

Long Term Planning	Key Stage UFS					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Learning Theme	Myself, My Family and My Home.	Celebrations	The Big City	New Life	Animals	Minibeasts
Text Drivers	The great big book of families- Mary Hoffman The Three Little Pigs.	Kipper's Birthday- Mick Inken Kipper's Christmas Eve-Mick Inken	A walk in London The train Ride	Jack and the beanstalk Oliver's vegetables-Vivian French The Very Hungry Caterpillar	Handa's Surprise-Eileen Brown Handa's Hen Dear Zoo-Rod Campbell	What the Ladybird Heard on Holiday-Julia Donaldson Mad about Minibeasts-Giles Andreae
Enrichment	Walk around the local area identifying types of houses and geographical features.	Walk to the local postbox to post a letter. Children will receive a reply.	Making ice sculptures and hanging them around the local area. Taste noodles and fortune cookies.	Take part in a Colour Run Caterpillar to butterfly Planting beans	Visit to Yorkshire Wildlife Park to observe African animals.	Sport's Day Transition to Year 1. Mini-beast Hunt
Purpose for Writing	To write labels and captions.	To write a letter.	To write simple captions and sentences.	To write simple sentences.	To write a recount.	To write simple sentences in a narrative.
KIRF Daily diet: Order days of week.	Subitise numbers to 5.	Say 1 more or 1 less than a given number	Recall number bonds of 10	Know doubles to 5	Recall odd and even numbers.	Say the number names in order beyond 20.
As Historians	Learn that the past is something	Listen to the story of Guy Fawkes to learn why Bonfire	Remember that Queen Elizabeth is our monarch but	Remember and talk about significant school	Remember and talk about significant school	Remember and talk about significant school

	<p>that has already happened. Learn that Jackson Pollock was an abstract artist from the past. Talk about past and present events in their own lives, linked to places they have visited in Sharlston.</p>	<p>night is remembered and celebrated. Learn that King James was the king in the past. Compare to present day monarch. Learn that people have died in wars and they are remembered by the poppy on Remembrance Day.</p>	<p>in the past there were different Kings and Queens. Remember and talk about significant school events from Term 1, presented on the timeline.</p>	<p>events from Term 1, presented on the timeline. Put events from Term 1 in chronological order.</p>	<p>events from Term 1 and 2 presented on the timeline. Put events from Term 1 and 2 in chronological order.</p>	<p>events from Term 1 and 2 presented on the timeline. Remember that Queen Elizabeth is our monarch but in the past there were different Kings and Queens.</p>
<p>As Geographers</p> <p>Daily diet: observe and comment on changes to weather and seasons.</p>	<p>Know that Sharlston is a village. Identify and name different types of houses. Name the type of house that I live in. Identify and name human geographical features of Sharlston (School, wheel, rugby club, park, postbox)</p>	<p>Identify and name different types of houses. Identify and name human geographical features of Sharlston (School, wheel, rugby club, park, postbox) Locate human features on a map. Learn that Queen Elizabeth lives in</p>	<p>Recall that Sharlston is a village where they live. Identify and name different types of houses. Recall that Queen Elizabeth lives in Buckingham Palace. Recall that London is the capital city of England.</p>	<p>Recognise some environments that are different to the one in which they live. Why don't bananas and pineapples grow in England? They grow in hot countries.</p>	<p>Learn that Africa is a continent made of lots of countries. Learn that Africa is hot so bananas and pineapples grow there. Compare the climates in Africa and England and the effect of a hotter climate on people's lives.</p>	<p>Remember that London is the capital city of England. Recall that Queen Elizabeth lives in London in Buckingham Palace. Identify and recall the names of the human features of London (Buckingham Palace, Big Ben,</p>

	<p>wheel, rugby club, park, postbox) Locate human features on a map.</p>	<p>London; the capital city of England.</p>	<p>Identify different types of houses in London using photographs and Google Earth. Identify and name the human features of London (Buckingham Palace, Big Ben, Houses of Parliament)</p>		<p>Compare houses in Handa's village to house in Sharlston. <i>Recall types of houses in England.</i></p>	<p><i>Houses of Parliament)</i> and identify and name Tower Bridge and the London Eye. Draw the human features of London on a map. Make comparisons between the human features of Sharlston and London.</p>
<p>As Scientists</p>	<p>Learn the names of the 4 seasons. Learn that humans have 5 senses (sight, hearing, touch, taste, smell) Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p><i>Recall the names of the 4 seasons.</i> <i>Learn that humans have 5 senses (sight, hearing, touch, taste, smell)</i> Use senses to explore collections of materials and classify them according to their properties. Learn that some materials are natural.</p>	<p><i>Recall the names of the 4 seasons.</i> <i>Learn that humans have 5 senses (sight, hearing, touch, taste, smell)</i> Learn that water freezes and becomes ice. Learn that ice melts when it is heated.</p>	<p><i>Recall the names of the 4 seasons.</i> <i>Learn that humans have 5 senses (sight, hearing, touch, taste, smell)</i> Plant a bean and observe growth and changes. Order the life cycle of a bean. Observe Living eggs and order the life cycle of a butterfly.</p>	<p><i>Recall the names of the 4 seasons.</i> <i>Learn that humans have 5 senses (sight, hearing, touch, taste, smell)</i> Learn that animals live in different homes. Learn that animals have different body parts. Learn that animals move in different ways.</p>	<p><i>Recall the names of the 4 seasons.</i> <i>Learn that humans have 5 senses (sight, hearing, touch, taste, smell)</i> <i>Recall that animals live in different homes.</i> Classify animals according to where they live. <i>Recall that animals, including</i></p>

	Use senses to explore the natural world around them, making observations of plants. (Trees)	Learn that some materials grow and come from the ground. Learn that magnets stick to some metals.		Identify and name the parts of a plant. Learn that vegetables grow under and above the ground. Classify fruit and veg, knowing that fruits contain seeds.		minibeasts move in different ways . Classify animals according to how they move. Recall that some materials are natural . Recall that some materials grow and come from the ground .
Scientific Enquiry	Which paper helicopter will travel the fastest?	Which materials are magnetic?	What will melt the ice the fastest?	What does a bean need to grow?	How can we make snakes dance?	Whose mouse will travel the furthest?
As Computational Thinkers	Interact with age appropriate software. Identify technology found in the home and what it is used for.	Select and use technology for a particular purpose e.g. use camera app to take a photograph (of collections of materials in Science)	Locate and observe human features of London using Google Earth.	Complete simple programmes on a computer using draw/paint app.	Complete a set of instructions involving multiple steps Program a mechanical toy to complete a sequence-coding.	Program a mechanical toy to complete a sequence coding to travel from A to B on a map of London.
As Artists and Designers	To mix primary colours to create secondary colours. To imitate the abstract artwork	Provision: To mix primary colours to create secondary colours .	To mix primary colours to create secondary colours . Learn that Christian Rohlfs	Recap and refine-printing making rubbings from leaves, grasses and flowers .	Recall knowledge of Jackson Pollock and his abstract art .	Learn that Andy Goldsworthy is a sculptor who uses natural materials

	<p>of Jackson Pollock using the skill of splattering on large paper. To innovate the abstract artwork of Jackson Pollock using the skill of conker rolling to mix colours.</p>	<p>Creative area</p>	<p>was a printmaker from Germany. Learn that he created art by brushing ink over blocks and printing with them. He likes to print images of people, buildings and flowers. Print to create an image of flowers using a fork. Use the skills of pressing and scraping paint using a fork. Make rubbings of flowers and leaves. Describe the process of making a print.</p>		<p>To imitate the abstract artwork of Wassily Kandinsky's Concentric Circles using brush strokes, shape and colour. To innovate the abstract artwork of Jackson Pollock using the skill of collage and alternative shapes. To use the skill of overlapping paper to collage.</p>	<p>to make sculptures. Recall that natural materials come from plants, animals or the ground. Find and arrange collections of natural materials to create a sculpture.</p>
<p>As Artists and Designers: Drawing skills</p>	<p>Drawing a portrait. Using curved, horizontal and vertical lines to include detail of facial features.</p>	<p>Drawing representations of fireworks in the sky using vertical, horizontal, zigzag,</p>	<p>Drawing Big Ben. Using curved, horizontal and vertical lines to include details.</p>	<p>Drawing design for moving part puppet. Include small details.</p>	<p>Drawing an animal including body parts and including small details.</p>	<p>Show accuracy and care when drawing human features of London on a map.</p>

		spirals, curved lines.				
As Designers and Technologists	Provision: Indoor and outdoor construction areas Junk modelling area.	Understand that strong and stable models need to have bigger and heavier blocks/boxes at the bottom. (Building cenotaphs) Learn the skill of overlapping to make structures strong and stable. Investigate different joining techniques to allow paper to be secure (glue, tape, staple) and to move (treasury tag, split pin)	Provision: Indoor and outdoor construction areas Junk modelling area. Use skill of overlapping to make structures stronger. Practise joining skills in creative and junk modelling area.	Design a puppet with a moving part. Use cutting and joining skills to make moving puppet. Apply finishing techniques to their puppet. Talk about the process of making their puppet with a moving part.	Design and make a fruit kebab with a repeating pattern (In Maths) Provision: Use cutting and joining skills in creative area and construction areas.	Develop small motor skills so that they can use a variety of tools competently, safely and confidently e.g. rolling pins, dough cutters and clay tools.
As Musicians						
As Performers	Explore and engage in music making, performing solo and in groups. Act out the story of Rama and Sita through dance and drama.	Perform in the Nativity production. Perform Nursery rhymes during World Nursery rhyme week to classes in school.	Develop storylines in their pretend play in the small world areas and role play areas.	Develop storylines in their pretend play in the small world areas and role play areas.	Explore and engage in dance, performing solo or in groups (Animal Bop)	Invent, adapt and recount narratives and stories with peers and their teacher.

<p>As Sports People</p>	<p>Revise and refine fundamental movement skills: rolling, jumping, hopping, skipping, climbing.</p> <p>Progress towards a more fluent style of moving with developing control and grace.</p> <p>Gymnastics-floor work.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, coordination and agility.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing e.g. healthy eating, sleep, exercise.</p> <p>Further develop and refine a range of ball skills including</p>	<p>Combine different movements with ease and fluency. Move energetically in dance. throwing, catching, kicking, passing,</p>	<p>Further develop and refine a range of ball skills including throwing, catching, batting, aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, skipping, hopping, climbing.</p>
<p>RE</p>	<p>Learn that Hindus celebrate Diwali; the festival of light. Learn the story of Rama and Sita. Learn how Hindus celebrate Diwali, including going to the temple.</p>	<p>Learn that Christians celebrate the birth of Jesus at Christmas time. Know that Jesus is the son of God. Learn how Christians celebrate Christmas, including going to church.</p>	<p>Learn that Chinese New Year is celebrated all over the world. Learn that red and gold are significant colours in the festival. Learn that it is celebrated by dragon dancing, giving money in red envelopes and eating special food.</p>	<p>Learn that Hindus celebrate Holi as the start of Spring. Recall how Hindus celebrate Diwali; the festival of light. Learn that Hindus celebrate Holi by eating special food and taking part in a colour run. Learn that Christians</p>	<p>Recall that Hindus celebrate Diwali; the festival of light. Recall that Hindus celebrate Holi as the start of Spring. Identify similarities and differences between Hindu festivals.</p>	<p>Recall that Christians celebrate Easter; new life. Recall that Christians celebrate Christmas as the birth of Jesus. Identify similarities and differences between Christian festivals.</p>

				celebrate Easter: signifying new life. Listen to the Easter Story to understand why Christians celebrate Easter.		Identify similarities and differences between a Hindu and Christian places of worship.
PSHE in addition to Jigsaw	Safety in the home.	Bonfire safety.	Internet Safety Day (14 th Feb) Children's Mental Health week (6-12 th Feb)	Holi (8 th March) Anti-bullying Day (18 th March) Mother's Day (19 th March) Earth Day (22 nd April)	How do we care for pets?	Sun safety Water safety Handling minibeasts with care.