



DOWN AMPNEY PRIMARY SCHOOL LONG TERM PLAN

Key Stage 1 (Year 1 Year 2)

Year B

	Autumn Term		Spring Term		Summer Term	
Maths	<p>Year 1: Place Value to 30, Addition and Subtraction facts of 5-11</p> <p>Year 2: Place Value of 2-digit numbers, mental addition and subtraction</p>	<p>Year 1: Place Value to 100, Geometry: 2-D and 3-D shapes</p> <p>Year 2: Multiplication & Division, Geometry: 2-D shapes, 3-D shapes and position</p>	<p>Year 1: Addition and Subtraction facts of 11-16, Multiplication and Division: doubling and grouping</p> <p>Year 2: Multiplication and division: tables</p>	<p>Year 1: Measurement: length and height, Addition and Subtraction of 17-20, Fractions</p> <p>Year 2: Measurement: length, mass and height, Fractions</p>	<p>Year 1: Mental addition and subtraction to 20, Money, Geometry: position</p> <p>Year 2: Money, Statistics: tally and pictogram, Measurement: capacity and temperature</p>	<p>Year 1: Time, Measurement: mass and capacity</p> <p>Year 2: Time</p>
Writing Spine	<p>Beegu: Alexis Deacon <i>(Main fiction outcome: Narrative retold)</i> <i>Main non-fiction outcome: Recount)</i></p>	<p>Last Stop on Market Street: Matt De La Peña <i>(Main fiction outcome: Narrative innovation)</i> <i>Main non-fiction outcome: Instructions</i> <i>Poetry: visual poem)</i></p>	<p>The Snail and the Whale: Julia Donaldson <i>(Main fiction outcome: Narrative innovated)</i> <i>Main non-fiction outcome: Non-chronological report)</i></p>	<p>Stanley's Stick: John Hegley <i>(Main fiction outcome: Narrative retelling)</i> <i>Main non-fiction outcome: Letter</i> <i>Poetry: Free verse poems)</i></p>	<p>Lila and the Secret of Rain <i>(Main-fiction outcome: Narrative invention)</i> <i>Main non-fiction outcome: Non-chronological reports)</i></p>	<p>Little Red: David Roberts <i>(Main-fiction outcome: Narrative – alternative character version)</i> <i>Main non-fiction outcome: instructions)</i></p>
Reading Spine:	<p>The skies above my eyes: Charlotte Guillain</p> <p>Mixed: Arree Chung</p> <p>Katie Morag (Island Stories): Mairi Hedderwick</p>	<p>Chocolate Cake: Michael Rosen</p> <p>Dasher: Matt Tavares</p>	<p>The Most Exciting Eid: Zeba Talkhani</p> <p>Marv and the Mega Robot: Alex Falase-Koya</p>	<p>Sunflower Sisters: Monica Singh Gangotra</p> <p>The Big Book of Blooms: Yuval Zommer</p>	<p>The Proudest Blue: Ibtihaj Muhammad and S.K. Ali</p> <p>Rainbow Bear: Michael Morpurgo</p>	<p>Lizzie & Lucky (the mystery of the missing puppies): Megan Rix</p> <p>Oh the Places You'll Go: Dr Seuss</p>
Science	<p>Uses of materials 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>Plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Living things and their habitats Identify that most living things live in habitats to which they are suited and describe how different</p>	<p>Animals incl, humans Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	



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				habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.		
History		Local Study Exploring the history of the village and how it has changed over time.		Changes within living memory: Toys Exploring how toys were used in the past and how they have changed.		Significant People Isambard Kingdom Brunel and the Victorian period. Looking at Brunel's influence on local structures and Great Western railways.
Geography	Local area study Explore the typical features of rural and urban locations and identify the physical features that define our local area as rural.		Coasts Trace the outline of the UK coast on a map and identify human and physical features, locating the UK's islands.		Study of Mugurameno Village, Zambia 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	Networks and systems Parts of a computer & info tech	Creating Media Digital writing	Programming	Data Pictograms	Creating Media Digital music	Programming Animations
Art	Expressive Painting Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to create abstract still lifes.		Mono Print Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.		Stick Transformation Exploring how artists use their creative skills to re-see and re-imagine the world.	
DT		Mechanisms Wheels and axles		Food		Textiles Templates and joining techniques



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				Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)		
Music	Menu song 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.	Colonel Hathi's march Compose music to march to using percussion. Magical musical aquarium Experiment with sounds (timbre) to create aquarium- inspired music and draw the sounds using graphic symbols.	Football 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.	Who stole my chickens and my hens? Make up new lyrics and create short body percussion patterns to accompany the song and copy short rhythm patterns by ear.	Dancing and drawing to Nautilus 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. Cat and mouse Create rhythm patterns, sequencing them and 'fixing' them as compositions using simple notation.	Come dance with me Create musical phrases from new word rhythms that children invent and sing either part of a call-and-response song.
PSHE	Me and my relationships Bullying and teasing Our school rules about bullying Being a good friend Feelings / self-regulation	Valuing difference Being kind and helping others Celebrating difference People who help us Listening skills	Keeping safe Safe and unsafe secrets Appropriate touch Medicine safety	Rights and respect Co-operation Self-regulation Online safety Looking after money – saving and spending	Being my best Growth mindset Looking after my body Hygiene and health Exercise and sleep	Growing and changing Life cycles Dealing with loss Being supportive Growing and changing Privacy
RE	What do Christians believe God is like? (Unit 1.1) Tell the story of the Lost Son from the Bible simply and recognise a link with	Why does Christmas matter to Christians? (Unit 1.3) Give a clear, simple account of the story of Jesus's birth and why	What makes some places sacred to believers? (Unit 1.8) Recognise there are special places where people go to worship and	What is the good news people believe Jesus brings? (Unit 1.4) Recognise that Jesus gives instructions to	Who is a Muslim and how do they live? (Unit 1.6) Explore some key Muslim beliefs about God found in the Shahada. <i>Pentecost</i>	



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	<p>the Christian idea of God as a forgiving Father.</p> <p><i>Remembrance</i> <i>Harvest</i></p>	<p>Jesus is important to Christians.</p> <p><i>Festival of Light</i> <i>Christmas</i></p>	<p>talk about what people do there.</p> <p><i>Lent</i></p>	<p>people about how to behave.</p> <p><i>Easter</i></p>	<p><i>The Holy Trinity</i></p>	
<p>PE</p>	<p>Personal</p> <p>Co-ordination: Footwork Static Balance: One leg</p>	<p>Social</p> <p>Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated</p>	<p>Cognitive</p> <p>Dynamic Balance: On a Line Static Balance: Stance</p>	<p>Creative</p> <p>Coordination: Ball Skills Counter Balance: With a Partner</p>	<p>Physical</p> <p>Coordination: Sending and Receiving Agility: Reaction / Response</p>	<p>Health and Fitness</p> <p>Agility: Ball Chasing Static Balance: Floor Work</p>