

St Michaels Primary: Year 1 Long Term Plan 2020-2021

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Key question:	1. <u>What materials should Percy use to build a shelter?</u> [What happens in the Park during the four seasons?] 2. <u>What has since our grandparents were young?</u>				1. <u>Why are humans not like tigers?</u> 2. <u>Why can't meerkats live at the North Pole?</u>				1. <u>What birds and plants would Little Red Riding Hood find in the park?</u> [What would you like to have in your picnic?] 2. <u>Where does Katie Morag live and is it more exciting than Devon?</u>			
Babcock English Text	Here we are- Oliver Jeffers		Percy the Park keeper The Naughty Bus		Penguins Tiger who came to Tea		Meerkat Mail		Red Riding Hood - Traditional tales I Love Bugs		Train Ride	
Writing genre	Story		Instructions		Non fiction		Descriptive writing / postcards		Traditional tales		Poetry	
Guided Reading	Guided reading is separate and links to children's book band colours. Where possible links are made to the topic or the genre we are focusing on that half term.											
White Rose Maths	Place Value (within 10)	Addition and Subtraction (within 10)	Geometry: Shape	Place Value (within 20)	Addition and Subtraction (within 20)	Place Value (within 50) Multiples of 2,5, 10 to be included	Measurement : Length and Height	Measurement: Weight and Volume	Multiplication and Division Multiples of 2,5, 10 to be included	Fractions Geometry: Position and Direction	Place Value (within 100)	Measurement: Money and Time

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Science	<p>1. <u>Materials</u></p> <ul style="list-style-type: none"> • 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. • Which materials are waterproof? <p>1. <u>Seasonal Changes Trees and Weather</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe the weather 	<p>1. <u>Animals</u></p> <ul style="list-style-type: none"> • 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>2. <u>Seasons - Linked to Geography</u></p> <ul style="list-style-type: none"> • Observe and comment on changes 	<p>1. <u>Plants</u></p> <ul style="list-style-type: none"> • 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, 								

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	associated with the season and how day and length varies.	<p>in the seasons.</p> <ul style="list-style-type: none"> 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>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> 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 		
Geography	<p>1. <u>Seasonal Changes</u></p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. 	<p>2. <u>Seasonal Changes</u></p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p><u>1 and 2</u> <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>2. <u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
Key Stage 1 -Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-			

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	specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness		
History	<p>2. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>2. Events beyond living memory that are significant nationally or globally [Gunpowder Plot]</p> <p>2. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Guy Fawkes)</p>		2. Significant historical events, people and places in their own locality.
	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.		
Computing	<p>Communicating</p> <ul style="list-style-type: none"> • Can they create a simple series of instructions - left and right? • Can they record their routes? • Do they understand forwards, backwards, up and down? • Can they put two instructions together to control a programmable toy? • Can they begin to plan and test a Bee-bot journey? 	<p>Data Retrieving and ORGANISING</p> <ul style="list-style-type: none"> • Can they capture images with a camera? • Can they print out a photograph from a camera with help? • Can they record a sound and play it back? • Can they enter information into a template to make a graph? • Can they talk about the results shown on a graph? 	<p>Algorithms and Programs</p> <ul style="list-style-type: none"> • Can they create a simple series of instructions - left and right? • Can they record their routes? • Do they understand forwards, backwards, up and down? • Can they put two instructions together to control a programmable toy? • Can they begin to plan and test a Bee-bot journey?

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E-safety	This is taught at the start of each term and embedded throughout the year.					
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs □ use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 					
PSHE	<p>WE'RE ALL STARS!</p> <ul style="list-style-type: none"> • Community • Rights and responsibilities • Getting to know each other • Working together 	<p>BE FRIENDLY, BE WISE</p> <ul style="list-style-type: none"> • Making and sustaining friendships • Conflict resolution • Anti-bullying • Keeping safe at home 	<p>DEAR DIARY</p> <ul style="list-style-type: none"> • Comfortable and uncomfortable feelings • Problems in relationships • Anti-bullying • Help and support 	<p>DARING TO BE DIFFERENT</p> <ul style="list-style-type: none"> • Identity and self esteem • Difference and diversity • Peer influence and assertiveness 	<p>JOINING IN AND JOINING UP</p> <ul style="list-style-type: none"> • Needs and responsibilities • Participation • Local democracy • Voluntary groups • Fund-raising activities 	<p>LIVING LONG, LIVING STRONG</p> <ul style="list-style-type: none"> • SRE: • Growing & caring for ourselves; • Valuing difference & keeping safe; • Puberty • Healthy eating and exercise • Goal-setting and motivation
Art			<p>Artist – Rousseau and Kandinsky: About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>			
	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists (Rousseau and Kandinsky), craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 					

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DT	Can I make a pop up toy?	Can I make a 3d model?	Can I make picnic?			
<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking and Nutrition</p> <p>Key stage 1</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from 						
Music (Charanga)	Hey you Christmas Production	My stories Christmas Production	Everyone	Our World	Big Bear Fung	Reflect, Rewind ,Replay
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 						
RE	What does it mean to belong to a faith	What do Christians believe God is like?	Who is Jewish and how do they live?		Who do Christians say made the world?	How should we care for the world

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	community?			and for others, and why does it matter?
PE	<p>Dance</p> <ul style="list-style-type: none"> • Can they move to music? • Can they copy dance moves? • Can they perform some dance moves? • Can they make up a short dance? • Can they move around the space safely? 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Can they make their body tense, relaxed, curled and stretched? • Can they control their body when travelling? • Can they control their body when balancing? • Can they copy sequences and repeat them? • Can they roll in different ways? • Can they travel in different ways? • Can they balance in different ways? • Can they climb safely? • Can they stretch in different ways? • Can they curl in different ways? 	<p>Games</p> <ul style="list-style-type: none"> • Can they throw underarm? • Can they roll a piece of equipment? • Can they hit a ball with a bat? • Can they move and stop safely? • Can they catch with both hands? • Can they throw in different ways? • Can they kick in different ways? 	
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement pattern • 				
Global	Rights respecting Action Plan			

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		Children in Need		Comic Relief World Book Day			
Outdoor Learning	Den building for Percy	Observing changes of seasons	Observing changes of seasons		Planting	Observing changes of seasons Pond Dipping Bird and Plant identification Local environment walk	
Curriculum Enrichment	Harvest festival	Trip to Pennywell Farm Christmas Production	Explorer dome visit		Stover Picnic in the Park		