

Curriculum – Long Term Plan KS1 2023-24

September 2023

Cycle A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver/Topic	Animal Antics	Do all superheroes have capes ?	Where are the wild things?	Once upon a time	I am an Inventor.	Take a trip to..
Hook	Animal in the classroom	Letter arrives	Foot prints in the classroom	Parcel arrives containing a new book	Chocolatier visit	Virtual rollercoaster ride
Text Fiction	The Tiger who came to tea. Six dinner Sid by Ung Moor The Gruffalo Julia Donaldson	Super worm by Julia Donaldson Traction Man – Mini Grey Super Duper You! Sophy Henn	Where the wild things are – Maurice Sendak Eddies garden by Sarah Garland Together We Can Caryl Hart and Ali Pye	The Jolly pocket postman Farmer Duck Martin Wadell	Charlie and the chocolate factory – Roald Dahl Mariella Queen of the Skies Eoin Kolfer	The Railway Children E Nesbitt The Runaway train Benedict Blathwyt Journey – Aaron Becker
Non Fiction	Collecting cats My amazing body The Clue is in the Poop by Andy Seed	 Florence Nightingale Tree: Seasons Come, Seasons Go Patricia Hegarty and Britta Teckentrup	The Tiny seed by Eric Carle Information text selection plants and seeds	Meerkat Mail Handas Surprise Information text seasons	The Three Billy Goats Gruff Information texts Structures	I am Amelia Earhart Brad Meltzer
Literacy	Stories in familiar settings Labels, lists, signs & posters –	Stories involving fantasy Information texts	Stories in familiar settings Instructions	Tales from a variety of cultures Letters – Poems on a theme	Fairy stories – Writing at length Recounts	Classic contemporary fiction Information texts: Traditional poems

	Poems about animals	Songs and repetitive poems	Playing with language poetry			
Maths	Number and place value Times tables	Addition and subtraction Shape	Multiplication and Division Time	Fractions Measurement	Place value Times table statistics	Revision
Trips	Yorkshire Wildlife Park		Austerfield		Sculpture Park	
SMCS	Pupil voice – voting for Team work	For the good of others – How can we help? Teamwork	Looking after the world – responsibility - Recycling food sustainability , free trade	Awe and wonder – imagination and creativity	Entrepreneurs – sustainability	Looking after the environment – our part to play
PHSE	Relationships		Health and well being		Living in the wider world	
Science Working Scientifically: Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	Biology ANIMALS INCLUDING HUMANS Identify, name, describe and compare a variety of common animals Identify, name, draw & label the basic parts of the human body. Relate to senses. Labels, lists, signs & posters Working Scientifically	Biology & Physics ANIMALS INCLUDING HUMANS & SEASONAL CHANGES Observe changes across the four seasons. Obs and describe weather associated with the seasons and how day length varies. Working Scientifically	Biology PLANTS 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. Instructions Working Scientifically	Biology & Physics PLANTS & SEASONAL CHANGES Observe changes across the four seasons. Obs and describe weather associated with the seasons and how day length varies. Recount Working Scientifically	Chemistry EVERYDAY MATERIALS Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. Describe the simple physical properties of a variety of everyday materials Compare and group everyday materials on the basis of their simple physical properties. Working Scientifically	Chemistry & Physics EVERYDAY MATERIALS & SEASONAL CHANGES Observe changes across the four seasons. Obs and describe weather associated with the seasons and how day length varies. Working Scientifically
History All History topics shall NC -Compare to changes within the		The Mayflower Florence Nightingale NC - Significant historical events, people		Monarchs NC-People /Events beyond living memory		Isambard kingdom Brunel Stephensons rocket

<p>children's living memory. Organise a number of artefacts by age. Know the main differences between there life and someone a lot older.</p>		<p>and places in their own locality.</p> <p>Knowledge - Know the name of a famous person, or place close to where they live.</p> <p>Literacy Link - Information texts Character profile</p>		<p>that are significant nationally or globally.</p> <p>Knowledge - Know the name of a famous person, or place famous around the world</p> <p>Compare monarchs to different periods. Timeline</p> <p>Literacy Link _ Diary Character profile</p>		<p>NC-Know about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Knowledge - Know about a famous person from the locality and explain why they are famous.</p> <p>Literacy Link - Informations text</p>
<p>Geography</p>	<p>Locational knowledge Geographical skills. Name locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas</p> <p>Knowledge -Know the names of the four countries that make up the uk Know and name the 7 continents of the world</p> <p>Literacy link : Labels, lists, signs & posters</p>		<p>Geographical Skills and fieldwork. Simple Fieldwork and observational skill to study geography of their school and it grounds and the key human and physical features of Misson</p> <p>Knowledge -Use world maps, atlases and globes. Use simple compass directions Use ariel photos, construct simple maps Undertake simple fieldwork with school locality</p> <p>Literacy Link - labels, lists , Information text</p>		<p>Location Knowledge</p> <p>Literacy Link - Information text - Name and locate the worlds seven continents and five oceans</p> <p>Knowledge - Know the names of the five main seas that surround the UK. Know and locate the five oceans of the world</p>	
<p>D&T</p>	<p>Design and Practical skills including design, mock-up and communicate their</p>		<p>Cooking and nutrition. Use the basic principals of healthy and varied diet to prepare dishes.</p>		<p>Technical Knowledge Build a structure Explore and use mechanism.</p>	

	ideas. Use a wide range of tools including cutting, shaping, joining and finishing). Evaluate		Evaluate		Evaluate	
Art		Materials – techniques Artists – similarities and difference in relation to material.		Drawing/Painting – techniques Artists – similarities and difference in relation to drawing/painting.		Sculpture –techniques Artists – similarities and difference in relation to sculpture.
PE	Small Apparatus Skills Master throwing and catching as well as team games Knowledge Throw under arm Throw and kick in different ways.	Dance skills Perform dances using simple movement patterns Knowledge Perform own dance moves Copy or make a short dance Move safely in a space	Gymnastics Skills Developing balance, agility and coordination and begin to apply these in a range of activities Knowledge Make body curled, tense, stretched, and relaxed. Control body when travelling and balancing Copy sequences and repeat them Roll curl travel and balance in different ways.	Large apparatus	Games Master basic movements running, jumping as well as participation in team games, developing simple tactics for attacking and defending Knowledge Throw underarm Throw and kick in different ways	Games Athletic Skills Master basic movements running, jumping as well as participation in team games, developing simple tactics for attacking and defending Knowledge Throw underarm Throw and kick in different ways
Computing	Safe Use NC - Children should be taught to use technology safely and respectfully keeping personal information private, identify where to go for help when they have concerns on content or contact on the internet. Knowledge – know where to go for help if concerned. Know how to keep a password secure	Algorithms NC -Children should be taught to understand what an algorithm is :how they are implemented as programmes on a digital device and that programmes follow exact and unambiguous instructions Knowledge – Understand that algorithms are used on digital devices .	Uses of IT beyond school NC – pupils should be taught to recognise common uses of information technology beyond school Knowledge – Know how technology is used in school and outside of school – Dojo Data base Register Banking	Using technology NC –Children should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital information. Knowledge – understand that programs need precise instructions Organise, retrieve and manipulate digital content	Using technology NC –Children should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital information. Knowledge – understand that programs need precise instructions Organise, retrieve and manipulate digital content	Logical reasoning NC – Pupils should be taught to use logical reasoning to predict the behaviour of simple programmes Knowledge predict what the outcome of a simple programme may be .

	<p><u>Purple Mash</u> – online safety Effective searching</p>	<p>Understand that programs need precise instructions</p> <p><u>Purple Mash</u> Lego builders coding</p>	<p><u>Purple Mash</u> Technology outside school</p>	<p><u>Purple Mash</u> Spread sheets</p>	<p><u>Purple Mash</u> Creating pictures</p>	<p><u>Purple Mash</u> Grouping and Sorting</p>
<p>RE</p>	<p>2.1 Leaders Big Question What makes some people inspiring to others? Moses and Saint Peter Religions: Christians and Jewish people Non-religious worldviews such as Humanism can also be considered. Knowledge: Pupils will learn some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments). They will find out about Moses as a great leader for Jewish people. They will learn some stories about Jesus and Saint</p>	<p>Christmas/Diwali Big Question How do people celebrate different festivals within their religion? Knowledge Pupils will learn about different festivals linked to religion. They will compare and find things that are the same and different. They will learn the story of the nativity.</p>	<p>2.2 Believing: Big Question What do Jewish people believe about God, creation, humanity, and the natural world? What are some ways Jewish people show their beliefs and how they Knowledge: Pupils will learn some Jewish peoples' ideas about God and the story of creation. They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. They will learn about some ways a Rabbi teaches the community about God</p>	<p>2.3: Belonging Big Question What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire today? Religions: Christianity Knowledge Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity</p>	<p>2.4 - Story Big Question Jewish and Christian Stories: How and why are some stories important in religion? look at stories and from the Torah and the Bible: Christians and Jewish people Stories from non-religious worldviews such as Humanism can also be considered Knowledge Pupils will learn Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. They will gain knowledge about the Jewish Bible and the importance of the Torah</p>	<p>Consolidation</p>

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Misson Primary School

Curriculum – Long Term Plan KS1 2023-24

September 2023

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver/Topic	Wriggle and Crawl	Amazing Animals	Blooming Marvellous	Our World	Land Ahoy	Sing a Rainbow
Hook	Make a real giant jam sandwich.	Parcel arrives containing Paddington	Icing gingerbread houses		Turn library into a pirate ship	Giant class rainbow art
Text/ Fiction	We are together - The Giant Jam Sandwich Janet Burrowman What the ladybird heard? Julia Donaldson	Giraffes can't dance The selfish crocodile Paddington – Bond	Little Red Riding hood Jack and the Beanstalk – Hansel and Gretel Bloom – Anne Booth	How we are – Oliver Jeffers The Incredible Book Eating boy – Oliver Jeffers Lost and Found Oliver Jeffers	The Pirates next door -Johnny Duddle The Lighthouse Keepers lunch- David Armitage and Ronda Armitage The Snail and the Whale – Julia Donaldson On the beach	The Day the Crayons quit. -Drew Daywalt Sky Color by Peter Reynolds The Dot
Non Fiction	The big book of Bugs – Yuval Zommer	Fact Books - Animals	Planting a rainbow lois Ehlert Leaf - Sandra Dieckmann Fact Books -Grow ing	Fact books -Growing		Colours
Literacy	Stories in familiar settings	Stories involving fantasy Information texts	Traditional Tales Instructions and lists	Stories about feelings Recount	Traditional tales from other cultures	Humorous stories Information texts

	Labels, lists, signs and posters Silly poems Instructions	List Poems		Poems with an element of fantasy and humour	Letters and books Poems to say aloud	Poems by the same author
Maths	Wk1/2 shape/ pattern /sequence Number and place value Times tables	Addition and subtraction Multiplication /division	Numbers to 50 Statistics	Place value Shape/measure	Time Time tables	Revision
Trips	Austerfield		Church /Wedding Conisbrough Castle		Cleethorpes Beach	
SMSC	What is Love	Caring for others around you – selfless thinking	Helping nature along	Looking after our natural world	Moral issues – use of plastic and the effect on the sea	Spirituality – colour and emotions
PHSE	Relationships		Health and well being		Living in the wider world	
Science	Biology	Biology	Biology	Biology	Biology	Biology
Working Scientifically:	ANIMALS INCLUDING HUMANS	ANIMALS INCLUDING HUMANS cont.	PLANTS	PLANTS cont.	ANIMALS INCLUDING HUMANS	ANIMALS INCLUDING HUMANS cont.
Asking simple questions and recognising that they can be answered in different ways.	Explore and compare the differences between things that are living, dead and have never been alive.	Working Scientifically	Observe and describe how seeds and bulbs grow into mature plants.	Working Scientifically	Notice that animals, including humans, have offspring which grow into adults.	Working Scientifically
Observing closely, using simple equipment.	Name and describe the different habitats of animals and plants, including micro-habitats. Describe the interdependence in these habitats.		Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.		Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	
Performing simple tests. Identifying and classifying.	Food chains.		Instructions		Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	
Using observations and ideas to suggest answers to questions.	Identify and name different sources of food.					
Gathering and recording data	Non fiction literacy - Labels and lists					
	Working Scientifically		Working Scientifically		Working Scientifically	

<p>to help in answering questions.</p>						
<p>History All History topics shall compare to changes within the children's living memory and link to a timeline of events</p>	<p>Beyond living memory Events beyond living memory that are significant nationally or globally</p> <p>The GREAT FIRE OF IONDON</p> <p>Knowledge Know about an event that happened long ago. Know what we use today instead of older artefacts – buckets instead of fire engine Fire instead of electricity Know that children's lives today are different to those of long ago. Toys, no television or screens</p> <p>Literacy Links -Recount Character profile report</p>			<p>Local History Significant historical events, people and places in their own locality</p> <p>Doncaster – Conisbrough Castle</p> <p>Knowledge Know how the local area is different to the way it used to be. Compare Doncaster know to the past – Danum Things that were here over 100 years ago buildings – castle</p> <p>Literacy links – Recount labelling</p>		<p>Lives of Significant People Know about the lives of significant individuals in the past who have contributed to national and international achievements/ Queen Elizabeth II Platinum Jubilee</p> <p>Knowledge Know about a famous person .Compare life when she began to reign and now . Know how they have contributed to the UK and outside of the UK. Look at the commonwealth countries .</p> <p>Literacy links Information text</p>
<p>Geography</p>		<p>Place Knowledge NC - Understanding geographical similarities and difference through studying human and physical geography.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions.</p> <p>Know where the equator, north pole, south pole are .</p>	<p>Field Work NC - Simple Fieldwork and observational skill to study geography of their school and its grounds and the key human and physical features of its surrounding environment. Use aerial photographs and plan perspective to recognise landmarks. Devise a simple map and use and construct basic symbols in a key.</p>		<p>Human and physical Geography NC - Seasonal and daily weather patterns 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 simple compass directions and locational and directional language.</p> <p>Knowledge –</p>	

		<p>Know N,E,S,W on a compass . Know the main differences between a place in England and that of a small place in a non European Country (Peru)</p> <p>Literacy link – lists, labels</p>	<p>Knowledge - Explain the advantages and disadvantages of living in a city or village.</p> <p>Literacy Links -Labels and lists Journal</p>		<p>Know which is the hottest and coldest season Know where the hottest and coldest countries are compared to the equator. Know an recognise main weather symbols</p> <p>Know the main differences between a city town and village</p> <p>Use basic geographical vocabulary – beach, cliff, mountain, forest, city, town, village etc</p> <p>Know facts about India compared to the UK Literacy Link – Information text</p>	
D&T	<p>Design and Practical skills including design, mock-up and communicate their ideas. Use a wide range of tools including cutting, shaping, joining and finishing). Evaluate</p>		<p>Cooking and nutrition. Understand where food comes from. Evaluate</p>		<p>Technical Knowledge Build a structure Explore and use mechanism. Evaluate</p>	
Art		<p>Materials – techniques</p> <p>Artists – similarities and difference in relation to material.</p>		<p>Drawing/Painting – techniques</p> <p>Artists – similarities and difference in relation to drawing/painting.</p>		<p>Sculpture –techniques</p> <p>Artists – similarities and difference in relation to sculpture.</p>
PE	<p>Dance Perform dances using simple movement patterns Knowledge Change rhythm, speed ,level and directions in dance</p>	Large Apparatus	<p>Gymnastics Skills Developing balance, agility and coordination and begin to apply these in a range of activities Knowledge</p>	<p>Games Skills Master basic movements running, jumping as well as participation in team games, developing</p>	<p>Small Apparatus Skills Master throwing and catching as well as team games Knowledge Throw under arm</p>	<p>Games Athletic Skills Master basic movements running, jumping as well as participation in team games, developing simple</p>

	Making a sequence by linking sections together Use dance to show mood and feeling		Plan and perform a sequence of movements Improve a sequence based on feedback Think of more than one way to create a sequence which follows some rules	simple tactics for attacking and defending Knowledge Use hitting, kicking an or rolling in a game. Decide the best space to be in during a game Use a tactic in a game Follow rules	Throw and kick in different ways.	tactics for attacking and defending Knowledge Use hitting, kicking an or rolling in a game. Decide the best space to be in during a game Use a tactic in a game Follow rules
Computing	Safe Use NC - Children should be taught to use technology safely and respectfully keeping personal information private, identify where to go for help when they have concerns on content or contact on the internet. Knowledge – know where to go for help if concerned. Know how to keep a password secure Purple Mash Online Safety Maze explorers	Logical reasoning NC – Pupils should be taught to use logical reasoning to predict the behaviour of simple programmes Knowledge predict what the outcome of a simple programme may be . Purple Mash Questioning	Using technology NC –Children should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital information. Knowledge – understand that programs need precise instructions Organise, retrieve and manipulate digital content Purple Mash Animated Story books	Using technology NC –Children should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital information. Knowledge – understand that programs need precise instructions Organise, retrieve and manipulate digital content Purple Mash Music	Algorithms NC -Children should be taught to understand what an algorithm is :how they are implemented as programmes on a digital device and that programmes follow exact and unambiguous instructions Knowledge – Understand that algorithms are used on digital devices . Understand that programs need precise instructions Purple Mash Spreadsheets Pictograms	Logical reasoning NC – Pupils should be taught to use logical reasoning to predict the behaviour of simple programmes Knowledge predict what the outcome of a simple programme may be . Purple Mash Presenting ideas
RE	1.2 Myself and caring for others Big Question – how do you show you care? Religion =*- All Knowledge Pupils will learn about their uniqueness as a person in a family and community. They will be	1.1 Festivals celebrations and Big Question ?How do you celebrate a special event ? Religion – Christianity Hindusim Jewish Knowledge: Pupils will learn	Beliefs and stories 1.3 stories of Jesus Big Question; What do Christians believe? Religion Christianity Knowledge: Pupils will learn about some stories of Jesus, e.g.	Easter Big Question What do Christians believe about Easter? Knowledge Pupils will learn the story of the resurrection of Christ.	1.4 Symbols in religious worship and practice Big Question In what ways are churches / synagogues important to believers? Religions:	Bible stories Noahs Ark Big Question

	<p>taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing.</p> <p>They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts</p>	<p>simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat. They will learn about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can be introduced e.g. Diwali, Eid</p>	<p>the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son.</p> <p>They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways</p>		<p>Christians and Jewish Knowledge</p> <p>Pupils will learn from visiting and studying churches and synagogues</p> <p>They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. They will learn about weddings in Jewish and Christian holy build</p>	
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