

## KS1 rolling programme

N.B. Some aspects straddle both topics in a term (i.e. are taught across the whole term). Others are taught only in one half term, with a different subject focus in the second half. Complete AfL activities before teaching topic/units of learning.

	Autumn		Spring		Summer	
	Year A	Year B	Year A	Year B	Year A	Year B
<b>Topic</b> Title/focus:	<b>1) Home and Away</b> <b>2) Festivals</b>	<b>1) Pirates</b> <b>2) Toys</b>	<b>1) Castles</b> <b>2) Mad Scientists</b>	<b>1&amp;2) Sensational Safari</b>	<b>1) Crash, Bang, Wallop</b> <b>2) Whatever the Weather</b>	<b>1) Traditional Tales</b> <b>2) Get set...go! (Olympics)</b>
<b>Stimulus</b> - for topic						
<b>Science</b>  <i>Ref: Twinkl to support planning</i>	Working scientifically through:  The Environment (Y1)  Seasonal changes – Autumn and Winter (Y2)	Working scientifically through:  Everyday materials (Y1)  Uses of everyday materials (Y2)	Working scientifically through:  Scientists and Inventors (Y1)  Animals, including humans(Y1)  Seasonal change – Spring (Y1)	Working scientifically through:  Living things and their habitats (Y2)  Seasonal change - ongoing	Working scientifically through:  Plants (Y1)  Seasonal change – Summer (Y1)	Working scientifically through:  Plants (Y2)  Animals including Humans (Y2)  Seasonal change - ongoing
<b>D/T</b>	Freestanding structures e.g. playground for a character, chairs for Santa	Toy workshop – making wooden toys.  Food preparing fruit & vegetables (incl cooking & nutrition)	Inventors Mechanisms levers & sliders – e.g. moving rockets, character in castle tower.	Mechanisms Wheels & axles e.g. safari jeep	Making musical instruments  Food – preparing fruit & vegetables (incl cooking & nutrition)	Textiles Templates and joining techniques e.g. hand puppets

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<p><b>Computing</b></p> <p><i>Linked to topic and core curriculum subjects</i></p>	<p>Log on – use range of tools</p> <p>Share ideas using text, images &amp; sounds</p> <p>Generate &amp; amend work</p> <p>Save, retrieve &amp; edit.</p> <p>E-Safety</p>	<p>Creating, editing, storing and retrieving data.</p> <p>Coding.</p> <p>E-Safety</p>	<p>Wider uses of ICT – inside and outside the home</p> <p>Control</p> <p>Research</p> <p>E-Safety</p>	<p>Researching and organising information.</p> <p>Coding</p> <p>E-Safety</p>	<p>Coding</p> <p>Typing</p> <p>E-Safety</p>	<p>Coding</p> <p>Email</p> <p>E-Safety</p>
<p><b>History</b></p>	<p>Not covered this term.</p>	<p>History of pirates and the history of toys.</p> <p>Comparing to life today.</p>	<p>Lives of significant individuals in the past</p> <p>Use artefacts, pictures, stories and the internet to investigate the past</p> <p>Use evidence to answer questions about the past</p>	<p>Not covered this term.</p>	<p>Changes in living memory</p> <p>Music through the ages</p> <p>Children's lives different from those of people in the past</p> <p>Ordering events on a timeline</p> <p>Use artefacts, pictures, stories and the internet to investigate the past</p> <p>Difference in artwork – 1950s and 1960s</p>	<p>Great Fire of London</p>

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<b>Geography</b>	<p>Locality of Leeming</p> <p>Compare and contrast locations – UK v Australia/New Zealand</p>	<p>Drawing maps and using observational skills/geographical language.</p> <p>Looking at toys from around the world.</p>	<p>Not covered this term.</p>	<p>Locality of Africa.</p> <p>Continent Vs Country.</p> <p>Facts &amp; information about Africa and Kenya.</p> <p>Comparisons between Africa &amp; England.</p>	<p>Changes in weather</p> <p>Identify weather patterns</p> <p>Identify the four countries of the UK</p> <p>Identify the continents of the world</p> <p>Contrasting environments</p>	<p>Contrasting localities</p>
<p><b>SMSC/RE</b></p> <p>Ref: NY SACRE RE agreed syllabus 2013-18 Also other work around key religious festivals</p>	<p>The Christmas story (what is Christmas, retelling the Christmas story).</p> <p>Light (how does light make us feel, what is light used for and how is light used in religious festivals).</p>	<p>The Christmas story (what is Christmas, retelling the Christmas story).</p> <p>Light (how does light make us feel, what is light used for and how is light used in religious festivals).</p>	<p>How do we show we care?</p>	<p>Helping others.</p> <p>Distinguish between helpful and unhelpful actions.</p> <p>The Easter story.</p>	<p>People who help us</p>	<p>The Big Questions</p>
<p><b>PSHCE</b></p> <p>Ref: NYCC PSHE and Citizenship entitlement framework</p>	<p>New beginnings</p> <p>Relationships</p>	<p>New beginnings.</p> <p>Feelings and emotions.</p>	<p>Getting on and falling out</p> <p>Say no to bullying</p>	<p>Me and my future.</p>	<p>Going for goals</p> <p>Good to be me</p>	<p>Going for Goals</p> <p>Good to be me</p>

	Autumn		Spring		Summer	
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<b>Art and Design</b>	Explore range of starting points Celebrations & Fireworks- Printing. Painting & Colour theory. Australia- Drawing & Painting	Using materials to design a view from a telescope.  Andy Warhol 'Toys Series'. Drawing & Painting	Investigating different types of art, craft and design in the locality- Colour theory and painting and Collage	Study of African art.  Watercolours and safari animal silhouettes - Collage Using various materials to make African masks- Drawing & Collage	Tinting- Painting  Scavenger art - Sculpture	Medals/trophies - Sculpture Van Gogh Painting & Textiles
<b>Music</b>  Informed by NYCC scheme of work and 'Charanga'	To sing songs  Play tuned and untuned instruments musically.  (Charanga, Hey You!)	Pulse, rhythm and pitch.  Understanding components of music (chorus, verse etc.)	Make and combine sounds musically  (Charanga, Lila and the Secret of Rain)	Understanding origins of music.  Develop creativity.  Play accompanying instruments  (Charanga, Zootime)	Recorders: playing tuned instruments musically	Recorders: playing tuned instruments musically
<b>PE</b>  (Linked to PESSCL Core Tasks)	Gymnastics  Dance	Multi-skills & Gymnastics.  Team games & various forms of movement.  Dance – The toymaker.	Gymnastics  Multiskills	Gymnastics – control, travelling and balancing.  Dance – African animals.	Athletics  Team Games	Athletics  Team Games

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<b>Enrichment –</b> visits and visitors  Complete across two year programme to inform future planning cycles	1) <i>Thorp Perrow</i>  2) <i>Pantomime</i>	1) <i>Trincomalee, Hartlepool</i>  2) <i>Toy Maker visit (each class has a workshop and makes their own wooden toy)</i>	1) <i>Eureka, Children's Science Museum</i>  2) <i>Visit to a castle</i>	1)  2)	1)  2) <i>Saltburn, Valley Gardens and Beach</i>	1)  2) <i>Multi-skill visit/visitors to school</i>