

Key Stage One – Long Term Plan 2023-2024

| <u>Year 1</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| Topic Title & Key Question | Fantastic Filey! What makes Filey special? | Funny Bones! Why is my body amazing? | Paddington Where could Paddington visit in the UK? | Toy Box How have toys changed? | Animal Kingdom How is Kenya different from England? | The Great Outdoors What do Explorers do? |
| Curriculum Areas | Science Geography | Science History | Science Geography | Science History | Science Geography | Science History |
| Key areas of study | Plants – identify and name a variety of common garden plants and trees. Local Area Study – recognise similarities and differences in their own locality. | Seasonal Change Humans – identify, draw and label basic parts of the body including senses. Sequencing events in own life. | Materials – identify and name everyday materials. UK – Name and local characteristics of the four countries of the UK Identify seasonal and daily weather patterns in the UK | Seasonal Change Materials – describe properties and group materials. Recognise the difference between past and present in their own and others' lives. | Animals – identify and name a variety of animals. Compare the UK with a contrasting country (Kenya). | Seasonal Change Plants – describe the basic structure of flowering plants including trees. Find out about people and events from history e.g. famous explorers. |
| Visits & Visitors | Filey town walk, including the memorial gardens. | Salvation Army visit. Christingle service at St John's church. Autumn Walk- Glen Gardens | Filey town walk to gather knowledge of Filey. Winter Walk- School | Museum in the Classroom- Scarborough Museums and Galleries- Toys Through Time Box loan. Easter church service at St John's Church. | Pet shop visitor with a selection of animals. Spring Walk- school | Outdoor Education Day – Glenn Gardens Visit Glen Gardens to identify trees and plants. Visit from Tesco to find out more about food. |

Key Stage One – Long Term Plan 2023-2024

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| Lyfta opportunities | <p>The beachcomber</p> <p>Explore a UK beach and find out what problems our beaches face.</p> | <p>Let's explore dinnertime 360</p> <p>Visit 3 diverse families for dinner, see how they keep happy and healthy!</p> | <p>Make a marine mobile</p> <p>Visit an aquarium and consider materials as you are challenged to make a marine-themed mobile!</p> <p>Keep London smiling</p> <p>Visit London and learn about one man's mission to keep the capital happy.</p> | <p>Ethiopian treasures</p> <p>Visit Ethiopia and find out how Asalif creates toys and games from the materials he finds near his home.</p> | <p>Animal friends</p> <p>Meet some different animals! (more can be found via search)</p> <p>Welcome to Nairobi</p> <p>Our Kenyan storyworld. Please note this will need to be edited and differentiated for Y1.</p> | <p>Awesome trees</p> <p>Visit the Philippines' forests and discover why trees are so awesome!</p> |
| Enterprise | | | <p>Paddington Story time - sell Paddington story books written by children. Story writing activities and games. Paddington cafe including tea and marmalade sandwiches.</p> | | <p>Animal friends celebration- Animal encyclopedia.</p> | |

Key Stage One – Long Term Plan 2023-2024

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| | Unit 2: Comparisons of quantities and part whole relationships. | Unit 5 Numbers 0 to 10 | | | | |
| Science | Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees | Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock | Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties | 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 Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | Identify and describe the basic structure of a variety of common flowering plants, including trees Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies |
| Computing | E Safety – SMART rules, screen time, stranger danger and using technology safely (including keeping personal information private). Revisit – Precise instructions and programs | Digital Literacy – What is technology, technology in the world around us and how it can help us. Revisit – E Safety (screen time and stranger danger) | Information Technology – navigating chrome books using the trackpad and keyboard. Revisit – E Safety (personal information and using technology safely) and Simple programming of BeeBots. | Information Technology – storing and opening digital content, how and why digital content can be changed. Revisit – Technology around us (common uses of technology) | Control Systems – What is an algorithm? Revisit – Information Technology (navigating, storing and opening content) & E Safety (personal information and SMART rules). | Control Systems – Creating simple programs. Revisit - Information Technology (navigating, storing and opening content) & E Safety (screen time and SMART). |

Key Stage One – Long Term Plan 2023-2024

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| | (direct a friend using precise positional language). | | | and E Safety (screen time and SMART rules) | | |
| RE NY Agreed Syllabus/Understanding Christianity | <p>NY Agreed Syllabus: 1.7 What does it mean to belong to a faith community? Key Question – <i>What does it mean to be a Christian in Britain today? What does it mean to be a Muslim in Britain today? What is good and what is challenging about being a Christian or Muslim in Britain today?</i></p> | <p>Understanding Christianity: God 1.1 What do Christians believe God is like? Christians believe in God and they find out about God in the Bible. Christians believe that God is loving, kind, fair and also lord and king. There are some stories that show this. Christians worship God and try to live in ways that please him.</p> | <p>NY Agreed Syllabus: 1.6 How and why do we celebrate special and sacred times? (Ramadan/Eid) Key Questions: <i>Which times are special and why? Why are festivals important to religious communities?</i> Visitor - Imran</p> | <p>NY Agreed Syllabus: 1.6 How and why do we celebrate special and sacred times? (Easter) Key Questions: <i>Which times are special and why? Why are festivals important to religious communities? How can people express the spiritual through the arts?</i></p> | <p>Understanding Christianity: Creation 1.2 Who do Christians say made the world? God created the universe. The earth and everything in it are important to God. God has a unique relationship with human beings as their creator and sustainer. Humans should care for the world because it belongs to God.</p> | <p>NY Agreed Syllabus: 1.8 How should we care for others and the world and why does it matter? Key Questions: <i>what is special about our world? What can we learn from religions about deciding what is right and wrong? Does religion help people to be god? Is religion a power for peace or a cause of conflict in the world today?</i></p> |
| RE/Spirituality Cross Curricular Links | Mindfulness Club Harvest Festival | Wonder Time Mindfulness Club How do Christians celebrate Christingle? (including attending a Christingle service) Nativity Salvation Army visit | Mindfulness Club Why do Christians celebrate Shrove Tuesday? Why do Christians give something up for Lent? | Wonder Time Mindfulness Club How do Christians show their spirituality through art around the world? | Mindfulness Club How does Christianity in Kenya compare with Christianity in Britain? How do local churches compare? How are they different from churches around the world? (Lytfa) Visitor - local e.g. Mrs Stubbs | Wonder Time Mindfulness Club Global Goal |

Key Stage One – Long Term Plan 2023-2024

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| | | Charity work - Children in Need and Dementia Friends | | | | |
| PSHE | Being Me in My World – How can we create a happy and safe space to learn? What are the consequences of the choices I make? How do I feel about different consequences? | Healthy Me – why is my body amazing and how do I keep it safe? Who can I ask for help when I am unwell or frightened? | Relationships – Who do I have special relationships with? How do these relationships make me feel? What qualities make me a good friend? How can I be a good friend to myself? | Changing Me – How have I changed since I was born? What is the difference between boys’ and girls’ bodies? How can I cope positively with changes in my life? | Celebrate Differences – In what ways am I the same and different from my friends? What is bullying and how might it feel? How are we all unique and special? | Dreams and Goals – How does it feel to be successful? How can I overcome obstacles? How do I learn best? |
| PE | <p>Multi-Skills</p> <p>Travelling in different ways and at different speeds.</p> <p>Begins to link running and jumping movement with some control and balance.</p> | <p>Dance</p> <p>Create your own movements using different body parts.</p> <p>Move in unison with a partner to music changing levels and space.</p> | <p>Gymnastics</p> <p>Create their own movements using different body parts.</p> <p>Move in unison with a partner to music changing levels and space.</p> <p>Explore shapes e.g. stretch and curl on the floor and in the air alongside simple rolling and jumping techniques.</p> | <p>Invasion Games</p> <p>Travel with a variety of balls.</p> <p>Pass ball to partner whilst stationary.</p> <p>Receive ball from partner whilst stationary.</p> <p>Understand where the ball needs to go to score.</p> | <p>Athletics</p> <p>Explore running at different speeds and distances including running over obstacles.</p> <p>Explore throwing objects for distance.</p> <p>Explore hopping, leaping and jumping for distance.</p> | <p>Striking and Fielding</p> <p>Strike a ball with a hand and a bat.</p> <p>Explore under and over arm throw.</p> <p>Track and stop a moving ball</p> |

Key Stage One – Long Term Plan 2023-2024

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| <p>Music</p> | <p>Unit 1 - Listening and performing - Imitating song phrases</p> <p>Unit 2 - Performing: singing. Singing a short song from a given pitch.</p> <p>Children will learn about the importance of warming up their voice and having correct singing posture</p> <p>Children will apply this to sing songs and speak chants and rhymes linked to Sea Shanty</p> | <p>Unit 3 - Listening and thinking - Listen attentively to recorded music. Recognising different voices and sounds (Timbre)</p> <p>Unit 4 - Performing and singing - Leading and copying a leader. With a focus on pitch.</p> <p>Unit 5 - Listening and thinking - Recognising melodies from known songs.</p> <p>Unit 6 - Performing and singing - Identifying and singing in different pitches. Children will use their hands to symbolise this.</p> <p>Salvation Army and Christmas Carols</p> <p>Nativity - children will perform to an audience</p> | <p>Unit 7 - Listening and thinking. Finding your thinking voice/inner singing voice.</p> <p>Unit 8 - Performing and playing untuned percussion linked to Drums in Peru. How to hold and play them with care and respect.</p> <p>Unit 9 - Children will explore Timbre in voices (male, female, singing, speaking).</p> <p>Children will explore how to make different sounds with the percussion instruments and describe these sounds (Timbre).</p> | <p>Unit 13 - Concept phrases and their duration (long and short) Symbolising length with arms (rainbows).</p> <p>Unit 14 - Dynamics (louder and quieter) pitch (higher and lower), tempo (faster and slower)</p> <p>Answering questions surrounding tempo, dynamics and styling.</p> <p>Apply to music toys e.g., music box. Children will talk about changes in dynamics, pitch and tempo using the correct vocabulary learnt in this unit.</p> | <p>Unit 10 - performing and singing - Breathing techniques to create a greater quality of singing sound.</p> <p>Unit 11 - Listening and thinking. Identifying known songs by listening to melodic phrases.</p> <p>Unit 12 - Performing and singing (Rhythm and pulse). Talk about long and short notes and clap rhythms.</p> <p>Links to traditional African music</p> <p>Children will march, clap and tap the pulse.</p> <p>Children will develop an awareness for graph and stick notations.</p> <p>Children will perform their African inspired piece to their peers.</p> | <p>Unit 15 - Listening and thinking - Internalising rhythmic and melodic phrases. Children will revisit rainbow symbolism for duration and draw this as a graphic notation.</p> <p>Unit 16 -Concept Rhythm. Simple time rhythm and speaking names performing two notes within one pulse.</p> <p>Children will understand pulse, rhythms and pitch work together.</p> <p>Through composing, children will create a simple melody and record pitch and graphic notation. Children improvise words or noises to their song.</p> |
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Key Stage One – Long Term Plan 2023-2024

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| <p>Geography</p> | <p>Using basic geographical vocabulary to refer to human and physical features within the school grounds.</p> <p>Local fieldwork.</p> <p>Aerial photographs of Filey.</p> | | <p>Locational knowledge of Filey, in relation to England and the rest of the UK, including its capital cities.</p> <p>Looking at the weather in the UK and how it changes.</p> | | <p>Using basic geographical vocabulary to refer to human and physical features in the UK and a contrasting country (Kenya).</p> | <p>Revisit- weather patterns.</p> |
| <p>History</p> | | <p>Me and my life</p> <p>Sequencing key events in their own life.</p> <p>Timeline</p> | | <p>The Past and the Present</p> <p>Compare two artefacts/ photographs from past and present and be able to discuss.</p> <p>Timeline</p> | | <p>Famous people and events</p> <p>Discover why people did things in the past</p> <p>Timeline</p> |
| <p>DT</p> | | <p>Construct a 3D model- making a skeleton linked with the human body.</p> <p>Measure and mark out lines for cutting.</p> <p>Cut materials safely using tools.</p> <p>Join textiles by glueing.</p> | | <p>Design a product with a clear purpose.</p> <p>Design a car making a prototype with wheels.</p> <p>Evaluate existing products- explore existing objects, including likes and dislikes.</p> | | <p>Cooking and nutrition</p> <p>Know that all food comes from plants or animals.</p> <p>Making a fruit salad. - Cut and slice in order to prepare food.</p> <p>Work with food hygienically</p> |

Key Stage One – Long Term Plan 2023-2024

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| | | | | <p>Build structures exploring how materials can be joined.</p> <p>Use correct vocabulary for materials, tools and processes.</p> | | <p>Measuring ingredients using cups.</p> <p>Began to understand the importance of a healthy diet.</p> |
| Art & Design | <p>Drawing and painting- Van Gogh linked to plants.</p> <p>Know how to draw a recognisable object.</p> <p>Explore use of line, shape and colour.</p> <p>Choose and control different thicknesses of paintbrushes.</p> <p>Know the primary and secondary colours and how to mix them.</p> <p>Say what they like and dislike about the work of an artist.</p> | | <p>Textiles and Collage</p> <p>Know the difference between thread and textiles.</p> <p>Know how to weave with fabric and thread.</p> <p>Explore weaving by Anni Albers.</p> <p>Confidently cut and tear paper for a collage.</p> <p>Know how to create a collage picture.</p> <p>Ask questions about a piece of artwork.</p> | | <p>3D and printing.</p> <p>Animal model and animal prints.</p> <p>Elizabeth Frink- sculptor & printmaker</p> <p>Print with a range of materials.</p> <p>Make a simple printing block.</p> <p>Build a simple model using more than two materials.</p> <p>Add texture to models.</p> <p>Describe characteristics of their own and others artwork.</p> | |


Key Stage One – Long Term Plan 2023-2024

| <u>Year 2</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| Topic Title & Key Question | Our Heritage by the Sea How has Filey changed over time? | World Wars Why is it important to remember the past? | Life on Earth Which animals live where? | The Great Fire of London Why is it important to look after our world? | Identity and Diversity How have people changed the world? | New Beginnings How can I look after myself as I grow? |
| Curriculum Areas | Science History / Geography | Science History | Science Geography | Science History / Geography | Science History | Science Geography |
| Key areas of study | Living things and their habitats. Changes in Filey over time. Start class timelines. Physical and human features of the local area. Fieldwork skills. | Materials – how objects can be changed. Revisit Seasonal Change Events of World War 1 & 2. Chronological events. | Animals Place knowledge and Continents | Material – suitability of different materials. Seasonal Change (global warming issues) Compare UK with (Australia) contrasting Country due to its position in the world, focusing on wildfires. The Great Fire of London. | Plants – observe the needs of plants and how seeds and bulbs grow into mature plants. Significant people in history. Changes within history. | Humans. Revisit Seasonal Change Revisit - Physical and human features of the local area. Fieldwork skills. |
| Visits & Visitors | Filey Museum | Remembrance Service at Filey Memorial Gardens. | Reptile visit to school. | Filey fire fighter visit. | Filey Dams/ bird sanctuary. | Outdoor Education Day – Dalby Forest |
| Enterprise | | | Endangered Animals - news report sharing facts about animals, animal art work sale | | A Celebration of Diversity - a celebration of the actions of significant figures who have led to | |

Key Stage One – Long Term Plan 2023-2024

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| | | | and reptile visit photo sales. Song and dance performance. | | change which enables us to be whoever we want to be, leading to a show of diversity within the year group (e.g. dancers, footballers, writers) Explain how the world has changed due to the sacrifices of others - race/ gender equality. Sing songs from diverse artists. Celebrate art from different cultures. Write newspaper reports about famous people in history. | |
| Lyfta opportunities | Amazonian treats (note: KS1 lesson plan available on the right) Take a closer look into the life of a tribe living within the amazon | Lego challenge! Consider how plastic can damage our environment and design a new toy using lego! | Animal friends Please note: new storyworlds from September (The Island Biologist and a Camel's Companion) worth exploring around 'animal' themes | Life in deserts Learn about how climate change is impacting our deserts and how one man wants to combat desertification. (Note: film may need to be broken into chunks) look after the Earth's resources | The forest guardian Discover how one conservationist protects her local forest. | Why should we be active? Consider the importance of being healthy through the eyes of this cricket team, who don't take themselves too seriously! |

Key Stage One – Long Term Plan 2023-2024

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| <p>English – Core Texts</p> <p>Reading & Writing</p> <p>Speaking & Listening</p> |  <p>Diary</p> <p>Narrative</p> <p>Letters</p> |  <p>White Night Farm</p> <p>Poetry</p> <p>Letters</p> <p>Diary</p> |  <p>Recount</p> <p>Fact files</p> <p>Narrative.</p> |  <p>Poetry</p> <p>Setting description</p> <p>Instructions</p> |  <p>Newspaper</p> <p>Speech</p> <p>Character Description</p> |  <p>Instructions</p> <p>Leaflet-non-chronological</p> <p>Recount</p> |
| <p>Maths</p> | <p>Place Value Addition Subtraction</p> | <p>Subtraction Money (Addition and subtraction)</p> | <p>Multiplication Division Time</p> | <p>Statistics Shape Fractions</p> | <p>Time Measurement Position and direction Revisit prior learning.</p> | <p>Problem Solving</p> |
| <p>Science</p> | <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and</p> | <p>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> | <p>Understand that animals, including humans, have offspring which grow into adults</p> | <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> | <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable</p> | <p>Describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the</p> |

Key Stage One – Long Term Plan 2023-2024

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| | <p>describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> | | | | temperature to grow and stay healthy | right amounts of different types of food, and hygiene |
| Computing | <p>E Safety & Digital Literacy – Being safe and respectful online, inappropriate content, seeking help, using search engines safely and the reliability of information found online.</p> <p>Revisit – What is an algorithm?</p> | <p>Digital Literacy – Creating Documents (G Suit) including adding text and images.</p> <p>Revisit – E Safety (being respectful).</p> | <p>Information Technology – Create, Communicate & Collaborate</p> <p>Revisit – E Safety (inappropriate content and seeking help) and creating, storing and opening digital content</p> | <p>Information Technology – Images and Animation</p> <p>Revisit – E Safety (reliability of information and search engine) and creating simple programs (BeeBots).</p> | <p>Control Systems –Use logical reasoning to predict the behaviour of simple programmes</p> <p>Revisit – E Safety (SMART rules) and information technology (create, communicate and collaborate).</p> | <p>Control Systems – Create and debug simple programmes</p> <p>Revisit – E Safety (screen time & SMART rules) and information technology (create, communicate and collaborate).</p> |

Key Stage One – Long Term Plan 2023-2024

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| <p>RE NY Agreed Syllabus/Understanding Christianity</p> | <p>NY Agreed Syllabus: 1.2 Who are Muslims and what do they believe? Part 1 Key Questions: <i>Who are Christians and what do they believe? What do different people believe about God? Why do some people believe God exists? Do we need to prove Gods existence?</i> Share stories that help show how Muslims think of God and how following God shows them ways to behave. E.g. Mohamed and the Cat. The story of the Two Brothers and The Crying Camel.</p> | <p>Understanding Christianity: Incarnation 1.3 Why does Christmas matter to Christians? Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out his birth shows he was extraordinary and that he came to bring good news. Christians celebrate Jesus' birth Advent for Christians is a time to get ready for Jesus coming.</p> | <p>NY Agreed Syllabus: 1.2 Who are Muslims and what do they believe? Part 2 Key Questions: <i>Who are Christians and what do they believe? What do different people believe about God? Why do some people believe God exists? Do we need to prove Gods existence?</i> Identify objects that are significant to Muslims and see them being used by a believer e.g. prayer beads, prayer mat, Quran, compass and head scarf. (Remember what you learnt about Ramadan and Eid in year 1)</p> <p>Visitor - Imran</p> | <p>Understanding Christianity: Salvation 1.5 Why does Easter matter to Christians? Easter is very important in the big story of the Bible. Jesus showed that he was willing to forgive all people. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose from the dead giving people hope of a new life.</p> | <p>Understanding Christianity: Gospel 1.4 What is the 'good news' Christians believe Jesus brings? Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus' teachings make people think hard about how they live and show them the right way.</p> | <p>NY Agreed Syllabus: 1.5 What makes some places sacred? Key Questions: <i>Which places are special and why? Why do people pray? If God is everywhere, why do we go to places of worship? Should religious buildings be sold to feed the starving?</i></p> |
| <p>RE/Spirituality Cross Curricular Links</p> | <p>Wonder Time Mindfulness Club Lunchtime Service Harvest Festival - delivering food gifts within the community</p> | <p>Mindfulness Club Lunchtime Service Remembrance Memorial Service Revisit the meaning of Christingle and take part in the school service</p> | <p>Wonder Time Mindfulness Club Lunchtime Service How can we support our local community? (Global Goal 11)</p> | <p>Mindfulness Club Lunchtime Service Easter What does Christianity look like in Australia today and how has this changed over time?</p> | <p>Wonder Time Mindfulness Club Lunchtime Service Global Goal 5 - Gender Equality</p> | <p>Mindfulness Club Lunchtime Service Leavers Celebrations Christian Prayer and Worship - Lyfta Heart of an Athlete, Luca from Denmark</p> |

Key Stage One – Long Term Plan 2023-2024

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| | What is the heritage of St. Oswald's Church? | Nativity | | | | |
| PSHE | Being Me in My World – What are my hopes and fears for this year? How does my behaviour impact others? How can I make my classroom a safe and fair place? Why are some choices better than others? | Relationships – Are all families the same? When do I feel safe and special? What makes me feel uncomfortable? How can I resolve conflict with my friends? | Dreams and Goals – How does it feel to be part of a group? How can I contribute to my group? How can we share successes? How can I persevere when things are difficult? | Healthy Me – What foods are good for me? How can I be motivated to make healthy choices? What are unhealthy and unsafe choices? How does it feel to make healthy choices? | Celebrating Differences – What are stereotypes and are they accurate? How does it feel to be a friend and have a friend? Is it ok to be different from my friends? How can I get help if I am being bullied? | Changing Me – Which parts of our bodies are private? What do I like about being a boy/girl? Do other people feel the same as me? What is it like to grow up? How can I cope with life transitions? |
| PE | Multi-Skills Travelling in different ways and at different speeds with balance and control. Link running and jumping movement with some control and balance. Demonstrate balance and coordination when changing direction. | Dance Remember and repeat a series of actions altering speeds. Create a series of actions with a partner showing unison and canons and linking movements. Discuss how to make improvements. | Gymnastics Remember and repeat a series of actions altering speeds and levels. Create a series of actions with a partner showing unison and canons and linking movements. Discuss how to make improvements. Give constructive feedback to others after a performance. Offer alternatives/ suggestions to peers. | Invasion Games Travel with a variety of balls and be able to stop and change directions. Move and track a ball through dribbling and passing towards a goal. Be able to move into a position to attack and defend. To understand how our body feels during exercise. | Athletics Develop sprinting action. Develop hurdling technique. Understand jogging for distance and sprint for speed. Develop jumping action with controlled landing technique. Develop an overarm throwing technique. | Striking and Fielding Develop power of underarm and overarm throws Some consistency with 2 handed catch Understand what a successful strike looks like and how it can be turned into points Basic understanding of the role of a fielding team |

Key Stage One – Long Term Plan 2023-2024

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| <p>Music</p> | <p>Unit 17 - Listening and thinking - Pitch and melodies in songs and chime bars/ xylophone.</p> <p>Unit 18 - Listening to and performing songs and actions with a 4 beat metre.</p> <p>Unit 19 - Performing: Pitch intervals in song melodies. Using hand signs and singing names (soh - higher pitch and me- lower pitch)</p> <p>Revise Sea Shanties and compose their own using a 4 beat metre.</p> <p>Children will use a starting pitch to sing a short song on their own.</p> | <p>Unit 20 - Distinguishing rhythm and pulse.</p> <p>Unit 21 - Listening and thinking - Listening to longer pieces of recorded music and recognising songs from their rhythm.</p> <p>Unit 22 - Improvising simple rhythm phrases</p> <p>Children will listen to songs from the war comparing the melody and rhythm. Children will talk about the mood of the music through considering and discussing the musical dimensions and how it makes them feel.</p> | <p>Unit 23 - Comparing the duration of rhythm phrases in a melody.</p> <p>Unit 24 - Percussion techniques to achieve different levels of dynamics (louder and quieter) and selecting appropriate loudness for the music.</p> <p>Crescendo and diminuendo</p> <p>Children will explore music across different continents on Earth.</p> | <p>Unit 25 - Tempo and pulse. Children will maintain a pulse through clapping, including tempo changes.</p> <p>Linked to the story Orchestra, children will listen to the interrelated dimensions of music. Discussing how the tempo changes in relation to the seasons.</p> <p>Unit 26 - Changing a song's starting pitch</p> | <p>Unit 27 - Reading and recording rhythm through simple time stick notation.</p> <p>Unit 28 - Performing: Improvising and pitch - Recapping 2 different pitches (so and me) and adding in a third pitch (lah). Improvising pitch to a given rhythm notation.</p> <p>Children will perform with a good sense of pulse and will follow a leader/conductor</p> <p>Children will explore Stevie Wonder's music. Discussing the musical dimensions already taught (pulse, rhythm, tempo, dynamics and pitch)</p> | <p>Unit 29 - Rhythm: silent z and rest - Children will identify the rest count in a phrase and be introduced to the rest notation (silent z). Children will write their own phrase with a rest count using stick notation.</p> <p>Unit 30 - Performing: Singing, playing, improvising and all the musical dimensions.</p> <p>Children will compose and perform their own piece of music with a beginning, middle and end based on everything they have learnt</p> <p>Children will listen to each other's performances with respect and give helpful feedback to others.</p> |
| <p>Geography</p> | <p>Using basic geographical vocabulary to refer to human and physical</p> | | <p>Locational knowledge of Filey, in relation to England and the rest of</p> | <p>Hot and cold areas of the world in relation to the equator and</p> | | <p>Using compass directions.</p> <p>Compose a geographical map and</p> |

Key Stage One – Long Term Plan 2023-2024

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| | <p>features in their local area of Filey.</p> <p>Local fieldwork, including basic map work.</p> <p>Revisit:Aerial photographs of Filey.</p> | | <p>the world, including the continents and oceans.</p> <p>Revisit: UK and capital cities.</p> | <p>the north and south pole.</p> <p>Using world maps and globes.</p> <p>Revisit: Human and physical features. Detailed comparisons including currency, culture, religion and population.</p> | | <p>create a simple key, including compass directions.</p> |
| History | <p>Filey's history</p> <p>Know local historical events and people.</p> <p>Timelines</p> | <p>History and its consequences</p> <p>Recount events from the past</p> <p>Timelines</p> | | <p>Famous events</p> <p>Sequence significant events in history chronologically.</p> <p>Timelines</p> | <p>Famous people</p> <p>Looking at significant individuals and important people.</p> | |
| DT | <p>Making and Evaluating</p> <p>Using clay to create a fishing boat, including a sail from fabric, linked to seaside heritage.</p> <p>Cutting, shaping, joining and finishing.</p> <p>Mark and measure to the nearest cm.</p> <p>Select a range of materials, including</p> | | <p>Designing, Technical knowledge and evaluating existing products.</p> <p>Make a sliding picture, linked to life on earth, of an animal of their choice and create an axle on a flag that goes in front of the animal.</p> <p>Build structures exploring how they can</p> | | <p>Linked with Art project.</p> <p>Shape textiles and join them using a running stitch.</p> <p>Decorate textiles by printing or gluing on other decorations.</p> | <p>Cooking and Nutrition</p> <p>Focusing on food groups</p> <p>Making and preparing a seasonal salad.</p> <p>Group foods with an awareness of the main food groups.</p> <p>Use the basic principles of a healthy and varied diet to prepare a dish.</p> |

Key Stage One – Long Term Plan 2023-2024

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| | construction materials and textiles. | | <p>be made stronger, stiffer or more stable.</p> <p>Using mechanisms eg slider and axle.</p> <p>Evaluate ideas against design criteria and existing products.</p> | | | <p>understand where a range of different food comes from.</p> <p>Work safely when to cut, peel and grate ingredients.</p> <p>Weight ingredients using electronic scales.</p> |
| Art & Design | | <p>Drawing and Painting</p> <p>Poppy fields and soldiers linked to the World Wars.</p> <p>Use different grades of drawing pencils to create different tones, textures and patterns.</p> <p>Draw for a sustained time, including drawing figures and objects, single and in groups.</p> <p>Use of a viewfinder.</p> <p>Know how to create tints and tones in painting.</p> <p>Accurately mix secondary colours.</p> | | <p>3d and Collage</p> <p>Collage of a fire.</p> <p>Explore collage by Picasso.</p> <p>Children create a 3D house to make Pudding Lane.</p> <p>Build a model from a range of materials exploring shape and form.</p> <p>Know how to create a collage from their own ideas.</p> <p>Mix different materials into their collage and explain their choices.</p> | <p>Printing and Textiles</p> <p>Andy Warhol</p> <p>Create a bag that includes stitching and printing.</p> <p>Use different methods of printing</p> <p>Know how to thread a needle.</p> <p>Know how to join fabrics with simple running stitch.</p> <p>Create their own work in response to an artist.</p> <p>Talk about the processes and techniques they used when evaluating.</p> | |

Key Stage One – Long Term Plan 2023-2024

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| | | Discuss how an artist uses colour. (Gustav Klimt Field of Poppies 1907). Compare to poppyfields painted by Monet and Van Gogh-revisiting previous artists). | | Identify what they might change in their artwork. | | |
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