

Year 1 Long Term Plan 2017-18

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English Key texts</b>	Have you filled a bucket today? Old Bear Percy The Park Keeper stories	Woodland Animals – nonfiction texts The Owl Who Was Afraid of the Dark Owl Babies	Winter poetry Arctic Animals non-fiction texts Henry’s Holiday Meerkat Mail Lost and found	Animal information texts The Tiger who came to tea Animal poetry Performance poetry	Katie Morag Traditional tales	Traditional tales (alternative versions) Bird and plant information books The Ning Nang Nong The Acorn
<b>Cross Curricular Maths</b>	Counting Adding	Positional Language	2d shapes 3D Shapes Comparing Length Comparing Height	Solving problems Division Multiplication Describing Positions Describing Movement	Fractions – making halves and quarters Time	Money Volume and Capacity Mass
<b>Science</b>	<p><b>Materials</b> <b>Percy the Park Keeper - what materials should Percy use to build a shelter?</b> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><b>Which materials are waterproof?</b> Working Scientifically: Ask simple scientific questions. Use simple equipment to make observations. Carry our simple tests. Suggest what I have found out. Use simple data to answer questions.</p>	<p><b>Why are humans not like tigers?</b> <b>The children will:</b> Identify and name a variety of common animals including birds, fish, amphibians, reptiles, mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals ( fish, amphibians, reptiles, birds and mammals including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Working Scientifically: Ice Experiment Ask simple scientific questions. Carry our simple tests. Suggest what I have found out. Use simple data to answer questions.</p>	<p><b>What birds and plants would Little Red Riding Hood find in the park?</b> <b>The children will;</b> Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants including trees. Identify and name a variety of common animals that are birds,</p>		

	<p><b>Seasonal changes: trees and weather</b>  <b>What happens in Percy's park during the four seasons?</b></p> <p>Observe changes across the four seasons.  Observe and describe weather associated with the seasons and how day length varies.</p>		<p><b>Linked to Geography</b>  <b>We will:</b>  Observe and comment on changes in the seasons.  Name the seasons and suggest the type of weather in each season.  Explain how the weather changes throughout the year and name the seasons.</p>	
<p><b>History/ Geography</b></p>	<p><b>What has changed since our grandparents were young?</b>  <b>We will:</b>  Use words and phrases like: old, new and a long time ago.  Recognise that some object belonged to the past.  Explain how I have changed since I was born.  Ask and answer questions about old and new objects.  Spot old and new things in a picture.  Explain what an object from the past might have been used for.  Explain how some people have helped us to have better lives.  (Alexander Graham Bell)</p> <p><b>Where do the leaves go in winter? (linked to Science)</b>  A geography based theme in which the children will:  Explain how the weather changes throughout the year and name the seasons.</p>	<p><b>Why can't meerkats live at the North Pole?</b>  A geography based theme in which the children will:  Keep a weather chart and answer questions about the weather.  Explain how the weather changes throughout the year and name the seasons.  Explain the features of a hot and cold place.  Explain the clothes that I would wear in hot and cold places.</p> <p>Explain how some people have helped us to have better lives.  (Ernest Shackleton, David Attenborough)</p>	<p><b>Where does Katie Morag live and is it more exciting to Menston</b>  <b>We will:</b>  Explain where we live and tell someone our address.  Name some of the main towns and cities in the United Kingdom.  Name the four countries in the United Kingdom and locate them on a map</p> <p><b>Linked to Science</b>  <b>We will:</b>  Explain how the weather changes throughout the year and name the seasons.  Suggest why we wear different clothes at different times of the year.</p>	

	<p>Suggest why we wear different clothes at different times of the year.</p> <p><i>Significant historical events, people and places in their own locality (Guy Fawkes, Remembrance Day)</i></p>					
<b>Computing</b>	<p><b>Digital Literacy</b> <b>We will:</b> Use technology safely. Use a website. Keep personal information private.</p>	<p><b>Information Technology</b> <b>We will:</b> Use technology safely. Create digital content. Store digital content. Use a website. Keep personal information private. Use a camera.</p>	<p><b>Data Handling</b> <b>We will:</b> Use technology safely. Create digital content. Store digital content. Use a website.</p>	<p><b>Computer Science</b> <b>We will:</b> Create a series of instructions. Plan a journey for a programmable toy.</p>	<p><b>Media</b> <b>We will:</b> Create digital content. Store digital content. Retrieve digital content. Use a website. Use a camera. Record sound and play back.</p>	
<b>E-Safeguarding</b>	e-Safeguarding curriculum taught in Autumn Term 1 embedded throughout the year					
<b>PSHE</b>	<p><b>Relationships</b> To learn about: A wide range of feelings. (1) Different types of behaviour. (2) Listening to others and playing cooperatively. (6) How bodies and feelings can be hurt. (11) What it means to give support and feedback. (7)</p> <p><b>Health &amp; Wellbeing</b> Learn about: What makes them unique (3) How to set simple goals. (3) Rules we have for keeping safe. (12) Different ways of keeping physically and emotionally safe. (12)</p>	<p><b>Health &amp; Wellbeing</b> Learn about: What they like and dislike. (2) What it means to make a choice. (2) How choices can improve how they feel and look. (2) Different kinds of feelings we have. (4) The different ways we can manage feelings. (4)</p> <p><b>Relationships</b> Learn about: What fair and unfair means. (2) What kind and unkind means. (2) Right and wrong. (2)</p> <p><b>Living in the Wider World</b></p>	<p><b>Health &amp; Wellbeing</b> Learn about: Some of the things that keep our bodies healthy (1) About basic personal hygiene routines (6) About the spread of infections (7) About growing from young to old (8 &amp; 9)</p>	<p><b>Living in the Wider World.</b> Learn about: The needs of people and other living things. (3)</p> <p><b>Health &amp; Wellbeing</b> Learn about: Correct names for the main parts of the body (10) Similarities and differences between boys and girls (10) What goes onto and into our bodies. (11)</p> <p><b>Relationships</b> Learn about: Appropriate and inappropriate touch. (10)</p>	<p><b>Relationships</b> Learn about Special people in their lives (9)</p> <p><b>Health &amp; wellbeing</b> Learn about : People who take care of them. (13) The family networks they belong to. (13)</p> <p><b>Living in the Wider World</b> Learn about: Where money comes from and what it is used for. (6) The role of money in their lives (7)</p>	<p><b>Health &amp; Wellbeing</b> Learn about change and loss e.g. moving to a new class. (5) The feelings associated with change or loss (5)</p>

	<b>Living in the Wider World</b> Learn about: How to contribute to the life of the classroom. (1) Group and class rules. (2) Group and communities they belong to. (4)	Learn about: What improves and harms their local, natural and built environments.				
<b>Art</b>	<b>Materials</b> The children will; · use a range of materials creatively Cut roll and coil materials · develop printing techniques · use printing to develop and share their ideas, experiences and imagination. Create a repeating pattern in print		<b>Painting</b> The children will; · Create moods in art work. Name primary and secondary colours · Describe what I can see and give an opinion about the work of an artist I can ask questions about a piece of art.		<b>Drawing: self-portraits</b> The children will look at a range of self-portraits by known artists and create a self-portrait in response. They will; Show how people feel in paintings and drawings. I can use pencils to create lines of different thickness in drawings. I can use IT to create a picture	
<b>DT</b>	<b>Make a pop up toy</b> I can describe how something works I can explain to someone else how I want to make my product		<b>3D Modelling</b> I can use my own ideas to make something I can choose appropriate resources and tools I can make a simple plan  I can cut food safely to make a fruit salad – Link to maths halves and quarters		Linking to Geography The children will make a moving toy. They will; · design and develop their ideas · select the tools and equipment they will need to; cut, shape and join components · select from a range of materials · make a product that moves	
<b>MFL</b>	Greetings, saying how you feel, colours, transport	Numbers to 12, going to school in France, familiar stories, Christmas	Landmarks, celebrations, family members.	Days of the week, saying how old you are, April fool's day	Ordering food and drink in a café, ordering ice creams, familiar stories in French	Summer holidays, Bastille Day
<b>Music</b>	Focus: exploring sounds Focus: beat	Focus: pitch Focus: Exploring sounds	Pitch: Beat Pitch: Pitch	Focus: Exploring sounds Focus: Beat	Focus: Exploring sounds Focus: Beat	Focus: Performance Focus: Pitch
<b>PE</b>	FOMS – Agility, balance and co-ordination FMS - travelling	FOMS – Agility, balance and co-ordination FMS - jumping	FMS – sending  FMS – receiving	FMS – striking  FSS – Gymnastics	FSS – dance  Outdoor and Adventurous	FSS – Athletics  FSS – Invasion games (prep for sports day- hockey, basketball)
<b>RE</b>	Myself (Christianity and Islam) What is important to you?	Myself Why do Christians celebrate Christmas?	How do I know I'm being good? (Christianity, Islam)	What do Christians and Jews believe about Creation? (Christianity, Judaism, Islam)	How do religions welcome new members? (Christianity, Islam, Judaism)	
<b>Outdoor learning</b>	Den building for Percy and his animals	Observe changes as season change from Autumn to Winter Maths – positional language	Seasons - Winter to Spring Use foam blocks to build an igloo	Planting - link to PSHE – caring for others / things	Seasons – Spring to Summer Pond dipping Bird identification Walk around the village	Tree identification Common flowers
<b>Curriculum enrichment</b>	Ilkley Toy museum Visit to Church Harvest festival assembly	Christmas production		Easter assembly	Health Week	Harlow Carr Gardens End of year assembly