



Year 1 Long Term Plan 2021-22

Theme	<p>Seasons <i>Being taught across the whole year</i></p>	<p>Autumn <u>IDENTITY</u> <i>All about me</i></p> <p>Toy Story</p>	<p>Spring <u>LEGACIES</u></p> <p>Animals</p> <p><i>Are all living things the same? What problems do animals face?</i></p>	<p>Summer <u>IDENTITY</u></p> <p><i>Where in the world are we? Exploring our World Can we persuade Gingerbread Man to visit Manningham?</i></p>
<p>Please include hook, visits, enrichment activities</p>	<p>Walks around the area – comparing during different seasons.</p> <p>Control tree/area</p> <p>GL garden - Create a Year 1 garden on the fields</p>	<p>Bring in their bedtime teddy/toy Parents/staff invited to talk about their favourite toys as children</p> <p>Playing of old playground games</p> <p>Visits to the local library – subject specific books</p> <p>Visit to church/mosque and other places of worship.</p> <p>Art Gallery at Cartwright Hall</p>	<p>Eureka - All About Me – Discover how amazing and unique our body is.</p> <p>Yorkshire Wildlife park</p> <p>Save an animal presentation and children raise money to sponsor an animal.</p> <p>Visit to church/mosque and other places of worship</p>	<p>Summer project for the chn to interview their family and local library reading challenge.</p> <p>Walks around Manningham Gingerbread Man landing video – Persuade him to come back.</p> <p>Postcards and letters from Gingerbread Man leaving clues for the children to solve.</p> <p>Visit to Lister Park/ Calverley woods Manningham library for summer reading challenge.</p>
<p>English (Include any books/texts to be used)</p>		<p>Simple sentences about my family</p> <p>Write a set of instructions to teach children how to play with a new toy/game.</p> <p>Story writing – beginning part – link with Toy Story theme (or any of the stories the chn enjoy)</p> <p>Books:</p> 	<p>Fact file – human body / senses / growth mind set / living things</p> <p>Story – write the middle. An animal from another continent comes to visit.</p> <p>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</p> 	<p>Videos to Gingerbread Man to introduce ourselves.</p> <p>Writing postcards from his travels around the world</p> <p>Persuasive letters to Gingerbread Man – please come and visit Manningham.</p> <p>Story writing ending – include innovated characters</p> 
<p>Maths Follow White Rose Hub and NCTEM</p>		<p>Quantities and measures Composition of numbers 0-5 Composition – explore different ways numbers can be partitioned Compare groups that have more or less Compare numbers that are far apart Introducing whole and parts: part-part-whole</p> <p>Venn diagrams sorting shapes Sequencing Positioning counting, utilising and coins All of the above to be taught through topic</p>	<p>Composition of numbers 6-10 Additive structures: aggregation and partitioning Composition of numbers 11-19 Multiples of 10 up to 100 Measures</p> <p>Statistics Time Measurement All of the above to be taught through topic</p>	<p>Additive structures: Introduction to augmentation and reduction Quantities and measures Composition of numbers – partitioning Addition and subtraction strategies within 10 Composition of numbers 20- 100 Time Money Statistics Measurement All of the above to be taught through topic</p>

		Number Sense programme - Subitising My maths – online learning		
Science	<p>Science Knowledge: They can name and identify a range of common plants including deciduous and evergreen trees</p> <p>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</p> <p>Science concepts: Plants and trees change over time We can group things according to particular features</p>	<p>Science knowledge: -They can identify and name a variety of everyday <u>materials including wood, plastic, glass, metal, water and rock</u> -They can describe simple <u>physical properties</u> of a range of everyday materials using language such as <u>hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; water-proof/not waterproof; ab-sorbent/not absorbent; opaque/transparent.</u></p> <p>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 performing simple tests e.g. what is the best material for an umbrella? - Use observations and ideas to suggest answer to questions -Record findings scientifically using classification of objects</p> <p>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.</p>	<p>Science Knowledge: -Name and identify the basic parts of the human body and label which body part is associated with each sense. Including <u>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</u></p> <p>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)</p> <p>Science concepts: The 5 senses that enable living things to explore the world.</p> <p>Science knowledge: They can name and identify a variety of common animals including <u>fish, amphibians, reptiles, birds and mammals</u> including pets They can identify and name a variety of common animals that are <u>carnivores, herbivores and omnivores</u></p> <p>Name and identify the basic parts of the <u>human body</u> and label which body part is associated with each sense. Including <u>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</u> Use keywords accurately and can spell them</p> <p>Focus on Antarctica –can name and identify a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets</p> <p>Focus on Africa –can name and identify a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets</p> <p>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 -</p> <p>Concepts: -Animals can be grouped in several ways including according to the foods they eat -The 5 senses that enable living things to explore the world.</p>	<p>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)</p> <p>Science skills: Carry out close observation of plants overtime (day, week, month, year),</p> <p>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</p> <p>Science concepts: Plants and trees change over time We can group things according to particular features</p>
History		<p>Knowledge: To know how toys and technology have changed since 1950</p> <p>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</p> <p>Concepts: We use different sources of evidence to find out about the past</p>		<p>Knowledge: To know about the lives of an explorer in the past (Christopher Columbus) & the present (Tim Peake). Come and visit Bradford.</p> <p>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</p> <p>Concepts: - We use different sources of evidence to find out about the past</p>

		The purpose of these historical objects/events remain constant but the way people carry these out over time will change		- 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 Significant people: Christopher Columbus
Geography			<p>Knowledge: To know the 7 <u>continents</u> and 5 <u>oceans</u>.</p> <p>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.</p> <p>Concepts: The world can be represented as a map (globe/ flat). Know that the world is round The way people live is determined by geographical environment (climate & landscape).</p>	<p>Knowledge: To know the 7 continents and 5 oceans.</p> <p>Have an understanding of a hot area (<u>equatorial area</u> such as the Amazon or <u>desert</u> area such as Marley in Africa) and compare this to life in Bradford. (<u>vegetation, soil, river, forests, jungles, mountains, hills</u>).</p> <p>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.</p> <p>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).</p>
Art	<p>ARTIST – Giuseppe Arcimboldo</p> <p>Using natural materials to create self-portraits – link with items found during different seasons.</p> <p>SKILL –</p> <p>Recognise and name secondary colours Collect and sort media Mix natural colours To recognise patterns in nature To make rubbings of objects/surfaces Create collages</p>	<p>ARTIST - Mondrian – using a pencil and ruler to draw straight lines.</p> <p>Drawing skills</p> <p>Communicate something about themselves in their drawings Create moods in their drawings Draw using pencils and crayons Draw lines of different shapes and thickness</p> <p>Painting skills Choose to use thick and thin brushes Name primary and secondary colours</p> <p>Digital Art skills Use a simple programme to create a picture Use tools in a painting package</p>	<p>ARTIST – Eric Carle</p> <p>Animals</p> <p>Collage skills Tear and cut paper for their collages Gather and sort materials they will use Sort materials according to texture and colour Ask sensible questions about a piece of art</p> <p>Printing skills Print with a variety of item Design their own printing block</p>	<p>ARTIST – LS Lowry</p> <p>Townscapes, Mills using the style to replicate from different continents.</p> <p>Drawings Create moods and communicate something about their drawings Painting skills Paint a picture of something they can see</p> <p>Textile skills Weave with paper, fabric and thread Make a variety of shapes and structures Experiment with constructing and joining recycled materials Ask questions about a piece of art Say what they like and dislike about a piece of art.</p>
DT		<p>Design a new toy (junk modelling):</p> <p>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</p> <p>Make: Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate: Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria</p> <p>Technical knowledge: Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>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.</p> <p>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</p> <p>Make: Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate: Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria</p> <p>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.</p>	

<p>RE</p>	<p>Believing and Belonging</p>	<p>Which books and stories are special?</p> <p>Listen to stories from special books</p> <ul style="list-style-type: none"> • Talk about books which are special to them and books which are special to religious believers. • Notice how some books are special to religious believers, and talk about how they are treated • Recall and talk about some religious stories • Respond to questions about the meanings of stories <p>Deeper learning</p> <ul style="list-style-type: none"> • Explain why special books might be treated in particular ways • Explore a range of stories • Respond sensitively with their own ideas about the meanings of special stories <p>How do we celebrate special events?</p> <ul style="list-style-type: none"> • Talk about celebrations they have experienced. • Find out about other celebrations. • Name some celebrations and talk about how these are celebrated • Talk about their experiences and feelings connected to celebrations or customs • Notice what happens and respond to questions about the meanings of religious celebrations <p>Deeper learning</p> <ul style="list-style-type: none"> • Explore a range of religious celebrations • Respond sensitively with their own ideas about celebrations and the meanings behind them 	<p>What does it mean to belong to a church or mosque?</p> <ul style="list-style-type: none"> • Explore places of worship and look at special objects and symbols. • Talk about places of worship and the objects and symbols they might see. • Notice what happens in special places or on special occasions and respond to questions about this <p>Deeper learning</p> <ul style="list-style-type: none"> • Talk about why places of worship are special for some people and say how this is demonstrated. • Explore details of customs, symbols and practices and ask questions. 	<p>How and why do we care for others?</p> <ul style="list-style-type: none"> • Listen to some religious stories. • Talk about ‘caring’. • Recall and talk about some religious stories • Respond to questions about stories • Respond with ideas about how to care for others <p>Deeper learning</p> <ul style="list-style-type: none"> • Ask questions about stories and find some meanings • Explore stories which might have an effect on the way people care for others • Begin to express their ideas and opinions about caring for others and give some examples. <p>Who brought messages about God and what did they say?</p> <ul style="list-style-type: none"> • Listen to stories from the Old Testament. Begin naming and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph. • Listen to stories about the birth of Jesus. Begin to talk about how Christians believe Jesus is special and call him the ‘Son of God’. • Recall and name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph. • Retell, respond to questions and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the ‘Son of God’. <p>Deeper learning</p> <ul style="list-style-type: none"> • Find out how Christians behave and begin to express ideas about it. • Recognise links between the Old Testament stories and the way Christians behave. 		
<p>Music</p>	<p>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” Understanding and Appraising Think and talk about the sounds we have created or heard. Listen and respond to music by talking about it.</p>	<p>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.</p>	<p>Listening Listen for different types of sounds Respond to different moods of music “Raindrop Prelude” “Sinfonia 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” “Apusky Dusky” Understanding and Appraising Use voice in different ways to create different effects Make suggestions about how to improve group music compositions.</p>	<p>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 Use voice in different ways to create different effects Make suggestions about how to improve group music compositions.</p>	<p>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” Understanding and Appraising Use voice in different ways to create different effects Make suggestions about how to improve group music compositions.</p>	<p>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 Use voice in different ways to create different effects Make suggestions about how to improve group roleplays</p>

<p>PSHE/ RSE</p>		<p>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).</p> <p>Me and Relationships Why we have classroom rules How are you listening? Around and about the school Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends</p> <p>Citizenship: To help construct & agree to follow, group & class rules and to understand how these rules can help them.</p> <p>To recognise what is fair & unfair, kind & unkind, what is right & wrong.</p> <p>To offer constructive support & feedback to others.</p>	<p>Health: To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>Tooth brushing programme</p> <p>Growing and changing Inside my wonderful body Taking care of a baby Then and now Who can I help?</p> <p>Keeping myself safe Healthy me Super sleep Who can I help? Safe medicines Good or bad touches – pants rules</p> <p>Identity: To think about themselves, to learn from their experiences, to recognise & celebrate their strengths and set simple but challenging goals.</p>	<p>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.</p> <p>Being my best Fruit and Veg Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise</p> <p>Rights and responsibilities Wash and Brush Up Taking care of something Harold's money How should we look after our money?</p>
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