

KS1 Long Term Planner- Two Year Cycle

1 st Year	Topic 1 (AT1)	Topic 2 (AT2)	Topic 3 (SpT) SpT will also include an Art Focus	Topic 4 (SuT1)	Topic 5 (SuT2)
	Nurturing Nurses.	How did we reach the moon? To include an enrichment trip to Jodrell Bank	London's Burning	Where do I Live?	Oh, I Do Like To Be Beside The Seaside! To include an enrichment trip to Blackpool.
History	<p><u>Areas of Study and skills progression</u> Y1/2- events beyond living memory that are significant nationally or globally-Creation of NHS Y1/2- the lives of significant individuals in the past who have contributed to national and international achievements.- Aneurin Bevan, Florence Nightingale compared to Mary Seacole <u>K&U of Events, People and Changes in the Past</u> Y1/2-Recall some facts about people/events before living memory Y2-Say why people may have acted the way they did <u>Historical Enquiry</u> Y1/2 Explore events, look at pictures and ask questions i.e., "Which things are old and which are new?" or "What were people doing?" <u>Chronological Understanding</u> Y1/2- Order a set of events or objects</p>	<p><u>Areas of Study and skills progression</u> Y1/2- the lives of significant individuals in the past who have contributed to national and international achievements.- Neil Armstrong, Buzz Aldrin, Michael Collins, Tim Peake Events within living memory that are significant nationally or globally-Moon landings, first British man in space, Space Race <u>K&U of Events, People and Changes in the Past</u> Y1/2-Recall some facts about people/events before living memory Y1/2-Say why people may have acted the way they did <u>Historical Enquiry</u> Y1/2- Identify different ways in which the past is represented newspaper reports/videos Y1/2 Explore events, look at pictures and ask questions i.e., "Which things are old and which are new?" or "What were people doing?"</p>	<p><u>Areas of Study and skills progression</u> Y1/2- events beyond living memory that are significant nationally or globally-Great Fire of London <u>K&U of Events, People and Changes in the Past</u> Y1/2-Recall some facts about people/events before living memory <u>Historical Enquiry</u> Y1/2- identify different ways in which the past is represented drawings, diary of Samuel Pepys <u>Historical Interpretation</u> Y1/2 Look at books, videos, photographs, pictures and artefacts to find out about the past <u>Chronological Understanding</u> Y1/2- Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born Y1/2-Understand the difference between things that happened in the past and the present how house design led to the fire spreading so quickly</p>	<p><u>Areas of Study and skills progression</u> Y1/2- Significant historical events, people and places in their locality-Jesse Haworth, building of Christ Church and school <u>K&U of Events, People and Changes in the Past</u> Y1/2- Say why people may have acted the way they did Why Jesse built the school? <u>Chronological Understanding</u> Y1/2-Understand the difference between things that happened in the past and the present ie school life Y1/2-Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born <u>Historical Interpretation</u> Y1/2 Look at books, videos, photographs, pictures and artefacts to find out about the past <u>Organisation & Communication</u> Y1/2- Tell stories about the past Talk, write and draw about things from the past</p>	<p><u>Areas of Study and skills progression</u> Y1/2- Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life-Global warming and effects on our oceans/sea levels <u>Chronological Understanding</u> Y1/2-Understand the difference between things that happened in the past and the present ie seaside holidays in the past</p>

	<p>Y1/2-Use a timeline to place important events-add NHS to class timeline Y1/2-Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born Y2-Understand the difference between things that happened in the past and the present time ago, before I was born <u>Historical Interpretation</u> Y1/2 Look at books, videos, photographs, pictures and artefacts to find out about the past <u>Organisation & Communication</u> Y1/2 use timelines to order events or objects timeline of Florence's life Y1/2 Talk, write and draw about things from the past methods of transport for Florence's journey and identifying changes in hospitals Y1/2 Sort events or objects into groups e.g. then and now</p>	<p>Look at objects from the past and ask questions i.e., What were they used for? and try to answer <u>Chronological Understanding</u> Y1/2-Understand the difference between things that happened in the past and the present Describe things that happened to themselves and other people in the past Y1/2-Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born <u>Historical Interpretation</u> Y1/2 Look at books, videos, photographs, pictures and artefacts to find out about the past <u>Organisation & Communication</u> Y1/2- Tell stories about the past Talk, write and draw about things from the past</p>	<p><u>Organisation & Communication</u> Y1/2 use timelines to order events or objects Y1/2 Talk, write and draw about things from the past</p>		
<p>Geography</p>	<p><u>Skills progression</u> <u>Locational and Place Knowledge</u> Y1/2- Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage</p>	<p><u>Skills progression</u> <u>Geographical Skills & Fieldwork</u> Y1/2- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Y1/2- Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage locate America and Russia on world map</p>	<p><u>Skills progression</u> <u>Locational Knowledge</u> Name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas <u>Human & Physical Geography</u> Y1/2- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm,</p>	<p><u>Skills progression</u> <u>Locational Knowledge</u> Y1/2- name and locate the world's seven continents and five oceans Name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas <u>Place Knowledge</u> Y1/2- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK <u>Human and Physical Geography</u></p>	<p><u>Skills progression</u> <u>Locational Knowledge</u> Y1/2- name and locate the world's seven continents and five oceans Name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas <u>Human & Physical Geography</u> Y1/2- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>

			house, office, port, harbour and shop	<p>Y1/2-Identify seasonal and daily weather patterns in the UK</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Geographical Skills & Fieldwork</u></p> <p>Y1/2-use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions to describe locations</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Link to Blackpool, Helen Bradley</p> <p>Identify seasonal and daily weather patterns in the UK (throughout year) and the location of hot and cold areas of the world in relation to the equator and the North and South Poles</p> <p><u>Geographical Skills & Fieldwork</u></p> <p>Y1/2-use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions to describe locations</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>
Art	<p>Y1/2- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Y1/2- 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 own work</p>	<p>Y1/2- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To use a range of materials creatively to design and make products</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Y1/2- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Y1/2- about the work of a range of artists, craft makers and designers, describing the</p>	<p>Y1/2- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Y1/2- about the work of a range of artists, craft makers and designers, describing the</p>	<p>Y1/2-To use a range of materials creatively to design and make products</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities</p>

	<p><u>Skills and Techniques for Drawing</u> Y1/2- Experiment with a variety of media; pencils, rubbers, crayons, felt tips, charcoal and chalk Draw on different surfaces with a range of media Observe and draw shapes from observations Y1- Name, match and draw lines/marks from observations Investigate tone by drawing light/dark marks Investigate textures by describing, naming, rubbing and copying Y2- Control the types of marks made with the range of media Invent new lines Draw shapes in between objects Invent new shapes Investigate tone by drawing light/dark patterns and shapes <u>Skills and Techniques for Painting</u> Y1/2- Use brushes of different size and type Explore the relationships between colours Look for colours in images and artefacts Work on different scales Y1- identify the primary colours by name Use a simple graphics package to create images and effects-focus on the eraser and pen Y2- Create secondary colours Mix white and black with secondary colours to create tones</p>	<p>To learn 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 own work <u>Skills and Techniques for 3D Work</u> Y1/2- Manipulate malleable materials Y1/2- Understand the safety and basic care of materials and tools Y1- Explore sculpture with a range of malleable media Experiment with constructing and joining recycled, natural and manmade materials Y2- Use simple 2D shapes to create a 3D form Change the surface of a malleable material e.g. build a textured tile Make models of the planets</p>	<p>differences and similarities between different practices and disciplines, and making links to their own work <u>Skills and Techniques for Collage</u> Y1/2- Create images from a variety of media Fold, crumple, tear and overlap papers Create and arrange shapes appropriately Work on different scales Y1- Arrange and glue materials to different backgrounds Y2- Sort and group materials for different purposes e.g. colour, texture Collect, sort, name, match colours appropriate for an image Collage of the Great Fire of London</p>	<p>differences and similarities between different practices and disciplines, and making links to their own work <u>Skills and Techniques for Printing</u> Y1- Print with a range of soft and hard material Build repeating patterns and recognise pattern in the environment Introduce mono printing with rollers (Christmas Cards) Y2- Roll printing ink over found objects to create patterns Build repeating patterns and recognise patterns in the environment</p>	<p>between different practices and disciplines, and making links to their own work <u>Skills and Techniques for Textiles</u> Y1/2- Cut and shape fabric using scissors/snips Apply shapes by glue or by stitching Create fabrics by weaving materials Y1- Match and sort fabrics and threads for colour, texture, length, size and shape Apply decoration using beads, buttons, feathers etc. Apply colour with printing or fabric crayons Y2- Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Create cords and plaits for decoration Create and use dyes i.e. onion skins, tea, coffee Create fabrics by weaving materials i.e. grass Making textile fish</p>
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	Use these newly made colours in compositions and experiment with overlapping and mixing media Use a simple graphics package to create images and effects- focus on the fill tool				
Design and Technology	<p><u>Design, Make, Evaluate and Improve</u> Y1/2- Explain what they are making and which materials they are using Design products that have a clear purpose and an intended user Use pictures and words to convey what they want to make Make products, using a range of tools to cut, shape, join and finish Say what they like and don't like about their product and explain why Talk about how closely their finished product meets their design criteria Begin to use software to represent 2D designs</p> <p><u>Take Inspiration from Design Throughout History</u> Y1/2- Explore objects and designs to identify likes and dislikes Explore how products have been created</p>	<p><u>Construction, Mechanics and Electronics</u> Y1- Mark out materials to be cut using a template Attach wheels to chassis using an axle With support cut wood/dowel using a hacksaw Make vehicles with construction kits which contain free running wheels Y2- Use a range of materials to create models with wheels and axles e.g. tubes, dowel and cotton reels Use materials to practise drilling, screwing, nailing and gluing to strengthen products Making moon buggies</p>		<p><u>Cooking and Nutrition</u> Y1- Understand where food comes from Group familiar food products e.g. fruit and vegetables Cut ingredients safely Prepare simple dishes- safely and hygienically- without using a heat source Y2- Group foods into the five groups in the Eatwell Plate Cut, grate or peel ingredients safely Prepare simple dishes-safely and hygienically-without using a heat source Measure or weigh using cups or electronic scales Make local cake/biscuit e.g. Eccles cake</p>	<p><u>Materials</u> Y1- Fold, tear and cut paper or card Investigate strengthening sheet materials Roll paper to create tubes Demonstrate a range of joining techniques such as gluing or taping Measure and mark out lines Y2- Demonstrate a range of joining techniques such as gluing, creating hinges Cut materials safely using tools Demonstrate a range of cutting and shaping techniques such as tearing, folding and curling Use simple pop-ups Pop up underwater scene/seaside scene</p>

Science (Activ Learn), Music (Music Specialist/Music Express), RE (RE Quest/Und. Christianity), Computing (Purple Mash) taught as discrete subjects. See separate curriculum overview.

KS1 Long Term Planner- Two Year Cycle

2 nd Year	Topic 1 (AT)	Topic 2 (SpT1)	Topic 1 (SpT2)	Topic 2 (ST1)	Topic 5 (ST2)
	Who was the most powerful queen- Elizabeth 1 st or Victoria?	Would you like to go on an arctic adventure? To include an enrichment trip to Chester Zoo	Have you seen a marvellous megastructure? Look at megastructures in London, Cardiff, Belfast and Edinburgh	Where in the world is India? To include comparison of a non-euro country with the UK (Link to Festival of Holi March 19 th 2022)	How has the World Changed? To include an enrichment trip to MoSI
History	Y1/2- events beyond living memory that are significant nationally or globally Y1/2- significant historical events, people and places in their own locality. Compare what life was like during the reign of both Queens as well as looking at how both were perceived by the people i.e. in paintings etc.	Y1/2- events beyond living memory that are significant nationally or globally Y1/2- the lives of significant individuals in the past who have contributed to national and international achievements. Y1/2- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Scott of the Antarctic	Y1/2- the lives of significant individuals in the past who have contributed to national and international achievements. Y1/2- significant historical events, people and places in their own locality. Y1/2- events beyond living memory that are significant nationally or globally Gunpowder plot, Guy Fawkes	Y1/2- events beyond living memory that are significant nationally or globally Taj Mahal being built	Y1/2- the lives of significant individuals in the past who have contributed to national and international achievements. Y1/2- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Y1/2- events beyond living memory that are significant nationally or globally Study different aspects of living e.g. communication, transport, toys and how they have changed within living memory. How has Bury changed?
Geography	Y1/2- name and locate the world's seven continents and five oceans British Empire Y1/2- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Y1/2- key human features, including: city, town, village,	Y1/2- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Y1/2- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Y1/2- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use aerial photos of Christ Church to identify school landmarks. Has our school changed since it was taken? Y1/2- use world maps, atlases and globes to identify the United Kingdom and its countries, as well	Y1/2- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Y1/2- name and locate the world's seven continents and five oceans Y1/2- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a	Y1/2- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Y1/2- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

	factory, farm, house, office, port, harbour and shop Y1/2- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Y1/2- Use simple compass directions to describe locations	Y1/2- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles How are the poles different to our climate? Why are the animals in our woodland not white? Compare daily temperatures.	as the countries, continents and oceans studied at this key stage Y1/2- name and locate the world's seven continents and five oceans Look at features of capital cities of UK and one famous landmark in each. Locate landmarks around the world on a map and name continent it is on.	small area in a contrasting non-European country Compare Manchester with Mumbai (include Bury Market, transport).	
Art& Design	Y1/2- Experiment with a variety of media; pencils, rubbers, crayons, felt tips, charcoal and chalk Draw on different surfaces with a range of media Observe and draw shapes from observations Y1- Name, match and draw lines/marks from observations Investigate tone by drawing light/dark marks Investigate textures by describing, naming, rubbing and copying Y2- Control the types of marks made with the range of media Invent new lines Draw shapes in between objects Invent new shapes Investigate tone by drawing light/dark patterns and shapes Portraits of both Queens Skills and Techniques for Textiles Y1/2- Cut and shape fabric using scissors/snips Apply shapes by glue or by stitching Create fabrics by weaving materials	Y1/2- Experiment with a variety of media; pencils, rubbers, crayons, felt tips, charcoal and chalk Draw on different surfaces with a range of media Observe and draw shapes from observations Y1- Name, match and draw lines/marks from observations Y1/2- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Skills and Techniques for Collage Y1/2-Create images from a variety of media Fold, crumple, tear and overlap papers Create and arrange shapes appropriately Work on different scales Y1- Arrange and glue materials to different backgrounds Y2- Sort and group materials for different purposes e.g. colour, texture Collect, sort, name, match colours appropriate for an image	Y1/2- to use a range of materials creatively to design and make products Y1/2- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Skills and Techniques for 3D Work Y1/2- Manipulate malleable materials Y1/2- Understand the safety and basic care of materials and tools Y1- Explore sculpture with a range of malleable media Experiment with constructing and joining recycled, natural and manmade materials Y2- Use simple 2D shapes to create a 3D form Change the surface of a malleable material e.g. build a textured tile Make a megastructure of Big Ben using clay Barbara Hepworth	Y1/2- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Skills and Techniques for Printing Y1- Print with a range of soft and hard material Build repeating patterns and recognise pattern in the environment Introduce mono printing with rollers Y2- Roll printing ink over found objects to create patterns Build repeating patterns and recognise patterns in the environment Rangoli Patterns	Y1/2- 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 own work. Painting Y1/2- Use brushes of different size and type Explore the relationships between colours Look for colours in images and artefacts Work on different scales Y1-identify the primary colours by name Use a simple graphics package to create images and effects-focus on the eraser and pen Y2- Create secondary colours Mix white and black with secondary colours to create tones Use these newly made colours in compositions and experiment with overlapping and mixing media Use a simple graphics package to create images and effects-focus on the fill tool

	<p>Y1- Match and sort fabrics and threads for colour, texture, length, size and shape Apply decoration using beads, buttons, feathers etc. Apply colour with printing or fabric crayons</p> <p>Y2- Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Create cords and plaits for decoration Create and use dyes i.e. onion skins, tea, coffee Create fabrics by weaving materials i.e. grass, paper Make paper weaving Christmas cards</p> <p>Victorian weaving linked to Bury textile mills Anna Maria Garthwaite Victorian weaver Michael Crompton (Radcliffe)</p> <p>Making Victorian Christmas Cards</p>	<p>Collage of Arctic or desert scene</p>			<p>In the style of Andy Warhol</p>
<p>Computing</p>	<p>Y1/2- use logical reasoning to predict the behaviour of simple programs Y1/2- create and debug simple programs Y1/2- use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Y1/2- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Y1/2- create and debug simple programs Y1/2- use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Y1/2- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><i>Runs throughout year</i></p>	<p>Y1/2- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>Y1/2- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Y1/2- use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>

<p>Design and Technology</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Design, make, evaluate, technical knowledge</p>	<p>Cooking and Nutrition</p> <p>Y1- Understand where food comes from Group familiar food products e.g. fruit and vegetables Cut ingredients safely Prepare simple dishes- safely and hygienically- without using a heat source</p> <p>Y2- Group foods into the five groups in the Eatwell Plate Cut, grate or peel ingredients safely Prepare simple dishes-safely and hygienically-without using a heat source Measure or weigh using cups or electronic scales</p> <p>End of topic afternoon Victorian tea party</p>		<p>Construction, Mechanics and Electronics</p> <p>Y1- Mark out materials to be cut using a template Attach wheels to chassis using an axle With support cut wood/dowel using a hacksaw Make vehicles with construction kits which contain free running wheels</p> <p>Y2- Use a range of materials to create models with wheels and axles e.g. tubes, dowel and cotton reels Use materials to practise drilling, screwing, nailing and gluing to strengthen products</p> <p>Children will be given chance to choose from a range of materials to make their own megastructure</p>		<p>Take Inspiration from Design Throughout History</p> <p>Y1/2- Explore objects and designs to identify likes and dislikes Explore how products have been created</p> <p>How have the materials of toys changed over time?</p>
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