

Long Term Planning 2020-2021

Year 1

|                                   | Term 1   |  | Term 2   |   | Term 3  |   |
|-----------------------------------|--|--|--|---|---|---|
| <b>Weeks / Theme</b>              | <b>Magnificent Me</b><br><b>8 weeks</b>  | <b>Winter Wonderland</b><br><b>7 weeks</b>   | <b>Traditional Tales</b><br><b>6 weeks</b>   | <b>Spring Into Spring</b><br><b>5 weeks</b>   | <b>Under The Sea</b><br><b>6 weeks</b>  | <b>Under The Sea</b><br><b>7 weeks</b>  |
| <b>Engage (hook for learning)</b> | Create your own potato superhero   | Melted snowman   | Letter from the Bears  | Spring time poetry  | Marine Biologists Launderette video   | Seaside visit   |
| <b>Suggested texts</b>            | Supertato and other Supertato stories  | The Snowman<br>Winter stories<br>The Nativity Story  | Goldilocks and The Three Bears<br>Little Red Riding Hood   | Non-fiction lifecycles, growing<br>Oi Dog<br>Oi Frog<br>Monkey Puzzle<br>Spring time poetry   | Big Book Of The Blue<br>Non-fiction books about the sea / Christopher Columbus<br>Julia Donaldson –Sharing A Shell<br>A Mermaids Tale<br>A Whale And A Snail<br>Big Book Of The Blue  | Non-fiction books about the sea / Christopher Columbus<br>Julia Donaldson –Sharing A Shell<br>A Mermaids Tale<br>A Whale And A Snail<br>Big Book Of The Blue  |
| <b>Literacy Links</b>             | <p>To write our own Supertato story.<br/>I can say aloud what I am going to write about.</p> <p>Compose a sentence orally before trying to write it.</p> <p>Understand how words can combine to make sentences.</p> <p>I can listen to and talk about stories and non-fiction.</p> <p>Spell words containing 40 + phonemes.</p> <p>Name letters of the alphabet.</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Children read and understand simply sentences.</p> <p>Sit at a table, holding a pencil comfortably and correctly.</p> <p>Sequence pictures.</p> <p>Read words containing taught GPCs: -s, -es, -ing, -ed, -er and -est.</p> <p>Read and begin to write many common exception words.</p> | <p>The Snowman<br/>Winter stories<br/>The Nativity Story<br/>To write our own Snowman story.<br/>I can use letter sounds to work out and read new words.</p> <p>Capital letters, spaces, full stop, pronouns and proper nouns.</p> <p>Name the letters in order.</p> <p>Spell the days of the week (ongoing.)</p> <p>Begin to form lower case letters in the correct place (ongoing.)</p> <p>Form digits 0-9 (ongoing.)</p> <p>Write sentences by saying out loud what he/she is going to write about.</p> | <p>Traditional tales – write our own Little Red Riding Hood story.<br/>Write a sorry letter to the three bears.<br/>I can read new words correctly by blending the letter and letter groups sounds I have been taught.</p> <p>I can read words of more than one syllable using sounds that I have been taught.</p> <p>Spell words containing the 40+ phonemes already taught (ongoing )</p> <p>Use and.</p> <p>Write from memory simple sentences dictated by the teacher (ongoing.)</p> <p>Form capital letters.</p> <p>Discuss what he/she has written with the teacher or other pupils.</p> | <p><i>Write our own poetry.<br/>Add prefix un.</i></p> <p><i>Understand which letters belong to which handwriting families (ongoing.)</i></p> <p><i>Use joining words and join clauses using and.</i></p> <p><i>Writing singular/plural words –s and -es.</i></p> <p><i>Suffix –ing.</i></p> <p><i>Question marks.</i></p>  | <p>Something Fishy sci- fi writing.<br/>I can say the sound of all the letters and letter groups.</p> <p>I can read words: I'm, I'll, and we'll, and understand that the apostrophe represents the missing letter or letters.</p> <p>I can read aloud books that use letters and letter groups I have been taught.</p> <p>Spell common exception words.</p> <p>Write sentences by re-reading what he/she has written to check that it makes sense.</p> <p>Question marks / exclamation marks.</p> <p>Form short narratives.</p> <p>Exclamation marks</p> <p>1Ad sentences</p> | <p>Write a non-fiction piece of writing and practice presentation skills.<br/>I can read words made up of the letter sounds I know and which have endings: -er, -ing, -ed and -est.</p> <p>I can use sounds I know to re-read books more fluently and with more confidence.</p> <p>Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.</p> <p>Understand the English terminology for Y1 pupils.</p> <p>2Ad sentences</p> <p>Similes</p> |
| <b>Science</b>                    | <p>The Human Body<br/>Identify, name, draw and label the basic parts of the human body, and say which part of the human body is associated with each sense.</p> <p>Perform simple tests.</p> <p>Gather and record data to help answer questions.<br/>Materials and their properties.<br/>Distinguish between the object and the material from which it is made.<br/>Describe simple properties of everyday materials.</p>  | <p><i>Weather</i></p> <p><i>Observe changes across the four seasons. Observe and describe the weather associated with the seasons and how day length varies.</i></p> <p><i>Carnivores, herbivores, omnivores – link to polar animals and other animals that live today.</i></p>  | <p>Animals<br/>Habitats of animals.<br/>Hibernating animals.<br/>Use local environment to explore and answer questions about animals in their habitat.</p> <p>Winter: Seasonal changes (ongoing.)</p> <p>Materials – identify and name a variety of everyday materials Distinguish between the object and the material from which it is made.<br/>Identify and name a variety of materials. Compare and group together a variety of everyday materials.</p>  | <p>Animals<br/>Identify and name – common animals, fish, amphibian, reptiles, birds and mammals.<br/>Describe and compare the structure of a variety of common animals.</p> <p>Spring; seasonal changes (ongoing.)</p> <p>Plants<br/>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 flowering plants including trees.</p> <p>Seasonal changes (ongoing.)</p> | <p>Animal classification<br/>Identify and name – common animals, fish, amphibian, reptiles, birds and mammals.<br/>Describe and compare the structure of a variety of common animals.</p>   | <p>Weather<br/>Observe changes across the four seasons. Observe and describe the weather associated with the seasons and how day length varies</p> <p>Summer; seasonal changes (ongoing.)</p>   |

|                         | Term 1  |  | Term 2   |  | Term 3  |  |
|-------------------------|---|--|--|--|---|--|
| Weeks / Theme           | Magnificent Me<br>8 weeks   | Winter Wonderland<br>7 weeks   | Traditional Tales<br>6 weeks   | Spring Into Spring<br>5 weeks  | Under The Sea<br>6 weeks  | Under The Sea<br>7 weeks   |
| <b>Computing</b>        | <b>Basic Skills and E- Safety (Hector's World)</b><br>-Understand what being online may look like, the different feelings we can experience online and how to identify adults who can help<br>-Understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help<br>-Understand that photos can be shared online<br>-Understand the importance of seeking permission before sharing a photo | <b>Ialgorithm</b><br>-Understand that algorithms are precise instructions that can be followed<br>-Follow a simple algorithm<br>-Devise a simple algorithm<br>-Understand that programs execute by following precise and unambiguous instructions<br>-Plan, test and debug a simple algorithm<br>-Make predictions about outcome based on a simple algorithm<br>-Understand conditions and outcomes<br>-Understand that some statements can only be true and false | <b>Idata</b><br>-Understand why pictograms are useful<br>-Collect and organise information to solve a problem<br>-Create a graph using digital tools<br>-Create a pictogram using collected data<br>-Sort information on criterion<br>-Present data using a graph  | <b>Iprogram</b><br>-Understand that algorithms are implemented as programs on a range of digital devices<br>-Give instructions to a programmable toy<br>-Plan a simple algorithm that controls a toy<br>-Program a virtual object to move on-screen objects<br>-Record a sequence of instructions in a common format | <b>Iwrite</b><br>-Recognise that text can be created in a number of ways<br>- Use word processing software to create text<br>-Understand that a computer can be connected to a printer<br>- select and insert text into a word processing application<br>-Open and save a word processing document<br>-Understand the value of using a word processor to produce text | <b>Icompute iPad (Beebot)</b><br>-Give instructions to a virtual programmable toy<br>-Predict the outcome of simple algorithms<br>-Plan and execute simple algorithms<br>-Detect and correct (debug) mistakes with instructions<br>-Understand that splitting a problem into smaller parts and solving each one individually helps solve bigger problems (decomposition)<br>-Apply their knowledge of algorithms, programming, testing and debugging   |
| <b>History</b>          | Talking about the past events in our own lives: changes within living memory; Specifically, the change from being born to 5 years old. Talk about significant historical events, people and places in their own locality.   | History of Autumn celebrations. Talk about events beyond living memory that are significant locally or nationally.   | The Royal Family<br><br>Comparing living memory and events beyond living memory linked to the Royal Family discussing timelines.<br><br>Family trees – how to use them.  |  | Seaside then and now. Comparing living memory and events beyond living memory Compare aspects of life in different periods. Discuss timelines   | Christopher Columbus The lives of significant individuals in the past who have contributed to national and international achievements.   |
| <b>Geography</b>        | Locate and name where we live; locational knowledge. Use simple compass directions and locational directional language. Devise a simple map.  | Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles. Use maps, atlases and globes.   | Learn about the four countries and capital cities in the UK and be able to name and locate them on a map. Use basic geographical vocabulary to compare urban and rural areas.  | Name and locate hot places on a map. Learn geographical vocab to refer to different places. Use aerial photos to recognise basic human and physical features.  | Name and locate the world's seven continents. Identify the 5 oceans. Learn geographical vocab.  | Name and locate the world's seven continents. Identify the 5 oceans Learn geographical vocab.  |
| <b>Art &amp; Design</b> | Draw a portrait of yourself: use drawing to express ideas. To learn about the artist Giuseppe Arcimboldo To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (ongoing).   | Create something for the Christmas.<br><br>To use a range of materials creatively to design and make products including Christmas cards and decorations.   | To learn about the work of LS Lowry<br>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (ongoing).  | Mother's Day card<br>To use a range of materials creatively to design and make products.   | Ocean Art Learn about the work of a range of artists, describe the difference and similarities between different practices and disciplines and making links to their own work. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  | Ocean Art Learn about the work of a range of artists, describe the difference and similarities between different practices and disciplines and making links to their own work. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.   |
| <b>DT</b>               |   | Product design Christmas decorations.<br>Design purposeful, functional, appealing products for themselves and other users based on a design criteria. Select from and use a range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing)   | Clay – make a clay crown.<br>Design purposeful, functional, appealing products for themselves and other users based on a design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates mock ups and where appropriate information and communication technology. Select from and use a range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing)<br>Evaluate – explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. | Food<br>Planting seeds/fruit<br>Plan/ prepare a healthy dish – fruit salad. No bake weighing activity.<br>Use healthy and varied diet to prepare dishes. To understand where food comes from.  | Explore and use mechanisms in their products.<br>Make a movable sea creature.<br>Explore and use mechanisms. Looking at levers and sliders.<br>Select from and use a range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing)   | Build structures, exploring how they can be made stronger, stiffer and more stable.<br>Design a sea side tower.<br>Design purposeful, functional, appealing products for themselves and other users based on a design criteria<br>Generate, develop, model and communicate their ideas through talking, drawing, templates mock ups and where appropriate information and communication technology. Select from and use a range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing)<br>Evaluate – explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. |
| <b>Music</b>            | Take turns in a simple call and response song. Know when and how to start and stop singing. Understand the importance of posture and good breathing.  | Sing simple songs with limited pitch range of rhymes from memory broadly in time with others or a backing track. Understand the importance of posture and good breathing.  | Identify and discuss two dimensions of music in listening in music eg tempo, dynamics, pulse and pitch. Respond to a piece of music and say whether they like it and give a simple reason. Identify different types of music distinguish between a song and an orchestral piece of music.  | Children can make and explore a variety of sounds on a variety of different instruments. Children can select sounds to combine with others or a backing track. Children can make up sounds to represent other things.  | Children can play a variety of tuned and untuned instruments. Play long and short sounds. Children can play higher or lower notes on request. Keep a pulse in time with a piece of music. Handle instruments with care and in the correct manner. Children can play simple rhythm on different instruments. They can copy simple rhythm involving cap, monkey nap.    | Children can play a variety of tuned and untuned instruments. Play long and short sounds. Children can play higher or lower notes on request. Keep a pulse in time with a piece of music. Handle instruments with care and in the correct manner. Children can play simple rhythm on different instruments. They can copy simple rhythm involving cap, monkey nap.   |

|   | Term 1   |  | Term 2  |  | Term 3   |  |
|---|--|--|---|--|--|--|
| Weeks / Theme                                 | Magnificent Me<br>8 weeks  | Winter Wonderland<br>7 weeks   | Traditional Tales<br>6 weeks  | Spring Into Spring<br>5 weeks  | Under The Sea<br>6 weeks   | Under The Sea<br>7 weeks   |
| PSHE  | Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.   | Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.   | Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old.                                     | Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old.  | Children can explain different ways that family and friends should care for one another.   | Children can explain different ways that family and friends should care for one another.   |
| RE  | Who is a Christian and what do they believe?<br>Talk about some simple ideas about Christian beliefs about God and Jesus.<br>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. | Christmas- How and why do we celebrate special and sacred times?<br>Identify some ways Christians celebrate Christmas. Re-tell stories connected with Christmas and a festival in another religion and say why these are important to believers. | What makes some places sacred? Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used | Easter - How and why do we celebrate special and sacred times?<br>Identify some ways Christians celebrate Easter. Re-tell stories connected with Easter and a festival in another religion and say why these are important to believers. | How and why do we celebrate special and sacred times?<br>Identify some ways Christians celebrate Christmas Easter Harvest and Pentecost and some ways a festival is celebrated in another religion.<br>Re-tell stories connected with Harvest and Pentecost and a festival in another religion and say why these are important to Believers. | What does it mean to belong to a faith community?<br>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean . Identify two ways people show they belong to each other when they get married. |
| Classics                                      |  |  |   |  |  |  |
| PE  | Movement Skills 3  | Athletics<br>Yoga  | Gymnastics – Balancing and Spinning   | Target Games 2   | Invasion Game Skills 1<br>Dance - Under the Sea  | Striking and Fielding Game Skills 2  |
| End of Term Show and Share or Work to Display | Giuseppe Arcimboldo / self portrait display.   | Christmas door<br>Nativity scene   | Clay crown<br>LS Lowry display<br>UK map and countries identified   | Poetry display<br>Easter artefacts   | Ocean art<br>Moveable sea creatures.   | 3D towers<br>Ocean / continent song<br>Share work with Reception children.   |