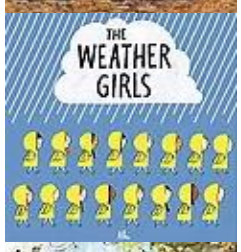
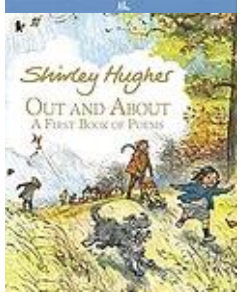
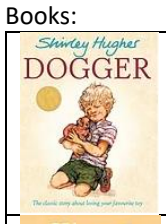
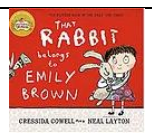
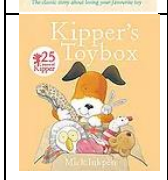
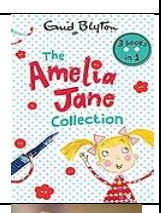
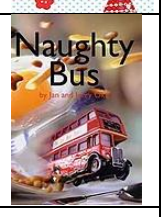
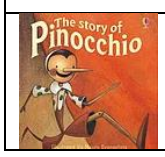
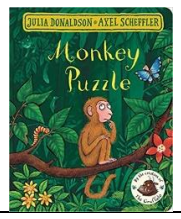
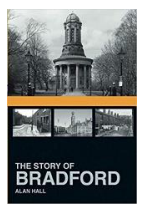
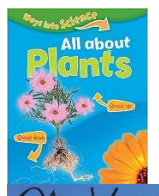
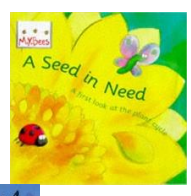
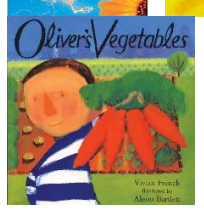
Year 1 Long Term Plan 2020-21

Theme	***Seasons*** ***Being taught across the whole year***	***IDENTITY*** ***All about me*** ***Toy Story***	**LEGACIES** ***Animals*** ***Are all living things the same?*** ***What problems do animals face?***	**IDENTITY** ***Manningham and me*** ***Where in the world are we?*** ***Can we persuade Batman to visit Manningham?***
Please include hook, visits, enrichment activities	Walks around the area – comparing during different seasons. Control tree/area GL garden - Create a Year 1 garden.	Parents/staff invited to talk about their favourite toys as children Playing of old playground games	Eureka - All About Me – Discover how amazing and unique your body is. Wildlife park Save an animal presentation to parents. Parents vote and children raise money to sponsor an animal.	Summer project for the chn to interview their family. Walks around Manningham Batman video – Batman has escaped – where is he? Postcards and letters from Batman leaving clues for the children to solve.
English **(Include any books/texts to be used)**	   	Simple sentences about my family Write a set of instructions to teach children how to play with a new toy/game. Story writing – link with Toy Story theme (or any of the stories the chn enjoy) Books:          	Fact file – human body / senses / growth mind set / living things Story – write the ending. An animal from another continent comes to visit. Parents' event where chn present information about 3 different animals – to raise money for them (charity) Presentations to parents to include – poetry, invitations, persuasive invitations to the event and presentations   	Videos to Batman to introduce ourselves. Writing postcards Persuasive letters to Batman – please come and visit Manningham.     
Maths Follow White Rose Hub and NCTEM		Number - Place value to 10 Number - Place value to 20 Sorting – what is the same and different *Measuring & recording* *Statistics* *Time* *Money* *Sequencing* *Positioning* *All of the above to be taught through topic*	Addition and subtraction Place value to 50 Addition and subtraction to 50 Include measure *Statistics* *Venn diagrams* *Measurement* *All of the above to be taught through topic*	Addition and subtraction to 50 Multiplication and division *Time* *Money* *Statistics* *Measurement* *All of the above to be taught through topic*
Science	Science Knowledge: They can name and identify a range of common plants including deciduous and evergreen trees Science skills: Carry out close observation of plants overtime (day, week, month, year), including the use of a magnifying glass -Ask simple questions related to their investigation - Record findings scientifically e.g. - Draw a diagram accurately and neatly with correct labels	Science knowledge: -They can identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock -They can describe simple physical properties of a range of everyday materials using language such as hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; water-proof/not waterproof; ab-sorbent/not absorbent; opaque/transparent. Science skills: Distinguish the difference between an object and the material it is made from - Begin to compare and group together everyday materials and their physical properties - Raise and answer simple questions about everyday materials - Explore questions by per-forming simple tests e.g. what is the best material for an umbrella?	Science Knowledge: -Name and identify the basic parts of the human body and label which body part is associated with each sense. Including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth Science skills: Record findings scientifically – investigation on year 1 investigation sheet - Draw and label a diagram accurately and neatly – and write sentences (some chn to include the function of the limb) Science concepts: The 5 sense that enable living things to explore the world. Science knowledge: They can name and identify a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets	Science Knowledge: They can name and identify a range of common plants including deciduous and evergreen trees They can identify the structure of a plant using the following key words: leaves, flowers, blossoms, petals, fruit, roots, bulb, seed, trunk, branches, stem Use keywords accurately and can spell them (linked to seasons work) Science skills: Carry out close observation of plants overtime (day, week, month, year),

	Science concepts: Plants and trees change over time We can group things according to particular features	- Use observations and ideas to suggest answer to questions -Record findings scientifically using classification of objects Science concepts: -They understand we can compare and group things according to their physical properties -Objects are made from particular materials in order to carry out its job effectively.	They can identify and name a variety of common animals that are carnivores, herbivores and omnivores Name and identify the basic parts of the human body and label which body part is associated with each sense. Including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth Use keywords accurately and can spell them Focus on Antarctica –can name and identify a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets Focus on Africa –can name and identify a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets Science skills: -Carry out close observations of animals and humans -Use observations to compare and contrast animals with first hand evidence or through videos and photographs -Begin to describe how they identify, group and sort different animals -Use their senses to compare different textures, sounds and smells -Can link body part with the correct sense -Record findings scientifically -Draw and label a diagram accurately and neatly - Concepts: -Animals can be grouped in several ways including according to the foods they eat -The 5 sense that enable living things to explore the world.	Including the use of a magnifying glass -Ask simple questions related to their investigation - Record findings scientifically e.g. buds – blossom developing over time -Record findings in different ways - Draw a diagram accurately and neatly with correct labels -To note similarities and differences between different plants and between plants & trees Science concepts: Plants and trees change over time We can group things according to particular features
History		Knowledge: To know how toys and technology have changed since 1950 Skills: To use 1st and 2nd hand sources of evidence (artefacts, books, video, pictures) to gather information Identify similarities and differences and can explain these To offer opinions on which they would prefer To speculate why changes may have occurred To evaluate the impact of the changes Concepts: We use different sources of evidence to find out about the past The purpose of these historical objects/events remain constant but the way people carry these out over time will change		Knowledge: To know about the lives of an explorer in the past (Christopher Columbus) & the present (Tim Peake). Come and visit Bradford. Skills: - To use 1st and 2nd hand sources of evidence (artefacts, books, video, pictures) to gather information - Identify similarities and differences and can explain these - To offer opinions on which they would prefer - To speculate why changes may have occurred Concepts: - We use different sources of evidence to find out about the past - The purpose of these historical objects/events remain constant but the way people carry these out over time will change - To evaluate the impact of the changes on everyone's lives
Geography			Knowledge: To know the 7 continents and 5 oceans. (through Christopher Columbus and Tim Peake links) Skills: Can use a world map, atlas, globe to identify countries, continents & oceans. Recognise continents & oceans from aerial photographs. Compare seasonal patterns & daily patterns in Bradford with those in a hot area. Understand cause & effect (e.g. hot & wet makes plants grow, hot & dry) & the impact this has on people. Concepts: The world can be represented as a map (globe/ flat). Know that the world is round (link with Christopher Columbus). The way people live is	Knowledge: To know the 7 continents and 5 oceans. (through looking at animals from different continents) Have an understanding of a hot area (equatorial area such as the Amazon or desert area such as Marley in Africa) and compare this to life in Bradford. (vegetation, soil, river, forests, jungles, mountains, hills). Skills: Can use a world map, atlas, globe to identify countries, continents & oceans. Recognise continents & oceans from aerial photographs. Compare seasonal patterns & daily patterns in Bradford with those in a hot area. Understand cause & effect (e.g. hot & wet makes plants grow, hot & dry) & the impact this has on people.

			determined by geographical environment (climate & landscape).	Concepts: The world can be represented as a map (globe/ flat). Know that the world is round (link with Christopher Columbus). The way people live is determined by geographical environment (climate & landscape).
Art	**ARTIST – Giuseppe Arcimboldo** Using natural materials to create self-portraits – link with items found during different seasons. SKILL – Recognise and name secondary colours Collect and sort media Mix natural colours To recognise patterns in nature To make rubbings of objects/surfaces	**ARTIST - Mondrian** – using a pencil and ruler to draw straight lines. SKILL - To make lines from a variety of materials eg. Pencil, charcoal, chalk, pastel and paint. To compare results and choose the most effective. To experiment with making dark marks with a range of media. To experiment with making light marks with a range of media.	**ARTIST – Eric Carle** Animals SKILL - To make a simple collage using textured materials to represent things seen and imagined	**ARTIST – LS Lowry** Townscapes, Mills SKILL – To recognise and name 2D shapes. To recognise the differences between 2D and 3 D forms. Use a thick brush stroke to create a variety of brush strokes. Use a thin brush to create a variety of brush strokes.
DT		**Design a new toy (junk modelling):** Design: 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 Make: Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate: Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria Technical knowledge: Build structures, exploring how they can be made stronger, stiffer and more stable	**Plan a meal for their visit to the Yorkshire Wildlife Park:** Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. **Build a new habitat for their new living thing:** Design: Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make: Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate: Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria Technical knowledge: 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.	
RE		What is special to faith communities? Expression and language: Recognise some religious symbols and words	Can you tell what somebody believes by what they look like?	How does what believers do show what they believe?
Music	**Listening** Listen for different types of sounds Refer to story of “Mr Big” Respond to different moods of music “Moonlight Sonata” **Composing** Select appropriate instruments to create “sad music” Make a sequence of sounds. **Performing** Learn to play simple instruments Develop our singing through simple songs; “Wheels on the Bus” “Tommy Thumb “This Old Man”	**Listening** Listen for different types of sounds **Composing** Select appropriate instruments for a task. **Performing** Take notice of others when performing Follow instructions on when to sing/play an instrument, Prepare and perform for Christmas Assembly. Develop our singing by learning and memorising Christmas songs **Understanding and Appraising** Use voice in different ways to create different effects Make suggestions about how to improve singing.	**Listening** Listen for different types of sounds Respond to different moods of music “Raindrop Prelude” “Sinfornia Antarctica” **Composing** Select appropriate instruments for a task. Create music for different types of weather **Performing** Learn to play simple instruments Develop our singing through simple songs; “I hear water” “Apussky Dusky”	**Listening** Listen for different types of sounds Refer to story of “Peace at last” Respond to different moods of music **Composing** Select appropriate instruments for a task. Create sounds for a story. **Performing** Learn to play simple instruments Develop our singing through simple songs; “Old Macdonald” “10 green bottles” Develop music to “Peace at Last” **Understanding and Appraising**	**Listening** Listen for different types of sounds Refer to story of “Peace at last” Respond to different moods of music “Burundi” **Composing** Select appropriate instruments for a task. Create sound effects for stories. **Performing** Learn to play simple instruments Develop our singing through simple songs; “Jambo Bwana” “10 green bottles” Develop music to “Peace at Last”	**Listening** Listen for different types of sounds Refer to story of “Handas Surprise” Respond to different moods of music “Burundi” **Composing** Select appropriate instruments for a task. Create sound effects for stories. **Performing** Learn to play simple instruments Develop our singing through simple songs; “Jambo Bwana” “Rainbow Song” Develop role play to “Handas Surprise”

	Understanding and Appraising Think and talk about the sounds we have created or heard. Listen and respond to music by talking about it.		**Understanding and Appraising** Use voice in different ways to create different effects Make suggestions about how to improve group music compositions.	Use voice in different ways to create different effects Make suggestions about how to improve group music compositions.	**Understanding and Appraising** Use voice in different ways to create different effects Make suggestions about how to improve group music compositions.	**Understanding and Appraising** Use voice in different ways to create different effects Make suggestions about how to improve group roleplays
PSHE		Risk: To know rules for and ways of keeping physically & emotionally safe including road safety, cycle safety (through the Bikeability programme) and safety in the environment (including rail, water and fire safety). Relationships: To identify their special people (family, friends, carers), what makes them special & how special people should care for one another. To identify & respect the differences & similarities between people. To listen to other people & play and work cooperatively (including strategies to resolve simple arguments through negotiation). To share their opinions on things that matter to them & explain their views through discussions with one other person & the whole class. Citizenship: To help construct & agree to follow, group & class rules and to understand how these rules can help them. To recognise what is fair & unfair, kind & unkind, what is right & wrong. To offer constructive support & feedback to others.	Health: To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like & dislike, how to make real, informed choices that improve their physical & emotional health, to recognise that choices can have good and not so good consequences. To recognise that household products, including medicines, can be harmful if not used properly. Identity: To think about themselves, to learn from their experiences, to recognise & celebrate their strengths and set simple but challenging goals. Citizenship: To recognise how their behaviour affects other people. Risk: To know about people who look after them; their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. To recognise that they share a responsibility for keeping themselves & others safe, when to say, 'Yes,' 'No,' 'I'll ask' and I'll tell.'		Identity: To recognise what they like & dislike, how to make real, informed choices that improve their physical & emotional health, to recognise that choices can have good and not so good consequences. Economic: To understand what improves & harms their local , natural & built environments and about some of the ways people look after them. Economic: To recognise that money comes from different sources & can be used for different purposes, including the concepts of spending & saving.	