

Theme	Here I Am	Family History	There You Are	Castles Fortress or Home?	Where We Are	Transport Over Time
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Genre and Key Texts	<p>Text – The Queen’s Knickers (Steve Antony) Outcome - Character description of the Queen (to entertain/inform)</p> <p>Text – The Queen’s Hat (Steve Antony) Outcome- Recount of Abbey Hey School Field Trip. (To entertain/to inform) 'The Teachers Hat'</p> <p>Text – Tree: Seasons Come, Seasons Go. (Britta Teckentrup) Outcome - Season description (to entertain/inform)</p> <p>Text – The Wind Blew (Pat Hutchins) Outcome - Caption pictures from the story (to entertain/inform)</p> <p>Supplementary Texts:</p> <ul style="list-style-type: none"> The Queen’s Handbag (Steve Antony) Percy the Parkkeeper (Season Books (Nick Butterworth) Secrets of Winter (Karen Brown) Storm (Sam Usher) Out and About: A First book of poems Shirley Hughes) 	<p>Text – Oxford Reading Tree: inFact Your Body, Inside Out. Outcome: Label the parts of your body (to inform)</p> <p>Text- Carnivores (Harriet Brundle) Outcome – Description of an animal (to inform)</p> <p>Text – Tadpole’s Promise (Jeanne Willis) /From Tadpole to Frog (Lifecycles) (Camilla De La Bedoyere) Outcome – Label a Frog/Write about a Life Cycle (to inform)</p> <p>Text – Spider (Alison Steadman) Outcome – Write a Spider Pledge (to entertain/inform)</p> <p>Supplementary Texts:</p> <ul style="list-style-type: none"> Katie and the Dinosaurs (James Mayhew) If I had a Dinosaur (Alex Barrow) Big Book of Dinosaurs (Alex Firth) I am human (Susan Verde) 	<p>Text – The Gigantic Turnip (Aleksey Nikolayevich Tolstoy) Outcome - Retell the story (to entertain)</p> <p>Text- Mrs Armitage on Wheels (Quentin Blake) Outcome –Write your own story changing the vehicle type. (to entertain)</p> <p>Text – There’s a Wocket in my Pocket (Poem) Outcome – Write your own poem using rhyming words and alien words (to perform/to entertain)</p> <p>Text – Jack and the Beanstalk Outcome – Write a created story about justice. (to entertain)</p> <p>Supplementary Texts:</p> <ul style="list-style-type: none"> Hansel and Gretel The Gingerbread Man Rapunzel Jack and the Beanstalk Rumpelstiltskin Little Red Riding Hood The Three Little Pigs The Three Billy Goats Gruff 	<p>Text – Room on the Broom (Julia Donaldson) Outcome - Retell the story without using rhyming (to entertain)</p> <p>Text – The Smartest Giant in Town (Julia Donaldson) Outcome - Create a new page for the book (to entertain)</p> <p>Text – The Three Little Pigs (Science Week) Testing Materials Outcome – Write a recount of your Science experiment. (to inform)</p> <p>Text – Castles (Maggie Freeman) Outcome – Stem sentences to describe castles (to inform)</p> <p>Supplementary Texts:</p> <ul style="list-style-type: none"> Eddie’s Garden: and How to Make Things Grow (Sarah Garland) Flowers to Spot (Usborne Minis) Oliver’s Vegetables (Vivian French and Alison Bartlett) Bonkers About Beetroot (Cath Jones & Chris Jevons) 	<p>Text – Handa’s Surprise (Eileen Browne) Outcome - Retell the story (to entertain)</p> <p>Text – Dear Zoo (Rod Campbell) Outcome – Write your own Dear Zoo story (to entertain)</p> <p>Text – Whatever Next (Jill Murphy) Outcome – Write you own story changing the objects Baby Bear takes to space (to entertain)</p> <p>Text – Oi! Get Off Our Train Outcome – To write your own story changing the characters and the setting. (to entertain)</p> <p>Supplementary Texts:</p> <ul style="list-style-type: none"> The Three Little Wolves and the Big Bag Pig (Eugene Trivizas) Eat Your Green Goldilocks (Steve Smallman) The Ninjabread Man (Katrine Chaman) Text – Mixed Up Fairy Tales (Hilary Robinson) 	<p>Text- Bog Baby Outcome - How to Look After a Bog Baby Outcome - Write a set of instructions (to inform)</p> <p>Text – Mr Gumpy’s Motor Car (John Burningham) Outcome - Write your own story based on this book *to entertain)</p> <p>Text – Eddie’s Garden – How to Make Things Grow (Sarah Garland) Growing Seeds Outcome – Recount of Growing Seeds (Growing a Bean) (to entertain)</p> <p>Text – Look Inside Things That Go (Usborne Look Inside) Non-Fiction Transport Outcome – Write a Non-Chronological Report about Cars/Bikes/Trains</p> <p>Supplementary Texts:</p> <ul style="list-style-type: none"> Look inside Things that Go (Usborne) (Rob Llyoyd Jones) The Great Balloon Hullabaloo (Peer Bentley) Faster, Further, Higher, Deeper (Richard Brasse) The Journey -Neil Griffiths

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	<ul style="list-style-type: none"> My Tree and Me (Jo Witek) Children's history of Manchester (Tracey J. Holroyd) 	<ul style="list-style-type: none"> The Dinosaur Department Store (Lilly Murray) All about families (Felicity Brookes) Me and My Family Tree (Jo Sweeney) Grace and Family (Mary Hoffman) The Big Book of the Blue (Yuval Zonne) 	<ul style="list-style-type: none"> The Twist and Hop Minibeast Bop (Tony Mitten) We're Going on a Bear Hunt Lets Discover Bugs Snail Trail (Ruth Brown) Superworm) Julia Donaldson & Axel Scheffler) Aaaarrgghh, Spider! (Lydia Monks) Willbee the Bumblebee (Craig Smith) I Took a Walk (Henry Cole) Where do Animals Live? (Puzzle Books) 	<ul style="list-style-type: none"> Plants (Amazing Science) (Sally Hewitt) A Seed is Sleepy (Dianna Aston & Sylvia Long) The Enormous Potato (Aubrey Davis) Katie and the Sunflowers (James Mayhew) Lifecycles: Seed to sunflower (de la Bedoyere) 	<ul style="list-style-type: none"> The Paper Bag Princess (Robert Munsch) Castles (Colin Thompson) See Inside Castles (Katie Daynes) In the Castle (Anne Milborne) Cats – Collins Big Cat (Maggie Freeman) Peep inside the castle (Anne Milborne) The Very Last Castle (Travis Jonker) 	<ul style="list-style-type: none"> Oi! Get off our Train (John Burningham) Mr Gumpy's Motor Car (John Burningham) I am Amelia Earhart (Brad Mltzer) A Journey Through Transport A Hardback edition by Chris Oxlade
Maths	Number and Shape Number and Place Value - Numbers to 10 Number: Addition and subtractions within 10.	Number and Geometry Number: Addition and subtractions within 10. Geometry: Shape Number and Place Value – Numbers to 20	Number Number: Addition and Subtractions within 20. Number: Place value within 50.	Measurement Measurement: Length and Height Measurement: Weight and Volume	Number and Geometry Multiplication and Division Fractions Geometry: Position and Directions	Number and Measurement Number: Place Value to 100 Measurement: Money and Time
Science	Seasonal Changes - Biology/Physics Observe changes across the four seasons (Autumn, Spring, Summer and Winter) Observe and describe the weather and how it varies. Look at local weather compared to	Animals, Including Humans - Biology Identify and name a variety of common animals that they have seen. Compare first-hand similarities and differences of different animals.	Everyday materials - Chemistry Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.	Everyday materials - Chemistry What are toys made from? Describe the simple physical properties of a variety of everyday materials focusing on toys. Compare and group together a variety of	Animals, Including Humans – Biology Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Name a variety of common animals that	Plants - Biology Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. E.g. five examples of each from our school's locality. Identify and describe the basic structure of a variety of common flowering

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	<p>weather in different countries.</p> <p>Observe and describe how the length of the day changes at different times of the year. (Carry out an investigation)</p>	<p>Group familiar animals according to what they eat.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify</p> <p>Describe and compare features of a variety of common animals (fin, wing, claw, scales, feather etc.)</p>	<p>Make a prediction about different types of materials.</p> <p>Perform simple tests to investigate different materials.</p>	<p>everyday materials based on their simple physical properties focusing on toys.</p>	<p>are carnivores, herbivores and omnivores</p> <p>Identify, name, draw and label the basic parts of the human body.</p> <p>Investigate which parts of the human body are related to each sense</p>	<p>plants, including trees. E.g. leaves, flowers, roots, stem/trunk.</p> <p>Identify and describe the different parts of a plant and how they grow.</p>
Geography	<p>Here I am Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Include relevant human features of local area.</p> <p>Use directional language.</p> <p>Identify daily weather patterns.</p>		<p>There you are Understand geographical similarities and differences through studying the human and physical geography of a European country and comparing with the UK.</p> <p>Include relevant human features of European country.</p> <p>Identify daily weather patterns.</p> <p>Use world maps, atlases and globes.</p>		<p>Where we are Name and locate the world's seven continents and five oceans.</p> <p>Equip children with knowledge of diverse places and people.</p>	
History		<p>Family History What is my Family History?</p> <p>Significant historical events, people and</p>		<p>Castles How do castles keep people safe?</p> <p>Significant historical events, people and</p>		<p>The History of Transport How has transport changed over time?</p>

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		places in their own locality. <i>Today, yesterday, this year.</i> <i>20th century</i> Explain the past and the present in relation to myself. (the child and their family)		places in their own locality. Using sources (pictures) to find information about the past. Finding similarities and differences between the past and the present.		Events beyond living memory that are significant nationally or globally. Identify significant people and explain who they are. Notice key differences about two objects.
Art		Self Portraits (Observational Drawing) Using and manipulating drawing tools with control and dexterity		Junk Modelling Castles (Sculpture) Select materials and ways of joining them Consider the difference between a 2D and 3D image and understand form has length, height and width	Press printing using objects Transport (Printing) Produce creative work by exploring ideas Apply ink to a shape or surface	
Design and Technology	Cooking and Nutrition Fruit Kebabs Designing and making with food Understanding Health and nutrition Combining tastes and textures to make a product Using basic cutting tools	.	Castles (Static Structures) Castles creating models from sheet and reclaimed materials Understand about basic structures and how they can be made stronger/more stable Use range of fixing techniques			Mechanisms – Pushes, pulls and levers Transport Understand simple mechanisms that create movement e.g. simple levers and sliders A book with moving parts
Music	Weather Children use voices, movement and instruments to explore different ways that music can be used to describe the weather. Seasons	Our School Children explore sounds found in their school environment. They investigate ways to produce and record sounds, using ICT to stimulate musical	Number Children develop a sense of steady beat through using movement, body percussion and instruments. Ourselves	Machines Children explore beat through using movement, body percussion and instruments. They combine a steady beat with word rhythms, and explore changes	Story Time Children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.	Travel Children develop their performance skills and learn songs about travel and transport from around the world. Water

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	Children develop further vocabulary and understanding of pitch movements. They explore pitch through singing, pitched percussion and listening games.	ideas related to geography. Animals Children develop an understanding of pitch through using movement, voice and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.	Children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.	in tempo. Pattern Children develop an understanding of metre - groups of steady beat – through counting, body percussion and reading scores.	Our Bodies In this unit, the children develop a sense of steady beat using their own bodies. They respond to music and play rhythm patterns on body percussion.	Children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.
Computing	Developing online safety Guidelines We are Year 1 rule writers Creating rules that help us stay safe online We are treasure hunters Using programmable toys	Social and emotional wellbeing and developing resilience We are kind and thoughtful Understanding the impact of our behaviour on others We are TV chefs Filming the steps of a recipe	Responsible internet use We are responsible internet and device users Remembering to take time out from technology We are painters Illustrating an eBook	Keeping information safe We are information protectors Understanding what is meant by personal information We are collectors Finding images using the web	Digital citizenship We are good digital citizens Finding out what it means to be a good digital citizen We are storytellers Producing a talking book	Playing games and having fun We are responsible gamers Learning how to stay safe when playing online games We are celebrating Creating a card digitally
RE	Believing Religious beliefs, teachings, sources, questions about meaning, purpose and truth 1.1 Who is a Christian and what do they believe?		Expressing Religious and spiritual forms of expression; questions about identity and diversity 1.6 How and why do we celebrate special and sacred times?		Living Religious practices and ways of living; questions about values and commitments 1.8 How should we care for others and the world, and why does it matter?	
PE	Dance • Move to music • Copy dance moves	Gymnastics • Make my body curled, tensed,	Dance • Perform my own dance moves	Gymnastics • Copy sequences and repeat them.	Athletics • Move and stop safely	Athletics • Move and stop safely Ball and bat games

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	<p>Fitness To be able to hop/jump over ropes</p>	<p>stretched and relaxed. • Control my body when travelling and relaxing.</p> <p>Football • Throw and kick in different ways</p>	<p>• Make up a short dance • Move safely in a space</p> <p>Basketball • Throw and catch a ball with both hands</p>	<p>• Roll, curl, travel and balance in different ways.</p> <p>Hockey • Hit a ball with a bat</p>	<p>Ball and bat games • Throw underarm</p>	<p>• Hit a ball with a bat</p>
<p>PSHE and Growth Mindset</p>	<p>Growth Mindset How do I develop a growth mindset?</p>	<p>Relationships How can I welcome new friendships?</p>	<p>Staying Safe How do I stay safe in my house?</p>	<p>Health and Well-Being What is a healthy diet?</p>	<p>Growing and Changing How has my body changed?</p>	<p>Wider World How can I work in a team?</p>
<p>Theme Days / Key Events</p>	<p>Field Study of the School</p>	<p>Visit from Tina the T-Rex – linked to science Christmas Diwali</p>	<p>Baking Gingerbread men and decorating them</p> <p>Traditional Tales Afternoon – invite parents in to share the learning this half term.</p>	<p>Plant a seed to see the different parts of a plant grow. Parent Day – Where have they been on holiday or where did they live before, they lived in Gorton? Parent Day Mother's Day</p>	<p>Trip to Peveril Castle or Beeston castle. Father's Day</p>	<p>Trip on a Train to Manchester – tram and bus</p>