



KS1 Curriculum Long Term Plan  
Radnor House Prep School

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## KS1 Curriculum Long Term Plan:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Farm to Fork & Sustainability		Zero to Hero World Book Day – 7 March		Create and Innovate	
Literacy Writing Tasks	<p><b><u>Fiction:</u></b> The Day the Crayons Quit:</p> <p>T1: Letter writing to the Crayons.</p> <p>T2: Describe your favourite colour and why.</p> <p>What the Ladybird Heard:</p> <p>T3: Sequencing and labelling a map.</p> <p>T4:: Wanted Poster on Lanky Len and Helfty Hugh.</p>	<p><b><u>Fiction:</u></b> The Lorax:</p> <p>T1:Character description of The Lorax.</p> <p>T2:Letter to the Lorax on Sustainability.</p> <p>T3:Thought bubbles of characters in the story of The Lorax.</p> <p>One Snowy Night: T4:: Letter to Santa</p>	<p><b><u>Classic Fiction:</u></b> Beatrix Potter Classics</p> <p>T1: Share thoughts &amp; ideas on Beatrix Potter. Write a recount on what the Naughty Nice did.</p> <p>T2: Read class Reader: The Bunny Lady. Answer a comprehension on the story.</p> <p>T3: The features of Beatrix Potter stories.</p> <p>T4: Write a book review on one of the stories</p>	<p><b><u>Poetry:</u></b> Rain Before Rainbows By Smithi Halls and David Litchfield</p> <p>T1: I can write encouraging positive words based on a poem I have read.</p> <p>T2: Create rhyming couplets and rhyming poems.</p> <p>T3: Respond imaginatively to a poem.</p> <p>T4: Listen to a classic poem about colour and write about colour.</p> <p>T6: Write and read aloud a poem.</p>	<p><b><u>Non – Fiction:</u></b> Information texts</p> <p>T1: Read, talk and write about incredible creatures.</p> <p>T2: Answer questions about incredible creatures.</p> <p>T3: Comparing non – fiction and fiction texts.</p> <p>T4: Use information texts and the internet for research.</p>	<p><b><u>Poetry: TBC</u></b> Carribean Poetry</p> <p>T1:</p> <p>T2:</p> <p>T3:</p> <p>T4:</p>

<b>SPAG</b>	<p>Year 1: Compose and write simple sentences, adjectives, verbs and understanding and answering questions. Using capital letters, full stops and finger spaces. Being able to attempt to use phonics learnt to decode words. Use RWI Program to learn Set 2 &amp; 3 sounds. Use FredTalk to sound out unfamiliar words.</p> <p>Year 2: Using correct sentence constructions, identifying bounds and proper nouns, verbs and adjectives. Using capital letters, full stops and question marks. Revising RWI phonics sounds 2 &amp; 3, using these in sentences and identifying similar sounds.</p>	<p>Year 1: Compose and write simple sentences using adjectives and verbs where appropriate. Begin to use connectives to join ideas together such as 'because' or 'when'. Use RWI for phonics, recognising different ways to spell graphemes. Begin HFW spelling tests weekly. Begin to revise and learn set 3 sounds.</p> <p>Year 2: Using connectives, simple and compound sentences antonyms and past tense. Using creative descriptive words in their writing using word mats. Exploring the use of speech marks and commas. Begin HFW spelling tests for KS1.</p>	<p>Year 1: Use simple connectives to join ideas, compose and write simple sentences, understand and answer questions, listen and follow writing instructions. Begin to use question marks and exclamation marks where appropriate. Use HFW within writing correctly spelt. Use RWI phonics to revise all sounds. Increase in recalling HFW.</p> <p>Year 2: Being able to write imaginatively, using full sentence and literacy devices such as adjectives and adverbs. Being able to recognise and spell KS1 HFWs.</p>
<b>H/Writing</b>	<p>Year1: Pencil grip is correct, to form letters of regular size and shape; individual number formation; cursive letter formation; finger spaces between words. Begin to use pre cursive to write words.</p> <p>Year 2: An emphasis on presentation of work. To begin to join up words and to challenge themselves to write in cursive in Literacy lessons where possible. Handwriting at this stage is monitors a</p>	<p>Year 1: Correct letter and number formation, with pre cursive for words, beginning to join letters together.</p> <p>Year 2: Correct formation of words and joining words in cursive to make sentences. Remember that capital letters do not join to cursive. Begin to work words neatness, lettering size and being proud of their work. Aim to achieve the Cursive writing certificates.</p>	<p>Year 1: To attempt writing in precursive throughout sentences, building resilience thought out and not giving up.</p> <p>Year 2: Presentation of work is at an acceptable standard. Year 2s begin to aim for a 'pen' licence in Year 3. Fully cursive by end of Year 2.</p>

<b>Reading:</b>	<p>Year 1: To read single word labels and lists, longer picture captions, understand events and characters views in the stories.</p> <p>Year 2: Give reason why things happen and how characters change, explore how particular words are used.</p>	<p>Year 1: Understand how we learn from non-fiction information texts, learn about classic fiction books and features within a story.</p> <p>Year 2: Predict story endings, form opinions about an author, make independent choices about their own reading.</p>	<p>Year 1: Follow instructions for making things. Follow plots and characters of traditional tale and rhymes, understand how fantasy stories work.</p> <p>Year 2: Use dictionaries, glossaries and other alphabetically ordered texts.</p>
<b>Speaking &amp; Listening</b>	<p>Year 1: Retell stories; ordering events using story language; tell stories; take turns to speak; listen to each other's suggestions; talk about the use of labels; lists and captions; read their RWI storybook aloud; Discuss Everywhere Bear Adventures. Show and Tell.</p> <p>Year 2: Adapt appropriate roles in groups and consider alternative courses of action, listen to others, ask relevant questions and follow instructions, speak with clarity and intonation when reading and reciting texts. Discuss Everywhere Bear Adventures with the class ongoing.</p>	<p>Year 1: Experiment with and build new stores of words; explain their views to others in a small group; ask and answer questions; describe, incidents from their own experiences; poems aloud and perform for an audience; Show and Tell</p> <p>Year 2: Express personal responses and make a valid contribution to group discussions.</p>	<p>Year 1: use discussion to work out how to follow instructions; read aloud and perform for an audience; talk and think about why fantasy stories are such fun. Show &amp; Tell.</p> <p>Year 2: Explain a process to a group, talk through processes of different images. Work effectively as part of a group, present own stories to members of class.</p>
<b>Maths</b>	Autumn	Spring	Summer
<b>Concepts:</b>	<p><b>Year 1:</b>            Number: Place Value            Numbers to 50 – whole part            Addition and Subtraction (using a number line and concrete apparatus)            Bonds to 10            Measurement: Length and height            Time – O'clock and half past.</p> <p><b>Year 2:</b></p>	<p><b>Year 1:</b>            Division &amp; Consolidation            Place Value to 100.            Measurement: Length and Height            Geometry: Shape &amp; Consolidation            Fractions &amp; Consolidation</p> <p><b>Year 2:</b>            Division            Statistics</p>	<p><b>Year 1:</b>            Geometry: Position and Direction            Measurement: Time            Place value recap            Problem solving            Weight and volume            Four operations recap</p> <p><b>Year 2:</b>            Geometry: Position and direction</p>

	Number: Place Value Numbers to 100 : Addition and subtraction numbers to 100 (using 100 block) Multiplication		Measurement: Length and Height Geometry: Properties of shape Fractions		Measurement: time Problem solving Mass, Capacity and Temperature Consolidation and Investigations	
<b>Science Science week (8 – 17 March)</b>	Habitats	Microhabitats	Growing Things	Everyday Builders		
<b>Skills</b>	-Explore the differences between living things, dead and things that have never been alive. -Identify and name a variety of plants and animals in their habitats. -Describe how animals obtain their food. -Identify that most animals live in habitats suited to them.	-What is a microhabitat? -Name a variety of micro habitats and their plants and animals in them. -Labelling a Minibeasts -A Bee friendly environment – find out what plants need to survive. -Minibeasts helpers – find out what Minibeasts need to survive	-Identify and name a variety of common wild and garden plants. -Observe and describe how seeds and bulbs grow. -Basic structure of flowering plants -Working scientifically by performing tests and identifying and classifying.	-Name and identify a variety of everyday materials. -Describe the physical properties -Compare & group together materials  Science Experiment week!		
<b>History</b>	Past & Present		Kings & Castles			
<b>Skills</b>	-What does History mean? -Compare past and present in our community and family (You as a baby vs now) -What toys did they use in the past & what do we use now? What is the difference between the two? -Comparing schools in the past vs schools now. – London in the past – design a past collage using newspaper and old photos of London.		-Why and where castles were built. -The Battle of Hastings and 1066 -Styles of castles including original Motte and Bailey castles -Features of castles – battlements, portcullis etc. -Who lives in a castle? Medieval life -How to become a knight?			

	-The Great Fire of London  Xander to create a lesson on the Titanic on Showbie.	-Armour <b>-A trip to a castle TBC</b>	
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Geography	The World Around Us:		Weather & Seasons		Fieldwork & Maps Geographical skills	
<b>Skills</b>	Map Skills: Locate our school in relation to London. Explore where our classmates are from. Explore Google Maps and Google Earth. -Name countries within continents on an Atlas. -Mark countries on a continent or world map. -Describe geographical features of different continents -Consider different climates across the world -Understand traditions around the world. -A local walk around Richmond (Then drawing the map when we get back to school)		-Identify seasonal and daily weather patterns in the United Kingdom. -Use simple compass directions and directional language. -Use observation skills on the I-pad. -Learn about rainfall and how we can measure it. -Making a rain gauge. -Where does our light and heat come from?			
<b>Religious Studies</b>	Special Ways of Living	Special Things in Nature	Special people & places	Special people & Places	Create & Innovate	Create & Innovate
<b>Religious Studies</b>  <b>Hinduism</b>  <b>Christianity</b>	Our hobbies and interests  Supporting Charities/ Christian led charities  Keeping Sunday Special	Looking after our planet- recycling  The Lotus Flower as a Hindu symbol	Special Me  Celebrating birthdays  My special places at home	Special people to me  Christian Beliefs-All people are special to God	Family heirlooms and photographs  Important Christian Symbols-Cross, Fish symbol etc.	Books, stories and songs that are special to us  Christianity-

<b>Sikhism</b>  <b>Judaism</b>  <b>Humanism</b>  <b>Non-religious beliefs</b>  <b>Islam</b>  <b>Buddhism</b>	Vegetarianism Follow the examples set by Gurus  <u>Special Festivals</u> Rosh Hashanah-Judaism (15-17Sep)  Harvest Festival around the world (October)	Stories about Guru Nanak and nature  <u>Special Festivals</u> Diwali-Sikhism/Hinduism 12Nov Thanksgiving 23Nov Hanukah-7-15Dec  Christmas-Christianity (Can link to Special Stories about Jesus)	Shrines and home worship (Hinduism) Stories of Christian Saints  To understand the 4 noble truths of Buddhism.  What does it mean to belong? Understanding that we belong somewhere.	Diwali-Hindu Goddesses  Introducing Gurus- Important Sikh people  Christianity-Special Jesus (link to Easter story)	Hinduism-Rangoli Patterns S-Five Ks  Symbols for Christian celebrations	Stories about Jesus  Children's Prayers-Christianity and other religions  Stories about Hindu Gods-Rama and Sita
<b>PE &amp; Games (AD)</b>						
<b>Skills</b>						

Art & DT	Autumn	Spring	Summer
	<ul style="list-style-type: none"> <li>- Colour &amp; Concentric circles: Kandinsky</li> <li>- Apples for Harvest</li> <li>- Drawing skills including still life - Drawing a pumpkin using chalk pastels</li> <li>- Oil pastel skills</li> </ul>	<ul style="list-style-type: none"> <li>-Van Gogh – Starry Night</li> <li>-Drawing skills – perspective</li> <li>-DT: plan and build a castle project</li> <li>-Learn about Henry Matisse and what makes him famous.</li> <li>-Identify organic and geometric shapes to create a Henry Matisse artwork.</li> </ul>	

Music	Let's Make Music!	World Music and Percussion	Let's Sing!	Sea Shanties	Let's Perform!	Summer Festival Rehearsals
<b>Skills:</b>	<p><b>Skills:</b></p> <p><b>Listening and appraisal:</b> Developing an understanding of a range instruments from the percussion family world music genres (African drumming, Bhangra drums and music from the Caribbean). Aurally recognising different instrumental sounds.</p> <p><b>Performance and composition:</b></p> <p>Using the solfa method to learn to read, sing and create music</p> <p>Learning to sing a range of songs using 'so' and 'mi' Learning to use the 'ta' and 'titi' rhythms through a range of songs and activities</p> <p><b>Singing:</b></p> <p>-Harvest and festival songs including 'Cauliflowers Fluffy' and 'Apples and Honey'</p> <p>-Christmas and Nativity songs</p>		<p><b>Skills:</b></p> <p><b>Listening and appraisal:</b> Learning about the four main instruments in the string family and understanding how to aurally recognise them. Listening to Classical Music including 'Bolero' by Ravel and 'Rondo Alla Turca' by Mozart</p> <p><b>Performance and Composition:</b></p> <p>Using the solfa method to continue to learn to read, sing and create music</p> <p>Continuing to develop an understanding of the notes 'so' and 'mi' and beginning to see them laid out on a stave</p> <p>Learning to sing a new note, 'la' and putting this note together with 'so' and 'mi'</p> <p>Learning about crotchet rests</p> <p>Beginning to learn about two and four metre music (time signatures)</p> <p><b>Singing:</b></p> <p>-Sea Shanties from the British Isles including 'Drunken Sailor,' 'Keep Hauling' and 'Being a Pirate'</p>		<p><b>Skills:</b></p> <p><b>Listening and appraisal:</b> Learning about some of the instruments in the Brass and Woodwind family, including the trumpet, French horn, clarinet and flute.</p> <p>Listening to 'Mars' and 'Jupiter' by Holst, with a focus on the composer's use of woodwind and brass instruments</p> <p><b>Performance and Composition:</b></p> <p>Continuing to develop an understanding of the notes and rhythms taught in the spring term including 'so,' 'mi' and 'la,' 'ta,' 'titi' and crotchet rest</p> <p>Beginning to learn about the rhythm 'tika tika'</p> <p>Learning to aurally differentiate between the sounds of a piece in two metre and in four metre</p> <p><b>Singing:</b></p> <p>- Preparing for the 'Summer Music and Dance Festival' by learning a range of songs</p>	



Computing	Autumn		Spring		Summer	
	-Being safe with the I-pads – rules & expectations -Being safe online -Logging into the I – pads - Using Showbie -Showbie training – post cards and All About Me -Using Showbie at home to complete All About Me project.		Data and information -Collecting data and creating pictograms -Typing and creating a poster for a purpose -Using keynote to add information to a weather chart.			
PSHE	Being Me in My World	Healthy Me	Celebrating Differences	Dreams and Goals	Relationships	Changing Me
	Feeling special and safe  Being part of a class  Friendships – how to make and keep friends.  Rights and responsibilities  Rewards and feeling proud  Consequences	Keeping myself healthy  Healthier lifestyle choices  Keeping clean  Being Safe  Kindness week	-New Years resolutions  -British Values including democracy  Similarities and differences  What does being Brave mean?  Making new friends  Celebrating the differences in everyone	-Identifying successes and achievements  Learning styles  Working well and celebrating achievement with a partner  Tackling new challenges  Identifying and overcoming obstacles  Feelings of success	Belonging to a family  Making friends  Physical contact preferences  People who help us  Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles- animals and humans Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition