



Long Term Plan

2019/2020

Year 1

Subject	Autumn Term 1		Autumn Term 2		Spring Term 1		Spring Term 2		Summer Term 1	Summer Term 2
Topic	Under the sea	Animals	Autumn	Space Intro	Space cont	Superheroes	Plants and Gardens	Julia Donaldson	Colour, light and dark	Mini beasts
Festivals	Autumn Bonfire Night		Divali Christmas		Chinese New Year Spring Easter Mother's Day					
English	Traditional and fairy tales Non Fiction: Information Texts Labels, lists and signs				Imaginary and fantasy worlds		Non Fiction: Instructions Imaginary and fantasy worlds Stories in familiar settings		Poetry	Stories from other cultures
Science	<p>Animals including humans 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 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> <p>Seasonal Changes- Autumn Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>				<p>Materials 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.</p> <p>Seasonal Changes- Spring Observe changes across the four seasons Observe and describe weather associated with the seasons and how day</p>		<p>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, including trees.</p>		<p>Working Scientifically- Use topic work to emphasise the use of working scientifically</p> <p>Seasonal Changes- Summer Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>	

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			length varies.		
Geography	<p>Human Geography (Links to Science) Identify seasonal and daily weather patterns in the United Kingdom. Use maps to identify the UK.</p>		<p>Human Geography (Links to Science) Identify seasonal and daily weather patterns in the United Kingdom. Use maps to identify the UK.</p>	<p>Geographical Skills Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Human Geography (Links to Science) Identify seasonal and daily weather patterns in the United Kingdom. Use maps to identify the UK.</p> <p>Geographical Skills Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage □ 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</p>
History		<p>Bonfire Night Events beyond living memory that are significant nationally or globally.</p>	<p>Neil Armstrong race to space and Sir John Barrow Significant historical events, people and places in their own locality.</p>		<p>Great Fire of London Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant</p>

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			The lives of significant individuals in the past who have contributed to national and international achievements.		nationally or globally.	
Art (Art is carried out throughout topic)	Animal Clay Models 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.		The Hoard Sculptures 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		Links with topic To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Matisse 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.
DT	Smoothies 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. Select from and use a range of tools and equipment to perform practical tasks [for	Christmas Stocking Stitching Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.		Scenery- Julia Donaldson Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and		

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	<p>example, cutting, shaping, joining and finishing]</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.</p>			<p>aesthetic qualities</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>		
Computing	<p>Beebots Units 1 and 2 Understand use of algorithms Write and test simple programs Use logical reasoning Communicate online safely and respectfully Recognise uses of IT outside</p>		<p>Graphics Unit 1 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. Link with instruction writing Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>		<p>Text Unit 2 (Word processing) Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school</p>	
PE	Gym		Dance		Games	

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PSHE	Healthy eating		Relationships		Living in the wider world	
Music Charanga	Hey You Christmas		In the groove Round and round		Your imagination Reflect, rewind and replay	
RE		Christian Worship Life as a Hindu child/ Christmas				Buddhism Religious and cultural practices 'In the life of...' Celebration
School visits						