

Hugh Joicey C of E First School, Ford KS1 Cycle B Long Term Planning

Refer to individual subject progression grids for more detail on the knowledge, skills and concepts to be covered in each topic.

Activities **Knowledge** **Skills** and **Concepts**

Global Neighbours/ Christian Calendar	Celebrating Harvest	Celebrating Epiphany	Celebrating Advent	Celebrating Lent and Easter	Celebrating Pentecost	Celebrating Trinity
National and Whole School Events	Harvest festival Tour of Britain International day of Peace Sukkot Halloween	Big Garden Birdwatch World Religion Day Safer Internet Day Valentines Day	Christmas worship Christingle Anti Bullying week Road Safety week Remembrance Children in Need	Shrove Tuesday Ash Wednesday World Book Day Fair Trade Fortnight Passover Holi	May Day Christian Aid Week Ramadan Vesak 2023 - King Charles' Coronation	Leavers' assembly Eid-il-Fitur
Collective Worship Roots and Fruits 1	Thankfulness	Perseverance	Trust	Justice	Service	Truthfulness
Topic	Moon Zoom	Rio De Janeiro	Great Fire of London	Florence Nightingale	Bright Lights, Big City	Fabulous Ford
Trips and Visitors	Dynamic Earth	Rainforest animals - Northumberland zoo/ Edinburgh zoo/ Whitehouse farm	Firefighters visit	Nurse visit Beamish museum Paxton House	Visit to a city - Newcastle/Edinburgh R/Y1 - Big Sing at the Sage Gateshead Y2 - Linking project at the Laing Gallery	Local area visits
Christian vision golden thread	Thinking globally Aspiring to be the best you can be International links	Social action Spiritual and ethical questions Responding creatively Think globally International links	Spiritual and ethical questions Responding creatively	Uniqueness Dignity and respect Spiritual beliefs Priority of enabling vulnerable pupils. Making positive choices Aspiring to be the best you can be. Positive mental health.	Big questions about exploitation of the natural world. Thinking globally International links Charity/social action links.	Thinking globally International links Charity/social action links. Uniqueness Links with Ford Church and community
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Hugh Joicey C of E First School, Ford KS1 Cycle B Long Term Planning

Refer to individual subject progression grids for more detail on the knowledge, skills and concepts to be covered in each topic.

Activities **Knowledge** **Skills** and **Concepts**

<p>Literacy</p>	<p>Space stories and descriptions Year 1: Retell a story using patterns from listening and reading. Year 2: Non-chronological report Year 1: Describe something or someone, developing descriptions in response to prompts and questions. Year 2: Write a three part story with a key character. Explanations Year 1: Write a series of sentences to explain a simple process based on first hand experience. Year 2: Produce a flow chart or cyclical diagram independently, ensuring the content is clearly sequenced. Poetry - patterns and rhymes</p>	<p>Stores from other cultures Year 1: Innovate on patterns from a familiar story using known story patterns. Year 2: Plan and tell a story based on their own experiences, using expanded noun phrases. Non-chronological reports Year 1: Describe something or someone, developing descriptions to prompts and questions. Year 2: Expand on information using subordination and coordination and expanded noun phrases. Persuasion Year 1: Write simple examples of persuasion e.g. a letter to a character in a book. Year 2: Write a simple persuasive piece based on a fictional book, e.g. a letter to a character. Calligrams - inspired by rainforest animals</p>	<p>Stories with familiar settings Year 1: Tell a story about a central character. Year 2: Retell a story using typical settings, characters and events. Innovate a familiar story, changing some aspects of the characters, settings and events. Recounts - diaries Year 1: Write sentences to match pictures or sequences of pictures, illustrating an event. Year 2: Write a simple first person recount linked to a topic of interest or personal experience, incorporating at least three chronological events in order, maintain past tense and consistent use of first person. Instructions - recipes Year 1: Write instruction on labels around the learning area. Year 2: Write instructions with expansion about something they know well. Use imperative verbs and precise language choices. Poems for pleasure - reciting by heart. Songs and poems in the style/rhythm of London's Burning</p>	<p>Stories from familiar settings Year 1: Write their own version of a familiar story and recount events in sequence. Year 2: Plan and write a story based on a familiar character, using the structure of opening, something happens, events to sort it and an ending. Instructions - first aid in the Crimean War Year 1: Write a simple set of instructions including a numbered list, a title and a simple list of equipment. Year 2: Extend and clarify instructions using subordination and coordination. Use expanded noun phrases. Songs and repetitive poems</p>	<p>Stories from the city Year 1: Use patterns and language from familiar stories. Write a complete story with a beginning, middle and end. Year 2: Plan and write their own story or retell a known story using a range of sentence types and language to add detail. Non-chronological report Year 1: Assemble information about a subject from their own experience, writing sentences to describe different aspects of the subject. Year 2: Use the language and structure of a non-chronological report e.g. direct questions, opening statement, subheadings, line breaks and written in the third person. Recounts - trip to the city Year 1: Write simple first person recounts linked to a topic or personal experience, at least three chronological events in order and maintaining past tense with consistency. Year 2: Write a narrative about a</p>	<p>Stories from familiar settings Year 1: Write a complete story, which includes characterisation (e.g. a good and bad character). Year 2: Discussion Year 1: Write a sentence or more to convey their opinion and a sentence or more to convey the contrasting opinion of another. Year 2: Plan and write their own story with a logical sequence of events and with the introduction of some dialogue. Persuasive writing Year 1: Write simple examples of persuasion e.g. a letter to a character in a book. Year 2: Write a simple persuasive piece based on research or a topic of interest. Traditional poems</p>
------------------------	---	--	--	--	---	---

Hugh Joicey C of E First School, Ford KS1 Cycle B Long Term Planning

Refer to individual subject progression grids for more detail on the knowledge, skills and concepts to be covered in each topic.

Activities **Knowledge** **Skills** and **Concepts**

					personal experience and those others e.g. in role. Poems for pleasure- reciting by heart and performing poetry	
Quality Text (based on the Pie Corbett Reading Spine)	The Man on the Moon Aliens Love Underpants Dr Xargle's Book of Earthlets	Meerkat Mail Where the Wild Things Are	Toby and the Great Fire of London Samuel Pepys' diary	Bog Baby The Hodgeheg Once Upon A Tune	Paddington Katie in London	Leaflets Websites Not Now Bernard
Mathematics	Place Value Statistics (cross curricular)	Multiplication and Division Statistics (cross curricular)	Addition and subtraction Statistics (cross curricular)	Measurement:Length and height Shapes and geometry Fractions Statistics (cross curricular)	Money Problem solving Position/Direction Time Statistics (cross curricular)	Measurement- Weight and volume Mass , capacity and temperature Consolidation/ investigations Statistics (cross curricular)
Science	Everyday Materials 1 (Y1) Identify and name materials Say an object and what it is made of Describe properties Natural or man-made Floating and sinking Waterproof experiment	Animals Including Humans All About Animals (Y1) Discover animal families Differences between mammals and birds Differences between reptiles, amphibians and fish Carnivore, herbivore and omnivore Wild animals and pets Characteristics of animals	Animals Including Humans - Growth (Y2) Needs of animals for survival Needs of humans for survival Importance of eating the right food Describe a healthy, balanced diet Impact of exercise on our bodies Investigate the importance of hygiene	Plants (Y1) Know that seeds grow into plants Parts of a plant Different plants in the same environment Deciduous or evergreen Know that fruit trees and vegetables are plants Record the growth of a plant	Plants (Y2) Seeds and bulbs Experiment - what a plant needs to grow Describe what a plant needs to grow Life cycle of a plant Observe and record growth of plants over time Plants adapt to suit environment	Uses of Everyday Materials (Y2) Identify materials and their uses Materials - build a bridge Stretchiness of materials Materials can be changed by twisting, bending, squashing and stretching Charles Rennie Mackintosh Materials change shape when melting - roads - John McAdam

Hugh Joicey C of E First School, Ford KS1 Cycle B Long Term Planning

Refer to individual subject progression grids for more detail on the knowledge, skills and concepts to be covered in each topic.

Activities **Knowledge** **Skills** and **Concepts**

History	Neil Armstrong /Tim Peake comparison Changes within living memory Significant individuals Chronology Interpreting history Continuity and change Cause and consequence Significance	Travel - changes Amelia Earhart Changes within living memory Continuity and change Cause and consequence Similarities and differences	Now and then - similarities and differences Freeze frame Samuel Pepys Designing a new London Sources of evidence Events beyond living memory Significant individuals Chronology Historical terms Historical enquiry Interpreting history Cause and consequence Similarities and differences Significance	Florence Nightingale and Mary Seacole - comparison Changes in nursing over time Events beyond living memory Changes within living memory Significant individuals Chronology Historical terms Historical enquiry Interpreting history Continuity and change Cause and consequence Similarities and differences Significance	Looking at urban areas Changes within living memory Continuity and change Cause and consequence Similarities and differences Historical terms	Lady Waterford History of the village Changes within living memory Events beyond living memory Significant individuals Chronology Historical terms Historical enquiry Interpreting history Continuity and change Cause and consequence Similarities and differences Significance
Geography	The world Aerial photos Locating continents and oceans Geographical vocabulary Locational knowledge Human and physical geography Map skills Using maps Map knowledge Concepts Location and place	Contrasting locations Flags Hot and cold weather Place knowledge Locational knowledge Human and physical geography Map skills Map knowledge Concepts Cause and effect Location and place Planning and decision making	UK: maps - countries and capitals Changes in London Locational knowledge Human and physical geography Map skills Using maps Map knowledge Making maps Concepts Cause and effect Planning and decision making Change	Location - Crimean War Locational knowledge Map skills Map knowledge Concepts Change Location and place	City/ country comparison Human and physical features UK geography Locational knowledge Human and physical geography Map skills Using maps Map knowledge Concepts Cause and effect Change Location and place Planning and decision making	Local features Maps and keys Aerial photos Locational knowledge Human and physical geography Map skills Using maps Map knowledge Making maps Concepts Cause and effect Change Location and place Planning and decision making
Art	Printing Printing with everyday materials	Painting/ Textile Rainforest art Henri Rousseau	Drawing and Painting London skyline Washes	Drawing Sketching plants and natural objects	Drawing and Painting Portraits of Charles	Drawing Landscape drawing of local area

Hugh Joicey C of E First School, Ford KS1 Cycle B Long Term Planning

Refer to individual subject progression grids for more detail on the knowledge, skills and concepts to be covered in each topic.

Activities **Knowledge** **Skills** and **Concepts**

	Drawing and Painting Peter Thorpe inspired art		Silhouettes	Sunflowers- Vincent van gogh Technical parts of a plant/ tree Sculpture Natural objects- Antony Gormley	for the Coronation celebrations	Sketches of local landmarks Designing postcards
D & T	Design Make Evaluate Making rockets out of recyclable materials Moon buggy with wheels Technical Knowledge Materials and structures Mechanisms	Design Make Evaluate Carnival costumes Brazilian recipes Technical Knowledge Textiles Food and nutrition	Design Make Evaluate Creating Pudding Lane Making bread Technical Knowledge Materials and structure Food and nutrition	Design Make Evaluate Making Florence Nightingale lamps Making Bog Baby Technical Knowledge Materials and structures Textiles	Design Make Evaluate Making cities out of recyclable materials Technical Knowledge Materials and structures	Design Make Evaluate Local and regional food Technical Knowledge Food and nutrition
PE Get Set 4 PE	Athletics Ball Skills Swimming	Gymnastics	Fundamentals Gymnastics Swimming Yoga	Yoga Dance Tennis	Invasion Target Games Rugby	Striking and fielding Sports Day Practice Team Building Cricket
Computing	<u>Information Technology</u> Technology Around us (Y2) Logging on <u>Digital Literacy</u> Digital 5 a day https://www.childrenscommissioner.gov.uk	<u>Computer Science</u> Moving a robot <u>Digital Literacy</u> Privacy and security	<u>Information Technology</u> Digital Painting (Y1) <u>Digital Literacy</u> Copyright and ownership	<u>Information Technology</u> Book creator Digital photographs (Y2) Digital writing (Y1) <u>Digital Literacy</u> Self identity and image (Y2)	<u>Computer Science</u> Programming Dance Unplugged <u>Digital Literacy</u> Online relationships (Y2)	<u>Information Technology</u> Grouping data (Y1) Pictograms (Y2) <u>Digital Literacy</u> Online reputation (Y2)
Music Charanga	Hey You Harvest Festival	In the Groove	Rhythm in the way we Walk Christmas Nativity	Round and Round Easter Celebrations	You Imagination	Reflect, Rewind and Replay

Hugh Joicey C of E First School, Ford KS1 Cycle B Long Term Planning

Refer to individual subject progression grids for more detail on the knowledge, skills and concepts to be covered in each topic.

Activities **Knowledge** **Skills** and **Concepts**

RE Understanding Christianity Theology, philosophy, human science	Creation 1:2 Who made the world? Digging Deeper Being Special - Where do we belong? F4 1 day school project	Incarnation 1:3 digging deeper Why does Christmas matter to Christians? Visitors	Islam 1:6 Who is Muslim and what do they believe?	Salvation 1:5 Why does Easter matter to Christians? Digging Deeper	Which places are special and why? F5 Multi faith places of worship Islamic society mosque , Newcastle Uni	Key Question 1.9 What makes some places sacred to believers?
RSHE Jigsaw Year 1	Being Me in My World	Dreams and Goals	Celebrating Difference	Healthy Me	Relationships	Changing Me
Forest School Continued throughout the year: <ul style="list-style-type: none"> Seasonal Changes Being Green 	Playing and Exploring Rules and boundaries Travel safely over rough terrain Work in a team Y1 Carrying sticks safely Y2 Move logs safely	Carnival decorations Using tools Use of basic tools Cutting string Peelers for whittling Bow saws to cut disc 1:1 Y2 Fire strikers	Bakery in Pudding Lane Using fire for cooking Fire safety Y1 Gather fuel Turning and serving food - eat Y2 Fire strikers to light cotton wool Prepare ingredients to cook on the fire Set fire to model of Pudding Lane	Field hospital - shelters and stretchers Knots Basic knots - overhand and half hitch Y2 Lashing to make frames Shelters Tripod structures Lean to shelters Y2 Lashing to make frames	Comparing urban to rural areas Plants What plants need - common plants, structures Planting vegetables Trees Know the names of 3 common trees	Local area orienteering and navigation Geographical skills and navigation Use simple compass directions Directional language Features and routes on a map Human and physical features Devise and simple map and key