

Lakenheath Community Primary School

YEAR A - KS1 Curriculum LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>There's no place like home</b>		<b>Under the sea</b>		<b>Our Wild World</b>	
<b>Possible exploration questions: (adaptable)</b>	<p>How did the Great Fire of London affect future architecture?                      How did peoples' lives change after the Great Fire of London?</p> <p>Are houses in the UK built safer than those in ... ? (Africa or Asia)</p>		<p>Do all animals have the same needs?                      How did plastic effect life on Earth?</p>		<p>How do living things survive in the wild?                      How do animals adapt to their surroundings/habitat?</p>	
<b>Trips, visits and community links</b>	<p>T: Pembroke College                      V: Architect workshops                      CL:</p>		<p>T: Aquarium?                      V: Zoologist; Suffolk wildlife trust?                      Fish monger                      CL: Anglian Water</p>		<p>T: Lackford Lakes                      V:                      CL: RSPB reserve</p>	
<b>Science subject</b>	<u><b>Materials</b></u>		<u><b>Animals including Humans</b></u>		<u><b>Living things and their habitats</b></u>	<u><b>Plants</b></u>
<p><b>Science objectives</b>  <b>Year 1</b>  <b>Year 2</b></p> <p><u>Throughout the year:</u>  <u>Seasonal changes</u>                      Observe the apparent movement of the Sun during the day.                      Observe changes across the four seasons.                      Observe and</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties</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>Find out how the shapes of solid objects made from some materials can</p>	<p>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</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.                      notice that animals, including humans, have offspring which grow into adults                      find out about and describe the basic needs of animals,</p>	<p>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 different habitats provide for the basic needs of different</p>	<p>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.                      observe and describe how seeds and bulbs</p>

<p>describe weather associated with the seasons and how day length varies.  <b>Working</b>  Scientifically:  Making tables or charts (cc Maths) about weather; displays about the seasonal changes around them</p>	<p>of a variety of everyday materials  Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>be changed by squashing, bending, twisting and stretching.  <b>Working Scientifically:</b>  - Identifying and classifying; asking questions; performing simple tests; e.g. Which material is best for an building a bridge?  Holding up something heavy?</p>	<p>structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  <b>Working Scientifically:</b>  Compare and contrast animals; grouping animals (to what they eat); Sorting and classifying.</p>	<p>including humans, for survival  describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  <b>Link to DT:</b>  use the basic principles of a healthy and varied diet to prepare dishes  <b>Working Scientifically:</b></p>	<p>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  <b>Working Scientifically:</b>  Recording findings using charts (food chains; tables of food types)</p>	<p>grow into mature plants  find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  <b>Working Scientifically:</b>  Observing and measuring (life cycles); asking questions; suggesting ways to find answers  Observing and recording growth over time (plant life cycle); observing and comparing range of plants at diff. stages of growth; comparative experiments</p>
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<p><b>History and Geography (skills)</b></p>	<p>events beyond living memory that are significant nationally or globally (GFoLondon)</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements (Christopher Wren)</p>	<p>name and locate the world's seven continents and five oceans (+ use world maps, atlases and globes to identify the continents)</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>use world maps, atlases and globes to identify the continents, countries and oceans studied at this key stage 0</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>events beyond living memory that are significant nationally or globally (Titanic)</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>identify seasonal and daily weather patterns in the United Kingdom</p> <p>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.</p>	<p>significant historical events and places in their own locality. (Saint Mary Church = civil war)</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (maybe a law or act? "Conservation of Habitats and Species 2017")</p>
<p><b>DT and Art</b></p>	<p>to use drawing, and sculpture to develop and share their ideas and experiences</p>	<p>generate, develop, model and communicate their ideas through talking</p>	<p>to develop a wide range of art and design techniques in using colour, pattern, and shape</p>	<p>explore and evaluate a range of existing products</p> <p>generate, develop,</p>	<p>about the work of a range of artists, craft makers and designers, describing the differences and</p>	<p>understand where food comes from (link to science)</p>

	to develop a wide range of art and design techniques in using texture, line, shape and space	and drawing build structures, exploring how they can be made stronger and more stable  select from and use a wide range of materials and textiles according to their characteristics  evaluate their ideas and products against design criteria		model and communicate their ideas through talking and drawing  build structures, exploring how they can be made stronger  select from and use a range of tools and equipment  select from and use a wide range of materials and components, including construction materials	similarities between different practices and disciplines, and making links to their own work.  to use a range of materials creatively to design and make products	design purposeful, functional for users based on design criteria  generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups  explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products
<b>PE</b> <i>Cambridgeshire scheme of work</i>	Indoor: Dance (The Great Fire of London)  Outdoor: Playground games	Indoor: Gymnastics (Points of contact)  Outdoor: Games (Fundamentals 1)	Indoor: Dance (Magical Friendships)  Outdoor: Games (Fundamentals 2)	Indoor: Gymnastics (Ball, tall and wall)  Outdoor: Multi-skills	Outdoor: Athletics  Outdoor: OAA (Trust, trails and teamwork)	Outdoor: Athletics  Outdoor: Sports day activities
<b>RE</b> <i>The Emmanuel Project scheme</i> Stories and Parables read in assemblies	X	Belonging: Christianity and Judaism	X	Prayer and Worship: Christianity and Judaism	X	Celebrations: Christianity
<b>PSHE</b> <i>Cambridgeshire Personal development programme + SEAL</i>	Relationships: Beginning and belonging	Circle time (SEAL)	Citizenship: Working together	Circle time (SEAL)	Healthy and safer lifestyles: Managing risk	Circle time (SEAL)

<b>Music</b> <b>Music express</b> <b>Taught by music</b> <b>teacher</b>						
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