

Key Stage One - Cycle B 2023-24

	Autumn				Spring				Summer				
Learning Unit	Hello	We are Invaders	We are Invaders	We are Time Travellers	We are Time Travellers	We are Investigators	We are Investigators	We are environmentalists	We are Environmentalists	We are International	We are International	We are International	Goodbye
Enquiry Questions	What has changed in my lifetime?	Why do pirates need a map?	What would happen if there was a 'Great Fire' in London today?	What do you need to do to be a Potter?	What is the best way to care for plants?			What makes Paris a good venue for a sports event?	What have we enjoyed this year?				
Hook	Baby pictures	Pirate Day - children dress up and do a rotation of Pirate themed activities	Visit from the fire service Trip to the Tower of London	Exploring Wedgewood pottery	Cogges farm visit.			Paris World Cup and Olympics.	Transition to new year				
Key Outcomes	Class expectations. Children recognise changes in living memory.	Children learn how pirates navigate and learn directions and names of oceans and continents. Children can name parts of a pirate ship.	Children understand what happened in the great fire of London by studying sources and looking at the impact of the fire. Children understand how the fire service has evolved.	Children explore a range of materials and investigate their uses. Children understand the changes made in the pottery industry and how Wedgewood had an impact on this.	Children investigate growing plants.			Children explore Paris and understand why it is a good place for a sporting event.	To have a successful transition to the next year.				
Scientific Enquiry	<u>How have I changed since I was a baby?</u> (Observing changes over time)		<u>What makes animals different?</u> (identify and classifying)	<u>What material makes the best ?</u> Comparative and fair testing	<u>Do taller plants grow from bigger seeds?</u> (looking for naturally occurring patterns and relationships)			<u>What changes are there in the summer time?</u> Observing changes over time					
Science	Animals including humans. <ul style="list-style-type: none"> Notice and understand that animals including humans, have offspring which grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Compare photos of themselves as babies to them now</p> <p>Order and recognise changes in human growth.</p> <p>Compare animal babies to adult animals using Julia Donaldsons' monkey puzzle as a hook.</p>		Animals including humans <ul style="list-style-type: none"> Identify and name a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Group animals according to what they eat. Identify and name a variety of common animals that are carnivores, herbivores and omnivores 	Everyday materials <ul style="list-style-type: none"> 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 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, 	Plants <ul style="list-style-type: none"> 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 grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy and describe the impact of changing these. <p>Name plants and parts of plants</p> <p>Grow plants in different conditions and investigate what conditions plants need to grow in.</p>			<ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length (y1) - summer Focus on consolidating scientific enquiry skills. <p>Children create their own investigations. What biscuit is best for the Olympians to dunk in their tea?</p>					

	<p>Sort which animals lay eggs and have live offspring</p> <p>Explore life cycles of animals</p> <p>Investigate the importance of healthy eating, exercise and washing their hands.</p>	<ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) observe changes across the four seasons observe and describe weather and length of daylight associated with the seasons <p>Label animal parts and classify what type of animal they are.</p> <p>Sort herbivores, carnivores and omnivores.</p> <p>Seasonal changes Autumn into winter.</p>	<p>bending, twisting and stretching</p> <ul style="list-style-type: none"> Seasonal changes observe changes across the four seasons observe and describe weather associated with the seasons and how day length - spring <p>Identify uses of various everyday materials</p> <p>Explain why different objects are made from different materials</p> <p>Explore how materials can change shape</p> <p>Investigate which material is best for a scuba diver to wear underwater.</p> <p>Observe seasonal changes - spring</p>			
History	<p>Who am I? To recognise changes within living memory</p> <p>To sequence photos from different periods of their life</p> <p>Place events and</p>		<p>Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify differences between the ways of life at different times. Recognise the difference between past and present in their own and others' lives. Retell historical events Describe significant people from the past (Samuel Pepys)</p> <p>Children communicate their knowledge through:</p>	<p>Who was Josiah Wedgwood?</p> <p>To look at the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Place events and artefacts in order on a timeline</p> <p>Label timelines with words or phrases such as: past, present, older, and newer.</p> <p>Recognise there are reasons why people in the past acted the way they did</p>		

	<p>artefacts in order on a timeline</p> <p>Observe and explore how humans change as they grow</p> <p>Create a timeline of their own lives.</p>		<p>discussion, drawing pictures, drama/ role play, making models, writing and using ICT (cross curricular links)</p> <p>Identify artefacts from The Great Fire of London and guess what they are before finding out.</p> <p>Compare the objects used from The Great Fire of London to objects firefighters use today.</p> <p>Sequence events during The Great Fire of London.</p> <p>Explore how Samuel Pepys diaries helped historians find out about the Great Fire of London</p> <p>Understand and explore the changes in the fire service since then.</p>	<p>Identify differences between the ways of life at different times.</p> <p>Describe significant people from the past. (Josiah Wedgewood)</p> <p>Investigate and timeline different types of pottery</p> <p>Compare pottery from different times - Emma Bridgewater and Josiah Wedgewood</p> <p>Use videos to explore the changes Wedgewood has made to the pottery industry</p>			
Geography		<p>Oceans and Continents</p> <p>Creating a treasure map.</p> <p>Follow directions (Up, down, left/right, forwards/backwards, NSEW)</p> <p>Use Directional language – near and far.</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Use basic geographical vocabulary to refer to Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and water</p>			<p>Seasonal Change - link to science</p> <p>What plants grow in different countries?</p> <p>Make simple comparisons between features of different places.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and water.</p> <p>Use an infant atlas to locate places.</p> <p>Locate different climates around the world</p> <p>Make predictions on how plants might grow in the different climates</p> <p>Identify physical features of the different climates</p> <p>Compare tundra, desert and rainforest areas</p>	<p>Paris</p> <p>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France and major features e.g. London, River Thames, home location, seas.</p> <p>Identify key features of London and Paris and compare the two.</p> <p>Identify both places on the map.</p>	

		<p>Use basic geographical vocabulary to refer to Key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>Name and follow directions</p> <p>Identify human and physical features of different places</p> <p>Create their own treasure map as an ariel sketch</p>				
Design and Technology			<ul style="list-style-type: none"> • Make their design using appropriate techniques • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen them) • Measure, cut and score safely and with some accuracy • Use hand tools safely and appropriately (including scissors and a hole punch) <p>Explore cutting and joining techniques to make their own tudor houses.</p>		<p>TEXTILES</p> <ul style="list-style-type: none"> • Cut, shape and join fabric using a simple running stitch • Use templates and patterns • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing) <p>Make a patch for a patchwork quilt.</p> <p>Design make and evaluate gardening gloves.</p>	<p>Cut, peel or grate ingredients safely and hygienically</p> <p>Measure or weigh using measuring cups or electronic scales</p> <p>To understand a need for a healthy diet</p> <p>Design and make a French breakfast sandwich (link between topics)</p>

<p>Art</p>	<p>Self portraits</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects. (including landscapes, faces and objects) Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Draw lines of different sizes and thicknesses Show pattern and texture by adding dots and lines Colour (own work) neatly following the lines</p> <p>Draw the features of the face</p> <p>Create a self-portrait</p>	<p>Mix Primary Colours to make secondary colours Create Colour Wheels</p> <p>Mix and match colours to artefacts and objects. Work on different scales.</p> <p>Experiment with tools and techniques, including layering, mixing media, scraping through etc.</p> <p>Use thick and thin brushes</p> <p>Add white to colours to make tines and black to colours to make tones</p> <p>Artist - Rebecca Lardner</p> <p>Investigate a colour wheel</p> <p>Mix primary colours to make secondary colours and match these colours to other colours</p> <p>Practise thick and thin lines and experiments with different medias.</p> <p>Final outcome - create a seaside landscape inspired by Rebecca Lardner</p>		<p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore sculpture with a range of malleable media, especially clay. Manipulate clay for a variety of purposes, inc. rolling, kneading and shaping.</p> <p>Thumb pots, simple coil pots and models.</p> <p>Use techniques such as rolling, cutting, moulding and carving Use a wide range of tools to create different textures, and shapes.</p> <p>Artist - Josiah Wedgewood</p> <p>Explore and experiment clay techniques to design, make and decorate a Wedgewood style plate.</p>		<p>To create a city inspired landscape print</p> <p>Build a repeating pattern and recognise pattern in the environment. Mimic print from within the environment (e.g. wallpaper, animal print Use a variety of techniques, inc. relief, press and fabric printing and rubbings. Use objects to create prints (e.g. fruits, vegetables or sponges) Press, roll, rub and stamp to make prints Design patterns of increasing complexity and repetition.</p> <p>Artist - Stuart Davis (landscape printing)</p> <p>Link to stamps - print own stamp of a famous Paris landmark</p>	<p>Art Week</p>
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	and colour using crayons and pastels.						
Music	<p>Explore singing voice and use expressively</p> <p>Recall and remember short songs, sequences and patterns</p> <p>Identify and name classroom instruments</p> <p>Learn and remember a simple nursery rhyme</p> <p>Name and recognise classroom instruments.</p>	<p>Follow pitch movements with hands and use high, low and middle voices.</p> <p>Explore singing voice and use expressively</p> <p>Sing a melody</p> <p>Begin to sing with control of pitch (e.g. following the shape of the melody)</p> <p>Recognise changes in timbre, dynamics and pitch</p> <p>Sing with an awareness of other performers</p> <p>Recall and remember short songs, sequences and patterns of sounds</p> <p>Practise the following objectives and learn the songs:</p> <p>A sailor went to sea sea sea</p> <ol style="list-style-type: none"> Row boys row When I was one I sucked my thumb Suki over the ocean <p>Listen to sea shanties</p> <p>https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-index/zr4x2sg</p>	<p>Begin to sing with control of pitch (e.g. following the shape of the melody)</p> <p>Explore singing voice and use expressively</p> <p>Follow pitch movements with hands and use high, low and middle voices</p> <p>Sing a melody</p> <p>Sing with an awareness of other performers</p> <p>Sing with an awareness of pulse and control of rhythm</p> <p>Learn Christmas Carols for the Christmas concert</p> <p>BBC music – Great fire of London</p> <p>https://www.bbc.co.uk/teach/school-radio/history-ks1-ks2-the-great-fire-of-london/z4bft39</p>	<p>Handle and play instruments with control</p> <p>Identify different groups of instruments</p> <p>Know how to play a range of classroom instruments</p> <p>Play instruments in different ways to create sound effects</p> <p>Charanga music - playing in an Orchestra</p>	<ul style="list-style-type: none"> Respond physically when listening to, performing and composing music (draw to Vivaldi 4 seasons music - or match pictures) Recognise changes in timbre, dynamics and pitch Chose sounds and instruments carefully and make improvements to their own work and suggest improvements to the work of others (compose own piece based on a season or plant) <p>Listen to and respond to music – songs about the seasons. (Link to seasonal changes)</p> <p>Vivaldi- 4 seasons.</p> <p>Children make their own composition linked to the seasons.</p>	<p>Identifying sounds and rhythm in songs.</p> <p>Sing with an awareness of other performers</p> <p>Perform together and following instructions that combine the musical elements</p> <p>Begin to sing with control of pitch (e.g. following the shape of the melody)</p> <p>Learn the French national anthem and explore French songs</p>	<p>Share favourite songs.</p>
RE	<p>Recognise features of religious life and practise</p> <p>Explain why beliefs are important</p> <p>Discussion on all religious beliefs being important and valuing everyone's beliefs</p>	<p>Discovery RE</p> <p>Is it possible to be kind to everyone at the same time?</p>	<p>Discovery RE</p> <p>Why did God give Jesus to the world?</p>	<p>Discovery RE</p> <p>Does praying at regular intervals help a Muslim in his or her everyday life?</p>	<p>Discovery RE</p> <p>Is it true that Jesus came back to life again?</p>	<p>Discovery RE</p> <p>Does going to a mosque give Muslims a sense of belonging?</p> <p>Does completing Hajj make people better Muslims?</p>	

	Sort and identify main features of different religions.					
PSHE	<p><u>Relationships</u> What makes a good friend?</p> <p>To talk about myself and my strengths and weaknesses To get to know other class members To establish some class rules.</p> <p>Discuss their own strengths and weaknesses</p> <p>Share something positive about another class member.</p> <p>Create some class expectations</p> <p>Discuss the zones of regulation</p>	<p><u>Health and wellbeing</u> How do we recognise our feelings?</p> <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it <p>Children share what they are proud of Use the story of 'The Rainbow Fish' to discuss positive feelings around sharing Discuss how kind and unkind actions can affect us physically and emotionally Complete a 'kind action'</p>	<p><u>Relationships</u> What is bullying?</p> <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so. <p>Discuss what bullying is and understand the affect it can have. Use anti-bullying week resources.</p>	<p><u>Living in the wider world</u> What jobs do people do?</p> <ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life. 	<p><u>Health and wellbeing</u> What can help us grow and stay healthy?</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun. 	<p><u>Health and wellbeing</u> What helps us to stay safe?</p> <ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.

Computing E-Safety	Logging and off of the chromebooks.	Teach computing Year Two Computing systems and networks, IT around us.	Teach computing Year Two Creating media - digital photos	Internet safety – leading to safer internet day Teach computing Year Two Data and information - pictograms	Teach computing Year Two Creating media - digital music	Teach computing Year Two Programming B - programming quizzes.	
Indoor PE	Autumn 1 Real Gym Year 1 unit 1 Personal	Autumn 2 Real dance year 1 Social	Spring 1 Real gym year 1 Physical	Spring 2 Real dance year 1 Creative	Summer Real gym year 1 Health and fitness	Sports day practise/ Real dance year 1 cognitive	
Outdoor PE	Autumn 1 Real PE Year 1 -Unit 1 Personal pirate pranks (6 weeks - pirate link)	Autumn 2 Real PE Year 1 -Social	Spring 1 Real PE year 1- physical	Spring 2 Real PE year 1- creative	Summer Real PE Year 1 – Health and fitness.	Real PE Year 1 cognitive	
Values	Resilience	Empathy	Self-awareness	Positivity	Excellence	Communication	Teamwork

PE Indoor	Autumn 1 Real Gym Year 1 unit 1 Personal	Autumn 2 Real dance year 1 Social	Spring Real gym year 1 Physical	Spring 2 Real dance year 1 Creative	Summer Real gym year 1 Health and fitness	Sports day practise/ Real dance year 1 cognitive Real PE Year 1 cognitive
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PE Outdoor	Autumn 1 Real PE Year 1 -Unit 1 Personal pirate pranks (6 weeks - pirate link)	Autumn 2 Real PE Year 1 -Social	Spring Real PE year 1- physical	Spring 2 Real PE year 1- creative	Summer Real PE Year 1 – Health and fitness.	
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