

## Year 1 Long Term Planning 2018/2019

|                  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|------------------|--|--|---|--|--|--|
| Theme            | Toys   | Into the Ark   | Dinosaurs   | Jack and the Beanstalk   | Beside the seaside   | Kings, Queens and Castles  |
| <b>English</b>   | <ul style="list-style-type: none"> <li>- Transition Text</li> <li>Repeating Structures</li> <li>- Stories from other cultures</li> </ul>   | <ul style="list-style-type: none"> <li>- Lists, Labels etc</li> <li>- Stories with repetitive patterns</li> <li>- Poems to recite</li> <li>- Traditional Tales</li> </ul>  | <ul style="list-style-type: none"> <li>- Fantasy</li> <li>- Non chronological Reports</li> </ul>  | <ul style="list-style-type: none"> <li>- Film and Animation</li> <li>- Instructions</li> <li>- Traditional Tales</li> </ul>  | <ul style="list-style-type: none"> <li>- Recounts</li> <li>- Shakespeare</li> <li>- Stories by a significant author</li> </ul>   | <ul style="list-style-type: none"> <li>- Invitations/Menus</li> <li>- Traditional Poems</li> <li>- Instructions</li> <li>- Poems based on a theme</li> </ul>   |
| <b>Maths</b>     | <ul style="list-style-type: none"> <li>- Place Value</li> <li>- Addition and Subtraction</li> <li>- Geometry</li> </ul>  | <ul style="list-style-type: none"> <li>- Place Value</li> <li>- Measures</li> <li>- Addition &amp; Subtraction</li> <li>- Multiplication &amp; Division</li> <li>- Geometry</li> </ul>   | <ul style="list-style-type: none"> <li>- Place Value</li> <li>- Measure</li> <li>- Division</li> <li>- Fractions</li> <li>- Position, Direction and Movement</li> </ul> | <ul style="list-style-type: none"> <li>- Place Value</li> <li>- Addition</li> <li>- Subtraction</li> <li>- Measures</li> </ul>   | <ul style="list-style-type: none"> <li>- Mental Methods</li> <li>- Addition and Subtraction problems</li> <li>- Multiplication and Division</li> <li>- Measures</li> <li>- Position, Direction and Movement</li> </ul> | <ul style="list-style-type: none"> <li>- 2s/5s/10s</li> <li>- Doubles and Halves</li> <li>- Addition</li> <li>- Subtraction</li> <li>- Geometry</li> <li>Multiplication and Division</li> <li>- Fractions</li> <li>- Measures</li> </ul> |
| <b>Geography</b> | <p>Name/ locate England and the capital city London.</p> <p>Simple fieldwork and observational skills to study the geography of our school and grounds and the key human and physical features of its surrounding environment.</p> | <p>Identify seasonal and daily weather patterns in the UK. <i>Link to Seasonal Change work in Science.</i></p> <p>Use basic geographical vocabulary to refer to key physical and human geographical features (see list in SoW). Brief introduction to hot and cold areas of the world. <i>Link to habitats of animals in books studied in English, and in Science.</i></p> | <p>Name and locate the world's seven continents and 5 oceans. How have the continents changed since dinosaurs roamed the earth?</p>                                     | <p>Use basic geographical vocabulary to refer to key physical and human geographical features (see list in SoW).</p> <p>Use simple compass directions and directional language to describe the location of features and routes on a map.</p> | <p>Develop knowledge of the human and physical geography of a small coastal area of the UK, using key geographical vocabulary.</p>   | <p>Use aerial photos and plan perspectives to consider the development of a castle over time.</p>  |
| <b>History</b>   | How have toys changed  | <i>School-wide mini-project:</i>   | Why did the dinosaurs   | Who or what deserves   | How has going to the   | <i>Enquiry to be led by chn</i>  |

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|                | over time?<br><br>Study changes within living memory in relation to toys; how these changes reveal aspects of change in national life.   | <i>Study events beyond living memory – Remembrance day, WW1 100yrs anniversary.</i>                     | die out?<br><br>Study events beyond living memory. Skills focus: developing an understanding of a chronological framework and awareness of the past. Understand some of the ways in which we find about the past (e.g. digging for fossils in the secret garden) and identify different ways it is represented. | the title significant in our local area?<br><br>Study of significant historical events, people or places in the local area (TBC) | seaside changed over time?<br><br>Study changes within living memory in relation to the seaside; how these changes reveal aspects of change in national life. | Study and compare the lives of significant individuals in the past to compare aspects of life in different periods: Elizabeth I and Elizabeth II/ Queen Victoria (TBC).<br><br>Understand the function and design of castles; focus on Tower of London.<br><br><i>Link to Y5 topic Power in the Tower.</i> |
| <b>Science</b> | <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> <li>•</li> </ul> |   |   |  |   |  |
|                | <b><u>Everyday materials</u></b><br><br>Leo Hendrik Baekeland  | <b><u>Seasonal Change</u></b><br><br><b><u>Animals, including humans</u></b><br><br>Lord Kelvin Celcius | <b><u>Animals, including humans</u></b><br><br>Leonardo da Vinci  | <b><u>Seasonal Change</u></b><br><br><b><u>Plants</u></b><br><br>George Mendel   | <b><u>Animals, including humans</u></b><br><br>Leonardo da Vinci  | <b><u>Seasonal Change</u></b><br><br><b><u>Everyday materials</u></b><br>- Describe the simple<br><br>Leo Hendrik Baekeland  |
| <b>Art</b>     | Drawing – Line and Shape   | Materials – Texture   | Printing – Patterns   | Sculpture – Texture and Form   | Painting – Colour and Space   |  |
| <b>D&amp;T</b> |  | Mechanisms  | Cooking   |  |   | Structures<br>Textiles   |

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| <b>RE</b>        | 1.1 & 1.2 Who is Christian/ Muslim and what do they believe?   |  | 1.5 What makes places sacred?<br><i>Visit Buddhist Centre in Bethnal Green</i>  |                       | 1.7 What does it mean to belong to a faith community?   |                    |
| <b>PE</b>        | Performance  | Attacking and Defending                          | Balance, Agility and Coordination   | Throwing and Catching | Running and Jumping   | Net and Wall games |
| <b>Music</b>     | <b><u>Unit: Sounds Interesting</u></b> <ul style="list-style-type: none"> <li>• to recognise different sound sources</li> <li>• to explore different sound sources</li> <li>• to focus their listening</li> <li>• to explore and control instruments</li> <li>• to explore expressive use of sounds</li> <li>• to use sounds expressively to illustrate a story and a scene</li> </ul> |  | <b><u>Unit: The Long and Short of it.</u></b> <ul style="list-style-type: none"> <li>• how to use their voices to make a variety of long and short sounds</li> <li>• to respond to long and short sounds through movement</li> <li>• that music is made up of long and short sounds and silences</li> <li>• how to make sounds of different duration using voices and instruments</li> <li>• how to use instruments to make sequences of long and short sounds</li> </ul> |                       | <b><u>Unit: What's the Score?</u></b> <ul style="list-style-type: none"> <li>• about classroom instruments</li> <li>• to identify different ways instruments make sounds</li> <li>• to identify how symbols can represent sounds</li> <li>• how symbols can be used to describe changing sounds</li> <li>• to listen carefully and respond to sounds using movement</li> <li>• to compose a class composition and contribute to the creation of a class score</li> </ul>  |                    |
| <b>Computing</b> | Programming – Beebots<br>Multimedia - Create own Toy Story on book Creator   |  | Programming – J2Code to predict and debug<br>Multimedia – making films using green screen   |                       | E-Safety<br>Multimedia-Animations   |                    |
| <b>PSHE</b>      | Being Me in My World   | Celebrating Difference (including anti-bullying) | Dreams and Goals  | Healthy Me            | Relationships   | Changing Me        |
| <b>SRE</b>       |  |  |   |                       | <b>Lesson 1: Keeping Clean</b><br>To understand some basic hygiene principles.<br><b>Lesson 2: Growing &amp; Changing</b><br>To introduce the concept of growing and changing.<br>To know how people grow and change.<br>To understand that babies become children and then adults.<br>To know the differences between boy and girl babies.<br><b>Lesson 3: Families &amp; Care</b><br>To explore different types of families and who to ask for help.<br>To know there are different types of families.<br>To know which people we can ask for help. |                    |
| <b>Rights</b>    | Article 24   |  |   |                       |   |                    |

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| <b>Respecting</b> | <p>Every child has the right to the best possible health. Government must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy.</p> <p><b>Article 4</b><br/>Governments must do all they can to make sure every child can enjoy their rights.</p> <p><b>Article 2</b><br/>The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.</p> <p><b>Article 36</b><br/>Governments must protect children from all other forms of bad treatment.</p> <p><b>Article 12</b><br/>Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</p> |
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