

Slaley First School LTP for KS1 - Year B

| Year 1/2 | Autumn | Spring | Summer |
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| Science | <p>Yr1-Seasonal Changes</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 varies. <p>YR1-Plants</p> <ul style="list-style-type: none"> - identify basic plants, including deciduous and evergreen trees - identify & compare common animals, including fish, amphibians, reptiles, birds and mammals - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>YR2- Living Things and their Habitats</p> <ul style="list-style-type: none"> -Differentiate living, dead and non-living. -Living things and their habitats, adapting and interdependence. -Identify and name a variety of plants and animals in their habitats, including micro-habitats -Simple food chains & habitats. | <p>YR1-Everyday Materials</p> <ul style="list-style-type: none"> -distinguish between objects & materials -identify & name common materials -describe simple properties of some materials -compare & classify materials based on physical properties. <p>YR2-Materials</p> <ul style="list-style-type: none"> -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, bending, twisting and stretching. | <p>Year 1</p> <p>Identify & name basic body parts, associate parts with senses.</p> <p>Yr2-Animals Including Humans</p> <ul style="list-style-type: none"> -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>YR1-Plants</p> <ul style="list-style-type: none"> - identify basic plant parts in flowering plants and trees (roots, leaves, flowers, etc.) <p>Plants-Yr2</p> <ul style="list-style-type: none"> -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. |
| | <p>Working scientifically - on going across the year</p> <ul style="list-style-type: none"> -ask simple questions and recognise that they can be answered in different ways -observe closely, use simple equipment -perform simple tests -identify and classify -use their observations and ideas to suggest answers to questions -gather and record data to help in answering questions. <p>Seasonal Changes- observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p> | | |

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| <p>Geography</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 simple fieldwork and observational skills to study geography of their school, its grounds and the key human and physical features of surrounding environment</p> <p>Locational knowledge</p> <p>-name and locate the world's seven continents and five oceans</p> <p>-name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Place knowledge</p> <p>-understand geographical similarities and differences through studying the human & 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; devise a simple map; and use and construct basic symbols in a key</p> <p>Place knowledge</p> <p>-understand geographical similarities and differences through studying the human & physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Human and physical geography</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 N and S Poles</p> <p>-use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Also key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Geographical skills and fieldwork</p> <p>-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>-use directions (North, South, East and West) locational and directional language to describe the location of features and routes on a map.</p> | <p>-use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Also key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Geographical fieldwork</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 N and S Poles</p> |
| <p>History</p> | <p>YR1-changes within living memory.</p> <p>-the lives of significant individuals in the past who have contributed to national and international achievements.</p> | <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> | <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> |
| <p>Computing</p> | <p>Communicate online safely and respectfully. 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. Recognise uses of IT outside of school</p> | <p>Understand use of algorithms. Understand use of algorithms. 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>Use logical reasoning to make predictions</p> | <p>Create and debug simple programs. Pupils direct a Bee-Bot across a grid to a set destination, learning simple programming and debugging skills. Organise, store, retrieve & manipulate data. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> |

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| Art and Design | -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | | -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. -to use a range of materials creatively to design and make products | | -develop range of art and design techniques in using colour, pattern, texture, line, shape, form and space | |
| D & T | -design purposeful, functional & appealing products use range of tools & materials to complete practical tasks Cookery: use the basic principles of a healthy and varied diet to prepare dishes. | | -design purposeful, functional & appealing products use range of tools & materials to complete practical tasks -generate, model & communicate ideas understand where food comes from -use the basic principles of a healthy and varied diet to prepare dishes | | -use range of tools & materials to complete practical tasks -evaluate existing products & own ideas -build and improve structure & mechanism | |
| Music Charanga Music School | <u>Hands, Feet, Heart</u> <i>South African Music</i> | <u>Ho Ho Ho</u> <i>Christmas Song</i> | <u>I Wanna Play in a Band</u> <i>Rock Song</i> | <u>Zootime</u> <i>Reggae</i> | <u>Friendship Song</u> <i>PSHE Link</i> | <u>Reflect, Rewind and Replay.</u> Unit of Work that consolidates learning that has occurred during the year. All the learning is focused around the revision of chosen units for a performance, a context for the History of Music and the Language of Music. |
| | All the learning is focused around one song. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. | | All the learning is focused around one song. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. | | | |
| | These units have four components: • Listen and Appraise. • Musical Activities - see the activity manual (embed the interrelated dimensions of music through games, singing, playing instruments, improvising and composing). • Perform and share. • Extension Activities (including cross-curricular material). | | | | | |
| R.E. | Christianity What do Christians think about God? Introduces the concept of God and what Christians believe | Christianity What do Christians believe happened at Christmas? | The Jewish Faith What do Jewish people believe and use to practice their Faith? Focusses on the artefacts, worship and stories that the Jewish Faith is based on. | Christianity Easter Finding out why Easter is important to Christians | The Hindu Faith What do Hindu people believe and how do they practice their Faith? Focusses on the artefacts, worship and stories that the Hindu Faith is based on | |
| | Based on the Agreed Syllabus of Northumberland County Council (SACRE) | | | | | |
| PSHE/RSE | TEAM This unit is inspired by the idea that if a team works well together, it has a positive impact on all its members and what they can achieve. It aims to enable children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the | | Britain This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking | | It's My Body This unit explores choices that children can make about looking after their bodies. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn | |

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| | <p>importance of being kind to others, the effects of bullying and teasing and what they do about it if they see it happening, or it happens to them. They will also think about effective learning skills and how to identify good and not so good choices.</p> <p>Be Yourself</p> <p>This unit is inspired by the idea that having confidence to 'be yourself' can have a positive impact on mental health and emotional wellbeing. It aims to enable children to recognise their positive qualities and appreciate their individuality. In this unit, children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.</p> | | <p>after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.</p> <p>Money Matters</p> <p>This unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between what we want and what we need.</p> | | <p>strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p> <p>Aiming High</p> <p>In this unit, children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year.</p> | |
| | <p>This programme of study for PSHE & RSE gives children the opportunity to:</p> <ul style="list-style-type: none">• Develop confidence and responsibility, making the most of their abilities.• Prepare to play an active role as citizens.• Develop a healthy, safer lifestyle.• Relationships: develop and maintain positive and healthy relationships of all kinds, including friendships; recognising and dealing with unhealthy relationships (including bullying); understanding how to communicate effectively and confidently within relationships. | | | | | |
| | P.E. | <p>Fundamental Skills</p> <p>Focuses on the basic skills that pupils need to master in order to access other areas of the PE curriculum</p> | <p>GAMES : Football</p> <p>Introduction to passing and kicking skills within the context of small games based on Football</p> | <p>Gymnastics</p> <p>Develops the pupils different Skills required whilst developing flexibility, balance and co-ordination</p> | <p>Games: Hockey</p> <p>Introduces the skill of using equipment in a small team game situation. Focuses on using the Hockey stick correctly and on passing skills</p> | <p>Athletics</p> <p>Focuses on developing pupils running style and introducing different techniques such as throwing and jumping</p> |
| <p>Swimming</p> <p>Taught by specialist swimming teachers</p> | | <p>Swimming</p> <p>Taught by specialist swimming teachers</p> | <p>Real PE : Unit Four</p> <p>Focusing on the core skills that pupils need to acquire: Agility, balance and co-ordination</p> | <p>Dance</p> <p>Using the key skills of agility, balance and co-ordination to create movement to music.</p> | <p>Athletics</p> <p>Focuses on developing pupils running style and introducing different techniques such as throwing and jumping</p> | <p>Real PE: Unit Five</p> <p>Focusing on the core skills that pupils need to acquire: Agility, balance and co-ordination</p> |

