



KIRKBY WOODHOUSE SCHOOL

YEAR PLAN – Key Stage One (Cycle A)

	Autumn 1 Weeks	Autumn 2 Weeks	Spring 1 Weeks	Spring 2 Weeks	Summer 1 Weeks	Summer 2 Weeks
MAIN TOPIC TITLES	Marvellous Me	Let's Celebrate	Terrific Toys	Brilliant Britain	Food Glorious Food	Continent and Ocean Adventures
ENGLISH	See English Long Term Plans					
PHONICS (LITTLE WANDLE)	YEAR 1 PHONICS: Phase 3 and 4 Recap Phase 5 introduction YEAR 2 PHONICS/SPELLINGS:	Phase 5	Phase 5	Phase 5	Phase 3, 4 and 5 Recap	Phase 5
MATHS (WHITE ROSE)	Year 1 Number and Place Value (10) Addition (10)	Addition (10) Subtraction (10) Shape	Place value (20) Addition/Subtraction (20)	Place value (50) Length and height Mass and Volume	Multiplication and Division 2,5,10 Fractions Position and Direction	Number and Place Value (100) Money Time
	Year 2 Place Value Addition and Subtraction	Addition and Subtraction Shape	Money Multiplication and Division	Length and Height Mass, Capacity and Temperature	Fractions Time	Statistics Position and Direction Problem Solving
SCIENCE	MATERIALS <ul style="list-style-type: none"> • Classify and sort the materials objects are made from. • Know the materials “wood”, “metal,” “plastic”, “glass” and “stone.” • Know the names of soft materials e.g. “Cotton”, “wool” and “leather.” • Describe the properties of materials using appropriate language. Know the properties of materials. • Know how materials can be changed by squashing, bending, twisting and stretching. 	SEASONAL CHANGE Autumn <ul style="list-style-type: none"> • Know the names of the 4 seasons. • Know the weather for each of the 4 seasons. • GEOGRAPHICAL ENQUIRY LINK: Keep a Weather Chart 	SEASONAL CHANGE Winter <ul style="list-style-type: none"> • Know the names of the 4 seasons. • Know the weather for each of the 4 seasons. • GEOGRAPHICAL ENQUIRY LINK: Keep a Weather Chart 	SEASONAL CHANGE Spring <ul style="list-style-type: none"> • Know the names of the 4 seasons. • Know the weather for each of the 4 seasons. • GEOGRAPHICAL ENQUIRY LINK: Keep a Weather Chart 	PLANTS <ul style="list-style-type: none"> • Know and name some common plants in the local area. • Draw and label the parts of a flowering plant. • Know and label the parts of a tree. • Know the basic functions of parts of a plant • Know and explain how seeds and blubs grow into plants. • Know that plants need water, light and a suitable temperature to grow and stay healthy. 	SEASONAL CHANGE Summer <ul style="list-style-type: none"> • Know the names of the 4 seasons. • Know the weather for each of the 4 seasons. • GEOGRAPHICAL ENQUIRY LINK: Keep a Weather Chart

	<ul style="list-style-type: none"> Know why materials are used for specific jobs. 					
HISTORY	<p>THE GUNPOWDER PLOT Events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> Know the year of the date of the Gunpowder Plot. Know the Gunpowder plot happened long ago. Know who King James I and Guy Fawkes are. Know that Britain has had different Kings and Queens in the past Know that historians can use more than one piece of information to find out about the past e.g. books, tv programmes and the internet. Know how the event of the Gunpowder Plot impacts the present. 	<p>WWI Remembrance Day Events beyond living memory that are significant nationally or globally Linked to Artist</p>	<p>MY HISTORY Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> Know the chronology of their life so far and order using a timeline. Use photos to explain how they have changed from a baby to now. Sort objects into new and old. e.g. toys, photos etc. Use sources to make guesses about what things were used for in the past e.g. old toys. Say how their life was different to their parents/grandparents and give examples. 	<p>L.S. LOWRY The life of a significant individual who has contributed to national / international achievement.</p> <ul style="list-style-type: none"> Know why L.S. Lowry is famous. Know the features of L.S. Lowry's work e.g. colours used, stick figures and buildings painted. Know why L.S. Lowry is an important British figure. <p>ARTIST LINK</p>		
GEOGRAPHY	<p>Kirkby in Ashfield Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK Key human features including city, town, village, factory, farm, house, office and shop.</p>			<p>THE UNITED KINGDOM</p> <ul style="list-style-type: none"> Know the countries that make up the U.K and their capital cities and locate them on a map. Know the names of the seas surrounding the U.K and locate them on a map. Know the seasons of the U.K and recognise weather symbols. GEOGRAPHICAL ENQUIRY: Keep a Weather Chart Know how to make a map using symbols and a key. E.g. Weather Map Explain the features of a city, town and village. Know where Kirkby-in-Ashfield is and know your address. Use basic geographical knowledge to describe human and physical features Use simple fieldwork and observational skills to study 		<p>CONTINENTS & OCEANS</p> <ul style="list-style-type: none"> Name and locate the 7 continents. Name and locate the 5 oceans. Identify physical features in continents around the world e.g. mountains, rivers and beaches. Identify physical features of hot and cold places by using photographs and maps. E.g. "Rainforests, deserts, rivers, coasts etc."

				the human and physical features of its surrounding environment.		
D.T.		MECHANISMS Book Character Levers <ul style="list-style-type: none"> • Think of their own ideas • Explain what they want to do • Use pictures and words to plan • Explain what they are making. • Make a product which moves • Cut materials using scissors • Describe the materials using different words 	TEXTILES Glove puppet <ul style="list-style-type: none"> • Think of their own ideas • Explain what they want to do • Use pictures and words to plan • Explain what they are making. • Choose appropriate tools for the task • Describe how different textiles feel • Make a product from textiles by gluing 		COOKING Fruit Salad <ul style="list-style-type: none"> • Think of their own ideas • Explain what they want to do • Use pictures and words to plan • Explain what they are making. • Choose appropriate tools for the task • Cut food safely • Describe the texture of foods • Wash your hands and make sure that surfaces are clean 	
ART	Painting- Self Portrait Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in colour, pattern, texture, line, shape, form and space.	SCULPTURE PAUL CUMMINGS (POPPIES) <ul style="list-style-type: none"> • Describe artwork and give an opinion about the artist's work. • Ask questions and talk about pieces of art. • Begin to explore the use of mouldable materials e.g. clay • Observe features in artist's work and replicate their own version e.g. creating red poppies • Use basic materials to shape and mould clay e.g. rollers, scissors knives and hands • Explore using paints on mouldable materials. 		SKETCHING & PAINTING L.S. LOWRY <ul style="list-style-type: none"> • Describe artwork and give an opinion about the artist's work. • Ask questions and talk about pieces of art. • Begin to explore the use of sketching materials e.g. chalk, charcoal and pencil. • Observe features in artist's work and replicate their own version e.g. stick figures and buildings. • Explore using yellows, blues and reds to add colour to pictures. • Know that red, yellow and blue are primary colours. 		PAINTING & SCULPTURE YAYOI KUSAMA <ul style="list-style-type: none"> • Describe artwork and give an opinion about the artist's work. • Ask questions and talk about pieces of art. • Begin to explore the use of paint e.g. colour, shape, space and pattern. • Observe features in artist's work and replicate their own version • Explore using paints to create different patterns, shapes and colours.
COMPUTING (NCE)	Block 1 Technology Around Us <ul style="list-style-type: none"> • Identify technology. • Identify a computer and its main parts. • Use a mouse in different ways. • Use a keyboard to type on a computer. 	Block 1 IT Around Us <ul style="list-style-type: none"> • Recognise the uses and features of information technology. • Identify the uses of information technology in the school. 	Block 3 Moving a Robot <ul style="list-style-type: none"> • Explain what a given command will do. • Act out a given word. • Combine forwards and backwards commands to make a sequence. 	Block 3 Robot Algorithms <ul style="list-style-type: none"> • Describe a series of instructions as a sequence. • Explain what happens when we change the order of instructions. 	Block 6 Programming Animations <ul style="list-style-type: none"> • Choose commands for a given purpose. • Show that a series of commands can be joined together. 	Block 6 Programming Quizzes <ul style="list-style-type: none"> • Explain that a sequence of commands has a start. • Explain that a sequence of commands has an outcome. • Create a program using a given design.

	<ul style="list-style-type: none"> • Use a keyboard to edit text. • Create rules for using technology responsibly. 	<ul style="list-style-type: none"> • Identify information technology beyond school. • Explain how information technology helps us. • Explain how to use information technology safely. • Recognise that choices are made when using information technology. 	<ul style="list-style-type: none"> • Combine four direction commands to make sequences. • Plan a simple program. • Find more than one solution to a problem. 	<ul style="list-style-type: none"> • Use logical reasoning to predict the outcome of a program. • explain that Programming projects can have code and artwork. • Design an algorithm. • Create and debug a program that I have written. 	<ul style="list-style-type: none"> • Identify the effect of changing a value. • Explain that each sprite has its own instructions. • Design the parts of a project. • Use own algorithm to create a program. 	<ul style="list-style-type: none"> • Change a given design. • Create a program using my own design. • Decide how my project can be improved.
R.E.		<p>CELEBRATIONS & FESTIVALS Bonfire Night, Hannukah, Christmas, Birthdays</p> <ul style="list-style-type: none"> • Know that festivals happen for a religious reason or because of historical tradition. • Know that there are similarities in the way many people celebrate different festivals. • Understand the frequency with which some key festivals happen. 			<p>THE GOOD SMARITAN (Food Bank)</p> <ul style="list-style-type: none"> • Talk about how people are unique and individuals but that we share commonalities. • Understand that characteristics such as kindness, generosity and sharing are universally positive beliefs. • Know that the stories of Jesus teach us how to care for each other. • Know the story of the ‘The Good Samaritan’ and its importance for learning about caring for others. • Be able to re-tell a story that Jesus told or a story about Jesus that demonstrates caring for others • Know that living like Jesus is important to Christians because they believe that Jesus is God come to earth with the power to help people in many ways. 	<p>PLACES OF WORSHIP Comparison of churches and synagogues</p> <ul style="list-style-type: none"> • Know where Jewish and Christian people worship. • Know and name symbols and artefacts found in churches and synagogues. • Know that special celebrations take place in holy buildings e.g. Weddings and Funerals
MUSIC (CHARANGA)	<p>CHARANGA UNIT Hey You Round and round In the Groove Your Imagination Reflect, Rewind and Replay</p>	<p>NATIVITY Performing-</p> <ul style="list-style-type: none"> • make different sounds with voice and with instruments • follow instructions about when to play and sing <p>Knowledge -</p> <ul style="list-style-type: none"> • Know what a choir is. • Know different parts of a song e.g. verse and chorus 		<p>Composer – Elgar</p> <ul style="list-style-type: none"> • Say whether they like or dislike a piece of music and give reasons. • Know the names of some instruments used in creating this music. • Know that instruments can be played together to create more than one sound at a time. 		<p>INSTRUMENTS RECORDERS</p>

P.E.	Invasion Games PE Specialist: Football	Dance PE Specialist: Hockey	Dodgeball PE Specialist: Gymnastics	Yoga / Fitness Circuits PE Specialist: Indoor Athletics/Multi Skills	Tri-golf/Cricket PE Specialist: Basketball	Rounders/Cricket PE Specialist: Tennis
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P.S.H.E. (One Decision)	Keeping/Staying Safe Road Safety Washing Hands Relationships Friendships	Being Responsible	Water spillage Feelings and Emotions Jealousy Different Feelings	Computer Safety Online Bullying Our World Growing in our World	Fire Safety 999 Hoax Calling	
MODERN LANGUAGES	MFL Day France /French					Japanese – artist link
TRIPS / SPECIAL EVENTS	Harvest – church visit Mansfield Museum Visitor	Christmas – church visit Pantomime Trip	Mansfield Museum Visitor	Easter – Church Visit	Farm Visit – Field Farm	Residential -White Post Farm
	HW - All About Me Books Dressed in history.	Nativity	Grandparents – Toys Flat Stanley Letter	HW- Easter Bonnets	Fruit Salad Tasting	HW –Country Fact File Sports Day