

Long Term Planning

Key Stage 1 Year 1 2019-2020



Term	Autumn		Spring		Summer	
Science	<p>Animals including Humans</p> <p>To name common animals.</p> <p>To sort animals into different animal groups: birds amphibians minibeasts fish mammals.</p> <p>To name birds and features of their habitats.</p> <p>To identify the main parts of a fish.</p> <p>To identify some common amphibians.</p> <p>To identify characteristics of an amphibian.</p> <p>To order the life cycle of 1 amphibian.</p> <p>To name common minibeasts and describe their habitats.</p>	<p>Seasonal changes Autumn and Winter</p> <p>To observe the seasonal changes across the four seasons in context of the weather.</p> <p>To identify signs of autumn.</p> <p>To relate the position of the sun to the time of day.</p> <p>To identify how animals stay warm during winter/hibernation.</p> <p>To identify nocturnal and diurnal animals</p> <p>To understand about diet and habitat for common nocturnal animals.</p> <p>To recall the names of some deciduous trees</p> <p>To identify deciduous trees by closely observing the leaves.</p>	<p>Everyday Materials</p> <p>To describe the simple physical properties of a variety of everyday materials and to compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Distinguish between an object and the material from which it is made.</p> <p>To understand that materials can be made in factories.</p> <p>To find out if different materials are waterproof.</p> <p>To investigate which materials block out light</p>	<p>Seasonal changes Winter and Spring</p> <p>To observe the seasonal changes across the four seasons in context of the weather.</p> <p>To know about seasonal change.</p> <p>To compare the features of winter and spring.</p> <p>To know that winter weather makes it hard for some animals to find food.</p> <p>To name some common birds.</p> <p>To identify materials that could be used to build a birds' nest.</p> <p>To plan the structure of a nest.</p> <p>To use pegs to build the nest to simulate a bird using its beak and feet to build a nest.</p> <p>To create a bird feeder and observe birds visiting it.</p>	<p>Plants</p> <p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>To visit Holland Park.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>To find out what a plant needs to grow.</p> <p>To visit Kew Gardens to find out more about plants.</p> <p>To use our bodies to copy the adaptations that some trees and plants use to survive</p>	<p>Animals Including Humans</p> <p>To identify and name a variety of common animals (including carnivores, omnivores and herbivores) and describe their structures.</p> <p>To understand the senses.</p> <p>To 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>To identify and sort familiar smells.</p> <p>To identify a variety of sounds.</p> <p>To record that most and least common eye colour in our class.</p> <p>To identify and describe objects by touch.</p>

Computing	<p>IT and DL Data Handling I can sort objects (4 lessons)</p> <p>CS Programming Devices Giving instructions - Making toast (2 lessons)</p>	<p>DL Blogging Sharing my Iceberg work (2 lessons)</p> <p>IT Creating an image Design a plate (3 lessons)</p>	<p>IT Graphic Presentation Cyberwalk (3 lessons)</p> <p>CS Simulations Fly and dig carefully (2 lessons)</p>	<p>CS Coding using blocks I can code (4 lessons)</p> <p>CS Algorithms What is an algorithm? (3 lessons)</p>	<p>CS Using instructions I'm a problem solver (3 lessons)</p> <p>IT Using a word bank Robot Words (3 Lessons)</p>
History	<p>Bruegel and Lowry To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>		<p>The first aeroplane flight To know where the people and events they study fit within a chronological framework.</p> <p>To use a wide vocabulary of everyday historical terms. famous explorers</p>	<p>UK Heritage</p> <p>To understand some of the ways in which we find out about the past.</p> <p>They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events they have studied</p> <p>Significant individuals from the past – Neil Armstrong</p>	
Geography		<p>Polar Bears of penguins</p> <p>To identify the polar regions and animals that live there.</p> <p>To develop knowledge about night and day patterns in the Arctic and Antarctic?</p>			<p>Up, up and away!</p> <p>What do you know about the UK?</p> <p>Capital cities Water around us</p> <p>To use an atlas to find different places in the UK and then decide the mode of travel between them.</p>

		To know some facts about Inuit people.			To identify local landmarks.
Physical Education Indoor Y1	Dance and Movement Pattern	Gymnastics			
Physical Education Outdoor Y1			Games – Net and Wall	Games –Striking and Fielding	Sports day preparation – Athletics
MUSIC	Skills: Jolly Music Beginners Lessons 21-30	Skills: Jolly Music L1 Lessons 1-10		Skills: Jolly Music L1 Lessons 11-20	
Art	<p>Self Portrait</p> <p>To use drawing and painting techniques to communicate ideas about themselves in a self-portrait; talk about what they think or feel about their own work</p>		<p>Exploring colour</p> <p>To understand the colour wheel To have a go at mixing colours To understand tone – a word used to describe the lightness or darkness of a colour To mix the paints to make 3 tones of yellow/orange from darker to lighter To look at the work of</p>		<p>What is sculpture</p> <p>To try tools and techniques and apply these to materials and processes. To review what they and others have done, say what they think and feel about it and what they might change</p>

				Vincent Van Gough To paint the sunflowers in the style of Van Gough.		
DT		<p>Model House</p> <p>To identify the name of each building.</p> <p>To list the features of each building.</p> <p>To label the materials used in each building.</p> <p>To sketch the design of a model house.</p> <p>To make a model house.</p> <p>To identify what was liked about the model house.</p> <p>To identify what could be improved.</p>	<p>Design and make a cereal</p> <p>To investigate what ingredients are used in breakfast cereals</p> <p>To research the appearance and flavours of fruit</p> <p>To choose ingredients for the designed cereal</p> <p>To evaluate my cereal.</p> <p>To say what they enjoyed about their cereal and how to make it better.</p>		<p>Moving Pictures</p> <p>To explore and evaluate a pop-up book</p> <p>To identify the parts that move</p> <p>To identify the forces used to make the parts move</p> <p>To give an opinion as to whether I think the moving part is effective</p> <p>Use words to describe the movement of the picture? push, pull, up, down, left, right.</p> <p>To create a slider</p> <p>To assemble the moving picture.</p> <p>To evaluate my moving picture.</p>	

RE	What responsibility has God given people about taking care of Christianity?	Why are saints important to Christianity? Nativity characters	What is it like to live as a Jew?	What is the story of Noah really about? Why is Easter the most important festival for Christians?	What is the importance of symbols, beliefs and teaching in Hinduism?	Why do Christians make and keep promises before God?
PSHCE	Who am I? Friends Targets Reflection Problem solving	Resolutions Respect School Community Family and friends All around	Money Feeling good Teasing and bullying	Things around you Community Stranger Danger	What goes into my body? Which things are safe Thinking of safety	Playing fair Other people's needs Getting on with others How can I help to keep myself healthy