

# Naburn Primary School

## Foundation Stage/KS1 Long Term Plan

|  | Autumn 1  | Autumn 2                               | Spring 1  | Spring 2                               | Summer 1  | Summer 2   |
|--|---|--|---|--|---|--|
|  | <i>This is Me (8 weeks)</i>   | <i>A Toy Story (7 weeks (5))</i>       | <i>Down on the Farm (5 weeks)</i>   | <i>Let's Pretend! (Jobs) (5 weeks)</i> | <i>In the garden (7 weeks)</i>  | <i>Sand, sea and sunshine! (7 weeks)</i>           |
| <b>Role Play</b>   | Doctors (house outside)   | Toy Shop/Santa's Grotto                | Farm Shop   | Hairdressers                           | Garden Centre   | Seaside role play                                  |
| <b>English</b>   | Traditional tales<br>Labels, lists and captions   | Instructions<br>Poetry- silly stuff    | Information texts   | Different stories by the same author   | Explanation texts/dictionaries  | Senses poetry<br>Fantasy stories                   |
| <b>Maths- see additional sheets</b>  | Number: Place Value (within 10)<br>Number: Addition and Subtraction (within 10)<br>Geometry: Shape<br>Number: Place Value (within 20) |  | Number: Addition and Subtraction (within 20)<br>Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)<br>Measurement: Length and Height<br>Measurement: Weight and Volume |  | Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)<br>Number: Fractions<br>Geometry: position and direction<br>Number: Place Value (within 100)<br>Measurement: money Time |  |
| <b>Science</b><br><i>See additional sheets</i>   | Our bodies<br>Seasonal changes- Autumn  | Materials<br>Seasonal changes- Winter  | Animals   | Seasonal changes- Spring               | Plants  | Weather<br>Seasonal changes- Summer                |
| <b>History</b><br>Pupils should be taught about:<br><input type="checkbox"/> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life<br><input type="checkbox"/> 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 | <b>Then and Now- Growing up/birthdays</b>   | <b>History of Toys Remembrance day</b> | <b>Changes over Time</b><br>how farming has changed, how our locality has changed   |  | <b>Famous People From the Past</b><br>The Queen's garden parties (our garden party)   | <b>Changes Over Time</b><br>History of the seaside |

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| <p>anniversaries]</p> <ul style="list-style-type: none"> <li>□ 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]</li> <li>□ significant historical events, people and places in their own locality.</li> </ul> |   |   |   |   |  |   |
| <p><b>Geography</b><br/><i>See additional sheets</i></p>  | <p><b>What is it like where I live?</b><br/><i>Weather – identify seasonal and daily weather patterns (ongoing)</i></p> <p><i>Develop knowledge about our locality (Naburn) through observations and map work</i></p> | <p><b>Around the world</b><br/><i>What would we see on a journey around the world? Father Christmas's Journey (naming continents and countries)</i></p> | <p><b>Around the world</b><br/><i>What would we see on a journey around the world? Different types of farming/ Contrasting locality- farming in another country. Naming countries/continents, comparing climates.</i></p> | <p><b>Human and physical features</b><br/><i>Comparing features in our locality and at the coast.</i></p> |  |   |
| <p><b>Art/DT- see additional sheets.</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>□□to use a range of materials creatively to design and make products</li> <li>□□to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>□□to develop a wide range of art and design techniques in using colour, pattern,</li> </ul>   | <p><b>Portraits (Van Gogh)</b><br/><i>Line/paint Children will explore self-portraits by a variety of different artists</i></p>   | <p><b>DT- Puppet Making</b><br/><i>Investigating Materials Use a variety of different materials, joining in</i></p>                                     | <p><b>Beatrix Potter <u>Painting</u></b><br/><i>Mix primary colours to create secondary colours. Exploring watercolour technique</i></p>  | <p><b>Being a sculptor- (Animal Sculpture)</b><br/><i>Exploring tools and materials- clay</i></p>         | <p><b>Sunflowers (Van Gogh)</b><br/><i>Printing Exploring a range of different printing techniques</i></p> | <p><b>Seaside pictures- Renoit</b><br/><i>Children create collages using a variety of</i></p> |

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| <p>texture, line, shape, form and space</p> <p>□□ 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.</p>   | <p><i>DT- Fruit and vegetables, designing and making healthy food.</i></p>   | <p><i>different ways.</i></p>   |   |  |  | <p><i>material and textiles</i><br/> <i>DT- Moving Pictures - Mechanisms</i><br/> <i>Develop an understanding of simple mechanisms</i></p> |  |   |   |
| <p><b>Music</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul> | <p>Untuned instruments (keeping the beat)</p>  | <p>Nativity- singing with expression, joining in, listening carefully.</p>                                  | <p>Tuned instruments – naming and creating</p>  | <p>Music Express</p>   | <p>Music Express</p>   | <p>Summer production- singing with expression, joining in, listening carefully.</p>  |  |   |   |
| <p><b>Computing</b></p> <p>See additional Sheets</p> <p>Purple Mash Computing Scheme of Work</p>   | <p><b>Unit 1.1</b><br/> <b>Online Safety &amp; Exploring Purple Mash</b><br/> <b>Number of Weeks – 4</b><br/> <b>Main Programs – Various</b></p> | <p><b>Unit 1.2</b><br/> <b>Grouping &amp; Sorting</b><br/> <b>Weeks – 2</b><br/> <b>Programs - 2DIY</b></p> | <p><b>Unit 1.3</b><br/> <b>Pictograms</b><br/> <b>Weeks – 3</b><br/> <b>Programs – 2Count</b></p> | <p><b>Unit 1.4</b><br/> <b>Lego Builders</b><br/> <b>Weeks – 3</b><br/> <b>Programs – 2DIY</b></p> | <p><b>Unit 1.5</b><br/> <b>Maze Explorers</b><br/> <b>Weeks – 3</b><br/> <b>Programs – 2Go</b></p> | <p><b>Unit 1.6</b><br/> <b>Animated Story Books</b><br/> <b>Weeks – 5</b><br/> <b>Programs – 2Create A Story</b></p>                       | <p><b>Unit 1.7</b><br/> <b>Coding</b><br/> <b>Weeks – 6</b><br/> <b>Programs – 2Code</b></p> | <p><b>Unit 1.8</b><br/> <b>Spreadsheets</b><br/> <b>Weeks – 3</b><br/> <b>Programs – 2Calculate</b></p> | <p><b>Unit 1.9</b><br/> <b>Technology outside school</b><br/> <b>Weeks – 2</b><br/> <b>Programs – Various</b></p> |
| <p style="text-align: center;"><b>RE</b></p>   | <p>Who is a Christian and what do they believe?</p>  | <p>How and why do we celebrate special and sacred times?</p> <p style="text-align: center;">Christmas</p>   | <p>How should we care for others and the world, and why does it matter?</p>                       | <p>Who is Jewish and what do they believe?</p> <p style="text-align: center;">Easter Story</p>     | <p>What can we learn from sacred books?</p>  | <p>What does it mean to belong to a faith community?</p>   |  |   |   |

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| <b>PE</b> | <p><b>Games</b><br/>Sending and receiving a ball, throwing and catching</p> <p><b>Gymnastics</b><br/>Perform basic travelling actions focusing on using hands and feet</p> | <p><b>Dance</b><br/>Perform and share short dances</p> | <p><b>Gymnastics</b><br/>Balancing</p> <p>Dance<br/>Simple dancing with a beginning, middle and end</p> | <p><b>Gymnastics</b><br/>Rolling</p> <p>Games<br/>Sending receiving and travelling</p> | <p><b>Dance</b><br/>Perform basic body actions</p> <p>Games<br/>Athletics</p> | <p><b>Games</b><br/>Sports day activities</p> <p><b>Games</b><br/>Sports day activities</p> |
|-----------|--|--|---|--|---|---|