Lakenheath Community Primary School

YEAR B – KS1 Curriculum LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Let Battle Commence!**		**On the Farm**		**Great Expeditions**	
Possible exploration questions:						
Trips, visits and community links	T: Franlingham Castle Castle Acre V: History off the page CL: Grandparents (who may remember Elizabeth II crowning)		T: Local farm V: Animal visits into school (lambing) Tractor visit CL: Local farmers		T: Cambridge museum Recycling centre V: Florist? CL: Recycling centre	
Science subject	**Materials**		**Animals including Humans**		**Living things and their habitats**	**Plants**
Science objectives **Year 1** **Year 2** Throughout the year: Seasonal changes Observe the apparent movement of the Sun during the day. Observe changes across the four	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 Describe the simple physical properties of	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from	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	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. notice that animals, including humans, have offspring which grow into adults	explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.

seasons. Observe and describe weather associated with the seasons and how day length varies. Working Scientifically: Making tables or charts (cc Maths) about weather; displays about the seasonal changes around them	a variety of everyday materials Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. 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. **Working Scientifically**:	some materials can be changed by squashing, bending, twisting and stretching. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Working Scientifically**: - Identifying and classifying; asking questions; performing simple tests; e.g. Which material is best for an building a bridge? Holding up something heavy?	the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) **Working Scientifically**: Compare and contrast animals; grouping animals (to what they eat); Sorting and classifying.	find out about and describe the basic needs of animals, including humans, for survival describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **Working Scientifically**:	different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats 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 **Working Scientifically**: Recording findings using charts (food chains; tables of food types)	observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. **Working Scientifically**: Observing and measuring (life cycles); asking questions; suggesting ways to find answers **Working Scientifically**: Observing and recording growth over time (plant life cycle); observing and comparing range of plants at diff. stages of growth; comparative experiments (needs of plant)

History and Geography	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Queen Elizabeth II and Queen Victoria)	(Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas) use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical **people** in their own locality.	name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify the United Kingdom as well as continents use simple compass directions (North, South, East and West) to describe the location of features and routes on a map devise a simple map; and use and construct basic symbols in a key	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Captain James Cook and David Attenborough [global warming; plastic pollution])
DT and Art	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. select from and use a range of tools and equipment to perform practical tasks evaluate their ideas and products against design criteria	to develop a wide range of art and design techniques in using pattern, texture and shape, to use drawing and develop and share their experiences and imagination	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. build structures, exploring how they can be made stronger, stiffer and more stable select from and use a wide range of	to use a range of materials creatively to design and make products about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their	explore and evaluate a range of existing products design appealing products for themselves and other users based on design criteria select from and use a wide range of materials and components, including construction

	about the work of a range of artists; describing the differences and similarities between different practices and disciplines			materials and components, including construction materials	own work.	materials, textiles and ingredients, according to their characteristics evaluate their ideas and products against design criteria
PE ***Cambridgeshire scheme of work***	Indoor: Dance (Moving words) Outdoor: Playground games	Indoor: Gymnastics (Rock and roll) Outdoor: Games (Fundamentals 1)	Indoor: Dance (Weather) Outdoor: Games (Fundamentals 2)	Indoor: Gymnastics (Jumping jacks) Outdoor: OAA (Trust, trails and teamwork)	Outdoor: Athletics Outdoor: Multi-skills	Outdoor: Athletics Outdoor: Sports day activities
RE ***The Emmanuel Project scheme*** Stories and Parables read in assemblies	X	Believing: Christianity and Judaism	X	Symbols and artefacts: Christianity and Islam	X	Leaders and teachers: Christianity and Judaism
PSHE ***Cambridgeshire Personal development programme*** ***+ SEAL***	Relationships: Managing change	Circle time (SEAL)	Citizenships: Rights, rules, and responsibilities	Circle time (SEAL)	Health and safety: Personal safety	Circle time (SEAL)
Music ***Music express*** ***Taught by Music teacher***						