

Year 1 Long Term Planning 2018-2019

	Autumn		Spring		Summer	
	Our World	Celebrations	Inventors? Creators?		Growing/Green fingers?	
Books	Knuffle Bunny, The dog and the lost Mum, Not a Stick	Poems, I'm mad about pizza, Harvey Slumfenburger's Christmas present	The house that Jack built (links with Science), Anancy and Mr Dry Bone, Don't let the pigeon, The Works (poems)	Bring the rain to Kapiti Plain, Handa's hen, Night animals, The Works (poems)	Superheroes-all sorts, Dear Greenpeace, Poem Maker, Word Shaker	The Dancing Tiger, Tigress, Cinderella, Billy Goats Gruff and Snow White,
Movie			Lion King?		The Lorax, Disney Cinderella etc.	
Literacy	Stories with familiar settings, Labels, lists and signs, Songs and repetitive poems	Songs and repetitive poems, Non-fiction texts Stories with repeating patterns	Traditional tales, instructions, poems about the senses	Stories with repeating patterns, information texts, humorous poems	Fantasy stories (Superheroes), Letters, Poems about Nature	Information texts, Fairy stories, traditional poems
Grammar (other aspects will be covered, new are flagged)	Full stops, spaces between words, use capital letters for people, days and places, nouns/proper nouns	Spaces between words, use a capital letter and a full stop, a question or exclamation mark, use grammatical terminology including commands.	Begin to write in complete sentences, leave spaces between words, know proper nouns and to use capital letters for them, use 'because' and 'and' to join sentences	Begin to write in complete sentences, leave spaces between words; use capital letters for the names of people, places, days of the week, etc. using capital letters for the start of lines in a poem.; punctuate questions with question marks and sentences with full stops and exclamation marks; using grammatical terminology	Should be covering all aspects taught in term 1 and 2, including: Beginning to write complete sentences; using capital letters at the start of a sentence and a full stop, exclamation or question mark at the end; identifying and distinguishing statements, questions and exclamations. Joining words and joining clauses using 'and' and 'but'; leaving a space between words; using full stops and capital letters to demarcate sentences.	
Maths	Counting & sequences (to 20) Mental Addition Money & Time Measure & Shape Addition & Subtraction	Sequences & Shape Doubling/Halving & Time Shape & Data Addition & Subtraction Counting	Counting & sequences (to 100, counting in 10s) Addition, Subtraction & Money, Weight & Time, Doubles & Halves, Place value	Lengths, Subtraction, Capacity & Data, Addition & Subtraction, Money	Place value & Fractions, Addition & subtraction, 3D shape & time, Multiplication & Division, Addition, Subtraction & money	Addition, Time, position & direction, Multiplication & division, Addition, subtraction & money, Time

Science	Animals- Humans	Animals - Pets	Materials - Building	Materials - Types	Wonderful weather	Plants/Gardens
	<ul style="list-style-type: none"> Describe a simple lifecycle of an animal (including humans) Identify and describe the basic needs of animals, including humans, for survival (water, food and air) Know the 5 senses and how they are used Describe the importance of a healthy lifestyle Use features to compare and sort living things Ask people questions Use simple secondary sources to find answers 	<ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Know what the term habitats and microhabitats mean Describe how animals obtain their food from plants and other animals Understand the idea of a simple food chain All living things have certain characteristics that are essential for keeping them alive and healthy. Identify and study a variety of plants 	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials for particular uses Describe how materials can be changed by squashing, bending, twisting and stretching. Identify and discuss the uses of different everyday materials and how some materials are used for more than one thing or different materials are used for the same thing Describe properties of materials that make them suitable or unsuitable for particular purposes Explore the world around them and raise their own questions Experience different types of scientific enquiries Begin to recognise ways in which we might answer scientific questions Use features to compare and sort materials 	<ul style="list-style-type: none"> Experience different types of scientific enquiries Begin to recognise ways in which we might answer scientific questions Begin to notice patterns and relationships with help Ask people questions Use simple secondary sources to find answers Carry out simple tests, record data and talk about what they have found out and how they found it out. With help, record and communicate findings in a range of ways and begin to use simple scientific language. 	<ul style="list-style-type: none"> Observe and describe weather associated with the seasons Talk about changes in the weather Explore the world around them and raise their own questions Observe changes over time Use measurement and equipment to gather data Carry out simple tests, record data and talk about what they have found out and how they found it out. With help, record and communicate findings in a range of ways and begin to use simple scientific language. 	<ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including micro-habitats Identify and study a variety of plants within their habitat Observe and describe how seeds and bulbs grow into mature plants Describe conditions needed for plants to grow and stay healthy Explore the world around them and raise their own questions Experience different types of scientific enquiries Begin to recognise ways in which we might answer scientific questions Use features to compare and sort plants Observe changes over time Begin to notice patterns and relationships with help Ask people questions Use measurement and equipment to gather data

		<p>and animals within their habitat</p> <ul style="list-style-type: none"> • Observe how living things depend on each other • Compare animals in familiar habitats with animals found in less familiar habitats • Explore the world around them and raise their own questions • Ask people questions • With help, record and communicate findings in a range of ways and begin to use simple scientific language. 	<ul style="list-style-type: none"> • Ask people questions • Use measurement and equipment to gather data • Carry out simple tests, record data and talk about what they have found out and how they found it out. • With help, record and communicate findings in a range of ways and begin to use simple scientific language. 		<ul style="list-style-type: none"> • Carry out simple tests, record data and talk about what they have found out and how they found it out. • With help, record and communicate findings in a range of ways and begin to use simple scientific language.
History	Links to artists (see Art), Guy Fawkes for bonfire night		Learn about significant events beyond living memory, learn about the lives of significant individuals in the past who have contributed to national/international achievements (inventors), compare aspects of life in different times		Links to artists and musicians (see Art and Music)
Geography	Devise a simple map, use simple fieldwork and observational skills to study the geography of the school and its grounds. Name and locate the World's 7 continents, use world maps, atlases and globes to identify the UK and its countries, use basic geographical vocabulary to refer to key physical and key human features.		History		Identify seasonal and daily weather patterns in the UK. Use simple fieldwork and observational skills to study human and physical features of the local environment (including weather recording). Identify the location of hot and cold areas of the world in relation to the Equator and the poles. Understand geographical similarities and differences for UK and a contrasting country.

<p>RE (also see themed weeks)</p>	<p>What is Religion? Our first religion studied is Christianity. Thinking about who is a Christian and what do they believe. What Christians believe about God and about Jesus as the Son of God. Stories about Jesus and stories that Jesus told. Understand that Christians see God as the Father and Creator and Jesus as the Son of God and an inspiration to the Christian people. Look at prayer, in particular the Lord's prayer.</p>	<p>What makes some places sacred? Different religions and spiritual ways of life, places of worship for Christians and Muslims. Act as detectives answering own questions about places of worship, what they are used for and significance in the local community.</p>	<p>What does it mean to belong to a faith community? Think about belonging. Learn about the ways in which babies are welcomed in to religions and the promises made at weddings. Think about our own network of belonging and how we all belong.</p>			
<p>JIGSAW</p>	<p>Being me in my world</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>

<p>Art / DT</p>	<p>Self-portraits, making their homes models? Fireworks pastels/printing, drawing animals (pets), Diva pots, Rangoli patterns, Christmas cards</p> <ul style="list-style-type: none"> • Use drawing and painting to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques using colour, texture • Try out appropriate tools and techniques and the use of materials and processes • Follow health and safety rules • Evaluate own work produce • Answer questions about their own work, start using correct vocab • Describe their work and ideas in order to develop it further 	<p>D&T – planning and making models, Building bridges and towers (pasta etc.) Chinese New Year or Valentines Day link?</p> <ul style="list-style-type: none"> • Paint creatively from first hand observation • Develop a wide range of art and design techniques using line and shape • Explore collage , ICT • Analyse the work of other artists • Use the work of other artists to inspire their work • Look at the similarities and differences in a range of pieces of an artist’s work • Evaluate own work produce • Answer questions about their own work, start using correct vocab • Describe their work and ideas in order to develop it further 	<p>Collages of different materials, Using different media (sponges, printing, pastels, chalks, paint, ink etc.) Look at an Artist Mothers Day Cards</p> <ul style="list-style-type: none"> • Try out appropriate tools and techniques and the use of materials and processes • Follow health and safety rules • Look at designers from different times (how were walls built etc) <ul style="list-style-type: none"> • Evaluate own work produce • Answer questions about their own work, start using correct vocab • Describe their work and ideas in order to develop it further 	<p>Weather pictures, Using water to make art</p>	<p>Sketching from real life - drawing plants and trees Bark rubbings Making natural sculptures Looking at the artist Andy Goldsworthy</p> <p>Draw creatively from first hand observation, experience and imagination</p> <ul style="list-style-type: none"> • Use drawing and painting to develop and share their ideas, experiences and imagination • Evaluate own work produce • Answer questions about their own work, start using correct vocab • Describe their work and ideas in order to develop it further
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DT Skills objectives	<ul style="list-style-type: none"> Select from a range of tools and equipment – joining and finishing Use a range of techniques to ensure item has a finished appearance Identify what could have been done differently and how It could have been improved in the future. Explore and use mechanisms e.g. levers and sliders in their products (Christmas cards) 	<ul style="list-style-type: none"> Identify what could have been done differently and how It could have been improved in the future. 	<ul style="list-style-type: none"> Select from a wide range of materials including textiles Use a range of techniques to ensure item has a finished appearance Identify what could have been done differently and how It could have been improved in the future. 	<ul style="list-style-type: none"> Select from a wide range of materials including ingredients Use a range of techniques to ensure item has a finished appearance Explore and evaluate a range of existing products Evaluate their ideas against product design criteria identifying likes and dislikes Identify what could have been done differently and how It could have been improved in the future. Follow safe procures for food and hygiene Ensure tools and equipment are used safely and effectively Understand the need for hygiene and safety procedures Use basic principles of a healthy and varied diet. 	
ICT					
Music	Related to the senses and to celebrations, using music within PSHE (Jigsaw)			Related to growing – the seasons by Vivaldi	
Homework					
Themed Weeks/ Days					

Trips	Local area – Donnington Castle?	Winchester Science place? Visit to local places of worship?	Discovery Centre/Garden Centre/Allotment
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