



Nightingale Infant and Nursery School

Key Stage One

Long Term Curriculum Plan

Autumn Year A

	Autumn 1	Autumn 2								
Overarching Theme	Citizenship									
Question	How can we make our world a better place for everyone?	Could we live in Antarctica?								
Key Texts	10 things I can do to help my world Melanie Walsh	The Emperor's Egg Martin Jenkins								
Science	<p>Key Concepts: Animals, including humans Threaded through termly: Seasonal Changes</p> <table border="1"> <thead> <tr> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td>-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</td> <td>-Find out about and describe the basic needs of animals, including humans, for survival (water, food, air)</td> </tr> </tbody> </table>	Year 1	Year 2	-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	-Find out about and describe the basic needs of animals, including humans, for survival (water, food, air)	<p>Key Concepts: Animals, including humans & Everyday materials Threaded through termly: Seasonal Changes</p> <table border="1"> <thead> <tr> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td> -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -Distinguish between an object and the material from which it is made -Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock -Describe the simple physical properties of a variety of everyday materials -Compare and group together a variety of everyday materials on the basis of their simple physical properties </td> <td> -Find out about and describe the basic needs of animals, including humans, for survival (water, food, air) -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses </td> </tr> </tbody> </table>	Year 1	Year 2	-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -Distinguish between an object and the material from which it is made -Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock -Describe the simple physical properties of a variety of everyday materials -Compare and group together a variety of everyday materials on the basis of their simple physical properties	-Find out about and describe the basic needs of animals, including humans, for survival (water, food, air) -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
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Geography	-Use world maps, atlases and globes to identify the United Kingdom, as well as countries, continents and oceans.	-Name and locate the world's seven continents and five oceans								

	<ul style="list-style-type: none"> -Vocabulary for key human features including: city, town, house, office, shop -Vocabulary for key physical features including: season, weather 	<ul style="list-style-type: none"> -Use a world maps, atlases and globes to identify countries, continents and oceans -Use world maps, atlases and globes to identify the United Kingdom, as well as countries, continents and oceans. -Understand geographical similarities and differences through studying the human and physical geography of a small areas of the United Kingdom (Taverham), and a small area in a contracting non-European country (The Antarctic) -Use simple compass directions (North, South, East and West) and locational directional language to describe the location of features and routes on a map -Identify seasonal and daily weather patterns of cold areas of the world in relation to the North and South Poles.
History		<ul style="list-style-type: none"> - The lives of significant individuals in the past who have contributed to national and international achievements (Captain Robert Scott)
Music	See long term subject plan	See long term subject plan
Computing	See long term subject plan	See long term subject plan
Art	<ul style="list-style-type: none"> -to use a range of materials creatively to design and make products - 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>Artist – Rodney McCoubrey</p> <p>Collage</p>	
Design & Technology		<ul style="list-style-type: none"> -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
RE	See long term subject plan	See long term subject plan
PHSE	See long term subject plan	See long term subject plan
Curriculum Enhancements	<ul style="list-style-type: none"> -Visit to the local church – Harvest Festival -Collecting for the food bank -School council elections -Selecting and supporting a charity 	<ul style="list-style-type: none"> -Visit to the local church – Carol concert for Christmas -Singing in the community



Nightingale Infant and Nursery School

Key Stage One

Long Term Curriculum Plan

Spring Year A

	Spring 1	Spring 2
Overarching Theme	Creative	
Question	What would it be like to live on the moon?	How has Norwich changed over time?
Key Texts	Beegu Alexus Deacon	Rapunzel Bethan Woollvin
Science		
Geography	<ul style="list-style-type: none"> -use ariel 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 -Key human features including: city, town, village, factory, office, shop -Use simple compass directions (North, South, East and West) and locational directional language to describe the location of features and routes on a map 	
History	<ul style="list-style-type: none"> -Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Space Travel) -The lives of significant individuals in the past who have contributed to national and international achievements (Neil Armstrong, Buzz Aldren, Tim Peake, Helen Sharman) 	<ul style="list-style-type: none"> -Significant historical events, people and places in their locality (Norwich Castle & Edith Cavell) - The lives of significant individuals in the past who have contributed to national and international achievements (Edith Cavell & Florence Nightingale & Kings and Queens)
Music	See long term subject plan	See long term subject plan
Computing	See long term subject plan	See long term subject plan
Art	<ul style="list-style-type: none"> - to use a range of materials creatively to design and make products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<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 Artist – Van Gogh Painting	-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 Artist – L.S Lowry Drawing
Design & Technology		
RE	See long term subject plan	See long term subject plan
PHSE	See long term subject plan	See long term subject plan
Curriculum Enhancements	School after dark – experimenting in the dark	Visit to Norwich Castle Dance Celebration Trust Art project @ The Forum

		Nightingale Infant and Nursery School Key Stage One Long Term Curriculum Plan Summer Year A
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	Summer 1		Summer 2	
Overarching Theme	Physical			
Question	Do we all need the same things to grow?		How can one person make a difference?	
Key Texts	The Last Wolf Mini Grey		The Storm Whale Benji Davies	
Science	Key Concepts: Plants & Living things and their habitats Threaded through termly: Seasonal Changes		Key Concepts: Animals, including humans & Living things and their habitats Threaded through termly: Seasonal Changes	
	Year 1 -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Year 2 -Observe and describe how seeds and bulbs grow into mature plants -Find out and describe how plants need water, light and a suitable	Year 1 -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Year 2 -Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

	-Identify and describe the basic structure of a variety of common flowering plants, including trees	temperature to grow and stay healthy Explore and compare the differences between things that are living, dead, and things that have never been alive -Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other -Identify and name a variety of plants and animals in their habitats, including microhabitats	-Identify and name a variety of common animals that are carnivores, herbivores and omnivores -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	-Notice that animals, including humans, have offspring which grow into adults -Find out about and describe the basic needs of animals, including humans, for survival (water, food, air) -Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene
Geography	-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 -Key human features including: city, town, village, factory, office, shop -Use simple compass directions (North, South, East and West) and locational directional language to describe the location of features and routes on a map		-Name and locate the world's five oceans -Key human features including: city, town, village, farm, house, harbour, shop -Key physical features including: beach, cliff, coast, sea, ocean, season, weather	
History			- The lives of significant individuals in the past who have contributed to national and international achievements (Grace Darling) -Significant historical events, people and places in their own locality (Henry Blogg)	
Music	See long term subject plan		See long term subject plan	
Computing	See long term subject plan		See long term subject plan	
Art	-Become proficient in drawing, painting, sculpture and other art, craft and design techniques			

	-Evaluate and analyse creative works using the language of art, craft and design Sculpture	
Design & Technology	-Design purposeful, functional, appealing products for themselves and other users based on design criteria -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	-Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics -Evaluate their ideas and products against design criteria -Build structures, exploring how they can be made stronger, stiffer and more stable
RE	See long term subject plan	See long term subject plan
PHSE	See long term subject plan	RSE – See RSE overview
Curriculum Enhancements	Local visits to the woods Planning and hosting a picnic in the park with families	Visit to Cromer – Lifeboats Sports & wellbeing week Partnership sporting fixtures