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| **KS1 Year B** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Penguins, Possums and Pigs | Fire! Fire! | Growth and Green Fingers | Family Album | The Great Outdoors | Robots |
| **Lead Subjects** | **Geography** | **History** | **Science** | **History** | **Science** | **Science** |
| Hot and cold areas of the world | Events beyond living memory - Great Fire of London | Plants - basic structure and observing growth over time | Changes within living memory | Everyday materials - naming of materials and their properties | Human body and senses |
| **Science** | **Design and Technology** | **Design and Technology** | **Art and Design** | **Geography** | **Music** |
| Common animals other than humans and their basic structure | Mechanisms - pop ups and simple card levers | Food - preparing and combining foods | Self-portraits - drawing and painting in charcoal, chalk, pastels and watercolours developed into digital art | Fieldwork in the school grounds | Experimenting with and creating musical patterns |
| **Art and Design** | **Music** | **Art and Design** | **Geography** | **Design and Technology** |  |
| Drawing in pastel developed into 3D using clay | Using voices expressively - singing songs, speaking chants and rhymes | Observational drawings and paintings developed into printmaking | UK countries and capital cities | Structures - stability and strength |  |
|  |  |  |  | **Physical Education** |  |
|  |  |  |  | Outdoor and adventurous activities - developing trails |  |
| **Additional Subjects** | **PSHE** | **Art and Design** |  | **Music** | **Art and Design** | **Art and Design** |
| **History** |  |  |  | **Music** | **Design and Technology** |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** |
| IT - text and images | IT - digital research | CS / IT - computational thinking | IT / DL - recognise common uses of IT beyond school / hardware | IT - digital research | CS - programming |
| **Mathematics** |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire mathematics planning should be used for discrete mathematics lessons. |
| **English** | **English** |
| Stories by the same authorNon-chronological reportsPoems on a theme | Repetitive patterned storiesPoems on a themeRange of non-fiction texts | Classic storiesInstructionsTraditional rhymes | Traditional talesRecounts | Stories with familiar settingsNon-fiction texts: bookletsTraditional rhymes | Stories with fantasy settingsPoems to learn by heart Recounts |
| **Ongoing** | **Science** | **Geography** | **Physical Education** | **eSafety** | **English** |
| Nature and field journals - observations over time of seasonal changes, plants, weather and length of day | Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children’s learning in PE. | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly. | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |
| **KS1 Year A** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| The Place Where I Live | Fighting Fit | Explorers | The Farm Shop | Wind in the Willows | Buckets and Spades |
| **Lead Subjects** | **History** | **Science** | **History** | **Science** | **Science** | **Science** |
| Significant places in their own locality (including schools and playgrounds) | Humans - what humans need to survive, human growth and exercise | Significant people - Neil Armstrong and Christopher Columbus | Human health and nutrition; requirements for plant growth | Living things and habitats | Uses of everyday materials - suitability of different materials for particular uses |
| **Geography** | **Art and Design** | **Geography** | **Design and Technology** | **Geography** | **History** |
| Small area of the UK - where I live and play | Figure drawing with proportions using wooden figures developed into clay | Small area in a contrasting non-European country | Food - the eatwell plate, where food comes from, principles of a healthy diet | Seasonal and daily weather | Events beyond living memory *or* places in their locality - the seaside then and now |
| **Art and Design** | **Music** | **Design and Technology** |  | **Design and Technology** | **Art and Design** |
| Drawings and paintings of local area developed into printmaking | Rehearse and perform with others, starting and finishing together and keeping a steady pulse | Mechanisms - wheels and axles |  | Textiles - using a template, simple joining, choice of stitches, choice of materials | Collage using papers, fabric materials, drift wood |
| **Music** |  |  |  | **Music** |  |
| Listening - experiencing how sounds can be made in different ways |  |  |  | Listening - know how music is used descriptively for a particular purpose |  |
| **Additional Subjects** | **PSHE** | **Physical Education** | **Music** | **Art and Design** | **Art and Design** |  |
|  |  |  | **Music** |  |  |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** |
| IT - sound / multimedia | DL - electronic communication | CS - computational thinking / programming | IT - data handling | IT - presenting information | CS - programming |
| **Mathematics** |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. |
| **English** | **English** |
| Stories with familiar settingsNon-chronological reportsPoems on a theme | Traditional tales with a twistInstructions | Stories by the same authorNon-chronological reports | Stories with familiar settingsPersuasionRiddles | Animal adventure storiesRecount: lettersClassic poems | Story as a themeExplanationsPoems on a theme |
| **Ongoing** | **Science** | **Geography** | **Physical Education** | **eSafety** | **History** | **English** |
| Nature and field journals - observations of plants and animals in their local environment throughout the year | Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children’s learning in PE. | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly. | Black History Month (Rosa Parks/Mary Seacole) | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |