


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?	
Year 1	Main National Curriculum Area History/Geography	<p>History-</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"> - Research Arthur in our area- Glastonbury, Cadbury castle. - Look at the fetatures of medievel abbeys. - Compare King Arthur to our own queen. - Live like a monk. <p>Geography</p> <p>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.</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> <p>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</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"> - 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. 		<p>Geography</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"> • Question children about what they think is under their feet? Do you stand on a floating ... • Welly walk looking at what is on the floor. • Children to track the weather patterns across a week. • Look at seasonal weather patterns in the UK. • Choose a particular plant and look at the changes across the seasons to this plant and record. • Look at a cross section of the earth. • Children create their own representation of the layers of the earth using plastic bottle. • 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. • Look at seas had to fly over to get to Africa and continents. • Look at Africa and UK on a map. 		<ul style="list-style-type: none"> - Research and compare and contrast the change sin transport from horse and carriage to modern cars. - Grace darling - Look at differences in boats from Victoria era to now. - Compare to henry Blogg. <p>Human and physical features of the coastline.</p> <ul style="list-style-type: none"> - Victorian piers - Donkey rides - Cliffs, estuary, beach, towns, restaurants. - Compare coast line to modern times. - Consolidate continents and oceans. - Look at compasses- and direction. - More key work 	

		<ul style="list-style-type: none"> - Create own mythical map landscape and create own key and include topical items such as castles, abbeys, lakes, battlefields. 	<ul style="list-style-type: none"> • Compare and contrast aerial photographs of UK and Africa. • Look at David Attenborough and Nelson Mandela. <p>Useful texts</p> <ul style="list-style-type: none"> - Handas surprise - The tiger child. - Going to the volcano. - Super worm - What the ladybird heard - The lazy lion - Bugs life - ants 		
	<p style="text-align: center;">Science</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> <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. 	<ul style="list-style-type: none"> • <i>Go around the grounds with flower/plant identification sheet and magnifying glasses to look at flowers in school/local area.</i> • <i>Identify and name a variety of common wild and garden plants including trees.</i> • <i>Label the basic structure of a plant.</i> • <i>Using a collection of plant use magnifying glasses to observe similarities and differences.</i> • <i>Research plants in UK and Africa.</i> • <i>Grow a bean in a plastic bottle and record their observations.</i> • <i>Compare and contrast what happens to plants across the seasons.</i> <p><i>Animals including humans- (incubate eggs/caterpillars/frogspawn)</i></p>		

		<ul style="list-style-type: none"> - Merlin science- look at magical science experiments and make a merlin science session. (This covers all aspects of working scientifically). 	<ul style="list-style-type: none"> - <i>Labe; parts of the human body- draw around each her and label as well as in books.</i> - <i>Senses</i> - <i>Compare the structure of a variety of different animals (legs, feathers, scales, warm blooded/cold blooded, fur.</i> - 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 <p><i>Useful texts-</i></p> <ul style="list-style-type: none"> - <i>The very hungry caterpillar</i> - <i>From head to toe</i> - <i>The little red hen.</i> - <i>The little mermaid</i> - <i>Finding nemo- comprehension based</i> - <i>The jungle book</i> - <i>Disney robin hood(animals)</i> 		
	RE	<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>	Somerset Awareness, Mystery & Value		
	Computing	<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>	Children to create their own weather forecast using a green screen.		
	Art	<p>Ar1/1.1 to use a range of materials creatively to design and make products</p>	<ul style="list-style-type: none"> • Create an African/English silhouette landscape. 		

		<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>	<ul style="list-style-type: none"> • Research David Hockney and create own piece of artwork based on him. • Look at African art and create own piece. • Make a seasonal leaf picture. • Research and create own Andy Goldsworthy inspired piece of art. <ul style="list-style-type: none"> - Art based on the texture of different animal skins. - Impressionist/fauvism artist research to then create own animal impressionist picture. 	
	<p style="text-align: center;">DT</p>	<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> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles</p>	<p>African tribal tattoos.</p>  <p>Children to design and make a rain gauge.</p> <ul style="list-style-type: none"> • Design own piece of African fabric. • Weaving. • Use Somerset willow to make a weaving and compare and contrast to African weaving. • Make a human skeleton using split pins. • Design and make own greenhouse thinking about the materials to use. 	

	and ingredients, according to their characteristics DT1/1.3 Evaluate DT1/1.3a explore and evaluate a range of existing products DT1/1.3b evaluate their ideas and products against design criteria DT1/1.4 Technical Knowledge 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. <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.	Mutiskills aimed at participation in team games. Yoga	Swimming	Sharing and spacial awareness Street Dance		
Music	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			
PSHE	New Beginnings	Getting on and Falling out	Going for Goals!	Good to be me	Relationships	Changes
Trips	Pantomime Glastonbury abbey	Carymoor/Garden Centre				
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	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	

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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	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		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		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?	
	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 Examine the basic needs of all animals Look at healthy eating and exercise</p>	

	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
	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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