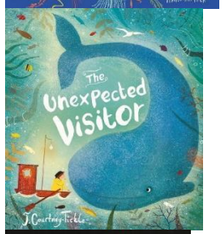
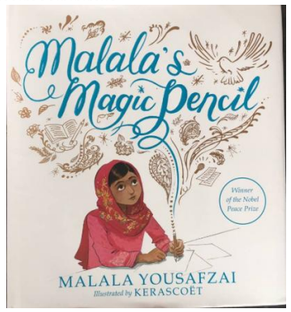
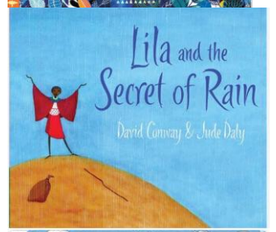
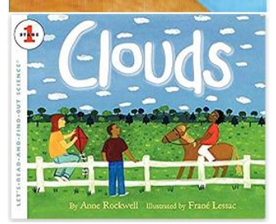
Stockton on the Forest Long Term Planning KS1

Year A 2026-2027	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Ocean Explorers Focus: Science, Geography, Art	Ship Ahoy! Focus: Science, History, DT	Real-life superheroes Focus: Science, History, Art	Weird Weather Focus: Geography, DT	Medieval Magic Focus: History, DT	Beside the seaside Focus: Geography, Art
Hook into Learning (Book/Talk/drama/Art/science investigation/visit/Visitors)	Somebody swallowed Stanley Visit to 'The Deep'	Drama hook: shipwrecked	Statues Visit: Yorkshire Sculpture Park	Science hook: weather experiments	Visit to Clifford's Tower	Flotsam (wordless picture book)
Key Texts (fiction/non-fiction/poetry/picture book)	Stories, poems and non-fiction books relating to the ocean: Somebody swallowed Stanley ,An Unexpected Visitor, Dear Greenpeace    	Stories, poems and non-fiction books relating to sea and space travel.	Biographies of significant individuals. 	Stories, poems and non-fiction books relating to weather, deserts and the polar regions: Leaf   	Stories, poems and non-fiction books relating to castles and monarchs:	Stories, poems and non-fiction books relating to the seaside: The Lighthouse Keeper's Lunch, Katie Morag – Island Stories, At the Beach.

Vocabulary to be explicitly taught To be added to throughout the year	habitat, marine, pollution, trench, zones, eco-system, reef, twilight, bioluminescent	survival, diet, nutrition, hygiene	activist, civil rights, equality	climate, equator, polar, desert, vegetation, weather, climate	fortifications, moat, battlements, drawbridge, portcullis	island, coast, cliff , port, harbour, tourist
Writing to entertain	Poetry, Letters, Narrative	Adventure stories,	Poetry	Diaries, Letters Adventure stories	Stories on a theme of castles,	Postcards, Letter and diaries, Narrative
Writing to inform	Recount, Non-chronological report	Information writing	Information texts (simple biographies) Explanation Recount	Instructions	Non-chronological report, Recount	
Writing to persuade						
Science	**Living things and their habitats** (linked to Geography) 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. Describe and compare the structure of a variety of common animals. 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. Working scientifically Do all animals have the same senses as humans? (Research)	**Animals including humans** Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. *Working scientifically* Would a paper boat float forever? (observing over time) Gather and record data to help in answering questions and understand why this is important. How much food and drink do I have over 1 week? (Observing over time) When the first fizzy drink machine was invented in 1775, scientist Joseph Priestly said it was the cure to many health problems. What ideas do scientists have about fizzy drinks today? (Research)	**Materials** Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Animals including humans (linked to Art) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Working scientifically What are the names for all parts of our bodies? (Identifying and classifying) Do you get better at smelling as you get older? (Pattern seeking) Use tallies to count in surveys.	Living things and their habitats 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. *Working scientifically* How does the habitat of the desert compare with the habitat of the Sahara/Arctic? (Research) Plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Working scientifically What are the plants like that grow in the hot and cold places of the Earth? Can we grow cacti and succulents?	Materials and their properties (Linked to DT) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Working scientifically Which materials are shiny and which are dull? (Identifying and classifying) Make relevant observations. Answer simple questions about what they see.	Materials and their properties (Linked to the theme of litter on the beach: reduce, reuse and recycle). Living things and their habitats Explore and compare the differences between that are living, dead, and things that have never been alive.
Ongoing Science **Seasonal changes:**	Autumn Do trees with bigger leaves lose their leaves first in autumn? (Pattern seeking, research) How does my height change across the year? (Observing over time)		Spring Does the wind always blow the same way? (Pattern seeking) How does the colour of a UV bead change over the day? (Observing over time)		Summer How does my height change across the year? (Observing over time)	

Willow Class **Y1 and 2 Curriculum Content** **Key focus underlined in bold** History Geography RE Art DT Music Computing	**Where are the world's oceans and how are they different?** **Locational Knowledge** *Name and locate the five oceans* **Geographical Skills** *Use world maps, atlases and globes to identify oceans* **How should we care for others and the world, and why does it matter?** ***Artwork inspired by sea creatures*** – drawing using pencils and pastels, colour mixing and painting techniques, mono printing. **Y1 Introducing Beat** **Y1 A Technology Around Us**	**Geographical Skills** *Use world maps, atlases and globes to identify countries and continents* **Significant individuals / Changes within and beyond living memory / significant historical events** (the Moon landing). Compare aspects of life in different periods e.g. Christopher Columbus and Neil Armstrong Mae Jemison Katherine Johnson, Dorothy Vaughan - The women who helped build NASA **Food technology – what would an explorer pack for a picnic? Including bread making skills.** **How and why do we celebrate special and sacred times? (Christmas and Hanukkah)** **Y1 Adding Rhythm and Pitch** **Y1C Digital Writing**	**Significant individuals / changes within living memory** Martin Luther King, Rosa Parks, Emmeline Pankhurst, Emily Wilding Davison. **What is Judaism and what do they believe?** Exploring and developing ***Sculpture and photography*** - *Anthony Gormley* ***Y1 Introducing Tempo and Dynamics*** ***Y2B Digital Photography***	**Where are the hot and cold areas of the world?** **Human and Physical Geography** *The location of hot and cold areas of the world in relation to the Equator and the North and South Poles* **Human and physical geography** *Use basic geographical vocabulary to refer to key physical features: mountain, vegetation, season, weather.* **How can we make our pictures move?** (levers and sliders). **What can we learn from sacred books? (Qur'an)** **Y1 Combining Pulse, Rhythm and Pitch** **Y2D Pictograms**	**Significant places in their own locality** Clifford's tower **Significant individuals** Kings and Queens of England **Geographical Skills** *Use aerial photographs & plan perspectives to recognise landmarks & basic human & physical features.* **Human and physical geography** *Use basic geographical vocabulary to refer to key physical features: river, hill and key human features: city.* **Strong structures – How can we build the strongest forts and castles?** **How and why do we celebrate special and sacred times? (Eid)** **Y1 Having Fun with Improvisation** **Y1E Moving a Robot**	**What are seaside towns like in the four countries of the UK?** **Locational Knowledge** *Name, locate and identify characteristics of the UK four countries and capital cities / surrounding seas* **Human and physical geography** Use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, sea, ocean, valley and key human features: town, factory, office, port, harbour, shop. **Geographical Skills** Use world maps, atlases and globes to identify the United Kingdom and its countries. **Drawings, paintings, textiles and clay sculptures inspired by seascapes and sea shells.** **What makes some places sacred? (mosques)** **Y1 Explore Sound and Create a Story** **Y2F An Introduction to quizzes**
Ongoing geography	Identify seasonal and daily weather patterns in the United Kingdom					

Year B 2025-2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	The Fairy Tale Forest Focus: Science an Art	Toys Through Time Focus: History and DT	Let's go on safari Focus: Geography and Art	Down on the farm Focus: Science and DT	London's Burning! Focus: History and DT	On our doorstep Focus: Geography, Science and Art
Hook into learning (Book, talk, drama /art/ science investigation/ visit / visitors	A fairy tale crime scene	The toys come alive in the classroom Castle Museum visit	African animal footprints found around school Visit Yorkshire Wildlife Park	Cress heads science experiments	Learn to sing 'London's Burning'	Local walks Pond dipping
Key Texts	Stories, poems and non-fiction books relating to Fairy tales based in the forest – Little Red Riding Hood, Hansel and Gretel, Alternative fairy tales	Stories, poems and non-fiction books relating to the theme of toys: Lost in the toy museum, Nothing, Threadbear	Stories, poems and non-fiction books relating to Africa: Counting leopard's spots- Animal stories from Africa,, African Acrostics	Stories, poems and non-fiction books relating to farms: Days on the farm, The Sheep Pig	Stories, poems and non-fiction books relating to the fire: Toby and the Great Fire, The Baker Boys, Vlad and Great Fire	Stories, poems and non-fiction books relating to pond animals and the local area.
Vocabulary to be explicitly taught To be added to throughout the year	evergreen, deciduous	artefact	savannah, game park	germination, nutrients	plague, timber, pitch, monument	habitat, lifecycle, metamorphosis, amphibian, insect
Writing to entertain	Traditional fairy tales Letters	Narrative	Descriptive writing	Narrative	narrative poetry	
Writing to inform	Fictional recounts	Information writing Recount	Non-chronological report Leaflet	Explanation	Information writing	Information writing recount
Writing to persuade						
Science	**Plants** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. *Working scientifically* How does a daffodil bulb change over the month/year? (Observing over time) What are the common British plants and where can we find them? (Research) Describe features with scientific vocabulary.	Materials Distinguish between an object and the material from which it is made. 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. Working scientifically Is there a pattern in the types of materials that are used to make toys? (Pattern seeking) We need to choose a make an umbrella for teddy. Which material is waterproof? (Identifying and classifying)	**Animals** Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Working scientifically What do you need to look after a pet dog/cat/lizard to keep it healthy? (Research) How can we organise the zoo animals? (Identifying and classifying) How are the animals in Africa different to the ones that we find in Britain? (Research)	**Plants** Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (cress) Working scientifically How did Beatrix Potter help our understanding of mushrooms and toadstools? (Research) Use books and the internet to find information. Underline important facts.	Materials (linked to DT) Describe the simple physical properties of a variety of everyday materials. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Working scientifically How are bricks made? (Research)	**Living things and their habitats** (pond habitat) Identify and name a variety of plants and animals in their habitats, including microhabitats. Notice that animals, have offspring, which grow into adults. Working scientifically How does a tadpole change over time? (Observing over time) What conditions do woodlice prefer to live in? (Pattern seeking) Recognise that scientific ideas are more than guesses.

<table>
<tr><td>Ongoing Science
Seasonal changes:</td><td colspan="2">How can we sort the leaves we found on our walk? (Identifying and classifying)
How does the Oak Tree change over the year? (Observing over time)
How does my height change across the year? (Observing over time)</td><td colspan="2">Are there plants that are in flower in every season? What are they? (Research/observing over time)</td><td colspan="2">How does my height change across the year? (Observing over time)</td></tr>
<tr><td>Willow Class Y1 an 2
Curriculum Content
History
Geography
RE
Art
DT
Music
Computing</td><td>How can we help Little Red Riding Hood get to grandmas?
Geographical Skills
Devise a simple map; and use and construct basic symbols in a key Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map
Who is a Christian and what do they believe?
<u>Observational drawings, explore tone, colour mixing – drawings and paintings of leaves.</u> Photography – Andy Goldsworthy.
STEM challenges linked to fairy tales.
Y2 Exploring Simple Patterns
Y2A IT Around Us</td><td><u>Changes within and beyond living memory</u>
<u>How have toys changed through time?</u>
How and why do we celebrate special and sacred times? (Christmas)
<u>Sewing skills- How do I join materials together? Make a puppet/stuffed toy.</u>
Y2 Focus on Dynamics and Tempo
Y1B Digital Painting</td><td>What is life like in Kenya and how does it compare to… ?
Locational Knowledge
Name and locate the world’s seven continents
Geographical Skills
Use world maps, atlases and globes to identify countries and continents
Place Knowledge
Similarities & differences through studying human & physical geography of a small UK area & of a small area in a contrasting non-European country (Kenya)
What makes some places sacred? (Churches and synagogues)
<u>Charcoal drawings, collages inspired by African animals, study Maasai craftspeople and make jewellery.</u>
Y2 Exploring Feelings through Music
Y1D Sound in computers</td><td><u>Changes within and beyond living memory</u>
How has farming changed over the years and how will it change in the future?
Why is Easter important to Christians?
<u>Mechanisms - How can we make a farm vehicle move using wheels and axles?</u>
<u>Food technology – how can we combine ingredients to make a salad?</u>
Y2 Inventing a Musical Story
Y2E Robot Algorithms</td><td><u>Changes beyond living memory</u>
<u>The Great Fire of London</u>
<u>Significant Individuals</u>
<u>Samuel Pepys</u>
What can we learn from sacred books? (The Bible).
<u>Strong structures – how can we build model houses in the style of 1666?</u>
Y2 Music that Makes you Dance
Y2C Making Music</td><td><u>Where is Stockton-on-the-Forest</u>?
Fieldwork
Use simple fieldwork and observational skills to study the geography of their school of its ground.
Human and physical geography
Use basic geographical vocabulary to refer to key physical features: soil, forest and human features: village, farm, house, shop.
What does it mean to belong to a faith community?
<u>Weaving using found and natural materials</u>
Y2 Exploring Improvisation
Y1F Introduction to Animation</td></tr>
<tr><td>Ongoing geography</td><td colspan="6">Identify seasonal and daily weather patterns in the United Kingdom</td></tr>
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