



St Peter's Creative Curriculum – Key Stage 1 Long Term Plan

Year 1

Theme	Launch/Challenge Suggestion	History	Geography	Art	DT	Other Subjects
Year 1 Term 1	Me and My World *Healthy Living* -Shoebox all about me (favourite things in). -Make a healthy picnic to share with families.	-Use common words and phrases relating to the <u>passing of time</u> . -Changes within <u>living memory</u> (where appropriate linked to changes in national life). <i>What is the history of my little life so far?</i> <i>How does my history fit in with my parents/grandparents?</i> <i>How has life changed since my parents were little? (Toys, books, food, music, keeping in touch)</i>		-Use <u>drawing</u> to develop and share ideas, experiences and <u>imagination</u> . <i>Can we draw ourselves?</i>	-What should we be eating? -Can we design and make our own <u>healthy snacks</u> ? -Can we plan and create a healthy picnic to share with our families?	English – Sharing information about myself, favourite stories. Science – <u>Keeping Healthy</u> Computing – e-safety, taking a photo and labeling my toy, comparing electronic and normal versions of toys, Music – my favourite music, my parent's favourite music. PE- <u>Doing exercise to stay healthy</u> .
Year 1 Term 2	Weather Experts -Clothes for different weather quiz. -Make our own weather station.		-Name, locate and identify characteristics of the four countries and capital cities of the <u>United Kingdom</u> and surrounding seas. -Identify seasonal and daily <u>weather patterns in the UK</u> . <i>Can we learn the main countries and capitals of the UK?</i> <i>How does the weather change?</i>	-Use <u>painting</u> to develop and share ideas, experiences and <u>imagination</u> . <i>Which artists have created famous weather pictures?</i> <i>Can we create our own weather pictures?</i>	-Can we build our own weather stations? (Rain collector, windsock...)	English – Writing weather reports, my favourite weather. Science - Seasons Computing – filming weather reports! Data handling. Music- Making instruments (rain-sticks)
Year 1 Term 3	Taking the Train - Train ride! -Build our own train (one carriage each).	-Use a wide vocabulary of <u>historical terms</u> . -Significant <u>historical events</u> , people and places in their own <u>locality</u> . <i>Who was George Stevenson?</i> <i>When were trains invented?</i> <i>How did life change when trains were invented?</i>	<i>Where have we travelled by train?</i> <i>Are the UK's capital cities linked up by trains?</i>	<i>Can we draw a train and label the main parts?</i> <i>What might you see out of the train window?</i>	-Explore and use <u>mechanisms</u> (e.g. levers, sliders, wheels, axles). -Can we build our own moving train carriages?	English – Oi, get off our train (John Burningham), what I saw from the window, information, stories & poems about trains. Science - Materials Music- recreating sounds.
Year 1 Term 4	Around our School -Go for an explore and decide the "best bits" and "bits to work on". -Make a local area map.		-Use simple compass directions (NSEW) and <u>locational/directional language</u> to describe features and routes on a map. -Use simple <u>fieldwork</u> and observational skills to study the geography of the school and its grounds, and the key human/physical features of its <u>local environment</u> . <i>What is it like around our school?</i>	-Develop a wide range of art and design techniques in using <u>form and shape</u> . <i>What can we see around our school?</i> <i>What marks and sculptures can we make using materials found around our school?</i>	-How do playground swings and roundabouts work? -Can we build our own model playgrounds?	English – Directions, describing areas. Science - Plants Computing – Programming instructions to move around. PE-Places to exercise around our school.

			Can we follow a route on a map? Can we make our own map?			
Year 1 Term 5	My Home, Your Home <i>-Write to relatives, asking for pictures of homes. -Design the home of the future!</i>	-Ask and answer questions about the past. <i>What is your home like? What wouldn't have existed in your home 100 years ago?</i>	-Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting European country . <i>What are homes like in other parts of the world?</i>	<i>How would you decorate your ideal home?</i>	- Design purposeful, functional, appealing products for themselves and others based on design criteria. <i>What is good about these homes? What is less good about them? Can you design your ideal home?</i>	English – Writing letters, stories & poems about homes. Science - Plants
Year 1 Term 6	Carnival of the Animals <i>-Pet day -Animal puppet shows.</i>	<i>What animals did there used to be that are now extinct?</i>	<i>Where do different animals live?</i>	-Develop a wide range of art and design techniques in using colour . -Learn about the work of a range of artists, craft makers and designers (similarities and differences between them). <i>Artist study – Matisse (shape and colour)</i> . <i>How did Matisse create art? Can we make art in his style?</i>	- Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining, finishing). <i>Can we design and make our own animal finger puppets?</i>	English – Information about different animals, animal stories & poems. Science - Animals Computing – finding out information about animals, simple animations. Music-Saint-Saens Carnival of the Animals.

Year 2

Theme	Launch/Challenge Suggestion	History	Geography	Art	DT	Other Subjects
Year 2 Term 1	Dinosaurs <i>- Digging for fossils. - Make a non-fiction book about dinosaurs.</i>	-Use stories and other sources to show that they know and understand key features of events from the past. -Understand some of the ways we find out about the past. <i>What was the world like in dinosaur times? What types of dinosaurs were there? Why did the dinosaurs die out?</i>		<i>Can we make our own dinosaur feet? Can we make our own dinosaur eggs?</i>	<i>Can we make our own dinosaur skeletons/fossils?</i>	English – Information texts, dinosaur stories & poems. Science - Animals Computing – finding/presenting information
Year 2 Term 2	Food Feast <i>-Try some new foods! -Plan and hold a Food Feast for parents</i>		-Name and locate the world's 7 continents and 5 oceans . -Identify the location of hot and cold areas of the world in relation to the Equator and North/South poles. -Use world maps, atlases and globes to identify countries, continents and oceans studied in this Key Stage. <i>Can we learn the 7 continents and oceans? Where do we come from?</i>	<i>Can we create the flags of different countries?</i>	-Use the basic principles of a healthy and varied diet to prepare dishes. -Understand where food comes from. <i>What do they eat in other countries? Where does our food come from? Can we plan and make a food feast for our parents with food from all around the world?</i>	English – recipes, invitations, writing about other countries Music-music from other countries PE- dance from other countries

			<i>What is it like in different countries?</i>			
Year 2 Term 3	Fire! Fire! <i>-Drama day. -Build Pudding Lane and burn it.</i>	-Identify similarities and differences between ways of life in different times. - Events beyond living memory that are significant nationally and globally. <i>When was the Fire of London? Why did it happen?</i>		-Develop a wide range of art and design techniques in using line and shape . <i>How have artists depicted the fire? Can we make our own pictures? Can we build our own?</i>	- Evaluate their ideas and products against design criteria. <i>What was good about the houses in London then? What was bad about them? How did the houses change after the fire?</i>	<i>English – diaries, dramatic accounts, information</i> <i>Science - Materials</i> <i>Computing - finding/presenting information</i> <i>Music-singing rounds</i>
Year 2 Term 4	Robots & Recycling *Litter* <i>-Litter Pick/watch Wall-e -Build a life size robot!</i>		-Use aerial photos and plan perspectives to recognize landmarks and basic human/physical features. -Devise a simple map /use and construct a simple key . <i>Looking at photos of landmarks, can we identify if the environment is being looked after? Can we follow a map to do a litter pick, and record what we found where?</i>	-Use a range of materials creatively to design and make products. -Use sculpture to develop and share ideas, experiences and imagination. <i>What will the world look like if we don't take care of it? Can we design and build our own robots?</i>	- Build structures , exploring how they can be built stronger, stiffer and more stable. <i>How can we make our robots stand up?</i>	<i>English – Wall-e, writing about how to save the planet</i> <i>Science - Materials</i> <i>Computing – programming robots</i>
Year 2 Term 5	Up, Up & Away <i>-Paper airplane building. -Create a computer presentation telling the history of flight.</i>	-Fit the times they study into a chronological framework. -The lives of significant individuals in the past who have contributed to national and international achievements. <i>What is the history of flight? Who were the Montgolfier brothers? Who were the Wright brothers? What will happen next?!</i>		<i>Can we build our own sculptures of hot air balloons? (Papier Mache)</i>	- Generate and communicate their ideas through talking, drawing, templates, mock-ups, and computers. <i>Can we evaluate different kite designs? Can you design and build your own kite?</i>	<i>English – the history of flight, writing as key people, flying stories and poems.</i> <i>Science - Plants</i>
Year 2 Term 6	The Seaside <i>-Sand sculptures -Visit the seaside?</i>	<i>What was it like to visit the seaside in the past?</i>	-Use physical geographical vocab : beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. -Use human geographical vocab : city, town, village, factory, farm, house, office, port, harbor, shop. <i>Can we name the features of the landscape in Marlow and compare them to the features at the seaside?</i>	-Develop a wide range of art and design techniques in using pattern and texture . <i>Can we create seaside pictures using natural materials?</i>	-Select from and use a wide range of materials and components , including construction materials, textiles and ingredients, according to their characteristics. <i>Can we build winding mechanisms so that the lighthouse keeper can pull up his lunch?</i>	<i>English – comparing landscapes, sending postcards, lighthouse keeper stories.</i> <i>Science - Habitats</i> <i>Music-seaside songs</i>