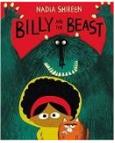
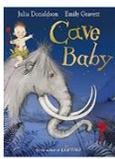
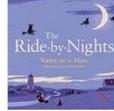
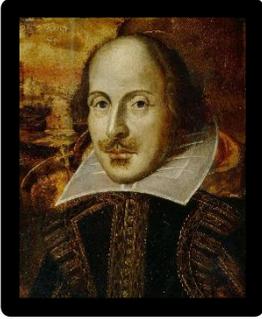
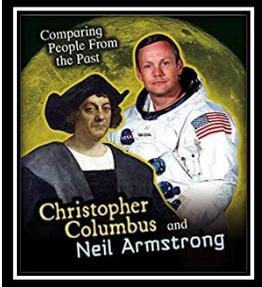


SNITTERFIELD PRIMARY SCHOOL

LONG TERM CURRICULUM KS1

	CYCLE A			CYCLE B		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
ENGLISH Writing Root	 <p><i>Billy the Beast</i> Nadia Shireen Own version "defeat a monster" narrative</p>	 <p><i>Dinosaurs and all that Rubbish</i> Michael Foreman Pamphlet</p>	 <p><i>Julian is a Mermaid</i> Jessica Love Three verse poem</p>	 <p><i>Cave Baby</i> Julia Donaldson and Emily Gravett Narrative retelling</p>	 <p><i>The Odd Egg</i> Emily Gravett Non Fiction reports</p>	 <p><i>The Great Fire of London</i> Emma Adams Information booklets</p>
	<p><i>Jim and the Beanstalk</i> Raymond Briggs Sequel stories</p> <p><i>Wolves</i> Emily Gravett Non-chronological leaflets</p> <p><i>The Sea Saw</i> Tom Percival Own version narrative</p>	<p><i>The Bear and the Piano</i> David Litchfield Own version narrative</p> <p><i>Dadaji's Paintbrush</i> Rashmi Sirdeshpande Own version narrative</p>	<p><i>Lost and Found</i> Oliver Jeffers Own version losing/finding" narrative</p> <p><i>Ocean Meets Sky</i> Eric Fan and Terry Fan Own version fantasy world narrative</p> <p><i>Rosie Revere, Engineer</i> Andrea Beaty Leaflet for local landmarks</p>	<p><i>Toys in Space</i> Mini Grey Persuasive letters</p> <p><i>The Journey Home</i> Frann Preston-Gannon Own version fantasy world narrative</p> <p><i>We Are Water Protectors</i> Carole Lindstrom Environmental campaign</p>	<p><i>Tadpole's Promise</i> Jeanne Willis Own version narrative</p> <p><i>The Owl and the Pussy-cat</i> Edward Lear Rhyming poems</p>	<p><i>A Walk in London</i> Salvatore Rubbino Tour Guides</p> <p><i>House Held Up By Trees</i> Ted Kooser News reports</p> <p><i>The Dragon Machine</i> Helen Ward Own version narrative</p>
ENGLISH Reading Leaf	 <p><i>Lost Species</i> Jess French</p>	 <p><i>Rabbit and Bear</i> Julian Gough & Jim Field</p>	 <p><i>Ride-by-Nights</i> Walter de la Mare</p>	 <p><i>There's a Rangat in my Bedroom</i> James Sellick</p>	 <p><i>Fanatical about Frogs</i> Owen Davey</p>	 <p><i>The Street Beneath my Feet</i> Charlotte Guillian</p>

MATHS White Rose	Number: Place Value Number: Addition & Subtraction Number: Place Value & Multiplication	Number: Division Number: Place Value & Statistics Measurement: length & height Geometry: Properties of shapes Number: Fractions	Geometry: Position & direction Measurement: Time Measurement: Weight & Volume Measurement: Mass, Capacity & Temperature Consolidation & Investigations	Number: Place Value Number: Addition & Subtraction Number: Place Value & Multiplication	Number: Division Number: Place Value & Statistics Measurement: length & height Geometry: Properties of shapes Number: Fractions	Geometry: Position & direction Measurement: Time Measurement: Weight & Volume Measurement: Mass, Capacity & Temperature Consolidation & Investigations
SCIENCE	Uses of everyday materials (Y2) <i>Pupils should be taught to identify and compare the suitability of a variety of everyday materials for particular uses. They should be taught to find out how the shapes of solid objects can be changes by squashing, bending, twisting and stretching.</i> Animals including humans – all about me (Y1) <i>Pupils should be taught about the human body. They should name and label basic parts of the human body and link to the senses.</i>	Animals including humans – all about animals(Y1) <i>Pupils should be taught to identify and name common animals such as fish, amphibians, reptiles, birds and mammals. They should identify and name animals as carnivores, herbivores and omnivores. They should describe and compare the structure of common animals.</i> Plants (Y1) <i>Pupils should be taught to identify and name some common and wild plants, including deciduous and evergreen trees. They should identify and name the structure of common flowering plants and trees.</i>	Animals including humans 1 Growth (Y2) <i>Pupils should be taught to notice that animals have offspring which grow into adults. They should find out about the basic needs of animals for survival. They should describe the importance of exercise, nutrition and hygiene.</i> Living things and their habitats – around the world (Y2) <i>Pupils should be taught to compare things which are living/dead/never been alive. They should identify different habitats which provide for the basic needs of the animals and plants that live there. They should explore the idea of a simple food chain.</i>	Seasonal changes (Y1) <i>Pupils should be taught to observe changes across the 4 seasons. They should observe and describe weather associated with the seasons and how day length varies.</i> Exploring everyday Materials 1 (Y1) <i>Pupils should be taught to distinguish between and object and the material from which it is made. They should name a variety of everyday materials and describe their properties. They should compare and group together materials based on their properties.</i>	Animals including humans 2 Life cycles (Y2) <i>Pupils should be taught to notice that animals have offspring which grow into adults.</i> Exploring everyday Materials 2 (Y1) <i>Pupils should be taught to distinguish between and object and the material from which it is made. They should name a variety of everyday materials and describe their properties. They should compare and group together materials based on their properties.</i>	Plants (Y2) <i>Pupils should be taught to observe how seeds and bulbs grow into mature plants. They should find out and describe how plants need water, light and warmth to grow.</i> Living Things and Habitats (Y2) <i>Pupils should be taught to compare things which are living/dead/never been alive. They should identify different habitats which provide for the basic needs of the animals and plants that live there. They should explore the idea of a simple food chain.</i>
COMPUTING Purple Mash	Purple Mash Unit 1.1 <i>Online safety and exploring Purple Mash</i> Purple Mash Unit 1.7 <i>Coding 2Code</i>	Purple Mash Unit 2.7 <i>Making Music 2Sequence</i> Purple Mash Unit 1.2 <i>Grouping and Sorting data 2DIY</i> Purple Mash Unit 2.8 <i>Presenting Ideas using various programmes</i>	Purple Mash Unit 2.1 <i>Coding 2Code</i> Purple Mash Unit 2.6 <i>Creating Pictures 2PaintAPicture</i>	Purple Mash Unit 1.1 <i>Online safety and exploring Purple Mash</i> Purple Mash Unit 2.4 <i>Questioning 2Question, 2Investigate</i> Purple Mash Unit 1.3 <i>Pictograms 2Count</i>	Purple Mash Unit 2.2 <i>Online safety Various programmes</i> Purple Mash Unit 1.9 <i>Technology outside school Various programmes</i> Purple Mash Unit 1.3 <i>Pictograms 2Count</i> Purple Mash Unit 1.4 <i>Lego Builders 2DIY</i>	Purple Mash Unit 1.8 <i>Spreadsheets 2Calculate</i> Purple Mash Unit 2.3 <i>Spreadsheets 2Calculate</i> Purple Mash Unit 1.6 <i>Animated Story Books 2CreateAStory</i>

					<p>Purple Mash Unit 1.5 <i>Maze Explorers 2Go</i></p>	
<p>HISTORY</p>	<p>The sinking of the Titanic</p>  <p><i>Significant national event beyond living memory</i></p>	<p>The Wright Brothers and Amy Johnson</p>  <p><i>Lives of significant individuals who have contributed to national/international achievements</i></p>	<p>Shakespeare</p>  <p><i>Significant historical people locally</i></p>	<p>Toys</p>  <p><i>Key Stage History</i></p> <p><i>Changes within living memory</i></p>	<p>The Great Fires of London and Warwick</p>  <p><i>Key Stage History</i></p> <p><i>Significant national event beyond living memory</i></p>	<p>Explorers (Columbus, Scott and Armstrong)</p>  <p><i>Key Stage History</i></p> <p><i>Lives of significant individuals who have contributed to national/international achievements</i></p>
<p>GEOGRAPHY</p>	<p>The Isles of Scilly (an area of the UK)</p>  <p><i>Name and locate the world's 7 continents and 5 oceans and the location of hot and cold areas of the world in relation to the Equator, the North and South Poles. Name, locate and identify characteristics of the 4 countries and capitals of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human</i></p>	<p>My School</p>  <p><i>Use basic geographical vocabulary for key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and for key human features (city, town, village, factory, farm, house, office, port, harbour and shop). Use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied at this key stage. Use simple compass directions and locational</i></p>	<p>The Surrounding environment - Snitterfield</p>  <p><i>Use basic geographical vocabulary for key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and for key human features (city, town, village, factory, farm, house, office, port, harbour and shop). Use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied at this key</i></p>	<p>My School grounds</p>  <p><i>Use basic geographical vocabulary for key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and for key human features (city, town, village, factory, farm, house, office, port, harbour and shop). Use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied at this key stage. Use simple compass directions and locational</i></p>	<p>Serekunda, The Gambia (a small area in a non-European country)</p> <p><i>Name and locate the world's 7 continents and 5 oceans</i></p>  <p><i>and the</i></p> <p><i>location of hot and cold areas of the world in relation to the Equator, the North and South Poles. Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. Use basic geographical vocabulary for key physical features (beach, cliff, coast, forest, hill, mountain, sea,</i></p>	<p>Field work skills in practice</p>  <p><i>Use basic geographical vocabulary for key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and for key human features (city, town, village, factory, farm, house, office, port, harbour and shop). Use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied at this key stage. Use simple compass directions and locational language to describe the</i></p>

	<p>and physical geography of a small area of the UK. Identify seasonal and daily weather patterns in the UK. Use basic geographical vocabulary for key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and for key human features (city, town, village, factory, farm, house, office, port, harbour and shop). Use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied at this key stage. Use simple compass directions and locational language to describe the location of features and routes on a map. Use aerial photos and plans to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.</p>	<p>language to describe the location of features and routes on a map. Use aerial photos and plans to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.</p>	<p>stage. Use simple compass directions and locational language to describe the location of features and routes on a map. Use aerial photos and plans to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.</p>	<p>language to describe the location of features and routes on a map. Use aerial photos and plans to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.</p>	<p>ocean, river, soil, valley, vegetation, season and weather) and for key human features (city, town, village, factory, farm, house, office, port, harbour and shop). Use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied at this key stage. Use simple compass directions and locational language to describe the location of features and routes on a map. Use aerial photos and plans to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.</p>	<p>location of features and routes on a map. Use aerial photos and plans to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.</p>
ART and DESIGN Kapow	Make your mark (Y1) Drawing	Paper Play (Y1) Sculpture and 3D	Beside the Seaside (Y2) Painting and mixed media	Map it out (Y2) Craft and Design	Clay houses (Y2) Sculpture and 3D	Colour splash (Y1) Painting
DESIGN TECHNOLOGY Kapow	Constructing a Windmill (Y1) Structures	Puppets (Y1) Textiles	Fairground wheel (Y2) Mechanisms	Baby Bear's chair (Y2) Structures	Making a moving monster (Y2) Mechanisms	Fruit and Vegetables (Y1) Food
MUSIC Kapow	Pulse and Rhythm (Y1) Theme: All about me Classical music, dynamics and tempo (Y1) Theme: Animals Christmas music	Pitch and Tempo (Y1) Theme: Superheroes Musical Me (Y2)	On this island: British songs and sounds (Y2) Orchestral instruments (Y2) Theme: Traditional western stories	Musical vocabulary (Y1) Theme: Under the sea Timbre and rhythmic patterns (Y1) Theme: Fairytales Christmas music	African call and response song (Y2) Theme: Animals Vocal and body sounds (Y1) Theme: By the Sea	Dynamics, timbre, tempo and motifs (Y2) Theme: Space Myths and legends (Y2)
PSHE Kapow	Y1/2 Families and Relationships <ul style="list-style-type: none"> Families Friendships 	Y1/2 Health & Wellbeing <ul style="list-style-type: none"> Understanding my feelings Relaxation Sleep 	Y1/2 Citizenship <ul style="list-style-type: none"> Similar yet different Belonging Job roles in the community 	Y1/2 Families and Relationships <ul style="list-style-type: none"> Families Friendships 	Y1/2 Health & Wellbeing <ul style="list-style-type: none"> Understanding my feelings Steps to success Develop a growth mindset 	Y1/2 Citizenship <ul style="list-style-type: none"> Similar but different Caring for others (animals) The needs of others

	<ul style="list-style-type: none"> Different families Getting along with others Stereotypes <p>Taking Care Project Keeping safe</p>	<ul style="list-style-type: none"> Sun safety Allergies People who help us stay healthy <p>Y1/2 Safety and the changing body</p> <ul style="list-style-type: none"> People who help keep the community safe Road safety Safety with medicines Appropriate contact Our bodies 	<ul style="list-style-type: none"> School and local environments <p>Y1/2 Economic Wellbeing</p> <ul style="list-style-type: none"> Money Needs and wants Banks and building societies Jobs 	<ul style="list-style-type: none"> Other people's feelings Getting along with others Gender stereotypes Change and loss <p>Taking Care Project Keeping safe</p>	<ul style="list-style-type: none"> Being active Relaxation Healthy diet Looking after teeth <p>Y1/2 Safety and the changing body</p> <ul style="list-style-type: none"> Road safety Safety with medicines What to do if I get lost The internet Appropriate contact Respecting personal boundaries 	<ul style="list-style-type: none"> Democratic decisions School council Rights as a child Supporting charities <p>Y1/2 Economic Wellbeing</p> <ul style="list-style-type: none"> Money Spending and saving Banks and building societies Jobs 					
RE Warwickshire agreed syllabus	SIKH LAYOVER UNIT	K1.1 How might your religion or worldview be seen in the choices you make? x 10 <i>Personal</i> <i>Responsibility</i>	ISLAMIC LAYOVER UNIT	K1.2 Where do people turn for guidance in life? x 8 <i>Wisdom and</i> <i>Guidance</i>	HINDU LAYOVER UNIT	K1.3 How do people with similar religion and worldviews share and celebrate their beliefs? x 8 <i>Belonging and</i> <i>Believing</i>	CHRISTIANITY LAYOVER UNIT	K1.4 Who is Jesus? (1) x 10 <i>Living Well</i>	BUDDHIST LAYOVER UNIT	K1.5 What is most important for different people? x 10 <i>Authority &</i> <i>Power</i>	K1.6 Why has the Coventry Blitz shaped Christian worldviews locally and globally? x 8 <i>Changes</i>
Disciplinary Lenses	Philosophy, Human and Social Science	Theology, Human and Social Science, Philosophy	Theology, Human and Social Science	Theology, Philosophy, Human and Social Science	Theology, Philosophy, Human and Social Science	Theology, Human and Social Science, History					
Worldviews studied	Christian, Muslim, Sikh, Non-Religious worldviews	Non -Religious, Humanist, Christian, Jewish, Muslim, Hindu, Buddhist teachings for the Golden Rule, Abrahamic, Sikh, Christian, Muslim, Catholic, Pagan worldviews	Christian, Humanist, Jewish, Sikh worldviews	Christian, Jewish, Non-Religious worldviews	Christian, Buddhist, Muslim, Sikh, Non-Religious, Humanist worldviews	Christian, other religious, Non-Religious worldviews					
PE PE Planning (delivered by school staff)	Football Gymnastics	Dance Gymnastics	Netball Athletics	Hockey Gymnastics	Dance Gymnastics	Basketball Athletics					
Delivered by SDH coaches	Handball Fitness	Dodgeball Orienteering	Tennis Rounders	Tag rugby Fitness	Golf Orienteering	Volleyball Cricket					

