

## Kite Federation – Long Term Plan KS1 - Cycle B

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aspect	Biology	History	Chemistry	Geography	Biology	Geography/ History
Theme	Humans	Beyond Living memory	Everyday Materials	Study of a non-European contrasting place	Plants & Animals	Famous People Seaside Study
Coverage	Exercising and keeping healthy,	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Naming different materials. Using materials for different tasks.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Keeping plants healthy  Classifying animals Life cycles of animals	Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.

<b>Key Knowledge</b>	<p>Know why exercise, a balanced diet and good hygiene are important for humans.</p> <p>Know the basic stages in a life cycle for animals, (including humans).</p>	<p>Know about an event or events that happened long ago, even before their grandparents were born.</p> <p>Know what we use today instead of a number of older given artefacts.</p> <p>Know that children's lives today are different to those of children a long time ago.</p>	<p>Know the name of the materials an object is made from.</p> <p>Know about the properties of everyday materials.</p> <p>Know how materials can be changed by squashing, bending, twisting and stretching.</p> <p>Know why a material might or might not be used for a specific job.</p>	<p>Know the main differences between a place in England and that of a small place in a non-European country.</p> <p>Know the names of and locate the seven continents of the world.</p> <p>Know the names of and locate the five oceans of the world.</p>	<p>Know and explain how seeds and bulbs grow into plants.</p> <p>Know what plants need in order to grow and stay healthy (water, light and suitable temperature).</p> <p>Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds.</p> <p>Know and classify animals by what they eat (carnivore, herbivore and omnivore).</p> <p>Know how to sort by living and non-living things.</p>	<p>Know 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>Know about a famous person from outside the UK and explain why they are famous.</p> <p>Name a famous person from the past and explain why they are famous.</p>
<b>Main Enquiry</b>	<b>How will 5-a-day keep me healthy?</b>	<b>Why did the Great Fire of London start?</b>	<b>What would Traction Man use to build our school?</b>	<b>Where would you prefer to live: England or Kenya?</b>	<b>How quickly do plants grow? Why are humans not like tigers?</b>	<b>How have people like Rosa Parks made the world a safer place?</b>

						<b>Why do we love to be beside the seaside?</b>
<b>Alternative Enquiry</b>		<b>What do we know about the Victorians and the way they lived?</b> (See Leaning Challenge resources)				<b>Would the Beatles have won X Factor?</b> (See Leaning Challenge resources)
<b>Linking Subject</b>	<p><b>Art:</b> Which fruits provide good opportunities for art work?</p> <p>know how to create a repeating pattern in print.</p> <p>Describe what can be seen and give an opinion about the work of an artist.</p> <p>Ask questions about a piece of art.</p> <p>Suggest how artists have used colour, pattern and shape.</p> <p><b>DT:</b> How can you design and make a fruit salad?</p>	<p><b>Art:</b> How can we capture the amazing Great Fire of London in art?</p> <p>Know how to create moods in art work.</p> <p>Know the names of the primary and secondary colours.</p> <p>Know how to mix paint to create all the secondary colours.</p> <p>Know how to create brown with paint.</p> <p>Know how to create tints with paint by adding white.</p> <p>Know how to create tones with paint by adding black.</p>	<p><b>DT:</b> How can you design and make your own Traction Man using a variety of different materials?</p> <p>Design a product which moves.</p> <p>Explain to someone else how they want to make their product.</p> <p>Make a simple plan before making.</p> <p>Explain why they have chosen specific textiles.</p> <p>Choose tools and materials and explain</p>	<p><b>Art:</b> How can you recreate Kenyan art?</p> <p>Suggest how artists have used colour, pattern and shape.</p> <p>Know how to create a piece of art in response to the work of another artist.</p>	<p><b>Art:</b> How can you sketch a pet using pencils and pastels?</p> <p>Know how to use pencils to create lines of different thickness in drawings.</p> <p>know how to use charcoal, pencil and pastel to create art.</p>	<p><b>DT:</b> Can you create your own digital postcards?</p> <p>know how to use IT to create a picture.</p> <p>know how to use different effects within an IT paint package.</p> <p><b>DT:</b> How can you design a placard to protest for women's rights; racial equality; children's rights or equality for people with disabilities?</p> <p>Use own ideas to design something.</p>

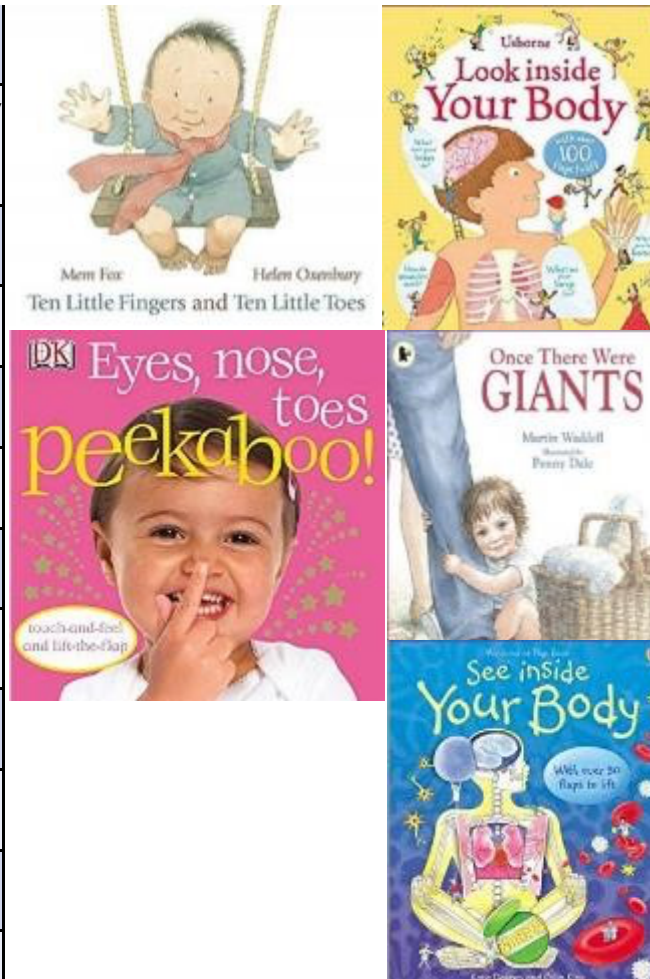
	Cut food safely Describe the ingredients used when making the fruit salad.		why they have chosen them. Join materials and components in different ways. Measure materials to use in a model or structure.			Think of an idea and plan what to do next. Use own ideas to make something join materials and components in different ways. Measure materials to use in a model or structure. Explain what went well with their work.
RE	Understanding Christianity - Unit 1.1 What do Christians believe God is like? Using the frieze and linking to RE- Agreed Syllabus Y2 2.4 How and why are some stories important in religion?	RE- Agreed Syllabus F1 Which stories are special and why?  Y1 1.1 Celebrations	RE- Agreed Syllabus F4 What times are special and why?  Y1 1.4 In what ways are churches/ synagogues important to believers?	Understanding Christianity Unit 1.5 Why does Easter matter to Christians?	RE- Agreed Syllabus F5 Belonging: Who are we and how do we belong?  Y2 2.1 What makes some people inspiring to others?	RE- Agreed Syllabus F6 Our Wonderful World  Y2 2.2 What do Jewish people about God, creation, humanity and the natural world?

ICT	<p>To recognise the importance of communicating safely online and what to do if you are worried (e-safety).</p>	<p>To explore digital text.          To transfer digital resources between devices (ipad/ printer).          To combine images and sounds (2create a story).            To find content using web browsers.</p>		<p>To find content using web browsers.</p> <p>To control a digital device by inputting an algorithm.          To use logical reasoning to predict the behaviour of an algorithm.          To write an algorithm refining the instructions to achieve a desired outcome.          To create and debug a simple program.</p>	<p>To find content using web browsers.</p> <p>To use technology purposefully, to store and manipulate data (tables and bar charts).          To create a simple branching database.</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>
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## EYFS - Why do I get out of puff when I run? Linked to KS1 Humans – Autumn 1

### Possible starting points:

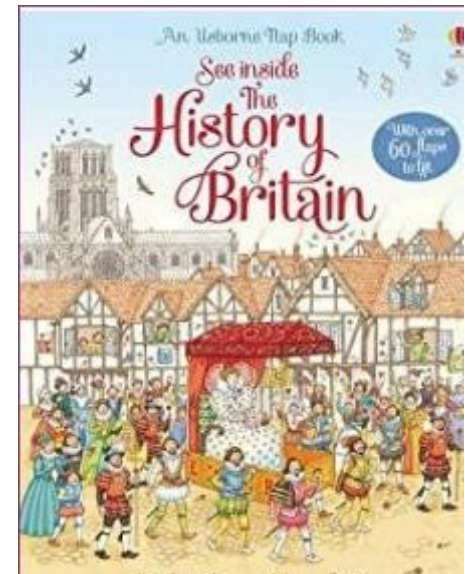
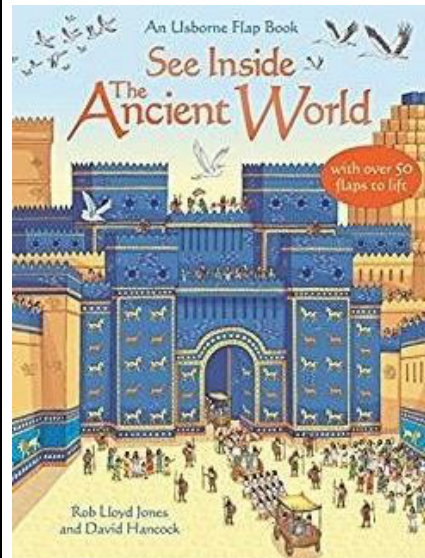
- Why is it important for me to run a small amount every day?
- What is meant by exercise?
- Where is my heart and why does it pump?
- How do I breathe?
- How are my fingers different to my toes?
- What do my nose, eyes and ears do?
- Where are my ribs?
- How fast can I run?
- Which makes me puff more: running or walking?
- What else makes me get out of puff?
- How far can I throw a ball?



## EYFS - What do we mean by 'a long time ago'? Linked to KS1 Beyond living memory – Autumn 2

### Possible starting points:

- What do we mean by old?
- What does the word 'history' mean to you?
- Are castles really old?
- How do you know if something is old?
- Do you of anything that is older than your grandparents?
- Is it always better to have something new rather than old?
- What is the oldest thing in our school?
- What is the oldest thing in your house at home?

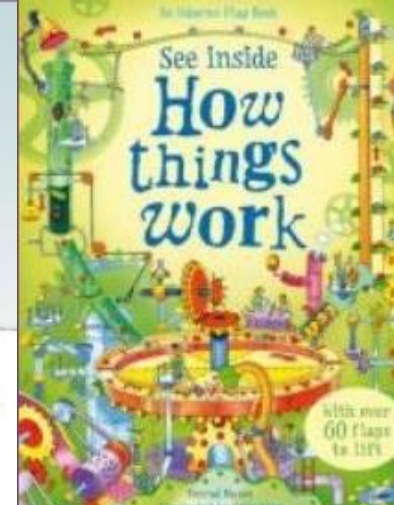
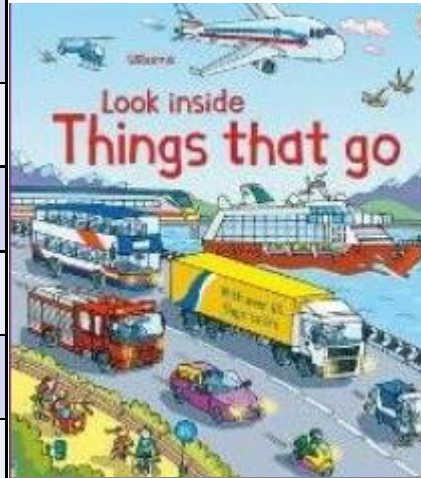




## EYFS - What are things made of? Linked to KS1 Materials – Spring 1

### Possible starting points:

- What is made of wood?
- What is made of metal?
- What is made of plastic?
- What is made of rubber?
- What is made of glass?
- Why is window not made of wood?
- Why are cars not made of glass?
- Can you find things that are made of more than one material?
- Why are wheels round?
- Can you find things that are shaped like a triangle?

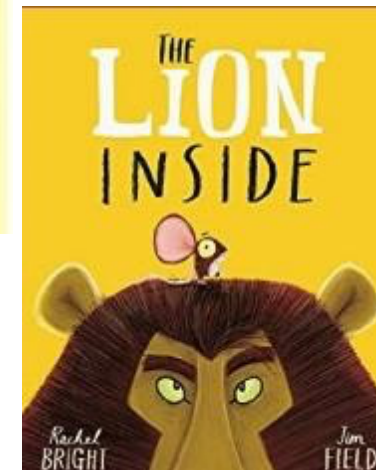
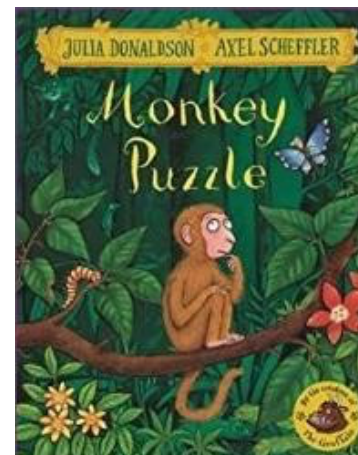
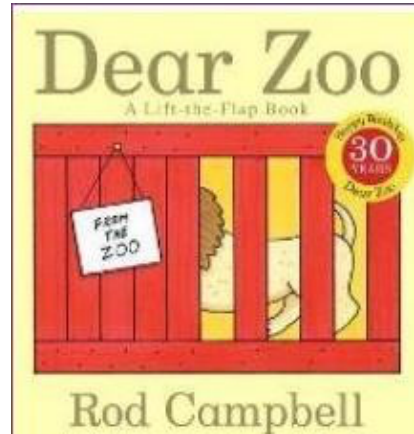




## EYFS - What do we know about wild African animals? Linked to study of a non-European contrasting place - Spring 2

### Possible starting points:

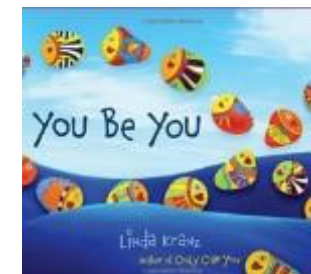
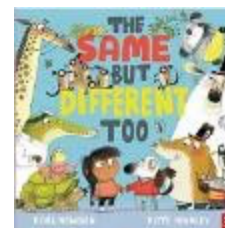
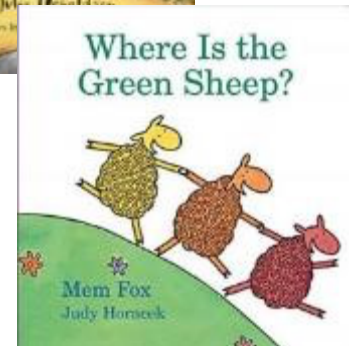
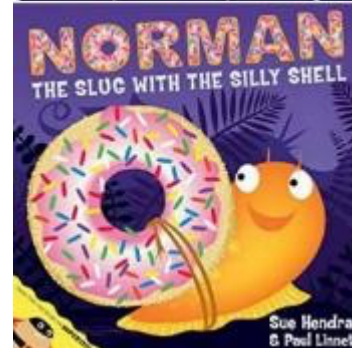
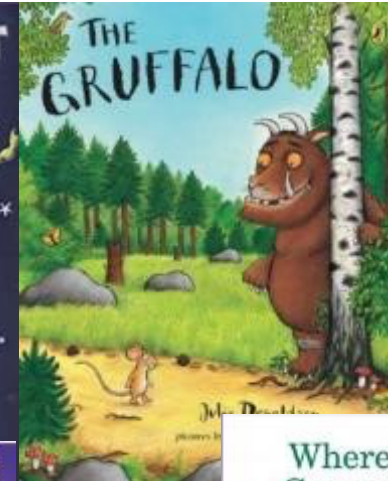
- Do all wild animals live in Africa?
- Where in the world is Africa?
- Is safe for people to live in Africa?
- Is it hot or cold in Africa?
- Are all wild animals fierce?
- How many animals in Africa belong to the cat family?
- How many carnivorous animals live in Africa?
- Should wild animals belong in zoos?
- Which wild African animal is most dangerous?



## EYFS - Are all animals the same? Linked to KS1 Plants and Animals – Summer 1

### Possible starting points:

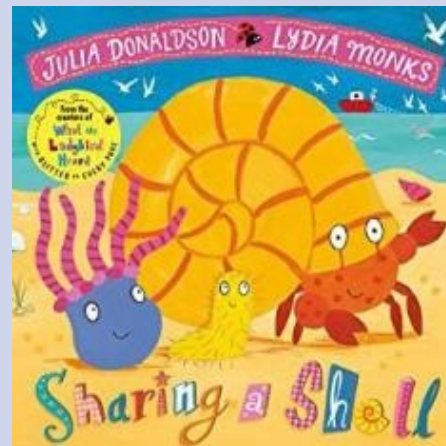
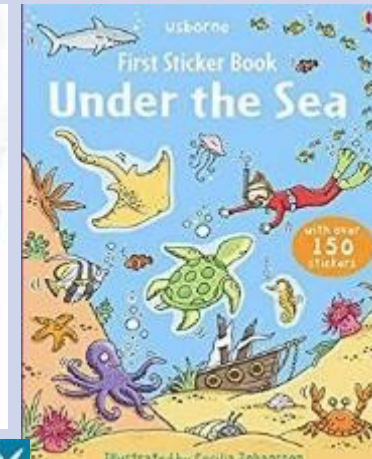
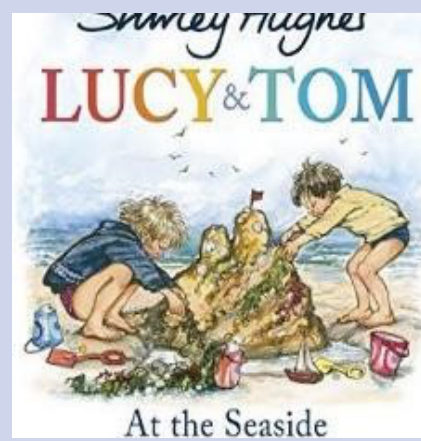
- Which animals like hot weather?
- Which animals like cold weather?
- Which animals live in water?
- Which animals fly?
- Which animals live on a farm?
- Which animals lay eggs?
- What do we mean by pets?
- Are cats just like dogs?
- What do puppies and kittens grow up to be?
- Do Gruffalos really exist?
- Why are snails sometimes pests?
- Why are worms so important?



## EYFS - Why do we take a bucket and spade to the seaside? Linked to KS1 Seaside study – Summer 2

### Possible starting points:

- Why do we love to be beside the seaside?
- What are rock pools and what can we find there?
- What do we mean by tide and waves?
- How does a ship float?
- What else do we know that floats?
- How can we build the best sand castle ever?
- Can you write your name in big letters in the sand or use stones to it?
- Why do you like the seaside?



## EYFS - Who do I know that's famous? Linked to KS1 Famous People – Summer 2

## Possible starting points:

- What do we mean by the word 'famous'?
- Who is the most famous person we know?
- Can we think of some famous people who are good at doing something?
- Can we think of some famous people who changed the way things were?
- Who do you think is the most famous person that lives or lived in England?
- Who do you think is the most famous person who lives or lived in our town, village or city?

