



DOWN AMPNEY PRIMARY SCHOOL LONG TERM PLAN

Key Stage 1 (Year 1 Year 2)

Year B

	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>Beegu:</b> Alexis Deacon <i>(Main fiction outcome: Narrative retold)</i> <i>Main non-fiction outcome: Recount)</i></p>	<p><b>The Tin Forest:</b> Helen Ward <i>(Main fiction outcome: Narrative innovation)</i> <i>Main non-fiction outcome: Instructions</i> <i>Poetry: visual poem)</i></p>	<p><b>The Snail and the Whale:</b> Julia Donaldson <i>(Main fiction outcome: Narrative innovated)</i> <i>Main non-fiction outcome: Non-chronological report)</i></p>	<p><b>Stanley's Stick:</b> John Hegley <i>(Main fiction outcome: Narrative retelling)</i> <i>Main non-fiction outcome: Letter</i> <i>Poetry: Free verse poems)</i></p>	<p><b>Lila and the Secret of Rain</b> <i>(Main-fiction outcome: Narrative invention)</i> <i>Main non-fiction outcome: Non-chronological reports)</i></p>	<p><b>Little Red:</b> David Roberts <i>(Main-fiction outcome: Narrative – alternative character version)</i> <i>Main non-fiction outcome: instructions)</i></p>
<b>Reading Spine:</b>	<p><b>The skies above my eyes:</b> Charlotte Guillain</p> <p><b>Mixed:</b> Arree Chung</p> <p><b>Katie Morag (Island Stories):</b> Mairi Hedderwick</p>	<p><b>Chocolate Cake:</b> Michael Rosen</p> <p><b>Dasher:</b> Matt Tavares</p>	<p><b>The Most Exciting Eid:</b> Zeba Talkhani</p> <p><b>Marv and the Mega Robot:</b> Alex Falase-Koya</p>	<p><b>Sunflower Sisters:</b> Monica Singh Gangotra</p> <p><b>The Big Book of Blooms:</b> Yuval Zommer</p>	<p><b>The Proudest Blue:</b> Ibtihaj Muhammad and S.K. Ali</p> <p><b>Rainbow Bear:</b> Michael Morpurgo</p>	<p><b>Lizzie &amp; Lucky (the mystery of the missing puppies):</b> Megan Rix</p> <p><b>Oh the Places You'll Go:</b> Dr Seuss</p>
<b>Science</b>	<p><b>Uses of materials</b> 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><b>Plants</b> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Living things and their habitats</b> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the</p>	<p><b>Animals incl, humans</b> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	



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				basic needs of different kinds of animals and plants, and how they depend on each other.		
History		<b>Local Study</b> Exploring the history of the village and how it has changed over time.		<b>Changes within living memory: Toys</b> Exploring how toys were used in the past and how they have changed.		<b>Significant People</b> Isambard Kingdom Brunel and the Victorian period. Looking at Brunel's influence on local structures and Great Western railways.
Geography	<b>Local area study</b> Explore the typical features of rural and urban locations and identify the physical features that define our local area as rural.		<b>Coasts</b> Trace the outline of the UK coast on a map and identify human and physical features, locating the UK's islands.		<b>Study of Mugurameno Village, Zambia</b> Locate Zambia and the village of Mugurameno. Find out about the key human and physical features of Zambia and start to compare them to the UK.	
Computing	<b>Networks and systems</b> Parts of a computer & info tech	<b>Creating Media</b> Digital writing	<b>Programming</b>	<b>Data</b> Pictograms	<b>Creating Media</b> Digital music	<b>Programming</b> Animations
Art	<b>Explore and Draw</b> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.		<b>Mono Print</b> Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.		<b>Stick Transformation</b> Exploring how artists use their creative skills to re-see and re-imagine the world.	
DT		<b>Mechanisms</b> Wheels and axles		<b>Food</b> Preparing fruit and vegetables		<b>Textiles</b> Templates and joining techniques



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				(including cooking and nutrition requirements for KS1)		
<b>Music</b>	<p><b>Menu song</b> Create a dramatic group performance using kitchen- themed props and copy a leader in a call-and-response song, show the shape of the pitch moving with actions and sing using mi- re-do.</p>	<p><b>Colonel Hathi’s march</b> Compose music to march to using percussion.</p> <p><b>Magical musical aquarium</b> Experiment with sounds (timbre) to create aquarium- inspired music and draw the sounds using graphic symbols.</p>	<p><b>Football</b> Compose word patterns in groups. Improvise four-note call-and-response vocal phrases using ‘so’ and mi-re-do and play a simple ostinato on untuned percussion.</p>	<p><b>Who stole my chickens and my hens?</b> Make up new lyrics and create short body percussion patterns to accompany the song and copy short rhythm patterns by ear.</p>	<p><b>Dancing and drawing to Nautilus</b> Perform actions to music, reinforcing a sense of beat and respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</p> <p><b>Cat and mouse</b> Create rhythm patterns, sequencing them and ‘fixing’ them as compositions using simple notation.</p>	<p><b>Come dance with me</b> Create musical phrases from new word rhythms that children invent and sing either part of a call-and-response song..</p>
<b>PSHE</b>	<p><b>Me and my relationships</b> Bullying and teasing Our school rules about bullying Being a good friend Feelings / self-regulation</p>	<p><b>Valuing difference</b> Being kind and helping others Celebrating difference People who help us Listening skills</p>	<p><b>Keeping safe</b> Safe and unsafe secrets Appropriate touch Medicine safety</p>	<p><b>Rights and respect</b> Co-operation Self-regulation Online safety Looking after money – saving and spending</p>	<p><b>Being my best</b> Growth mindset Looking after my body Hygiene and health Exercise and sleep</p>	<p><b>Growing and changing</b> Life cycles Dealing with loss Being supportive Growing and changing Privacy</p>
<b>RE</b>	<p><b>What do Christians believe God is like?</b> (Unit 1.1) Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.</p>	<p><b>Why does Christmas matter to Christians?</b> (Unit 1.3) Give a clear, simple account of the story of Jesus’s birth and why Jesus is important to Christians.</p>	<p><b>What makes some places sacred to believers?</b> (Unit 1.8) Recognise there are special places where people go to worship and talk about what people do there.</p>	<p><b>What is the good news people believe Jesus brings?</b> (Unit 1.4) Recognise that Jesus gives instructions to people about how to behave.</p> <p><i>Easter</i></p>	<p><b>Who is a Muslim and how do they live?</b> (Unit 1.6) Explore some key Muslim beliefs about God found in the Shahada.</p> <p><i>Pentecost</i> <i>The Holy Trinity</i></p>	



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	<i>Remembrance Harvest</i>	<i>Festival of Light Christmas</i>	<i>Lent</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