

Kite Federation – Long Term Plan KS1 - Cycle A

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aspect	History	Physics	Biology	Geography	Biology	Geography/ History
Theme	Within Living memory	Seasonal Change	Animals	Hot and Cold Places	Plants	Knowing our Locality
Coverage	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Knowing about seasonal changes	Habitats Food Chains	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Name and locate the world's seven continents and five oceans.	Knowing parts of plants and trees	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes. Use simple compass directions. Use aerial photos, construct simple maps. Undertake simple fieldwork within school locality.

Key Knowledge	Know that the toys their grandparents played with were different to their own. Organise a number of artefacts by age. Know what a number of older objects were used for. Know the main differences between their school days and that of their grandparents.	Name the seasons and know about the type of weather in each season.	Know how a specific habitat provides for the basic needs of things living there (plants and animals). Match living things to their habitat. Name some different sources of food for animals. Know about and explain a simple food chain.	Know features of hot and cold places in the world. Know which is the hottest and coldest season in the UK. Know and recognise main weather symbols. Know where the equator, North Pole and South Pole are on a globe. Know which is N, E, S and W on a compass.	Know and name a variety of common wild and garden plants. Know and name the petals, stem, leaves and root of a plant. Know and name the roots, trunk, branches and leaves of a tree.	Know the names of the four countries that make up the UK and name the three main seas that surround the UK. Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. Know their address, including postcode.
Main Enquiry	What has changed since your grandparents were young?	Why are there so many leaves on the floor?	Why would a dinosaur not make a good pet?	Why can't meerkats live by in the South Pole?	How old are the trees around us?	Where do and did the wheels on the bus go?
Alternative Enquiry	Are ipads more fun than your grandparents' toys? (See Leaning Challenge resources)			Why can't penguins live by the equator? (See Leaning Challenge resources)		
Linking Subject	DT: <i>How can you make a moving toy?</i> Explain to someone else how they want to make their product.	Art: <i>How can you create patterns using leaves in the style of William Morris?</i>	Art and DT: <i>As a class, how can you recreate a dinosaur environment or habitat?</i>	Art: <i>What do we mean by hot and cold colours?</i> Know the names of the primary and secondary colours.	DT: <i>What can we do to try and attract birds to our school?</i> (making a bird table or nest box)	Art: <i>What lines can be seen in our natural environment?</i> Know how to use pencils to create lines

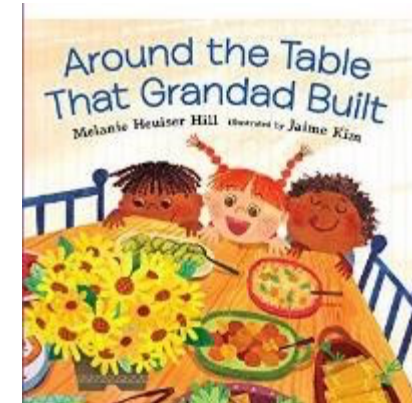
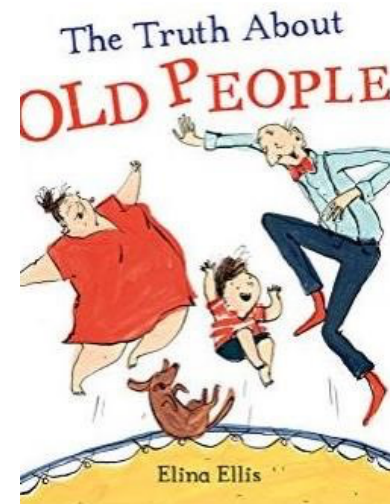
	<p>Make a simple plan before making. Make a product which moves. Choose appropriate resources and tools. Join materials and components in different ways. Measure materials to use in a model or structure.</p>	<p>Know how to create a repeating pattern in print. Know how to create a piece of art in response to the work of another artist. Suggest how artists have used colour, pattern and shape.</p>	<p>Art: Know how to mix paint to create all the secondary colours. Know how to create brown with paint. Know how to create tints with paint by adding white. Know how to create tones with paint by adding black.</p> <p>DT: Think of an idea and plan what to do next. Explain why they have chosen specific textiles. Choose tools and materials and explain why they have chosen them. Join materials and components in different ways. Measure materials to use in a model or structure. Explain what went well with their work.</p>	<p>Know how to mix paint to create all the secondary colours. Know how to create brown with paint. Know how to create tints with paint by adding white. Know how to create tones with paint by adding black.</p>	<p>Think of an idea and plan what to do next. Choose tools and materials and explain why they have chosen them. Join materials and components in different ways. Measure materials to use in a model or structure. Explain what went well with their work. Make a model stronger and more stable. Art (Sculpture): <i>How can you create a sculpture in the style of Andy Goldsworthy?</i> To make a piece of art using a range of media. Know how to create a piece of art in response to the work of another artist. Suggest how artists have used colour, pattern and shape.</p>	<p>of different thickness in drawings. Choose and use three different grades of pencil when drawing. Know how to use charcoal, pencil and pastel to create art.</p>
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RE	<p>RE- Agreed Syllabus</p> <p>F2 Which People are Special and Why?</p> <p>Y1 1.2 How do we show we care for others? Why does it matter?</p> <p>Y2 2.3 What does it mean to belong?</p>	<p>RE- Agreed Syllabus</p> <p>Y1 1.1 Who celebrates what and why?</p> <p>Understanding Christianity Unit 1.3 - Why does Christmas matter to Christians? and Unit F2 – Why do Christians perform nativity plays at Christmas?</p>	<p>Understanding Christianity Unit 1.4 - What is the good news that Jesus brings?</p> <p>RE- Agreed Syllabus F3 What places are special and why?</p> <p>Y1 1.3 Stories of Jesus: what can we learn from them?</p>	<p>Understanding Christianity Unit F3- Why do Christians put a cross in an Easter garden? and Unit 1.5 Why does Easter matter to Christians?</p>	<p>Understanding Christianity Unit F1 – Why is the word ‘God’ so important to Christians? and Unit 1.2- Who made the world?</p>	<p>Understanding Christianity Unit 1.1- What do Christians believe God is like?</p>
ICT	<p>To find content using web browsers.</p> <p>To recognise the importance of communicating safely online and what to do if you are worried (e-safety).</p>	<p>To record sounds using digital devices. Create musical sounds and phrases and arrange a musical sequence (2 simple music).</p>	<p>To find content using web browsers.</p>	<p>To find content using web browsers.</p> <p>To use a keyboard to enter and edit text (including font). To save, copy and paste images from the internet and is able to resize them.</p>	<p>To find content using web browsers.</p>	<p>To express simple algorithms with symbols. To use logical reasoning to predict outcomes. To find and correct errors.</p>

EYFS - What toys did grandma and grandad play with? Linked to KS1 – Within Living Memory – Autumn 1

Possible starting points:

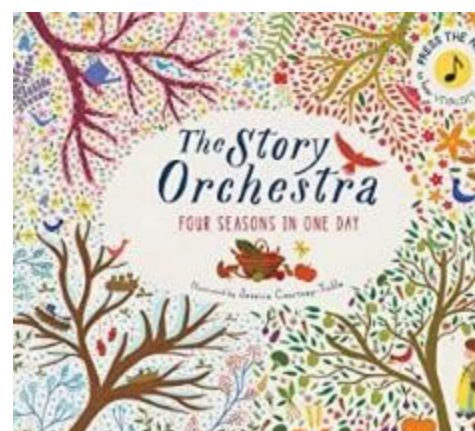
- Did your grandparents have iPads when they were little?
- Why will you old one day?
- What did your grandparents watch on television when they were little?
- What music did your grandparents like when they were little?
- Do you have any pictures of your grandparents when they were little?
- What do notice that is different when you look at these pictures?
- Was school the same when your grandparents were little?



EYFS - Why are there so many leaves on the floor? Linked to KS1 Seasonal Change – Autumn 2

Possible starting points:

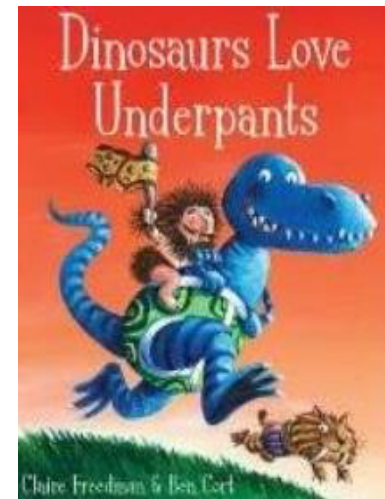
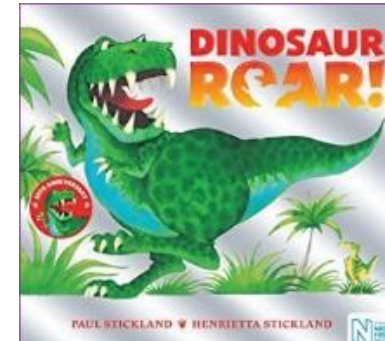
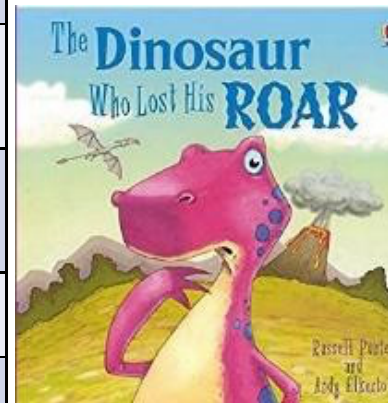
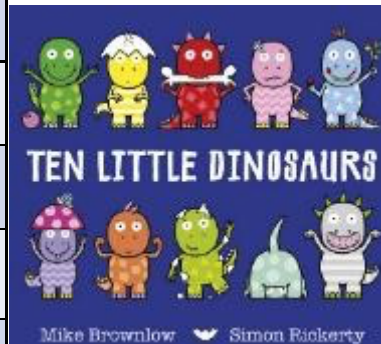
- Are all leaves the same shape?
- Where does rain come from?
- What is frost?
- Which clothes do I wear in summer?
- Why is it always dark at night?
- What colours do we see in the autumn?
- Why is it cold in winter?
- Why do some leaves not lose their leaves?
- What happens in the spring?
- When do we have snow?



EYFS - What do we know about dinosaurs? Linked to KS1 – Animals/ Habitats – Spring 1

Possible starting points

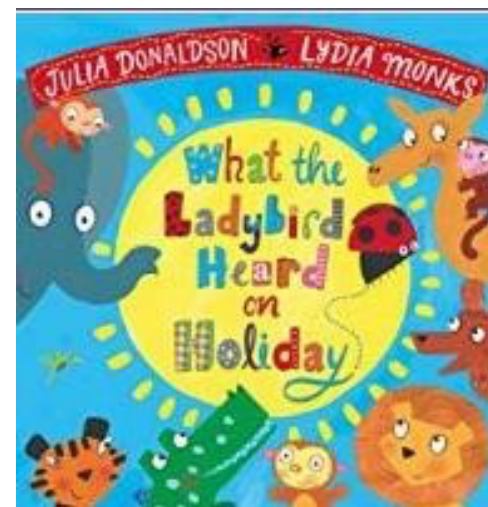
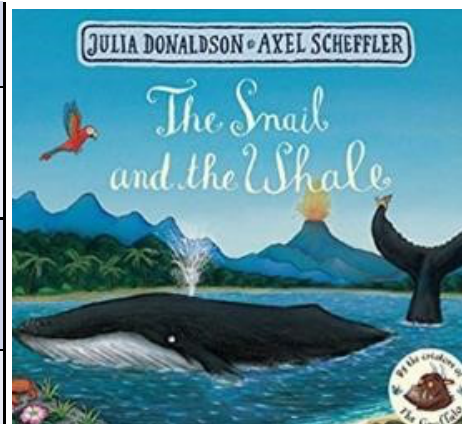
- Why don't we see dinosaurs today?
- Were all dinosaurs huge?
- How many dinosaurs can we name?
- Would you like a dinosaur for a pet?
- How can we make the sound of a dinosaur roar?
- Would you have liked to live at the same time as the dinosaurs?
- How can we find out more about dinosaurs?
- Were all dinosaurs green?
- Did all dinosaurs have big teeth?



EYFS - Why do we go to hot places for our holidays? Links to KS1 Hot and Cold Places – Spring 2

Possible starting points:

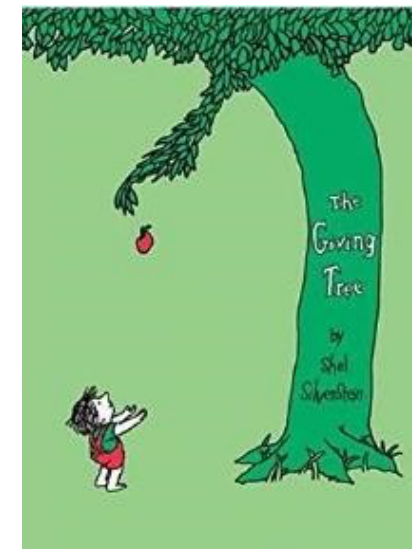
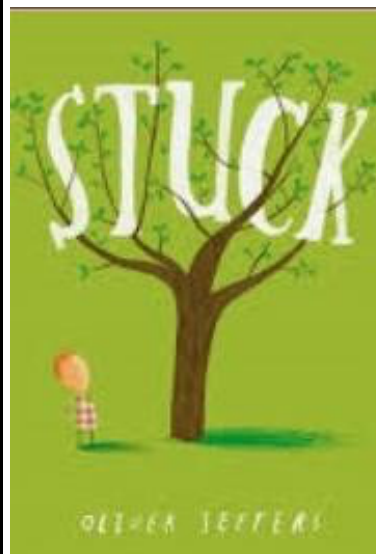
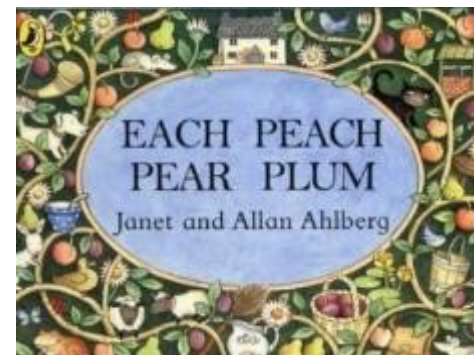
- Where do you go when its holiday time?
- Have you ever flown on an aeroplane?
- Where do people go for their summer holidays?
- What do people do when they go on holiday?
- Why do many people not stay in England for their holidays?
- What clothes do we wear on very hot days?
- Which is the hottest day you can remember?



EYFS - What grows in my garden? Linked to KS1 – Plants – Summer 1

Possible starting points:

- Where do apples come from?
- Why are trees so big?
- How can I grow my own vegetables?
- How many fruits can you think of and how many do you like?
- Can you make a fruit salad?
- What do you grow in your garden?
- Which fruits grow in our country and which do not?
- What do fruit trees need to help them grow?
- What do we mean by blossom?



EYFS - What can we find out about where we live? Linked to KS1 Knowing our locality – Summer 2

Possible starting points:

- What do the signs around us tell us?
- Do all streets have names?
- What is a post code?
- Why is our town, village or city called what it is?
- Did anyone famous live in our town, village or city?
- Is our town, village or city famous for something?
- Which is your favourite part of your town, village or city?
- Is there a park that you enjoy going to?

