

Long Term Planning Overview KS1

Year: 2017/18

Staff Highlight skills/units taught thoroughly
Tick aspects that have had light touch
The curriculum is mapped and monitored by the Curriculum Lead Pippa Warner.

TOPICS/ themes covered will be chosen by pupils half-termly	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scientific and technological understanding. KS1	<ul style="list-style-type: none"> • Working scientifically • Plants • Animals Inc. humans • Everyday materials. • Light • Seasonal changes. • All living things and their habitat • Use of everyday materials • Sound 	<ul style="list-style-type: none"> • Working scientifically • Plants • Animals Inc. humans • Everyday materials. • Light • Seasonal changes. • All living things and their habitat • Use of everyday materials • Sound 	<ul style="list-style-type: none"> • Working scientifically • Plants • Animals Inc. humans • Everyday materials. • Light • Seasonal changes. • All living things and their habitat • Use of everyday materials • Sound 	<ul style="list-style-type: none"> • Working scientifically • Plants • Animals Inc. humans • Everyday materials. • Light • Seasonal changes. • All living things and their habitat • Use of everyday materials • Sound 	<ul style="list-style-type: none"> • Working scientifically • Plants • Animals Inc. humans • Everyday materials. • Light • Seasonal changes. • All living things and their habitat • Use of everyday materials • Sound 	<ul style="list-style-type: none"> • Working scientifically • Plants • Animals Inc. humans • Everyday materials. • Light • Seasonal changes. • All living things and their habitat • Use of everyday materials • Sound
COMPUTING KS1	<ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, 	<ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, 	<ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, 	<ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, 	<ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, 	<ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create,

