

	Autumn Term		Spring Term		Summer Term
<p>Year A</p> <p>Art Targets</p> <p>Design Technology Targets</p> <p>Geography Targets</p> <p>History Targets</p>	<p>Famous Faces Pupils will learn:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life the lives of significant individuals in the past who have contributed to national and international achievements. significant historical events, people 	<p>London Landmarks Pupils will learn:</p> <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and 	<p>Arctic Adventures Pupils will learn:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to 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 	<p>Castles and Knights Pupils will learn:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to design purposeful, functional, appealing products for themselves and other users based on design criteria to generate, develop, model and communicate their ideas through talking, 	<p>Let's Go on Safari Pupils will learn:</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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 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

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	<p>and places in their own locality.</p> <ul style="list-style-type: none"> to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p>making links to their own work.</p> <ul style="list-style-type: none"> 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] to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key 	<ul style="list-style-type: none"> to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 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 	<p>drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable significant historical events, people and places in their own locality. <p>(Possible trip to Skipton Castle) (Castle Hill)</p> <ul style="list-style-type: none"> to use simple compass directions (North, South, East and West) and locational and directional 	<p>non-European country</p> <ul style="list-style-type: none"> to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 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 to design purposeful, functional, appealing products for themselves and other users based on design criteria (safari vehicle) to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
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		<p>stage</p> <ul style="list-style-type: none">▪ to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map▪ to design purposeful, functional, appealing products for themselves and other users based on design criteria▪ to generate, develop, model and communicate		<p>language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none">▪	
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		<p>their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <ul style="list-style-type: none">▪ build structures, exploring how they can be made stronger, stiffer and more stable (build a landmark)			
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Topic days:

healthy eating 'We are what we eat'

- to use the basic principles of a healthy and varied diet to prepare dishes
- to understand where food comes from.
- 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. (Arcimbaldo)

An individual class based topic day (chosen by the children)

<p>Year B</p>	<p>Ourselves/ Senses Pupils will learn:</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<p>Toys Pupils will learn:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to design purposeful, functional, appealing products for themselves and other users based on design criteria to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and 	<p>Homes and Structures Pupils will learn:</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] to select from and use a wide range of materials and components, including construction 	<p>Living things (Growth) Pupils will learn:</p> <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Pirates Pupils will learn:</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to name and locate the world's seven continents and five oceans about events beyond living memory that are significant nationally or globally [for example, the Great Fire of 	<p>Holidays Pupils will learn:</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to name and locate the world's seven continents and five oceans to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its
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		<p>communication technology</p> <ul style="list-style-type: none"> to explore and evaluate a range of existing products to evaluate their ideas and products against design criteria 	<p>materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> to build structures, exploring how they can be made stronger, stiffer and more stable 		<p>London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p>surrounding seas</p> <ul style="list-style-type: none"> to 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 to use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,
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						<p>vegetation, season and weather</p> <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
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- 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
- 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.
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

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