

Hillocks Primary School Long Term Plan  
Key Stage 1 – Year 1/2 Cycle A

	<b>Autumn 1 Myths, Magic, Mystery</b>		Stimulus/ events	<b>Spring 1 Toys</b>		Stimulus/ events	<b>Summer 1 and 2 In to the Forest</b>		Stimulus/ events
Key texts			Warwick/ Lincoln castle						Sher- wood pines
Maths Links									
<b>Subjects and objectives to be covered</b>	<b>Science</b>	Observe and describe different ways of moving That pushing or pulling things can make objects start or stop moving To identify similarities and differences between the movement of different objects To make suggestions about how objects can be made to move and to Find out whether they were right		<b>Science</b>	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.		<b>Science</b>	Identify and name common, wild and garden plants Identify and describe the basic structure of a variety of flowering plants (inc trees) Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temp to grow and stay healthy Explore and compare the differences between things that are living, dead and things that have never been alive. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	
	<b>History</b>	Event beyond living memory nationally	<b>History</b>	Changes beyond living memory	<b>History</b>				
	<b>Geography</b>	Use simple compass directions (NSEW) and locational and directional language (near, far, left, right) Describe the location of features and routes on a map Us aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map: and use and construct basic symbols in a key	<b>Geography</b>		<b>Geography</b>	Use basic geographical to refer to: key features physical features and key human features			

	ICT (Switched on 'We are story tellers Y1/We are detectives Y2) To use technology purposefully to create, organize, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school		ICT (Switched on 'We are TV chefs Y1/We are game testers Y2) Use logical reasoning to predict the behavior of simple programs 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 technological		ICT (Switched on 'We are painters Y1/We are photographers Y2) Use technology purposefully to create, organize, store, manipulate and retrieve digital content 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 technological
	Art		Art		Art
	DT		DT		DT
	RE Harvest Sep/Oct Rosh Hashanah (Jewish New Year) Sukkot (Jewish harvest) Eid-al-Adha		RE Chinese New Year		RE Wesak (Buddha day) Shavuot (Jewish giving of the Torah) Fathers day Ramadan
Stand alone units	Music PE		Music PE		

	Autumn 2 Let's Celebrate	Stimulus/ events	Spring 2 Hidey holes and homes	Stimulus/ events
Key Texts		Church visit (Sutton) Synagogue (Nottingham)		
Maths Links				


<b>Topic block units</b>	<b>Science</b>	<ul style="list-style-type: none"> <li>• that everyday appliances use electricity; these include things that light up, heat up, produce sounds and move</li> <li>• that everyday appliances are connected to the mains and that they must be used safely</li> <li>• that some devices use batteries which supply electricity; these can be handled safely</li> <li>• to make connections in circuits to the positive and negative poles of the battery</li> <li>• to make a complete circuit using a battery, wires and bulbs</li> <li>• explore how to make a bulb light, explaining what happened, and using drawings to present results</li> <li>• that an electrical device will not work if there is no battery or if there is a break in the circuit</li> <li>• to make and test predictions about circuits that will work</li> <li>• to make and record observations in drawings</li> <li>• to say whether the evidence supports the predictions</li> <li>• to explain what happened, drawing on their knowledge of circuits</li> <li>• that these circuits can be used to make simple devices</li> </ul>		<b>Science</b>	<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro habitats</p>
	<b>History</b>			<b>History</b>	Changes beyond living memory

<b>Geography</b>	<p>Understand geographical similarities and differences through studying the human and physical geog of a small area of a contrasting non-European country</p> <p>Use basic geographical to refer to: key features physical features and key human features</p> <p>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied.</p> <p>Us aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map: and use and construct basic symbols in a key</p>	<b>Geography</b>	<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 to refer to: key features physical features and key human features</p> <p>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied.</p> <p>Us aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map: and use and construct basic symbols in a key</p>
<b>ICT</b>	<p>(Switched on 'We are celebrating Y1/We are researching Y2)</p> <p>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 technological</p>	<b>ICT</b>	<p>(Switched on 'We are Collectors' Y1 We are zoologists Y2)</p> <p>Use technology purposefully to create, organize, store, manipulate and retrieve digital content</p> <p>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 technological</p>
<b>Art</b>		<b>Art</b>	
<b>DT</b>		<b>DT</b>	
<b>RE</b>	<p>Bonfire night</p> <p>Remembrance</p> <p>Divali</p> <p>Adevnt/Christmas</p> <p>Hannuka</p>	<b>RE</b>	<p>Ash Wednesday</p> <p>Lent</p> <p>Shrove Tuesday</p> <p>Holi (Hindu festival of colour)</p> <p>Easter</p> <p>Mothers day</p>

<b>Stand alone units</b>	Music PE		Music PE	
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Hillocks Primary School Long Term Plan  
Key Stage 1 – Year 1/2 Cycle B

	<b>Autumn 1 Space</b>		Stimulus/ events	<b>Spring 1 Wish you were here...</b>		Stimulus/ events	<b>Summer 1 Terrible Tudors</b>		Stimulus/ events
Key texts			Planet-arium			Sam Safari			
Maths Links									
<b>Subjects and objectives to be covered</b>	<b>Science</b>	Source of light What is light and dark?		<b>Science</b>	Identify and name a variety of common animals, inc amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)		<b>Science</b>	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 Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.	
	<b>History</b>	Event beyond living memory globally The lives of significant individuals in the past who have contributed to international achievements (Neil Armstrong)	<b>History</b>		<b>History</b>	Event beyond living memory nationally Event beyond living memory globally The lives of significant individuals in the past who have contributed to national achievements (Henry VIII)			
	<b>Geography</b>	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	<b>Geography</b>	Name and locate the worlds seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the UK and it's surrounding seas Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied. Use simple compass directions (NSEW) and locational and directional language (near, far, left, right) Describe the location of features and routes on a map	<b>Geography</b>				

	<p>ICT</p> <p>(Switched on 'We are astronauts' y2/'We are treasure hunters' y1) Understand what algorithms are and how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs 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 technological Use logical reasoning to predict the behaviour of simple programs Voice Thread (art/artist)</p>		<p>ICT</p> <p>(Switched on 'We are treasure hunters Y1/We are zoologists Y2) Use logical reasoning to predict the behavior of simple programs Use technology purposefully to create, organize, store, manipulate and retrieve digital content</p>		<p>ICT</p> <p>(Switched on 'We are painters Y1/We are photographers Y2) Use technology purposefully to create, organize, store, manipulate and retrieve digital content 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 technological</p>	
	<p>Art</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Look at a range of artist (Van Gough), describing ght edifference and simil</p>		<p>Art</p>		<p>Art</p>	
	<p>DT</p> 		<p>DT</p>		<p>DT</p>	
	<p>RE</p> <p>STAND ALONE BELONGING <b>AT 1: Learning about Religion</b></p> <ul style="list-style-type: none"> <li>Religious practices and ways of life</li> <li>Ways of expressing meaning</li> </ul> <p><b>AT 2: Learning from Religion</b></p> <ul style="list-style-type: none"> <li>Questions of Identity, Diversity and Belonging</li> <li>Questions of Values and Commitments</li> </ul> <p>Harvest Sep/Oct Rosh Hashanah (Jewish New Year) Sukkot (Jewish harvest) Eid-al-Adha</p>		<p>RE</p> <p>Chinese New Year</p>		<p>RE</p> <p>Wesak (Buddha day) Shavuot (Jewish giving of the Torah)</p>	
<p>Stand alone units</p>	<p>Music</p> <p>PE</p>		<p>Music</p> <p>PE</p>		<p>Music</p> <p>PE</p>	

	<b>Autumn 2 Fire</b>		Stimulus/ events	<b>Spring 2 Food Glorious Food</b>		Stimulus/ events	<b>Summer 2 Seaside</b>		Stimulus/ events Skegness/ beach on the field
<b>Key Texts</b>									
<b>Maths Links</b>									
<b>Topic block units</b>	<b>Science</b>	(recap materials)		<b>Science</b>	Identify, name, draw and label basic parts of the human body and say which parts of the body is associated with each sense		<b>Science</b>	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Identify and name a variety of common animals, inc fish,	
	<b>History</b>	Event beyond living memory nationally (Great Fire) Event beyond living memory globally The lives of significant individuals in the past who have contributed to national achievements (Samuel Pepys)		<b>History</b>	Changes in living memory		<b>History</b>		
	<b>Geography</b>	Understand geographical similarities and differences through studying the human and physical geog of a small area of the UK (London) Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied.		<b>Geography</b>			<b>Geography</b>	Name, locate and identify characteristics of the four countries and capital cities of the UK and it's surrounding seas Understand geographical similarities and differences through studying the human and physical geog of a small area of the UK (Skegness) Identify seasonal and daily weather patterns in the UK Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied. Use simple compass directions (NSEW) and locational and directional language (near, far, left, right) Describe the location of features and routes on a map	



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	Art			Art			Art		
	DT			DT			DT		
	RE	Bonfire night Remembrance Divali Adevnt/Christmas Hannuka		RE	Ash Wednesday Lent Shrove Tuesday Holi (Hindu festival of colour) Easter Mothers day		RE	Fathers day Ramadan	
<b>Stand alone units</b>	Music PE			Music PE			Music PE		