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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** |
| **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) |
| **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. |
| **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 |
| **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 literacy  Programming  E-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)* |
| **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 weeks  1st 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. Gym  2. Games  Street 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) |
| **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 |
| **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. Belonging  2. Beliefs |
| **UNROC Links to Articles** | **PSHCE & RRS units:** New Beginnings and Needs and Wants cards  Safety seal, Respectful Ray and Learning Lobster  Setting 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 |