

Year 1 Long Term Plans 2020-21

Autumn	Spring	English				Summer
<p>THE BOG BABY – JEANNE WILLIS</p> <p><u>NARRATIVE - description of the story</u></p> <p><u>SETTING DESCRIPTION-‘A walk into the Woods’</u></p> <p>Composing a sentence orally before writing.</p> <p>Reading work back to check that it makes sense.</p> <p>Sequencing sentences to form short narratives.</p> <p>Punctuating a sentence with a capital letter and a full stop.</p> <p>Using a question mark to punctuate a questions.</p> <p>Using an-ed suffix for</p>	<p>LOST AND FOUND – OLIVER JEFFERS</p> <p><u>NARRATIVE- retelling the story</u></p> <p><u>NON-FICTION-TRAVEL JOURNAL</u></p> <p>Composing a sentence orally before writing.</p> <p>Reading work back to check that it makes sense.</p> <p>Sequencing sentences to form short narratives.</p> <p>Punctuating a sentence with a capital letter and a full stop.</p> <p>Using a question mark/exclamation mark appropriately.</p> <p>Using an-ed suffix for verbs in the past tense.</p>	<p>BEEGU – ALEXIS DEACON</p> <p><u>NARRATIVE- retelling the story</u></p> <p><u>INSTRUCTIONS – Design a spaceship for Beegu</u></p> <p><u>LETTER- to Beegu</u></p> <p>Composing a sentence orally before writing.</p> <p>Reading work back to check that it makes sense.</p> <p>Sequencing sentences to form short narratives.</p> <p>Punctuating a sentence with a capital letter and a full stop.</p> <p>-ed suffix, -ing suffix, -un prefix</p> <p>Adding s/es to verbs in the third person.</p>	<p>DOGGER – SHIRLEY HUGHES</p> <p><u>NARRATIVE-writing our own lost toy story</u></p> <p><u>INFO TEXT- on old toys</u></p> <p>Composing a sentence orally before writing.</p> <p>Reading work back to check that it makes sense.</p> <p>Sequencing sentences to form short narratives.</p> <p>Punctuating a sentence with a capital letter and a full stop and a question mark/ exclamation mark where appropriate.</p> <p>-ed suffix, -ing suffix, Joining 2 sentences with ‘and’.</p>	<p>THE RABBIT PROBLEM- EMILY GRAVETT</p> <p><u>DIARY- a rabbit’s diary</u></p> <p><u>POETRY- Rabbit Poems</u></p> <p>Composing a sentence orally before writing.</p> <p>Reading work back to check that it makes sense.</p> <p>Punctuating a sentence with a capital letter and a full stop and a question mark/ exclamation mark where appropriate.</p> <p>Using suffixes- ing, ed, -er, -est, -s, -es</p>	<p>THE NAUGHTY BUS- JAN OKE</p> <p><u>NEWSPAPER REPORT- What did the naughty vehicle do?</u></p> <p><u>BIOGRAPHY- George Stephenson</u></p> <p><u>RECOUNT- The Train Ride</u></p> <p>Spelling the days of the week correctly.</p> <p>Punctuating a sentence with a capital letter and a full stop and a question mark/ exclamation mark where appropriate.</p> <p>- Using suffixes- ing, ed, -er, -est, -s, -es</p>	

Year 1 Long Term Plans 2020-21					
verbs in the past tense.	Joining 2 sentences with 'and'. (HA)	Joining 2 sentences with 'and'. (MA)	Using but, because, when (MA/HA)	Using the prefix -un	Using the prefix -un
Joining 2 sentences with 'and'. (HA)	Using capitals for I and proper nouns.	Using but, because, when. (HA)	Using if, that, or. (HA)	Using a range of conjunctions to join sentences.	Using a range of conjunctions to join sentences.
Using capitals for I and proper nouns.		Using capitals for I and proper nouns.	Using capitals for I and proper nouns.	Using capitals for I and proper nouns.	Using capitals for I and proper nouns.

Year 1 Long Term Plans 2020-21

Maths

Place Value – within 10 (4 weeks)

- Count to 10 forwards/backwards beginning with 0 or 1 or from any given number
- Count, read & write numbers to 10 in numerals & words
- Given a number, identify one more or one less
- Identify & represent numbers using objects & pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least

Addition/Subtraction (4 weeks)

- Represent and use number bonds to 10
- Read, write and interpret mathematical statements involving addition (+) and subtraction (-) and equals (=) signs
- Add and subtract one-digit numbers to 10, including zero
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems

Geometry: Shape (1 week)

- Recognise and name common 2-D shapes, including (for example, rectangles (including squares), circles & triangles)
- Recognise and name 3-D shapes, including (for example, cuboids (including cubes), pyramids & spheres)

Place Value – within 20 (2 weeks)

- Count to 20 forwards/backwards beginning with 0 or 1 or from any given number
 - Count, read & write numbers to 20 in numerals & words
 - Given a number, identify one more or one less
- Identify & represent numbers using objects & pictorial

Addition/Subtraction – within 20 (4 weeks)

- Represent and use number bonds to 20
- Read, write and interpret mathematical statements involving addition (+) and subtraction (-) and equals (=) signs
- Add and subtract one-digit and two-digit numbers to 20 including zero
- Solve one step problems that involve addition & subtraction, using concrete objects and pictorial representations and missing number problems e.g. $7 = \square - 9$

Place Value - within 50 (3 weeks)

- Count to 50 forwards/backwards beginning with 0 or 1 or from any given number
- Count, read & write numbers to 50 in numerals & words
- Given a number, identify one more or one less
- Identify & represent numbers using objects & pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least
- Count in multiples of 2s, 5s and 10s

Measurement: Length & Height (3 weeks)

- Measure & begin to record lengths & heights
- Compare, describe & solve practical problems for lengths & heights e.g. long/short, longer/shorter, tall/short, double/half

Measurement: Weight & Volume (3 weeks)

- Measure & begin to record mass/weight, capacity & volume

Compare, describe & solve practical problems for mass/weight e.g. heavy/light, heavier than/lighter than, capacity & volume e.g. full/empty, more than/less than, half, half full, quarter

Multiplication & division (3 weeks)

- Count in multiples of 2s, 5s and 10s
- Solve one step problems that involve multiplication & division, by calculating the answer using concrete objects, pictorial representations & arrays with the support of the teacher

Fractions (2 weeks)

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find & name a quarter as one of four equal parts of an object, shape or quantity

Geometry: Position & Direction (1 week)

- Describe position, direction & movement, including whole, half, quarter & three-quarter turns,

Place Value - within 100 (2 weeks)

- Count to 100 forwards/backwards beginning with 0 or 1 or from any given number
- Count, read & write numbers to 100 in numerals & words
- Given a number, identify one more or one less
- Identify & represent numbers using objects & pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least

Measurement: Money (1 week)

- Recognise & know the value of different denominations of coins and notes

Measurement: Time (2 weeks)

- Sequence events in chronological order using language e.g. before & after, next, first, today, yesterday, tomorrow, morning, afternoon & evening

Year 1 Long Term Plans 2020-21

<p>representations including the number line, and use the language of equal to, more than, less than (fewer), most, least</p>		<ul style="list-style-type: none">• Recognise & use language relating to dates, including days of the week & months of the year• Tell the time to the hour and half past the hour & draw hands on a clock to show these times. Compare, describe & solve practical problems for time e.g. quicker, earlier, slower, later <p>Measure & begin to record time (hours, minutes & seconds)</p>
---	--	---

Year 1 Long Term Plans 2020-21

Science

Animals including humans

About Me
DE Block 1

About Pets
DE Block 2

Children will learn about the parts of the human body and say which part is associated with each sense; I can name and label the basic parts of the human body. Children will learn how to name and identify common animals and identify carnivores, herbivores and omnivores. Children will also describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Children will also be given the opportunity to explore animals their local environment and become familiar with common animals. Children will be given the opportunity to explore the animals in their natural environment and work scientifically to observe, compare and contrast them.

Seasonal changes

About The Four Seasons
DE Block 3

This will be completed throughout the year.

Children will be taught to observe the changes across the 4 seasons, with a particular focus on Autumn and Winter, and observe and describe the weather associated with the seasons and how day length varies. Children will be able to identify and name the four seasons and describe the related weather.

Everyday materials:

Properties and grouping and sorting

About Materials
DE Block 4

About Materials
DE Block 5

Children will learn to distinguish between an object and the material from which it is made and be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Children will explore and describe the simple physical properties of a variety of everyday materials and compare and group together a variety of everyday materials on the basis of their simple physical properties. Children will explore a variety of subject specific language to describe the materials and their properties. Children will be given the opportunity to explore a wide variety of materials during investigations e.g. which material is best for Bigu's rocket? Wilbur and Orville Wright aeroplane challenge

Seasonal changes

About The Four Seasons
DE Block 3

This will be completed throughout the year.

To continue on from prior learning in Autumn term, in this unit, children will be taught to observe the changes across Spring and look at what weather we associate with Spring. Children will be given the opportunity to compare and contrast this with Autumn. Generating questions that can be answered in different ways. Observational investigation of recording data in tables length of days etc.

Plants

About Plants
DE Block 6

Children will learn how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Children will also identify and describe the basic structure of a variety of common flowering plants, including trees. Children will have the opportunity to use their local environment to explore the plants growing in their habitat and to plant and observe the growth of plants and flowers which they have planted.

Seasonal changes

About The Four Seasons
DE Block 3

This will be completed throughout the year.

To continue on from prior learning from the Spring term, in this unit, children will be taught to observe the changes during the summer season and look at what weather we associate with Summer. Children will be given the opportunity to compare and contrast this with Spring and describe the feature that change throughout the year – food grown, plants animals

Year 1 Long Term Plans 2020-21

Computing

<p>Internet Safety (X2 sessions A1 & A2) E-safety health and well-being to identify rules that keep us safe and healthy when using tech. Think You Know video clips: Programmes 1 & 2 https://www.thinkuknow.co.uk/5_7/hectorsworld/</p> <p>Multimedia- The Seesaw app -logging on and off -creating and adding content -recording responses to tasks through pictures, drawing, videos. -viewing and commenting on the work of others.</p> <p>Key Vocabulary: password, information, personal, online, polite, kind, computer, laptop, tablet, mobile, iPad, e-safety rules, website, worry, keyboard, mouse, trackpad, device, save, retrieve, store, password</p>	<p>Internet Safety (X2 sessions Sp1 & Sp2) E-Safety privacy and security finding examples of personal information and describing people that can be trusted. Think You Know video clips: Programmes 3 & 4</p> <p>Data and digital literacy – Pictogram software</p> <p>Multimedia – Photo editor through seesaw</p> <p>Key Vocabulary: home, school, safe, operate, equipment, technology, learn, internet, video, text, picture, sound, information</p>	<p>Internet Safety (X2 sessions Su1 & Su2) Think You Know video clips: Programmes 5 & 6 Online reputation and online bullying identifying ways of putting info on the internet and describing how people can be unkind online. https://www.thinkuknow.co.uk/5_7/hectorsworld/</p> <p>Programming using Sphero and beebots</p> <p><i>Key Vocabulary: Sphero, Beebots, robots, home, school, safe, operate, equipment, technology, learn, internet, website, instructions, robot, algorithm, sequence, software, sequence, apps, program, left, right, forward, backwards, in front, behind</i></p>
---	--	---

Year 1 Long Term Plans 2020-21

History

<p style="text-align: center;">THE HISTORY OF COMMUNICATION</p> <p>Children will recall facts about William Caxton (inventor of printing press) and Tim Berners-Lee (inventor of the world wide web) because they are significant people who have changed technology. Children will understand that this is important because they live in a technological world.</p> <p>Children will learn about important people who have changed technology in the world, using a variety of sources of evidence.</p> <p><i>CONCEPT: Dreams, Change,</i></p> <p>KEY VOCABULARY: timeline, before, after, then, now, past, present, dates, change, communication, technology,</p>	<p style="text-align: center;">CHANGES IN LIVING MEMORY – Focus On Toys</p> <p>Children will learn about changes within living memory to do with toys, so that they can sequence objects and understand the difference between past/present, now/then.</p> <p>Children will compare old and new toys looking at similarities and differences. They will look at how the toys fit into their history and show chronology e.g. grandma’s toys). They will look at changes over time (materials and safety). They will begin to ask questions about toys and how they are used.</p> <p>CONCEPT: Creativity,</p> <p>KEY VOCABULARY: past, present, then , now, living memory, differences, similarities</p>	<p style="text-align: center;">LOCAL HISTORY –STEPHENSON’S ROCKET</p> <p>Children will learn about Stephenson’s Rocket in order to understand the importance of a local place. The railway line near our school is part of the local history and children need to know how that affected others in the past, and why.</p> <p>Children will compare and contrast old and new trains and learn about steam power. Children will be able to talk about the first competition to run a train from Liverpool to Manchester. Then children will look at the trials at Rainhill, looking at how this is very close to where we live and potentially visit and ride the trains.</p> <p>CONCEPT: Resilience</p> <p><i>KEY VOCABULARY: steam power, trials, local place, past, present</i></p>
--	--	--

Geography

<p>The United Kingdom</p> <ul style="list-style-type: none"> Name and locate the 4 countries of the UK on a map. Name the 4 capital cities and the surrounding seas. Identify characteristics of the 4 countries as well as towns and cities. Recognise key physical features of the UK: beach, cliff, forest, coast, sea, river Recognise key human features of the UK: city, town, village, factory, farm, house, office, port, harbor, shop Use aerial photos to recognise human and physical features. 	<p>Hot and Cold Places</p> <ul style="list-style-type: none"> Equator, North & South Poles Name and locate hot and cold places Weather/climate of hot and cold places Features of hot and cold places - vegetation How animals and humans live there Use world maps and globes <p><i>KEY VOCABULARY: hot, cold, extremes, temperatures, Equator, North Pole, South Pole, Artic, Antarctic, seasons, weather, patterns,</i></p>	<p>Where I Live</p> <ul style="list-style-type: none"> Area within and close to school grounds Carry out simple fieldwork to observe the geography of the school and its grounds Home- my address N, S, E, W Directional language Features of the local environment- geographical similarities and differences Routes on map Using aerial photographs and plan perspectives to recognise landmarks and human and physical features <p>KEY VOCABULARY: left, right, similarities, difference,</p>
---	---	--

Year 1 Long Term Plans 2020-21

<ul style="list-style-type: none">• Use simple compass directions (N,S,E,W)• Use world maps and globes• <p>KEY VOCABULARY: map, atlas, globe, UK, United Kingdom, countries, physical features, beach, forest, cliff, coast, sea, river, weather, season, city, town, village, factory, farm, office, port, harbour, shop, aerial photograph, landmarks, local</p>		study, physical, UK, United Kingdom, north, south, east, west, compass, direction(al), plan, perspective, aerial, observational, fieldwork, landmark, features
<p>Seasonal Changes (throughout the year)</p> <ul style="list-style-type: none">• Seasonal changes<ul style="list-style-type: none">• Seasonal and daily weather patterns in the United Kingdom• Keeping a weather chart and use it to answer questions about the weather• Recognise the key physical features found in the UK, including seasons and weather		

Year 1 Long Term Plans 2020-21

PSHE

Being Me in My World

In this theme children will learn about feeling special and safe. They will learn about belonging and how they belong to a class, and school. Learners will develop an understanding of the impact that their behaviour has on others. They will talk about rewards and feeling proud. They will discuss how they can keep themselves and other safe.

Celebrating Difference

The purpose of this unit is to enable learners to be able to discuss similarities and differences between themselves and their peers. Learners will gain an understanding of what bullying is and how they might feel if they were being bullied. Learners will develop the skills to make a new friend.

Dreams and Goals

The aim of this unit is to support children to identify what they are successful in, and what they want to achieve. Learners will develop the skills to work collaboratively with a partner. Learners will begin to develop the skills they need to overcome a challenge and to recognise when they feel proud of themselves.

They will recognise the feelings of success.

Healthy Me

Within this unit, learners will develop an understanding of what choices they can make that will help them to stay healthy. They will learn about keeping clean, and safety with household items. The importance of road safety.

Begin to understand the link between health and happiness.

Relationships

In this theme, learners will reflect on how it feels to belong to a family and be able to discuss about people who they care about. Learners will begin to discuss and reflect on what types of physical touch they find acceptable reflecting on how we greet others. Learners will develop in confidence and the skills to be able to praise themselves and be able to recognise and celebrate their positive qualities by reflecting on ways in which they are a good friend.

Changing Me

In this theme, learners will begin to explore change by beginning to develop an understanding of the life cycles of humans and animals. Learners will be able to discuss how their body has changed since they were a baby. Learners will learn the correct terminology for body parts and develop an understanding of what parts of their body is private. Learners will begin to reflect on coping with change and support with transition to Year 2.

Religious Education : What do people say about God?

Christianity (God)

Christianity (Jesus)

Islam

Judaism

Hindu dharma

- What do Hindus

Christianity
(Church)

Year 1 Long Term Plans 2020-21

<ul style="list-style-type: none">• Why do Christians say that God is a 'Father'?	<ul style="list-style-type: none">• Why is Jesus special to Christians?	<ul style="list-style-type: none">• How might beliefs about creation affect the way people treat the world?	<ul style="list-style-type: none">• Why might some people put their trust in God?	believe about God?	<ul style="list-style-type: none">• How might some people show that they 'belong' to God?
---	---	---	---	--------------------	---

Year 1 Long Term Plans 2020-21

P.E.

<p>Invasion Games Large Ball Skills & Games, Dodgeball</p> <p>Dance Let's Move:</p> <ul style="list-style-type: none"> Autumn Folk Dance 	<p>Invasion Games Tag Rugby</p> <p>Gym Body awareness, jumping, travelling</p>	<p>Invasion Game Football</p> <p>N/W Tennis</p>	<p>Dance</p> <ul style="list-style-type: none"> Spring Topic based <p>OAA Teambuilding/ teamwork</p>	<p>Invasion Game Benchball</p> <p>Athletics Track</p>	<p>S/F Game Kick Rounders</p> <p>Athletics Field</p>
--	--	---	--	---	---

Music

<p>Hey You!</p> <ul style="list-style-type: none"> P: I can keep a steady pulse in a group, picking out two different tempos. A: I can respond to different moods in music saying how it makes me feel. <p>Style: Hip Hop Outcome: Learn to sing the song</p>	<p>Nativity Songs</p> <ul style="list-style-type: none"> P+S: I can sing simple tunes in unison. P+S: I can follow instructions about when to play and sing. <p>Style: Christmas Outcome: Nativity</p>	<p>In the Groove</p> <ul style="list-style-type: none"> C+I: I can create short melodic patterns using my voice. M: I can sing back short melodies using 2 pitched notes <p>Style: Blues, Latin, Folk, Funk, Baroque, Bhangra Outcome: Learn to sing the song</p>	<p>Round and Round</p> <ul style="list-style-type: none"> A: I can listen to a range of live and recorded music. C+I: I can create short rhythmic patterns using untuned instruments. <p>Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin Fusion Christmas Outcome: Improvise a section of the song in different styles</p>	<p>Rhythm in the Way we Walk and the Banana Rap</p> <ul style="list-style-type: none"> R: I can repeat short basic rhythms. P+S: I can play basic rhythms on untuned instruments. <p>Style: Reggae/Hip-hop Outcome: Compose untuned percussion backing</p>	<p>Your Imagination Consolidate the taught skills from Year 1.</p> <p>Style: Pop/Musicals Outcome: Compose own verse and perform</p>
---	--	---	---	--	--

Year 1 Long Term Plans 2020-21

Art		
ART	ART	ART
<p>Artist -Jackson Pollock</p> <ul style="list-style-type: none"> Name all colours used in their work. Mixing colours to make new colours. Apply colour using different tools. Develop imprinted images onto paper using a range of tools. Find collections of colours (colour wheel – observe and discuss do not make) DISCRETE. 	<p>Artist - LS Lowry</p> <ul style="list-style-type: none"> Observe and draw simple landscapes. Extend to a variety of drawing tools and explore different textures with these tools. Observe simple anatomy such as faces and limbs. 	<p>Artist – Takashi Murakami</p> <ul style="list-style-type: none"> Observe and create simple patterns. Create simple collages using a range of materials and textiles. Create simple, repeating and interesting patterns. Develop an awareness and discuss different patterns by artists and create repeating simple patterns using symmetry.
Design Technology		
D&T	D&T	DT Strand: Form- Stephenson’s Rocket
<p>DT Strand: Texture- A home for Bog Baby</p> <ul style="list-style-type: none"> Create simple weaving products and samples. Sort materials according to specific qualities. Know and recognise how textiles create products. <p>Printing- Christmas Cards</p>	<p>DT Strand: Form/Cooking & Nutrition- A Spaceship for Beegu</p> <ul style="list-style-type: none"> Use a range of basic skills to prepare a simple dish for purpose. Use materials to make a known object for purpose. <p>Carve, pinch and roll coils and slabs using modelling media.</p>	<ul style="list-style-type: none"> Use materials to make a known object for purpose. Make simple constructions with a range of materials. Create these products for purpose using a range of techniques = WHEELS AND AXELS. <p>Make simple joins on a product using cutting, shaping, joining and finishing.</p>

Year 1 Long Term Plans 2020-21