with King Arthur and link to the different countries of the UK. - Locate human/physical features on the map and make a key. - Use aerial photographs to study the area we are in and look at different geographical features. - Create own map of local area and show during outings. | | | | | |

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| | | - Create own mythical map madscape and create own key and include topical items such as castles, abbeys, lakes, battlefields. | | | | |
| | Science | <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> <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"> - Discuss different materials and their properties. - Sort different items into materials. - Look at materials used to build castles and think about Cadbury castle as a timber structure compared to abbeys being made into stone. - Use chosen materials to make own Arthurian shield or puppet. - Merlin science- look at magical science experiments and make a merlin science session. <p>(This covers all aspects of working scientifically).</p> | | | | |
| | RE | <p>Focus on the holy grail and its importance in the bible.</p> <p>Research Joseph of Armathea and his links to our area.</p> <p>Somerset SACRE unit- Who are we?</p> <p>Christmas focus</p> | | | | |
| | Computing | Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content | | | | |

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| | | Using ipads to research King Arthur. Year 1 ELIM | | | | |
| | Art | <p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</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"> • Create own family scrolls. • Create own class or family crest. • Sketch Glastonbury Abbey. • Paint an abbey mural • Design an outfit for a monk. • Build own Glastonbury Tor- create clay bricks. - use slip! • Create own heraldry. <p>Research different glass art and create own stained glass window and include Glastonbury tor.</p> | | | | |
| | DT | <p>DT1/1.1 Design</p> <p>DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>DT1/1.2 Make</p> <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> | | | | |

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| | | <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>DT1/1.3 Evaluate</p> <p>DT1/1.3a explore and evaluate a range of existing products</p> <p>DT1/1.3b evaluate their ideas and products against design criteria</p> <p>DT1/1.4 Technical Knowledge</p> <p>DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>DT1/1.4b explore and use mechanisms, in their products.</p> <ul style="list-style-type: none"> Design an abbey arch. Create own Arthurian castle. Make and use a quill | | | | |
| PE | Introduction to equipment handling and passing of different equipment. | | Listening and following instructions. Street Dance | Swimming Sharing and spacial awareness Street Dance | | |
| Music | <p>Sounds interesting - Exploring Sounds</p> <p>The long & short of it - Exploring Duration</p> <p>Feel the pulse - Exploring Pulse & Rhythm</p> <p>Exploring Pitch</p> | | Exploring Pitch | <p>What's the score - Exploring instruments & symbols</p> <p>Rain, Rain Go away - Exploring timbre, tempo & dynamics</p> | | |
| PSHE | New Beginnings | Getting on and Falling out | Going for Goals! | Good to be me | Relationships | Changes |
| Trips | Pantomime Glastonbury abbey | | | | | |
| Curriculum Focus Day/week | Anniversary of 100 years since end of WWI (1 st Week of November) | | Geography Day - Focus on a country to contrast to India | | Armed forces Day - Link to Yeovilton | |
| Themed Events | <p>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</p> | | <p>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</p> | | <p>World Autism Awareness Day ◦ World Health Day ◦ Earth Day ◦ Bike to school Day ◦ Anniversary of D-Day ◦ Father's Day ◦ World Oceans Day</p> | |

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|-------------------|---|--|----------|---|----------|---|----------|
| 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>History - We will explore</p> <ul style="list-style-type: none"> • Changes within living memory • Events beyond living memory • The lives of significant individuals • Significant historical events (own locality) • Landmarks along the way <p>Geography - We will</p> <ul style="list-style-type: none"> • Explore London as our capital city • Identify key human features • Use a map & compass directions • Use aerial photographs | | <p>Geography - We will learn</p> <ul style="list-style-type: none"> • About the Equator, N&S Poles • To understand geographical similarities and differences (non European) • Fieldwork skills & local environment • To name & locate 7 continents & 5 oceans • Key physical features • About Fair Trade | | <p>History - We will explore</p> <ul style="list-style-type: none"> • Significant individuals • People and places in locality • Events beyond living memory • Lives and significant individuals • Significant historical events (own locality) <p>Geography - We will learn</p> <ul style="list-style-type: none"> • Key physical features • To use a map & compass directions | |
| | Possible Books | <p>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 Prehistoric Adventures - Hill Forts The Knights & the Dragon King Arthur & the Knights of the Round Table Katie in London This is London</p> | | <p>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 How did that get in my lunchbox? The world in my kitchen The journey of the Bean</p> | | <p>Seaside holidays The seaside Then & Now Victorian Seaside Holidays Grandma's Seaside Bloomers You wouldn't want to be a Victorian school child The Snail and the Whale Crabs, Dabs and Rock pools The Ocean Book Stone Girl, Bone Girl Who was Charles Darwin?</p> | |
| | Science | <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> | | <p><u>Living things and their habitats:</u></p> <p>Identify and describe habitats Describe food chains and name different sources of food</p> | | <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</p> | |

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| | | | | <i>Examine the basic needs of all animals Look at healthy eating and exercise</i> |
| RE | Somerset Awareness, Mystery & Value (AMV) Curriculum, to include Christianity, Judaism and Personal Values | Somerset Awareness, Mystery & Value (AMV) Curriculum, to include Christianity, Judaism and Personal Values | Somerset Awareness, Mystery & Value (AMV) Curriculum, to include Christianity, Judaism and Personal Values | |
| Computing | e-Safety - Passwords Programming using algorithms Photographs Technology in our Lives | e-Safety - Internet Rules Programming using Bee Bots News Reports Handling Data | e-Safety - Time Limits Programming using Daisy the Dinosaur Is it real? Handling Data | |
| Art | Hockney & Monet Clay Remembrance | Chocolate Sculptures Arcimboldo Andy Warhol | Natalie Pascoe Postcard Art Beach Huts | |
| DT | Buildings & Structures | Food & Packaging | Sewing | |
| PE | Introduction to equipment handling and passing of different equipment. Ball Skills | Listening and following instructions. Street Dance | Posture, relaxation & Movement Swimming | Sharing and special awareness Dance & Rounders Street Dance |
| Music | 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 | |
| Trips | Pantomime Stonehenge | Pizza Express | Weymouth | |
| Curriculum Focus Day | Anniversary of 100 years since end of WWI (1 st Week of November) | Geography Day - Focus on a country to contrast to India | Armed forces Day - Link to Yeovilton | |
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