

Long Term Plan Year 1 2019-2020

Autumn Term 1 – Ding! Ding!

Science	History	Geography	Art	DT	Music	Computing	Writing outcomes	Links to Maths
Everyday materials- Distinguish between an object and the material from which it is made	Blaise Pascal – invention of the bus Then and now- compare a range of toys and how they have changed over time.	Four countries and capital cities of the United Kingdom Focus to move onto London – Physical and human features (landmarks etc)		Create a toy bus out of different materials. Designing : understanding contexts, users and purpose. generating, developing, modelling and communicating ideas Making: planning and selecting materials practical skills and techniques Evaluate: own ideas	Use voice expressively singing songs, speaking chants and rhymes with growing confidence Work and perform as a group Learn to follow a conductor Completed Harvest songs and choral rehearsal of different songs.	E –safety unit Private and personal information Recognise common uses of information technology in the home and school environment (e.g. computers, tablets, smart phones) Using Computers Use group logins Use spacebar, backspace, delete, return keys	Writing to entertain – story, description Retell the story of Naughty Bus , imitate and innovate the story. Writing to inform –letter TFW used throughout story of Naughty Bus.	Place value, sequencing, number recognition, 1 more 1 less 10s and 1s, number bonds, addition, height and length and mass
		PE			PSHE		RE	
		See PE timetable			Managing Feelings and Behaviour		Who is a Christian and what do they believe?	
Outcome		Children will use their reading and handwriting to complete full sentences including all the necessary punctuation. They will focus on presentation implemented via the handwriting sessions.						

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Autumn Term 2 – I want to be...an actor.

Science	History	Geography	Art	DT	Music	Computing	Writing outcomes	Links to Maths
<p>Ourselves:</p> <p>Explore how we have changed – photographs and observations</p> <p>Using senses sort items- using taste, smell sort into different categories.</p> <p>Create a sensory board for another class to explore.</p> <p>Link writing opportunities for description etc.</p>	<p>Changes within living memory Significant historical events)people and places in their own locality)</p> <p>Introduction of the Christmas tree by Prince Albert</p>	<p>Map work –</p> <p>use simple fieldwork and observational skills to study the geography of a small area of the school and devise a map(linked to LRRH/ Three Bears and instructions)</p>	<p>painting-</p> <p>colour identify primary colours by name and mix primary shades and tones(Autumn / fireworks)</p>		<p>Use voice expressively</p> <p>singing songs, speaking chants and rhymes with growing confidence</p> <p>Work and perform as a group</p> <p>Learn to follow a conductor</p> <p>Learn traditional Christmas songs for the performance</p>	<p>Using Computers</p> <p>Use group logins</p> <p>Use spacebar, backspace, delete, return keys</p> <p>Word process short texts to present text and use Book Creator to capture photographs for our story and annotate using text tools</p> <p>Esafety: Understand where to go for help Going Places Safely Keep It Private</p>	<p>Traditional Tales:</p> <p>Writing to entertain – story, description,</p> <p>LRRH, Goldilocks and the Three Bears and the Gingerbread Man</p> <p>- using the repeated pattern of the text use TFW to verbalise story and join in, move to story mapping, imitation and innovation.</p> <p>Writing to inform –letter (as Goldilocks), instruction to make porridge / make a bed etc.</p>	<p>Days of the week, Tens and ones, subtraction, related number facts, time and mass</p>
				PE	PSHE		RE	
				See PE timetable				

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Outcome

Christmas performance and increased confidence in speaking and listening skills. Sentences will be built up during RWI and English lessons. They will ensure presentation is a high priority. Children will start to develop the use of joining two sentences.

Spring Term 1 – I want to be... a scientist

Science	History	Geography	Art	DT	Music	Computing	Writing outcomes	Links to Maths
<p>Seasonal changes and Animals including humans:</p> <p>Ask simple questions and recognise that they can be answered in different ways Use simple equipment to observe closely (photographs, labelled diagrams) Identify and classify Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions (simple, labelled drawings, simple tables)</p>		<p>Human and Physical Geography –</p> <p>Seasons/Weather Patterns in the UK</p> <p>Human and Physical Features</p>	<p>Collage</p> <p>Michel Keck</p>	<p>3D textiles</p> <p>Sewing</p>	<p>Improvise and Compose Experiment with, create, select and combine sounds</p> <ul style="list-style-type: none"> • Begin to understand how rhythm is long and short sounds happening over the pulse/beat • Understand pitch is high and low sounds • Understand temp is how fast/slow • Understand dynamics are loud/quiet <p>Choose sounds to represent different things e.g. feelings</p>	<p>Recognise common uses of technology at home and in school.</p> <p>Use technology purposefully to create digital content Net Searching ABS Searching</p> <p>Esafety: Understand where to go for help Going Places Safely Keep It Private</p>	<p>Writing to entertain – story, description Wanted... the Perfect Pet</p> <p>TFW- retell, imitate and innovate(introduce a new animal)</p> <p>Shape poetry Animal shapes using descriptive language</p> <p>Writing to inform – recount, letter</p>	<p>Addition and subtraction</p> <p>Place value(within 50)</p> <p>Multiples of 2,5,10</p> <p>Measurement- time Weight and volume</p>

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Gather and record data to help in answering questions							instruction, animal fact files	
MFL			PE		PSHE		RE	
			See PE timetable					
Outcome	Visit from Angie's Animal Antics and the Dogs Trust on how to look after pets/ how to stay safe around dogs. Share knowledge of animals with a parental open classroom visit.							

Spring Term 2 – I want to be... a biologist

Science	History	Geography	Art	DT	Music	Computing	Writing outcomes	Links to Maths
<p>Plants</p> <p>Ask simple questions and recognise that they can be answered in different ways</p> <p>Use simple equipment to observe closely (photographs, labelled diagrams)</p> <p>Identify and classify</p> <p>Use observations and ideas to suggest answers to questions</p>	<p>Significant historical events (people and places in their own locality)</p> <p>Rolland Hill and the heritage behind the postage stamp.</p> <p style="text-align: center;">Design a postage stamp competition to celebrate 50th birthday of school and bury a time capsule.</p>	<p>Human and Physical Geography –</p> <p>Seasons/Weather</p> <p>Patterns in the UK</p> <p>Road safety</p> <p>Map work</p>	<p>Printing</p> <p>William Morris and repeated patterns inspired by nature</p>		<p>Improvise and Compose</p> <p>Experiment with, create, select and combine sounds</p> <p>Begin to understand how rhythm is long and short sounds happening over the pulse/beat</p> <p>Understand pitch is high and low sounds</p> <p>Understand temp is how fast/slow</p> <p>Understand dynamics are loud/quiet</p>	<p>Using Computers</p> <p>Recognise common uses of technology at home and in school.</p> <p>Use technology purposefully to create digital content</p> <p>Net Searching</p> <p>ABS searching.</p> <p>Esafety:</p> <p>Understand where to go for help</p> <p>Going Places Safely</p> <p>Keep It Private</p>	<p>Writing to entertain – story, description,</p> <p>Jack and the Beanstalk and Jack and the Jelly Beanstalk</p> <p>TFW- retell, imitate and innovate(introduce a new set of items for Jack to collect from the giant.)</p> <p>Writing to inform – recount, letter instruction</p>	<p>Place value (within 50)</p> <p>Multiples of 2, 5 and 10.</p> <p>2/3D shapes, Measure and length and height</p> <p>Measurement- time</p> <p>Weight and volume</p>

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Gather and record data to help in answering questions (simple, labelled drawings, simple tables)					Choose sounds to represent different things e.g. feelings			
			PE	PSHE		RE		
			Swimming and yoga 5 weeks on each (swimming taster sessions)					
Outcome			Visit to Lower Smite Farm – Wildlife centre, creating maps of the school playground/ year 1 garden (including human and physical features). Speaking with increased confidence in order to share learning for a class assembly.					

Summer Term 1 – I want to be... an inventor.

Science	History	Geography	Art	DT	Music	Computing	Writing outcomes	Links to Maths
Tasc wheel – paper aeroplanes, which can take the monsters to a new home?	Inventors and inventions – then and now – chronological - artefacts		Clay-monster pinch pots Design and evaluation process for		Maintaining a beat – Marble Machine	Algorithms- create a simple program and debug using bee bots and simple programs	Writing to entertain – story, description, Monster Machine	Multiplication and division Measure: Capacity Mass Time

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			complete project				TFW- retell, imitate and innovate (introduce a new monster, where will they fly to?) Writing to inform – recount, letter instruction to build a monster machine.	Half/quarter
			PE	PSHE		RE		
			See PE timetable	<u>Health for Life</u> The world of drugs Keeping myself safe				
Outcome		Write instructions on how to build a flying machine for the monsters to get to a new home. Apply scientific knowledge and understanding to question and evaluate an investigation. Create a pinch pot for the monster to use to keep its water/ food in during its flight to a new home.						

Summer Term 2 – I want to be an explorer.

Science	History	Geography	Art	DT	Music	Computing	Writing outcomes	Links to Maths
Materials- (properties and sorting)		Geographical similarities and differences		Cooking and Nutrition:	Listen and Appraise	Algorithms- create a simple program and	Writing to entertain –	3D shapes

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<p>What materials is the best to transport Pirate Pete's treasure?</p> <p>Waterproof etc.</p> <p>Ask simple questions and recognise that they can be answered in different ways</p> <p>Use simple equipment to observe closely (photographs, labelled diagrams)</p> <p>Identify and classify Use observations and ideas to suggest answers to questions</p> <p>Gather and record data to help in answering questions (simple, labelled drawings, simple tables)</p> <p>Gather and record data to help in answering questions</p>		<p>between Droitwich and a contrasting non-EU country (Pirate Pete visits X)</p> <p>Compass points on maps</p>		<p>Pirate Pizzas Best toppings and healthiest.</p> <p>Design, make and evaluate (taste, healthiness etc.)</p> <p>How can I improve?</p>	<p>Listen with concentration and understanding</p> <p>Listen with sustained concentration</p> <p>Find the pulse whilst listening and tap</p> <p>Use the correct language to describe music</p> <p>Discuss feelings/emotions linked to different pieces</p> <p>Evaluate Sea Shanties and practise.</p>	<p>debug using bee bots and simple programs</p>	<p>story, description,</p> <p>Pirate Pete</p> <p>TFW- retell, imitate and innovate(introduce a new island to visit each time.)</p> <p>Poetry: Mrs pirate poetry, Sea Shanties, Pirate poems.</p> <p>Writing to inform – recount and instruction</p>	<p>1 more 1 less/10 more 10 less</p> <p>Directions(linking to Geography points on the compass)</p> <p>Difference</p> <p>Money (2s 5s 10s)</p>
			PE	PSHE		RE		
			See PE timetable	Diversity, Tolerance and Mutual Respect				
Outcome	Class assembly using confidence gained from speaking and listening. The science investigation will enable the children to explore and extend their prior knowledge and understanding of materials. It will also be in context of waterproofing etc.							