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| **KS1 Year B** | **Autumn 1** | | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | **Summer 1** | | | **Summer 2** |
| Penguins, Possums  and Pigs | | | Fire! Fire! | | | Growth and  Green Fingers | | Family Album | | The Great Outdoors | | | Robots |
| **Lead Subjects** | **Geography** | | | **History** | | | **Science** | | **History** | | **Science** | | | **Science** |
| Hot and cold areas of the world | | | Events beyond living memory - Great Fire of London | | | Plants - basic structure and observing growth over time | | Changes within living memory | | Everyday materials - naming of materials and their properties | | | Human body and senses |
| **Science** | | | **Design and Technology** | | | **Design and Technology** | | **Art and Design** | | **Geography** | | | **Music** |
| Common animals other than humans and their basic structure | | | Mechanisms - pop ups and simple card levers | | | Food - preparing and combining foods | | Self-portraits - drawing and painting in charcoal, chalk, pastels and watercolours developed into digital art | | Fieldwork in the school grounds | | | Experimenting with and creating musical patterns |
| **Art and Design** | | | **Music** | | | **Art and Design** | | **Geography** | | **Design and Technology** | | |  |
| Drawing in pastel developed into 3D using clay | | | Using voices expressively - singing songs, speaking chants and rhymes | | | Observational drawings and paintings developed into printmaking | | UK countries and capital cities | | Structures - stability and strength | | |  |
|  | | |  | | |  | |  | | **Physical Education** | | |  |
|  | | |  | | |  | |  | | Outdoor and adventurous activities - developing trails | | |  |
| **Additional Subjects** | **PSHE** | | | **Art and Design** | | |  | | **Music** | | **Art and Design** | | | **Art and Design** |
| **History** | | |  | | |  | |  | | **Music** | | | **Design and Technology** |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** | | | | | | | | | | | | | |
| IT - text and images | | | IT - digital research | | | CS / IT - computational thinking | | IT / DL - recognise common uses of IT beyond school / hardware | | IT - digital research | | | CS - programming |
| **Mathematics** | | | | | | | | | | | | | |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire mathematics planning should be used for discrete mathematics lessons. | | | | | | | | | | | | | |
| **English** | **English** | | | | | | | | | | | | | |
| Stories by the same author  Non-chronological reports  Poems on a theme | | | Repetitive patterned stories  Poems on a theme  Range of non-fiction texts | | | Classic stories  Instructions  Traditional rhymes | | Traditional tales  Recounts | | Stories with familiar settings  Non-fiction texts: booklets  Traditional rhymes | | | Stories with fantasy settings  Poems to learn by heart Recounts |
| **Ongoing** | **Science** | | **Geography** | | | **Physical Education** | | | **eSafety** | | | **English** | | |
| Nature and field journals - observations over time of seasonal changes, plants, weather and length of day | | | | | Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children’s learning in PE. | | | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly. | | | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. | | |
| **KS1 Year A** | **Autumn 1** | | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | **Summer 1** | | | **Summer 2** |
| The Place Where I Live | | | Fighting Fit | | | Explorers | | The Farm Shop | | Wind in the Willows | | | Buckets and Spades |
| **Lead Subjects** | **History** | | | **Science** | | | **History** | | **Science** | | **Science** | | | **Science** |
| Significant places in their own locality (including schools and playgrounds) | | | Humans - what humans need to survive, human growth and exercise | | | Significant people - Neil Armstrong and Christopher Columbus | | Human health and nutrition; requirements for plant growth | | Living things and habitats | | | Uses of everyday materials - suitability of different materials for particular uses |
| **Geography** | | | **Art and Design** | | | **Geography** | | **Design and Technology** | | **Geography** | | | **History** |
| Small area of the UK - where I live and play | | | Figure drawing with proportions using wooden figures developed into clay | | | Small area in a contrasting non-European country | | Food - the eatwell plate, where food comes from, principles of a healthy diet | | Seasonal and daily weather | | | Events beyond living memory *or* places in their locality - the seaside then and now |
| **Art and Design** | | | **Music** | | | **Design and Technology** | |  | | **Design and Technology** | | | **Art and Design** |
| Drawings and paintings of local area developed into printmaking | | | Rehearse and perform with others, starting and finishing together and keeping a steady pulse | | | Mechanisms - wheels and axles | |  | | Textiles - using a template, simple joining, choice of stitches, choice of materials | | | Collage using papers, fabric materials, drift wood |
| **Music** | | |  | | |  | |  | | **Music** | | |  |
| Listening - experiencing how sounds can be made in different ways | | |  | | |  | |  | | Listening - know how music is used descriptively for a particular purpose | | |  |
| **Additional Subjects** | **PSHE** | | | **Physical Education** | | | **Music** | | **Art and Design** | | **Art and Design** | | |  |
|  | | |  | | |  | | **Music** | |  | | |  |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** | | | | | | | | | | | | | |
| IT - sound / multimedia | | | DL - electronic communication | | | CS - computational thinking / programming | | IT - data handling | | IT - presenting information | | | CS - programming |
| **Mathematics** | | | | | | | | | | | | | |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. | | | | | | | | | | | | | |
| **English** | **English** | | | | | | | | | | | | | |
| Stories with familiar settings  Non-chronological reports  Poems on a theme | | | Traditional tales with a twist  Instructions | | | Stories by the same author  Non-chronological reports | | Stories with familiar settings  Persuasion  Riddles | | Animal adventure stories  Recount: letters  Classic poems | | | Story as a theme  Explanations  Poems on a theme |
| **Ongoing** | **Science** | **Geography** | | | **Physical Education** | | | **eSafety** | | **History** | | | **English** | |
| Nature and field journals - observations of plants and animals in their local environment throughout the year | | | | Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children’s learning in PE. | | | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly. | | Black History Month (Rosa Parks/Mary Seacole) | | | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. | |