

KS1 Long Term Matrix

Term	Class	Autumn	Autumn	Spring	Spring	Summer	Summer	
Science	1	Cycle A	Healthy Me exercise, food and hygiene	Materials Monster working with materials	Mini Worlds close up on nature	Move it making movements	Young Gardeners planting masterclass	Little masterchefs become a masterchef let's get cooking
		Cycle B	Who am I? <i>My body, senses</i>	Celebrations <i>Materials, Light and dark, Classifying Foods</i>	Polar Adventures <i>Habitats, Materials, Ice</i>	Treasure Island <i>Basic needs of Plants and animals, Floating and Sinking</i>	On Safari <i>Mini Beasts, Food chains, Habitats</i>	Holiday <i>Identify animals, Materials and their properties, Protect the environment</i>
	On-going: seasonal changes throughout the year							
	1/2	Cycle A	Healthy Me exercise, food and hygiene	Materials Monster working with materials	Mini Worlds close up on nature	Move it making movements	Young Gardeners planting masterclass	Little masterchefs become a masterchef let's get cooking
		Cycle B	Who am I? <i>My body, senses</i>	Celebrations <i>Materials, Light and dark, Classifying Foods</i>	Polar Adventures <i>Habitats, Materials, Ice</i>	Treasure Island <i>Basic needs of Plants and animals, Floating and Sinking</i>	On Safari <i>Mini Beasts, Food chains, Habitats</i>	Holiday <i>Identify animals, Materials and their properties, Protect the environment</i>
	On-going: seasonal changes throughout the year							
	2	Cycle A	Healthy Me exercise, food and hygiene	Materials Monster working with materials	Mini Worlds close up on nature	Move it making movements	Young Gardeners planting masterclass	Little masterchefs become a masterchef let's get cooking
		Cycle B	Who am I? <i>My body, senses</i>	Celebrations <i>Materials, Light and dark, Classifying Foods</i>	Polar Adventures <i>Habitats, Materials, Ice</i>	Treasure Island <i>Basic needs of Plants and animals, Floating and Sinking</i>	On Safari <i>Mini Beasts, Food chains, Habitats</i>	Holiday <i>Identify animals, Materials and their properties, Protect the environment</i>
	On-going: seasonal changes throughout the year							

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Computing	1	Cycle A	Programming We are astronauts	Computational thinking We are games testers	Creativity We are photographers digital postcards (geog)	Computer networks We are researchers	Communication / collaboration We are detectives	Productivity We are zoologists
		Cycle B	We are Painters <i>Illustrating an e- book linked to Science</i>	We are Celebrating Creating a Card digitally	We Are Story Tellers Producing a Talking Book	We are Treasure Hunter <i>Using a programmable toy</i>	We Are Collectors <i>Finding Images sorting</i>	We Are TV Chefs <i>Filming the steps of a recipe</i>
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On-going: communicate online safely and respectfully								

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DT	1	<p>On-going: design purposeful, functional and appealing products generate, model and communicate ideas use a range of tools and materials to complete practical tasks evaluate existing products and own ideas</p>		
		<p>DT - Mechanisms : sliders and levers Exploring moving pictures - Linked with Funny Bones Design and Make a moving Christmas card</p>	<p>DT - structures Play Ground Theme</p>	<p>DT Food</p>
	1/2	<p>On-going: design purposeful, functional and appealing products generate, model and communicate ideas use a range of tools and materials to complete practical tasks evaluate existing products and own ideas</p>		
		<p>Food technology- healthy eating. Understand where food comes from Food preparation of vegetables, nutrition and keeping healthy.</p>	<p>Textiles Design and make hand puppets</p>	<p>Moving parts and structure Design and make a wishing well.</p>
	2	<p>On-going: design purposeful, functional and appealing products generate, model and communicate ideas use a range of tools and materials to complete practical tasks evaluate existing products and own ideas</p>		
		<p>Understand where food comes from preparation of fruit / vegetables looking at nutrition</p>	<p>Structure / mechanisms design and make a fairground ride (Geography) design and make a game that could have been played 100 years ago (history)</p>	<p>Textiles, templates and joining techniques</p>

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Art	1	<p>Portraits and artists Self-portraits including body parts (link with Science) Look at famous artists' portraits. Work with a variety of media.</p> <p>On-going : use a range of materials, use drawing, painting and sculpture, develop techniques of colour, pattern, texture, line, shape, form and space, learn about a range of artists, craftsmen and designers</p>	<p>Sculpture Seascape using different materials for 3D effect (link with science).</p> <p>On-going : use a range of materials, use drawing, painting and sculpture, develop techniques of colour, pattern, texture, line, shape, form and space, learn about a range of artists, craftsmen and designers</p>	<p>Investigating Materials Children explore colours, texture. Children to design own street art based on the work of Banksy.</p> <p>On-going : use a range of materials, use drawing, painting and sculpture, develop techniques of colour, pattern, texture, line, shape, form and space, learn about a range of artists, craftsmen and designers</p>
	1/2	<p>Portraits and artists Children will explore look at portraits painted by famous artists developing an understanding of portraits and media used. They will develop skills in observation, line and colour before completing their own self portrait.</p> <p>On-going : use a range of materials, use drawing, painting and sculpture, develop techniques of colour, pattern, texture, line, shape, form and space, learn about a range of artists, craftsmen and designers past and present.</p>	<p>Colour and 3D- Design Artists; Kandinsky... Circles - Russian Artist Robert Delaunay - French painter and printer. Children will use a range of techniques to create a variety of pieces exploring colour, materials, texture and form in both 2-D and 3-D</p> <p>On-going : use a range of materials, use drawing, painting and sculpture, develop techniques of colour, pattern, texture, line, shape, form and space, learn about a range of artists, craftsmen and designers past and present.</p>	<p>Sculptures - Local Sculpture trail linked to our Coastal Area Children will experience field study work within our locality. From this stimulus they will develop their observational skills and simple sketching techniques. Then they will experiment designing and making group sculptures as well as creating their own sculpture in clay.</p> <p>On-going : use a range of materials, use drawing, painting and sculpture, develop techniques of colour, pattern, texture, line, shape, form and space, learn about a range of artists, craftsmen and designers past and present.</p>
	2	<p>Portraits and artists portraits of the Queen (link to History) local artists (link to geography)</p> <p>On-going : use a range of materials, use drawing, painting and sculpture, develop techniques of colour, pattern, texture, line, shape, form and space, learn about a range of artists, craftsmen and designers</p>	<p>Sculpture sculpture around us (local) , clay Historical artefacts</p> <p>On-going : use a range of materials, use drawing, painting and sculpture, develop techniques of colour, pattern, texture, line, shape, form and space, learn about a range of artists, craftsmen and designers</p>	<p>Collage / Applique Nature art from another culture (link to History / Geography)</p> <p>On-going : use a range of materials, use drawing, painting and sculpture, develop techniques of colour, pattern, texture, line, shape, form and space, learn about a range of artists, craftsmen and designers</p>

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PE	1	Games - Rolla Ball Multi Skills - Balancing	Dance - Moving along Gymnastics - Making shapes	Gymnastics - assess level 1 Games - 10 point hoops	Dance - Themes / dreams Multi-skills - jumping	Games - bean bag throw Outdoors activity - Where are we going?	Athletics - Honey pot Multi-skills - throwing
	1/2	Games - Rolla Ball Multi Skills - Balancing	Dance - Cat dance Gymnastics - Making shapes	Gymnastics - assess level 1-2 Games - Kick rounders	Dance - Topic Multi-skills throw/catching	Games - bean bag throw Outdoors activity - shipwrecked	Athletics - Colour match Multi-skills - running/ jumping
	2	Games - Piggy in the middle Multi Skills - Balance	Dance - Cat dance Gymnastics - Families of actions	Gymnastics - assess level 1-2 Games - Kick rounders	Dance - How does it feel? Multi-skills catching	Games - Mini-tennis 1 Outdoors activity - Shipwrecked	Athletics - Furthest five / take aim / pass the baton Multi-skills - running

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Music	1	Cycle A (Y2 music express)	Ourselves - exploring sounds Toys - beat	Our land - exploring sounds Our bodies - beat	Animals - Pitch Number - beat	Storytime - exploring sounds Seasons - pitch	Weather - exploring sounds Pattern - beat	Water - pitch Travel - performance
			On-going: Sing songs, speak chants and rhymes, play tuned and untuned musical instruments, listen to a range of live and recorded music, make and combine sounds					
		Cycle B (Y1 music express)	Ourselves - exploring sounds Number - Beat	Animals - Beat Weather - Exploring sounds	Machines - Beat Seasons - pitch	Our School - exploring sounds Pattern - Beat	Storytime - exploring sounds Our Bodies - Beat	Travel - Performance Water - pitch
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History	1	Important Events: How do we find out why we celebrate Bonfire Night?	Within living memory: How do we find out about toys and games in the past?	Significant people: Florence Nightingale and Mary Seacole
	1/2	Within living memory: How do we find out about homes in the past?	Important Events: How do we find out about flight in the past?	Significant people: L. S. Lowry; Queen Elizabeth I and Queen Elizabeth II
	2	Important Events: How do we know about the Great Fire of London? What do we commemorate on Remembrance Day?	Local History: How do we find out about the history of the local area?	Significant people: Isambard Kingdom Brunel; Tim Berners Lee
Geography	1	Cycle A	Our Locality	Small region in UK The Isles of Scilly
		Cycle B	Core lessons Locational knowledge; Place knowledge; Human and physical geography; geographical skills and fieldwork	Small area in non-European country Serrekunda, the Gambia, West Africa
	1/2	Cycle A	Our Locality	Small region in UK The Isles of Scilly
		Cycle B	Core lessons Locational knowledge; Place knowledge; Human and physical geography; geographical skills and fieldwork	Small area in non-European country Serrekunda, the Gambia, West Africa
	2	Cycle A	Our Locality	Small region in UK The Isles of Scilly
		Cycle B	Core lessons Locational knowledge; Place knowledge; Human and physical geography; geographical skills and fieldwork	Small area in non-European country Serrekunda, the Gambia, West Africa

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PSHE	1	Cycle A	<p>New Beginnings</p> <p>To establish expectations, rights and responsibilities (fair/ unfair) (right/wrong) Discussions in whole class and small groups. Focus on celebration at the end of each week.</p> <p>Healthy Eating - discuss likes and dislikes. To explore choices to improve health and how to maintain personal hygiene. Names of the parts of the body.</p>	<p>Getting on and falling out</p> <p>To recognise, name and deal with their feelings in a positive way.</p> <p>To understand the rules for keeping us safe. Eg. Basic road safety.</p> <p>To understand that it is important to treat everybody fairly - introduce Stonewall book</p>	<p>Going for goals</p> <p>To make choices about what they watch on television, games that they play, how to spend their money.</p>	<p>Good to be me!</p> <p>To recognise what they are good at and feel good about themselves.</p>	<p>Relationships</p> <p>To work and play cooperatively and listen to each other.</p> <p>To recognise how their behaviour affects other people. Lucinda and Godfrey book about friendship</p>	<p>Changes</p> <p>To know what improves/harms their local , natural and built environments and about some of the ways people look after them.</p> <p>To know how to prepare for a new class next year.</p>
		Cycle B						
	1/2	Cycle A	<p>New Beginnings - establish expectations. Rights and responsibilities within class. Extend to children sharing opinions about what matters to them and explain why.</p> <p>Healthy Eating - To understand the</p>	<p>Getting on and falling out</p> <p>To know if people are feeling sad/scared and how to make them feel better.</p>	<p>Going for goals</p> <p>To set small achievable goals (steps) to an ultimate goal at the end of the term.</p> <p>To understand</p>	<p>Good to be me!</p> <p>To recognise their strengths and feel good about themselves.</p>	<p>Lucinda and Godfrey</p> <p>Body Parts Male/female Similarities and differences Rights over own body Responsibility to</p>	<p>Changes</p> <p>To consider a social/ moral dilemma that they come across in everyday life</p> <p>To know how to prepare for a new</p>

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		<p>importance of hand washing and how diseases can be spread and can't be controlled. To understand that needs change from being young to old. Investigate household products, including medicines - how can they be dangerous?</p>	<p>To know how to calm myself down when I am feeling angry or scared. To understand the difference between falling out and bullying.</p>	<p>that choices need to be made to achieve goals.</p>		<p>accept no</p>	<p>class next year.</p>
	Cycle B						
2	Cycle A	<p>New Beginnings To know how to make the classroom a safe and happy place. (rights/responsibilities) To know that I belong to a community. To know how to make someone feel welcome. Healthy Eating To understand what different parts of our body needs and explore healthy 'swaps' to make in our packed lunches. To prepare and experience healthy</p>	<p>Getting on and falling out To know how to make someone feel better when they are feeling alone. To know different ways to solve a problem. To know the different types of bullying.</p>	<p>Going for goals To explore money and enterprise. Children choose a charity to raise money for. To explore ways of raising money.</p>	<p>Good to be me! To recognise their strengths and feel good about themselves.</p>	<p>Relationships To work and play cooperatively and listen to each other. To recognise how their behaviour affects other people.</p>	<p>Changes To consider a social/ moral dilemma that they come across in everyday life To know how to prepare for a new class and key stage next year.</p>

KS1 Long Term Matrix

			snacks.					
		Cycle B						

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RE	1	Cycle A	<p>Why is the Bible special to Christians? <i>introducing the Bible, how it is treated, beliefs about God shown in the Bible: Belief, Authority, Expressions of Belief</i></p>	<p>What can we learn from the story of St. Cuthbert? <i>introducing stories about St. Cuthbert and his influence: Impact of belief, Expressions of Belief</i></p> <p>How and why is light important at Christmas?</p>	<p>What does it mean to belong in Christianity? <i>Introducing ceremonies of commitment and belonging, how beliefs affect values and actions of individuals: Expressions of belief impact of belief</i></p>	<p>How do Christians celebrate Easter?</p>	<p>How do Buddhists show their beliefs? <i>Introducing worship, ceremonies and how commitment and belonging is shown:</i></p> <p>Expressions of belief Impact of belief</p>	
		Cycle B	<p>Christianity</p> <p>Why is the Bible special for Christians?</p> <p>How do Christians care for each other? (Harvest, giving)</p>	<p>Christianity</p> <p>The Christmas Story</p>	<p>Christianity</p> <p>Jesus is a special person - caring, worship, teacher, miracle worker, healer</p> <p>Belonging to Christianity</p>	<p>Christianity</p> <p>Symbols of Easter Easter Story</p>	<p>Buddhism</p> <p>How is the Buddha special to Buddhists?</p>	<p>Buddhism</p> <p>Why did the Buddha leave home?</p>
	1/2	Cycle A	<p>Why is the Bible special to Christians? <i>introducing the Bible, how it is treated, beliefs about God shown in the Bible: Belief, Authority, Expressions of Belief</i></p>	<p>What can we learn from the story of St. Cuthbert? <i>introducing stories about St. Cuthbert and his influence: Impact of belief, Expressions of Belief</i></p> <p>How and why is</p>	<p>What does it mean to belong in Christianity? <i>Introducing ceremonies of commitment and belonging, how beliefs affect values and actions of individuals: Expressions of belief</i></p>	<p>How do Christians celebrate Easter?</p>	<p>How do Buddhists show their beliefs? <i>Introducing worship, ceremonies and how commitment and belonging is shown:</i></p> <p>Expressions of belief Impact of belief</p>	

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			light important at Christmas?	impact of belief			
	Cycle B	<p>Christianity</p> <p>Why is the Bible special for Christians?</p> <p>How do Christians care for each other? (Harvest, giving)</p>	<p>Christianity</p> <p>The Christmas Story</p>	<p>Christianity</p> <p>Jesus is a special person - caring, worship, teacher, miracle worker, healer</p> <p>Belonging to Christianity</p>	<p>Christianity</p> <p>Symbols of Easter Easter Story</p>	<p>Buddhism</p> <p>How is the Buddha special to Buddhists?</p>	<p>Buddhism</p> <p>Why did the Buddha leave home?</p>
2	Cycle A	<p>Why is the Bible special to Christians? <i>introducing the Bible, how it is treated, beliefs about God shown in the Bible: Belief, Authority, Expressions of Belief</i></p>	<p>What can we learn from the story of St. Cuthbert? <i>introducing stories about St. Cuthbert and his influence: Impact of belief, Expressions of Belief</i></p> <p>How and why is light important at Christmas?</p>	<p>What does it mean to belong in Christianity? <i>Introducing ceremonies of commitment and belonging, how beliefs affect values and actions of individuals: Expressions of belief impact of belief</i></p>	<p>How do Christians celebrate Easter?</p>	<p>How do Buddhists show their beliefs? <i>Introducing worship, ceremonies and how commitment and belonging is shown:</i></p> <p>Expressions of belief Impact of belief</p>	
	Cycle B	<p>Christianity</p> <p>Why is the Bible special for Christians?</p> <p>How do Christians care for each other? (Harvest, giving)</p>	<p>Christianity</p> <p>The Christmas Story</p>	<p>Christianity</p> <p>Jesus is a special person - caring, worship, teacher, miracle worker, healer</p> <p>Belonging to Christianity</p>	<p>Christianity</p> <p>Symbols of Easter Easter Story</p>	<p>Buddhism</p> <p>How is the Buddha special to Buddhists?</p>	<p>Buddhism</p> <p>Why did the Buddha leave home?</p>

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