



DOWN AMPNEY PRIMARY SCHOOL LONG TERM PLAN

Key Stage 1 (Year 1 Year 2)

Year A

	Autumn Term		Spring Term		Summer Term	
<b>Maths</b>	<p><b>Year 1:</b> Place Value to 30, Addition and Subtraction facts of 5-11</p> <p><b>Year 2:</b> Place Value of 2-digit numbers, mental addition and subtraction</p>	<p><b>Year 1:</b> Place Value to 100, Geometry: 2-D and 3-D shapes</p> <p><b>Year 2:</b> Multiplication &amp; Division, Geometry: 2-D shapes, 3-D shapes and position</p>	<p><b>Year 1:</b> Addition and Subtraction facts of 11-16, Multiplication and Division: doubling and grouping</p> <p><b>Year 2:</b> Multiplication and division: tables</p>	<p><b>Year 1:</b> Measurement: length and height, Addition and Subtraction of 17-20, Fractions</p> <p><b>Year 2:</b> Measurement: length, mass and height, Fractions</p>	<p><b>Year 1:</b> Mental addition and subtraction to 20, Money, Geometry: position</p> <p><b>Year 2:</b> Money, Statistics: tally and pictogram, Measurement: capacity and temperature</p>	<p><b>Year 1:</b> Time, Measurement: mass and capacity</p> <p><b>Year 2:</b> Time</p>
<b>Writing Spine</b>	<p><b>Traction Man is here:</b> Mini Grey <i>(Main-fiction outcome: Narrative – innovated Main non-fiction outcome: Recount Poetry: Sound poem)</i></p>	<p><b>Rabbit &amp; Bear – Rabbits bad habits:</b> Julian Gough and Jim Field <i>(Main-fiction outcome: Narrative – changed story Main non-fiction outcome: letter)</i></p>	<p><b>Jim and the Beanstalk:</b> Raymond Briggs <i>(Main-fiction outcome: Traditional tale Main non-fiction outcome: Instructions)</i></p>	<p><b>Grandad’s Island:</b> Benji Davis <i>(Main-fiction outcome: Narrative – adventure Main non-fiction outcome: Non-Chronological report)</i></p>	<p><b>The Night Gardener:</b> Terry Fan <i>(Main-fiction outcome: Narrative – fantasy Main non-fiction outcome: Information text Poetry: Senses)</i></p>	<p><b>Katie in London:</b> James Mayhew <i>(Main-fiction outcome: Narrative – changed story Main non-fiction outcome: Recount)</i></p>
<b>Reading Spine:</b>	<p><b>The Owl and the Pussycat:</b> Edward Lear and Charlotte Voake</p> <p><b>And Tango Makes Three:</b> Justin Richardson and Peter Parnell</p> <p><b>The Colour of Home:</b> Mary Hoffman and Karen Littlewood</p>	<p><b>The Magic Faraway Tree:</b> Enid Blyton</p> <p><b>The Church Mice at Christmas:</b> Graham Oakley</p>	<p><b>Anna Hibiscus’ Song:</b> Antinuke and Lauren Tobia</p> <p><b>Billy and the Minpins:</b> Roald Dahl</p>	<p><b>Where the Wild Things Are:</b> Maurice Sendak</p> <p><b>Young, Gifted and Black:</b> Jamia Wilson</p>	<p><b>The Big Book of the UK:</b> Imogen Russell Williams</p> <p><b>Ada Twist and the Perilous Pantaloons:</b> Andrea Beaty</p>	<p><b>The Tale of Peter Rabbit:</b> Beatrix Potter</p> <p><b>Little People, Big Dreams – Amelia Earhart:</b> <i>Isabel Sanchez Vegara and Maria Diamantes</i></p> <p><b>My Skin, Your Skin:</b> <i>Laura Henry-Allain</i></p>
<b>Science</b>	<p><b>Everyday materials</b></p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock and describe their properties.</p>		<p><b>Plants</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>	<p><b>Seasonal change</b></p> <p>Observe and describe weather associated with the seasons.</p>	<p><b>Animals incl, humans</b></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	



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History	<b>Local Study</b> Exploring the history of the school and church and finding evidence of what they were like in the past.		<b>Significant Individuals</b> Elizabeth Brown & Stephen Hawking Understanding their impact on the world.			<b>Events beyond living memory</b> First Flight How do we know when the fist flight happened and how has fight changed over time?
Geography		<b>Weather and Seasons</b> Order the months of the year and recognise seasons, spotting similarities and differences between them.		<b>Hot &amp; Cold Places</b> Explore the features you may find in three different locations: Antarctica, a hot desert and a rainforest and explore what it might be like there.	<b>United Kingdom</b> Identify the four capital cities of the UK and compare and contrast their human and physical features. Use maps, photographs and fieldwork to compare our local area to a capital city of the UK.	
Computing	<b>Networks and systems</b> Parts of a computer & info tech	<b>Creating Media</b> Digital painting	<b>Programming</b>	<b>Data</b> Pictograms	<b>Creating Media</b> Digital writing	<b>Programming</b> Animations
Art	<b>Spirals</b> Using drawing, collage and mark-making to explore spirals.		<b>Inspired Flora and Fauna</b> Explore how artists make art inspired by flora and fauna.		<b>Making Birds</b> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird.	
DT		<b>Food</b> Preparing fruit and vegetables		<b>Structures</b> Freestanding structures		<b>Mechanisms</b> Sliders and levers



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		(including cooking and nutrition requirements for KS1)				
<b>Music</b>	<p><b>Tony Chestnut</b> Improvise rhythms along to a backing track using the note C or G and play the song's melody on a tuned percussion instrument.</p>	<p><b>Carnival of the Animals</b> Select instruments and compose music to reflect an animal's character and identify different qualities of sound (timbre) i.e. smooth, scratchy, clicking, ringing, and how they are made.</p> <p><b>Musical conversations</b> Compose musical sound effects and short sequences of sounds in response to a stimulus and recognise how graphic symbols can represent sound.</p>	<p><b>Grandma rap</b> Compose 4-beat patterns and chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation.</p>	<p><b>Swing-a- long with Shostakovich</b> Create action patterns in 2- and 3- time and listen and move, stepping a variety of rhythm patterns and identify them in familiar songs.</p>	<p><b>The rockpool rock</b> Learn an interlocking spoken part and perform a song in two parts and play an introduction on tuned percussion.</p>	<p><b>Tanczymy labada</b> Sing confidently in another language and play a cumulative game with spoken call-and-response sections.</p>
<b>PSHE</b>	<p><b>Me and my relationships</b> Feelings Getting help Classroom rules Special people Being a good friend</p>	<p><b>Valuing difference</b> Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help</p>	<p><b>Keeping safe</b> How our feelings can keep us safe incl online safety Safe and unsafe touches Medicine safety Sleep</p>	<p><b>Rights and respect</b> Taking care of things: Myself My money My environment</p>	<p><b>Being my best</b> Growth mindset Healthy eating Hygiene and health Co-operation</p>	<p><b>Growing and changing</b> Getting help Becoming independent My body parts Taking care of myself and others</p>
<b>RE</b>	<p><b>Who do Christians say made the World?</b> (Unit 1.2) Explain what the Creation story tells Christians about God, Creation and the World</p> <p><i>Remembrance</i> <i>Harvest</i></p>	<p><b>How should we care for others and for the World and why does it matter?</b> (Unit 1.9) Explain how Christians and Jews show care for the natural Earth.</p>	<p><b>Why does Easter matter to Christians?</b> (Unit 1.5) Recognise that Incarnation and Salvation are part of a big story of the Bible.</p>	<p><b>Who is Jewish and how do they live?</b> (Unit 1.7) Understand how Jewish people celebrate special times.</p> <p><i>Pentecost</i> <i>The Holy Trinity</i></p>		



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	<i>Festival of Light Christmas</i>		<i>Sustainability  Lent</i>	<i>Easter</i>		
<b>PE</b>	<b>Personal</b> Co-ordination: Footwork Static Balance: One leg	<b>Social</b> Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	<b>Cognitive</b> Dynamic Balance: On a Line Static Balance: Stance	<b>Creative</b> Coordination: Ball Skills Counter Balance: With a Partner	<b>Physical</b> Coordination: Sending and Receiving Agility: Reaction / Response	<b>Health and Fitness</b> Agility: Ball Chasing Static Balance: Floor Work