

Year 1 Long Term Plan 2020 - 2021

TERM	AUTUMN 1 7 weeks	AUTUMN 2 7 weeks	SPRING 1 6 weeks	SPRING 2 6 weeks	SUMMER 1 6 weeks	SUMMER 2 6.5 weeks
THEME	The Wonderful World of Julia Donaldson	Terrific Toys	To infinity and beyond	Natural world (whole school topic)	Shakespeare's country	Summer of Sports <i>Euros</i> <i>Wimbledon</i> <i>Olympics</i>
KEY TEXTS	The Gruffalo The Gruffalo's Child Monkey Puzzle Zog	Traction Man Toy Story Non-fiction texts about old toys The Snail and The Whale	Man on the Moon How to catch a Star Non-fiction texts about space and how to be an astronaut Non-fiction texts about Neil Armstrong and the first moon landing	Bog Baby Non-fiction texts about animals	Shakespeare plays – Romeo and Juliet and The Tempest Non-fiction information about Shakespeare	Non-fiction texts about range of sports and sports people to include variety of gender, race, disabled
SPECIAL EVENTS		Borrow old toys from Warwickshire museum?	Space dome		RSC workshop	Visits to school from local sportspeople
LEARNING VISITS	Church - Harvest Festival?			Cotswold Wildlife Park? Church – Easter service?	Mary Arden's Farm	
SPECIAL LUNCH IDEAS	The Gruffalo – Julia Donaldson	Toy Story theme	Space theme	Animal theme		Wimbledon
STORY TIME FOCUS	Stories must include: Traditional tales Stories/ authors from around the world	Stories must include: Traditional tales Stories/ authors from around the world	Stories must include: Traditional tales Stories/ authors from around the world	Stories must include: Traditional tales Stories/ authors from around the world	Stories must include: Traditional tales Stories/ authors from around the world	Stories must include: Traditional tales Stories/ authors from around the world
BLP	Discreet lessons; <ul style="list-style-type: none"> Revision of the four Rs Getting stuck Comfort zones Learning detectives 		Embedded in all teaching and learning			
Role Play	Campsite linked to jungle in Monkey Puzzle	Top shop – money/ sales	Space station - technology	Vets – looking after poorly animals	Apothecary	Healthy eating cafe
PHONICS	Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Reads some common irregular words.	Blend sounds accurately of common graphemes for <u>most</u> 40+ phonemes	Blend sounds accurately of common graphemes for <u>all</u> 40+ phonemes. Read some year 1 common exception words Read suffixes –ing, -ed –s	Use phonic knowledge to decode unfamiliar words accurately. Read most year 1 common exception words	Blend most sounds accurately of common graphemes and their alternatives	Read all year 1 common exception words. <i>Read some year 2 common exception words</i> Read some contractions. Read suffixes –es, -er, -est
GUIDED READING	Use phonic knowledge to decode regular words and read them aloud accurately. Continues a rhyming string. Reads and understands simple sentences Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.	Copies modelled intonation from an adult when reading. Pauses at full stops. Reads a range of different text types at their reading level. Participates in group discussions about books, poems and non fiction which is read to them taking turns and listening to what others	Being to use intonation independently when reading aloud. Uses correct expression at ? and ! With prompts can correct inaccurate reading. Can make simple predictions based on the story so far. Can discuss favourite words and phrases.	Uses intonation independently when reading aloud. Checks text is making sense to them as they read and correct inaccurate reading with occasional support. Understands the difference between fiction and non fiction texts. Recognises sequences of	Reads speedily with the correct GPC. Answer questions and make inferences on the basis of what is being said and done in a familiar book that is <u>read to them</u> . Can explain features of fiction and non fiction texts. Link what they read to their own experiences.	Reads aloud most words accurately and fluently in a book appropriate for their age. <i>Knows when what they have read does not make sense and corrects automatically.</i> <i>Accesses books beyond chronological age.</i> <i>Answer written</i>

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	Demonstrate understanding when talking with others about what they have read. With support can retell a range of stories and traditional tales using reoccurring phrases. Joins in with familiar rhymes and poems.	say.		events in simple texts. Independently retell a range of stories and traditional tales using reoccurring phrases.		comprehension questions where questions immediately follow the text. Deduces possible meanings of unknown words drawing on the wider context.
ENGLISH - writing	Captions and labels Story sequencing T4W The Gruffalo Character description Poetry on poetry week Facts about Julia Donaldson	Facts about toys Narrative – own Traction Man mission Advert for a new toy	Narrative Diary – Buzz landing on the moon Non-chronological reports of moon landing Evaluation of space rocket model	Narrative – setting description Instructions – how to look after Bog Baby	Narrative – retelling stories of plays Facts about William Shakespeare	Narrative – Taking part in the Olympics Facts about sports and sports stars Diary of a sports star Instructions for making healthy meal/ snack
	Simple sentences are written that can be read by themselves and others. Saying aloud what they are going to write about	Composing a sentence orally before writing it. Can write two or three simple sentences to form a short narrative.	Sequence sentences to form a narrative. With support re reading what they have written to check it makes sense.	Join sentences using and. Understands what a compound word is.	Independently re reading what they have written to check it makes sense.	Conjunctions and/but/because are used to join clauses
SPAG	Uses capital letters to demarcate some sentences. Uses full stops to demarcate some sentences. Taught phonic knowledge is used to write words, which match spoken sounds. Some are spelt correctly. (Phase 2 & 3). <i>Minimum phase 2</i> Some common irregular words are written.	Uses capital letters and full stops to demarcate some sentences. Can use –s for plural. Can use the suffix –ing mostly correctly. Spell correctly words containing the taught phonemes (phase 3 & 4) <i>Minimum phase 3</i> Name the letters of the alphabet in order.	Uses capital letters and full stops to demarcate most sentences. Can use the suffix –ed mostly correctly. Can use the prefix un- mostly correctly. Spell correctly words containing the taught phonemes. Use letter names to distinguish between alternative spellings of the same sound.	Uses capital letters for some proper nouns. Use capital I for personal pronoun. Use question marks correctly when required. Can use –es for plural. Can correctly spell the days of the week. Spell correctly words containing the taught phonemes. <i>Minimum phase 4</i> Write from memory simple sentences dictated by the teacher that include GPC taught and common exception words.	Understand what an exclamation mark is. Spell most common exceptions words correctly (see year 1 list) Spell correctly words containing the taught phonemes.	Uses capital letters for all proper nouns. Capital letters, full stops and question marks are used correctly and consistently. Can use the suffix –er and –est mostly correctly. Spells most year 1 common exceptions words correctly. Spells ALL year 1 CEWs correctly. Spell correctly words containing the 40+ taught phonemes. <i>Minimum phase 5</i> Apply simple spelling rules (listed in NC).
Handwriting	Letter Join planning – Module 1 Early Years (Cursive – Easy Letters and Easy Words) i, l, t u, w, e c and o a and d n, m, h	Letter Join planning – Module 1 Early Years (Harder Letters and Harder Words) j and ytime of PE g and q b. p, k v, s, r f, x, z	Letter Join planning – Module 2 Year 1 (Capital letters) A, B, C, D, E F, G, H, I, J K, L, M, N, O P, Q, R, S, T U, V, W, X, Y, Z	Letter Join planning – Module 3 Year 2 Diagonal joins, CEW and dictation Horizontal joins, CEW and dictation Punctuation marks Numbers		

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<p>MATHS</p> <p>Use Numberblocks programme and activities to support planning and learning</p> <p><i>Teaching for mastery</i></p>	<p>Count to ten, forwards and backwards beginning with 0 or 1 or from any given number - NPV-1</p> <p>Count, read and write numbers to 10 in numerals. In words, write numbers to 10 in phonetically plausible way - NC</p> <p>Given a number to 10, identify one more or one less - NC</p> <p>Reason about the location of numbers to 10 within the linear number system - NPV2</p> <p>Identify and represent numbers to 10 using objects and pictorial representations including the number line – NPV-1/ 2 Refer to numbers less than 10 as ones</p> <p>Begin to use the language of: equal to, more than, less than (fewer), most, least - NC</p> <p>Understand < > and = - NPV2</p> <p>Partition numbers to 10 using a part-whole model - AS1</p> <p>Link the PPW model to a number sentence - AS2</p> <p>Read, write and interpret mathematical statements for bonds within 10 involving addition (+), subtraction (-) and equals (=) signs - AS2</p> <p>Relate additive expressions and equations to real-life contexts, e.g. number stories AS2</p>	<p>Count to 20 forwards and backwards beginning with 0 or 1 or from any given number. - NPV1</p> <p>Reason about the location of numbers to 20 within the linear number system - NPV2</p> <p>Count, read and write numbers to 20 in numerals. In words, write numbers to 20 in phonetically plausible way - NC</p> <p>Given a number to 10, identify one more or one less- NC</p> <p>Identify and represent numbers to 20 using objects and pictorial representations including the number line – NPV1/2 Start to introduce place value of tens and ones</p> <p>Use the language of: equal to, more than, less than (fewer), most, least. Use and write < > and = NPV2</p> <p>Within 10: Add parts to find a whole - AS1</p> <p>Subtract a part from a whole - AS1</p> <p>Find a missing part - NC</p> <p>Find fact families – NF1</p> <p>Recognise and name common 2D shapes, including rectangles, squares, circles and triangles, presented in different orientations - G1</p> <p>Compose 2D shapes from small shapes to match an example, including manipulating shapes to place them in particular orientations – G2</p>	<p>Given a number to 50, identify 1 more or 1 less - NPV1</p> <p>Identify and represent numbers to 50 using objects and pictorial representations including the number line – NPV1/2</p> <p>Count to 50 forwards and backwards beginning with 0 or 1 or from any given number - NPV-1</p> <p>Count, read and write numbers to 50 in numerals - NC</p> <p>Confidently use the language of: equal to, more than, less than (fewer), most, least. Reason with < > and = - NPV2</p> <p>Within 20: Use knowledge of bonds to 10 to solve problems – NC</p> <p>Add and subtract 1-digit and 2digit numbers to 20, including 0 - NC</p> <p>Find missing numbers - NC</p> <p>Recognise and name common 3D shapes, presented in different orientations – G1</p> <p>Compose 3D shapes from small shapes to match an example, including manipulating shapes to place them in particular orientations – G2</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times - NC</p> <p>Compare, describe and solve practical problems for mass/ weight, for example heavy/ light/ heavier than/ lighter than- NC. <i>Link to Space learning, weights of rockets/</i></p>	<p>Solve one step problems that involve multiplication and division, using concrete objects and pictorial representations and arrays with the support of the teacher – NC</p> <p>Count in multiples of 2 and 10 forwards and backwards up to 10 multiples, beginning with any multiple - NF2</p> <p>Counting forwards and backwards through the odd numbers - NF2</p> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns – NC. <i>Link to PE gymnastics and jumps.</i></p> <p>Compare, describe and solve practical problems for capacity and volume, for example full/ empty/ more than/ less than/ half/ half full and quarter - NC <i>Link to volume of bog baby's jar</i></p> <p>Begin to record mass and weight – NC - <i>Link to bog baby's jar</i></p>	<p>Given a number to 100, identify 1 more or 1 less - NPV1</p> <p>Identify and represent numbers to 100 using objects and pictorial representations including the number line – NPV1/2</p> <p>Spell numbers to 20 correctly - NC</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity - NC</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity - NC</p> <p>Sequence events in chronological order using language (before and after, next, first , today, yesterday, tomorrow, morning, afternoon and evening) NC – ongoing through daily routine. Link to History teaching and learning.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years NC – ongoing through daily routine.</p>	<p>Count in multiples of 5 forwards and backwards, up to 10 multiples - NF2</p> <p>Recognise and know the value of different denomination of coins and notes – NC <i>Link to role-play healthy eating café.</i></p> <p>Measure and begin to record time (hours, minutes, seconds). NC – Link to how long it would take the Olympic athletes to travel to Japan. Measure time of PE/ athletics activities.</p> <p>Compare and describe and solve practical problems for time (quicker, slower, earlier, later) - NC. <i>Link to PE/ Summer of Sport – timing exercise/ physical activities.</i></p> <p>Compare, describe and solve practical problems for lengths and heights, for example long/ short/ longer/ shorter/ tall/ short/ double/ halve - NC</p> <p>To measure and begin to record lengths and heights – NC</p> <p><i>Link to science learning on bodies, e.g. measuring heights and investigations: Is the tallest tree always the widest? Link to PE – who can throw the ball the furthest? Who can jump the longest/ highest?</i></p>
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			<i>gravity etc...</i> Begin to record mass and weight – NC Link to weighing and ordering moon rocks.			
SCIENCE <i>National curriculum requirements shown in italics</i>	<i>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</i> Use school grounds link to making maps of school grounds and seasonal changes in Autumn.	<i>Identify the name a variety of common animals including fish amphibians reptiles birds and mammals.</i> <i>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</i> Link to Traction Man having adventures in different places, e.g. beach/ garden etc.. What animals would be find there? Why?	<i>Distinct distinguish between an object and the material from which it is made.</i> <i>Identifying name variety of everyday materials including wood plastic glass metal water and rock. Describe the simple physical properties of a variety of everyday materials.</i> <i>Comparing group together a variety of everyday materials on the basis of the simple physical properties.</i> Materials – types of materials/ properties/ compare and group what materials toys are made from Link to space suits and space rockets – chn to design their own.	<i>Identify name a variety of common animals that are carnivores, herbivores, omnivores.</i> Link to animals having different diets – possibly look at animal poo?	<i>Identify name draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i> Link to sportspeople	<i>Identify and describe the basis structure of a variety of common flowering plants including trees.</i> Link to flowers in Mary Arden's garden and in the school grounds.
SCIENCE SKILLS	Exploring	Observing	Questioning	Predicting	Measuring	Communicating
SCIENCE Knowledge and understanding	Make observations of plants and talk about changes. Identify and name some common wild and garden plants, including trees. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	Make observations of animals and explain why some things occur, and talk about changes. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (including pets). Explain why an animal would be a certain type according to key characteristics. Look at jungle habitat and explore creatures –crocodile, monkey, parrot, frog and fish).	Know about similarities and differences in relation to materials. Distinguish between an object and the material from which it is made. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Know about similarities and differences between types of animals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Explain why an animal has certain features and how it helps it to survive in it's environment.	Identify, name and label the basic parts of the human body e.g. arm, leg. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Know that humans and some animals have skeletons and muscles for support, protection and movement.	Identify the basic structure of a flowering plant. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk leaves and flowers.
SCIENCE	Explore in different ways.	Make observations of	Talk about similarities and	Ask simple questions and	Take and record	Report on findings using

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Working scientifically	<p>Explore using a range of simple equipment, books and objects to find out more. (ipads/ non fiction books-School nurse <i>Perform simple tests.</i></p> <p><i>Explore the woods. Introduce simple testing; Who can travel the furthest/ fastest.</i></p>	<p>animals, explain why some things occur, talk about changes and ask simple questions.</p> <p>Ask simple questions and recognise that they can be answered in different ways. Use their observations and ideas to suggest answers to questions. Identify and classify. <i>Ask relevant questions and use different types of scientific enquiry to answer them.</i></p> <p>Ipads/ books/ sorting and classifying.</p>	<p>differences.</p> <p>Observe closely, using simple equipment. Perform simple tests. Identify and classify. <i>Use observations and own ideas to identify and classify.</i></p>	<p>make a prediction about what might happen.</p> <p>Ask simple questions and make a sensible prediction about what might happen. <i>Predict what might happen before carrying out simple test and explain why they think that.</i></p>	<p>measurements with support.</p> <p>Take and record measurements. Identify and classify <i>Make systematic and careful observations and where appropriate, take accurate measurements using standard units, using a range of equipment.</i></p>	<p>drawings, writing and orally.</p> <p>Report on findings using drawings, writing, ICT and orally. <i>Choose the most appropriate way to record and communicate findings.</i></p>
<p style="text-align: center;">Observe changes across the four seasons and described weather associated with the seasons and how day length of varies. Link to geography seasonal work.</p>						
ART & DESIGN	<p>Collage: Draw a simple shape and cut around lines. Cut around corners of basic shapes. Apply glue without waste. Cut basic shapes without a pre-drawn outline.</p> <p>Sculpture: Cut, roll and coil materials. Experiment with different traditional and non-traditional materials.</p> <p>On-going: Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p>Review what they and others have done and say what they think and feel about it, e.g. annotate sketchbook.</p>	<p>Drawing: Experiment with mark making. Use different sized paper and explore using hands, arms and whole body to draw.</p> <p>Printing: Use a variety of objects to create prints, e.g. fruit, vegetables, sponges, foam tiles, calligrams. Create and repeat patterns in print. Apply ink or paint to a printing block/stamp printing block evenly and gently/ know when to reload paint.</p> <p>On-going: Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p>Review what they and others have done and say what they think and feel about it, e.g. annotate sketchbook.</p>	<p>Collage: Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper.</p> <p>Drawing: Use a pencil to create basic shapes and different lines to represent observed, imagined and remembered ideas and things.</p> <p>On-going: Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p>Review what they and others have done and say what they think and feel about it, e.g. annotate sketchbook.</p>	<p>Drawing: Draw what you see.</p> <p>Painting: Use thick and thin brushes. Hold the brush appropriately. Load paint onto bristles of brush. Rinse brush and remove access water. Select different brush sizes and shapes for different purposes.</p> <p>Mix primary colours to make secondary colours and shades. Create colour wheels.</p> <p>On-going: Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p>Review what they and others have done and say what they think and feel about it, e.g. annotate sketchbook.</p>	<p>Drawing: Show different tones by using coloured pencils.</p> <p>On-going: Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p>Review what they and others have done and say what they think and feel about it, e.g. annotate sketchbook.</p>	<p>Sculpture: Form simple 3D shapes and use tools to attempt joining/ create basic 3D shapes to represent ideas (from clay, junk modelling, wire, plasticine, modroc, cardboard)</p> <p>On-going: Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p>Review what they and others have done and say what they think and feel about it, e.g. annotate sketchbook.</p>

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ARTIST/ ART TO STUDY	Paper phoenix by Zim and Zou	Hokusai The Great Wave Off Kanagawa	Van Gogh Starry Night	Rousseau's Tiger in a tropical storm	Leonardo Da Vinci's Mona Lisa	LeRoy Neiman
DT	Food: I can describe where some foods come from. Begin to understand that all food comes from plants and animals. On-going: I know that I have to wash my hands and keep work surfaces clean when preparing food. Link to science learning on plants.	I can select the appropriate tools and techniques to make my product (with support) I can choose suitable materials to create my product describing my choice. On going: I can describe how my product works and whether it is successful. I can discuss how I could improve my design. Link to making a box for a toy.	I can use my own experiences to think of ideas to make a product and with help put them into practice. I can draw and label a plan with support. I can talk through my plan. On going: I can describe how my product works and whether it is successful. I can discuss how I could improve my design. Link to planning, designing, making and evaluating own model space rocket.	I can cut, shape and join materials together. Link to making Bog Baby slider (art) I can explore practically ways to make my structures stronger, stiffer and more stable. On going: I can describe how my product works and whether it is successful. I can discuss how I could improve my design. Link to animal cage/ carrier – what if the animal got bigger/ heavier?	Food: I know how to use tools to cut, chop, mix and slice safely. I can describe where some foods come from. On-going: I know that I have to wash my hands and keep work surfaces clean when preparing food. Link to making pottage.	Food: I can talk about what makes a healthy diet. I can plan and create a dish using healthy ingredients (with support.) I know how to use tools to cut, chop, mix and slice. I can describe where some foods come from. On-going: I know that I have to wash my hands and keep work surfaces clean when preparing food. Link to science learning and theme of sportspeople.
COMPUTING	To recognise technology around us (beyond school) and say how they help us. On going: To use a range of apps with support – link to geography – taking photos of school grounds.	To use the internet for research – link to finding out about history of toys To use a range of software to create graphs – link to favourite toys/ what toys are made from. On going: To use a range of apps with support	To give instructions without a computer (algorithm), e.g. toys, maps, people, sequence cards. To programme and debug a simple algorithm, e.g. beebots and beebot app Link – Moving a space rocket through space. To know our school's online safety rules – link to online safety day. On going: To use a range of apps with support – link to geography – taking photos of school grounds. To use the internet for research – link to finding out information about Space and first moon landing.	To use a range of software to create a story – link to creating own bog baby story. On going: To use a range of apps with support – link to geography – taking photos of school grounds. To use the internet for research – link to finding out info about animals.	On going: To use a range of apps with support – link to geography – taking photos of school grounds. To use the internet for research – link to finding out info about William Shakespeare.	To use a range of software to create graphs – link to favourite fruit/ healthy eating. On going: To use a range of apps with support – link to geography – taking photos of school grounds. To use the internet for research – link to finding out info about Olympics and famous sports people.
GEOGRAPHY	Use simple fieldwork and observational skills to study the geography of my school and its grounds – create maps of school grounds. Devise a simple map.	Understand geographical similarities and differences through studying the human and physical geography of a small area of The United Kingdom – compare	Name, locate and identify characteristics of the four countries and capital cities of The United Kingdom, and its surrounding seas – link to looking at Earth from	Use locational and directional language (for example near and far, left and right.) Devise a simple map. Use and construct basic	Understand geographical similarities and differences through studying the human and physical geography of a small area of The United Kingdom – Stratford (link to	Use maps, atlases and globes... Maps to include: Google Earth, street maps, Google streetview. Identifying different

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	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of The United Kingdom – study of Leamington and significance of elephants (link to history.)</p> <p>Maps to include: Google Earth, street maps, Google streetview.</p> <p>Link where the school is in the town of Leamington Spa.</p>	<p>Leamington to a coastal area (Traction Man's mission to the beach.)</p> <p>Compare Leamington to coastal area.</p> <p>Maps to include: Google Earth, street maps, Google streetview.</p>	<p>Space.</p> <p>Use maps, atlases and globes to identify The United Kingdom and its countries.</p> <p>Maps to include: Google Earth, street maps, Google streetview.</p>	<p>symbols in a key (using map symbols.)</p> <p>Link to map of woods in school grounds linked to Big Baby bluebell wood.</p>	<p>Shakespeare.)</p> <p>Maps to include: Google Earth, street maps, Google streetview.</p>	<p>countries taking part/ hosting Olympics.</p>
<p>On going: Identify seasonal and daily weather patterns in The United Kingdom – seasonal Welly Walk looking for signs of seasonal change and compare and identify the differences between seasons. Look at temperatures and rainfall in different seasons and compare. Weekly weather chart – create graph/ data handling.</p> <p>Weather comparison with Leamington and coastal area of United Kingdom.</p>						
HISTORY	<p>To put events in a simple chronological order using a timeline – link to Gruffalo's child and growing from a baby/ toddler/ child.</p> <p>Use the words and phrases such as now, yesterday, when I was younger, a long time ago, before I was born, when my parents/ grandparents were younger – link to Gruffalo's child/ family trees – growing up.</p> <p>To compare aspects of life in different periods – link to geography of Leamington/ history of Leamington, possibly the elephants.</p> <p>On going: To ask and answer questions using a range of sources including artefacts, stories, pictures, books and technology.</p>	<p>On-going: To understand the difference between things that happened in the past and in the present</p> <p>Use the words and phrases such as now, yesterday, when I was younger, a long time ago, before I was born, when my parents/ grandparents were younger – link to toys chn played with when they were younger and toys parents/ grandparents played with. History of toys.</p> <p>To compare aspects of life in different periods – compare toys from different decades/ social classes.</p> <p>To have knowledge and understanding of events beyond living memory which are significant nationally or globally, or events</p>	<p>To put events in a simple chronological order using a timeline – link to events of moon landing.</p> <p>To have knowledge and understanding of the lives of significant individuals in the past – Neil Armstrong and Buzz Lightyear.</p> <p>To talk about why people may have acted as they did – link to moon landing.</p> <p>To have knowledge and understanding of changes within living memory – link to moon landing. Compare to technology astronauts have today.</p> <p>On going: To ask and answer questions using a range of sources including artefacts, stories, pictures, books and technology.</p>		<p>Find out facts about people and/ or events that happened beyond living memory, through pictures, artefacts, simple texts, simple technology – life of William Shakespeare.</p> <p>To talk about why people may have acted as they did – life of William Shakespeare.</p> <p>To have knowledge and understanding of the lives of significant individuals in the past – William Shakespeare.</p> <p>To have knowledge of significant people, events or places in the locality – William Shakespeare and Stratford.</p> <p>To compare aspects of life in different periods – link to Tudor life.</p>	<p>Find out facts about people and/ or events that happened beyond living memory, through pictures, artefacts, simple texts, simple technology – Link to history of Olympics and different sports.</p> <p>To put events in a simple chronological order using a timeline – timeline of how Olympics started.</p> <p>On going: To ask and answer questions using a range of sources including artefacts, stories, pictures, books and technology.</p> <p>On-going: To understand the difference between things that happened in the past and in the present</p> <p>On-going: To know that things happened to them</p>

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	<p>On-going: To understand the difference between things that happened in the past and in the present</p> <p>On-going: To know that things happened to them and other people in the past.</p>	<p>commemorated through anniversaries or festivals – Bonfire Night/ Guy Fawkes and Remembrance Day.</p> <p>On going: To ask and answer questions using a range of sources including artefacts, stories, pictures, books and technology.</p> <p>On-going: To know that things happened to them and other people in the past.</p>	<p>On-going: To understand the difference between things that happened in the past and in the present</p> <p>On-going: To know that things happened to them and other people in the past.</p>		<p>On going: To ask and answer questions using a range of sources including artefacts, stories, pictures, books and technology.</p> <p>On-going: To understand the difference between things that happened in the past and in the present</p> <p>On-going: To know that things happened to them and other people in the past.</p>	and other people in the past.
MUSIC	<p>Take part in singing songs. Know when to sing/play and when to pause. Be able to make short and long sounds with voices or instruments. Listen for changes in pitch. Make a sequence of long and short sounds with help. With help, clap longer rhythms. Make sounds that are very different (loud and quiet, high and low etc). Choose sounds to create an effect. Use pictures to represent sounds. Choose sounds to represent different things (ideas, thoughts, feelings, moods etc). Talk about what I have heard. Use words like timbre, dynamics and pitch when talking about music. Identify which instruments I can hear. Show that I can hear different moods in music.</p>					
	Charanga Hey You!	Singing skills/ performance/ musical parts for Christmas performance	BBC 10 Pieces on Holst’s The Planets Linked to topic of To Infinity and Beyond	Charanga In the Groove!	BBC Music Time Anything (3 weeks) Far (3 weeks)	Charanga Your Imagination
PE	Gymnastics Games	Gymnastics Games	Gymnastics Dance	Gymnastics Dance	Dance Games	Dance Games
	<p><u>Gymnastics:</u> Show control and co-ordination in my movements on the floor, travelling and balancing. Copy and plan a sequence of movements. Roll, climb, stretch, curl and show contrasts in them (small, tall, straight, curved and wide.) Talk about what I have done and how I can improve.</p>		<p><u>Dance:</u> Copy, repeat and explore skills. Move with control, co-ordination and care. Perform moves, show rhythm and show control in my dance. Show a sequence of movements and communicate a mood or feeling. Describe what I have done to others and identify improvements that can be made.</p>		<p><u>Games:</u> Use my running, throwing, rolling, hitting and kicking skills in games. Use the terms ‘opponent’ and ‘teammate.’ Decide on the best position to be in during a game. Develop some tactics for the game I am playing. Talk about what I have done and how I can improve my game.</p>	
	<p><u>On going: (Health and Fitness)</u> Describe how my body feels during an activity.</p>					

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	Exercise safely by looking for space, others and warming up correctly.					
RE	1.5 What makes some places sacred? Link to church visit for Harvest	1.6 How and why do we celebrate special and sacred times?	1.1 Who is a Christian and what do they believe?	1.8 How should we care for others and the world, and why does it matter?	1.7 What does it mean to belong to a faith community?	1.10 Sikhism
PSHE	<u>Schools Rules</u> Understand how they contribute to the life of the classroom and the school. To understand that people and living things have rights. To learn that they belong to various groups and communities, such as families and school. That everyone is unique and to recognise this. To understand they ways in which we are the same as all other people and what we have in common. That bodies and feelings can be hurt. To learn the difference between teasing and bullying, that these are wrong and unacceptable. To recognise how their behaviour can affect other people. Listening to others and playing co-operatively.	<u>Protective Behaviour</u> To learn about different kinds of feelings. To communicate their feelings to others and to recognise how others are feeling. To learn the differences between secrets and surprises. To learn the correct names for the different parts of the body of girls and boys. How to ask for help if they are worried about something. To learn what is meant by 'privacy.' To learn about appropriate and inappropriate touch. About rules for keeping safe, including ICT, road safety, fire safety etc.	<u>Health/ wellbeing</u> To understand what improves and harms the local, natural and built up environment and to develop skills to care for these. To learn about where money comes from, what it is used for and how to keep it safe. To learn about the special people who work in our community to keep us safe and how to contact them if we need to.	To recognise and celebrate their strengths and set simple but challenging goals. To understand about change and loss. About growing and changing and becoming more independent.	To share their views and opinions with others. To identify and respect the differences between people. That marriage represents a formal and legally recognised commitment of two people which is intended to be lifelong. To identify special people in their lives. Link to RE unit 1.7 on marriage.	Learn what constitutes a healthy lifestyle including the benefits of physical activity, healthy eating and making healthy choices. Learn about basic personal hygiene and responsibilities they have for their own health. To know that household products and medicines can be harmful if not used correctly. Link to overall topic on sport and healthy living.