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| **Long Term Plan****Year 1 2017/2018** | **Autumn 2017**1. **What do you find in the park?**
2. **What can we find out about toys?**

**Do you want to play with it?**  | **Spring 2018****What makes a hero?**  | **Summer 2018**1. **A blast from the past**
2. **Out and about**
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| **English** | **Recounts** – *(past tense and exploring first person)***Labels and lists****Captions****Poetry – reading** – *(alliteration, onomatopoeia, repeated rhythm, adjectives, adverbs)***Explanatory texts –** *instructions (sentence type and punctuation)* | **Narrative – general – basic skills****Traditional Tales/fairy tales** *(imagery and figurative)***Poetry – writing** *(alliteration, onomatopoeia, repeated rhythm, adjectives, adverbs)***Diary writing** – *(past tense and exploring first person)* | Poetry – writing *(alliteration, onomatopoeia, repeated rhythm, adjectives, adverbs)***Persuasive text****Narrative texts – adventure** *(verb variation and basic adverbial and adjectival phrases)***Opportunities for extended writing** |
| **Maths** | See separate Maths long term plan |
| **Science** | * Plants – identify and name a variety; identify and describe the basic structure.
* Identify and name a variety of common wild and garden plants , including deciduous and evergreen trees.
* Seasonal changes – observe changes across the 4 seasons and describe the weather (ongoing). Start class book on autumn rotation day.

**Link Article 29** * Distinguish between object and the materials its made of
* Identify and name a variety of common materials inlc wood, plastic, glass, metal, rock
* Describe simple physical properties

Compare and group on basis of their properties | Animals including humans Spr 1 - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.Spr 2 – Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. | * Plants – 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*
* Seasonal changes – observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.
* Ask simple questions and recognise that they can be answered in different ways (linked to human features)
* To gather and record data to help in answering questions. (linked to human features)
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| **Art & Design** (incl. **famous artist)** | Collage and sewing **Andy Goldsmith*** Sort, cut and shape fabrics and experiment with ways of joining them.
* Experiment with a range of materials creatively to design and make products.

Explain what he/she likes about the work of others. | Painting & Drawing**Roy Lichtenstein*** Explore mark-making using a variety of tools.
* Use a variety of tools to represent objects in lines.

Explain what he/she likes about the work of others. | Victorian tiles **William Morris****Orla Kiely** * Link to ICT – using art packages, digital photography

Printing based on William Morris |
| **Design & Technology** | * **Design:** Design purposeful, functional , appealing products for themselves and other users based on design criteria.
* **Make:** Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing)
* **Technical knowledge:** Build structures, exploring how they can be made stronger, stiffer and more stable.
* **Softies sewing**
* **Engineering week- How did they build that?**
 | Superhero cars | **DT –** Cross curricular use* Bread making as part of Victorian School day

Building Victorian rooms |
| **Geography** | * Ask simple geographical questions
* Name, describe and compare familiar places
* Describe seasonal weather changes
* Geographical skills and field work: Use simple field work and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
 | * Ask geographical questions
* Use simple maps of the local area.
* Use locational and directional language to describe the location of features and routes.
* Make simple maps and plans.
* Link their homes with other places in their local community.
* Understand how some places are linked to other places.

Characteristics of the ***UK*** – capital cities, etc | * Ask simple geographical questions
* Name, describe and compare familiar places (beach and park)
* Describe seasonal weather changes

Place knowledge: * Know about present changes that are happening in the local environment e.g. at school
* Suggest ideas for improving the school environment.
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| **History** | Changes within living memory (toys)**Amy Johnson*** Ask and answer simple questions about the past.
* Describe some simple similarities and differences between artefacts.
* Sort artefacts from then and now
* Talk, write or draw about aspects of the past.
 | Events beyond living memory (GFoL) | Lives of significant ***individuals***.Queen Victoria / Queen Elizabeth* Life of the Queen Victoria, significant events
* Mystery object – Museum boxes
* Weald and Downland museum trip
* Dress up & rotation day
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| **Computing**  | **Digital literacy** - Using programmes such as 2simple to create pictures/images. Open, create, save and retrieve.**Programming –** using Bee Bots tomove around floor maps. Use ipads/cameras to take birds eye photos * Understand what algorithims are
* Predict behaviour of simple programmes
* Use technology safely and respectfully, keeping personal information private.
* Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
 | **Digital literacy –** Use Powerpoint to create a slide show of Superheroes. Use the internet to research information on the past. Open, create, save and retrieve.**Programming -** E-safety* Use technology purposefully to create, manipulate and store digital content.
* Use technology safely and respectfully. Understand where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
 | Digital literacyProgrammingE-safety**ICT -** Cross curriucular use * Sepia photos (ICT link)
* Art packages

Research – link to e-safety – using own passwords and login in details for e.g. Espresso* Understand what algorithims are and how they are implemented on digital devices.
* Predict behaviour of simple programmes
* *Check evidence for recognise common uses of IT in home and school environment (make a poster)*
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| **P.E.**  | Chelsea coaches – team building/Football skills Indoor – Activ8 planning Gymnastics “Families of action”Gymnastics – Gym coach; Val Sabin – Ball skills | 1st Half Indoor – Gymnastics 2 Activ8 planning 6 weeks1st Half Outdoor –Activ8 planning Throwing, Catching and Running Fundamentals 1 6 weeks 2nd Half Indoor – Dance coaching with Ellie Benge 2nd Half Outdoor – Catching and Running Fundamentals 2 6 weeks | 1. Gym2. GamesStreet Dance coach & Chelsea coaches |
| **Music (Music Express/ Ocarina)** | 1. Sounds interesting (Exploring sounds)
2. The long and the short of it (exploring duration)
 | 1. Feel the pulse (exploring pulse and rhythm)
2. Taking off (Exploring pitch)
 | 1. What’s the score (exploring instruments and symbols)
2. Rain rain go away (exploring timbre, tempo and dynamics)
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| **PSHCE** | 1. New beginnings
2. Getting on and falling out

Getting on and falling out (‘keeping safe week – 13th Nov) NSPCC Pants / Relationships | 1. Going for goals
2. Good to be me
 | 1. Relationships
2. Changes
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| **R.E.** | Myself and Celebrations * Knowing about our own identity – how we are part of our families

Harvest Time, Guru Nanak’s Birthday, The Nativity | Stories and Special people from LCP file Visiting St Georges church 26th March | 1. Belonging2. Beliefs |
| **UNROC Links to Articles**  | **PSHCE & RRS units:** New Beginnings and Needs and Wants cardsSafety seal, Respectful Ray and Learning LobsterSetting up class charters  | **PSHCE & RRS units:**Going for Goals (1st half) Good to be me (2nd Half)Right to play and rest  | **PSHCE & RRS units:**Link to children in the past who did not have their rights met  |