

Long Term Plan Year 1 2020-2021

Theme	Here I Am	What Do Animals Eat?	Who Lives Where?	Where Do Plants Grow?	Castles Fortress or Home?	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 – The Wind Blew (Pat Hutchins) Outcome - Caption pictures from the story (to entertain/inform)</p> <p>Text – Tree: Seasons Come, Seasons Go. (Britta Teckentrup) Outcome - Season description (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 – Hook - Visit from Jam the T-Rex (TeachRex) Outcome - Recount of the visit (to inform/entertain)</p> <p>Text- Carnivores (Aaron Reynolds) Outcome – Description of a carnivore (to inform)</p> <p>Text – What do animals do all day? (Wendy Hunt) Outcome – Write a job description for an animal (to inform)</p> <p>Text – ABC Animal Rhymes (Giles Andreae and David Wojtowycz) Outcome – Write a poem about an animal (to entertain)</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 Gingerbread Man (Miriam Latimer) Outcome - Retell the story (to entertain)</p> <p>Text- The Three Little Pigs (Mara Alperin) Outcome - Wanted Poster for The Big Bad Wolf (to inform)</p> <p>Text – The Big Book of Bugs (Yuval Zonner) Outcome - Fact file of an animal (to inform)</p> <p>Supplementary Texts:</p> <ul style="list-style-type: none"> Hansel and Gretel Rapunzel Jack and the Beanstalk Rumpelstiltskin Little Red Riding Hood The Three Little Pigs The Three Billy Goats Gruff 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! 	<p>Text – It Starts with a Seed (Laura Knowles and Jennie Webber) Outcome - Write Instruction for planting a seed (to inform)</p> <p>Text – Plants Around the World (Learning Ladders) (Inc World Book) Outcome - Class Book about plants from around the world (different continents) (to inform)</p> <p>Text – The Bad Seed (Jory John and Peter Oswald) Outcome - Wanted Poster (to inform) (hook for lesson – the bad seed to come into the classroom and steal/destroy something)</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 (Usbourne Minis) Oliver’s Vegetables (Vivian French and Alison Bartlett) Bonkers About Beetroot (Cath 	<p>Text - Jack and the Incredibly Meanstalk (Gemma Cary) Outcome - Write a letter to Jack from yourself to inform him about the lonely giant (to inform/persuade)</p> <p>Text - Ratpunzel (Charlotte Guillain) Outcome - Write their own ending (to entertain)</p> <p>Text – Goldilocks Eat Your Greens (Steve Smallman) Outcome – To be able to re-tell the story (to entertain)</p> <p>Recount of Trip to Pevenil Castle or Beeston castle</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) The Paper Bag Princess (Robert Munsch) 	<p>Text- Emma Jane's Aeroplane (Katie Haworth) Outcome - Write a postcard from Emma Jane to her mum. (to inform)</p> <p>Text - Mrs Armitage on Wheels (Quentin Blake) Outcome - Write a sequel – Mrs Armitage on Skates (to entertain)</p> <p>Text - Look Inside How Things Work (Rob Lloyd Jones) Outcome - Explanation/instruction text for moving vehicle (DT project) (To inform)</p> <p>Text – The Hundred Decker Bus (Mike Smith) Outcome – To be able to create their own version of a story (to entertain)</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 Brassey) The Journey -Neil Griffiths

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	<ul style="list-style-type: none"> My Tree and Me (Jo Witek) <p>Children's history of Manchester (Tracey J. Holroyd)</p>	<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"> (Lydia Monks) Willbee the Bumblebee (Craig Smith) I Took a Walk (Henry Cole) Where do Animals Live? (Puzzle Books) 	<p>Jones & Chris Jevons)</p> <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"> 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	<p>Number and Shape</p> <p>Number and Place Value - Numbers to 10 Number: Addition and subtractions within 10.</p>	<p>Number and Geometry</p> <p>Number: Addition and subtractions within 10. Geometry: Shape Number and Place Value – Numbers to 20</p>	<p>Number</p> <p>Number: Addition and Subtractions within 20. Number: Place value within 50.</p>	<p>Measurement</p> <p>Measurement: Length and Height Measurement: Weight and Volume</p>	<p>Number and Geometry</p> <p>Multiplication and Division Fractions Geometry: Position and Directions</p>	<p>Number and Measurement</p> <p>Number: Place Value to 100 Measurement: Money and Time</p>
Science	<p>Seasonal Changes - Biology/Physics</p> <p>Observe changes across the four seasons (Autumn, Spring, Summer and Winter)</p> <p>Observe and describe the weather and how it varies. Look at local weather compared to weather in different countries.</p> <p>Observe and describe how the length of the day changes at different times</p>	<p>Animals, Including Humans - Biology</p> <p>Identify and name a variety of common animals that they have seen.</p> <p>Compare first-hand similarities and differences of different animals.</p> <p>Group familiar animals according to what they eat.</p> <p>Identify and name a variety of common</p>	<p>Animals, Including Humans – Biology</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Identify, name, draw and label the basic</p>	<p>Plants - Biology</p> <p>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.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees. E.g. leaves, flowers, roots, stem/trunk.</p>	<p>Everyday materials - Chemistry</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</p> <p>Make a prediction about different types of materials.</p>	<p>Everyday materials - Chemistry</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials based on their simple physical properties.</p> <p>Carry out an experiment to test the properties of different materials. (E.g. why are umbrellas waterproof)</p>

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	of the year. (Carry out an investigation)	animals including fish, amphibians, reptiles, birds and mammals identify Describe and compare features of a variety of common animals (fin, wing, claw, scales, feather etc.)	parts of the human body. Investigate which parts of the human body are related to each sense.	Identify and describe the different parts of a plant and how they grow.	Perform simple tests to investigate different materials.	
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 places in their own locality. <i>Today, yesterday, this year.</i></p>			<p>Castles How do castles keep people safe?</p> <p>Significant historical events, people and places in their own locality.</p>	<p>The History of Transport How has transport changed over time?</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>Identify significant people and explain who they are.</p>

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		<p><i>20th century</i> Explain the past and the present in relation to myself. (the child and their family)</p>			<p>Using sources (pictures) to find information about the past.</p> <p>Finding similarities and differences between the past and the present.</p>	<p>Notice key differences about two objects.</p>
Art		<p>Self Portraits (Observational Drawing) Using and manipulating drawing tools with control and dexterity</p>		<p>Press printing using objects Transport (Printing) Produce creative work by exploring ideas Apply ink to a shape or surface</p>	<p>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</p>	
Design and Technology	<p>Cooking and Nutrition Fruit Kebabs</p> <p>Designing and making with food Understanding Health and nutrition Combining tastes and textures to make a product Using basic cutting tools</p>	.	<p>Castles (Static Structures) Castles</p> <p>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</p>			<p>Mechanisms – Pushes, pulls and levers Transport</p> <p>Understand simple mechanisms that create movement e.g. simple levers and sliders A book with moving parts</p>
Music	<p>Weather Children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p> <p>Seasons Children develop further vocabulary and understanding of pitch</p>	<p>Our School Children explore sounds found in their school environment. They investigate ways to produce and record sounds, using ICT to stimulate musical ideas related to geography.</p>	<p>Number Children develop a sense of steady beat through using movement, body percussion and instruments.</p> <p>Ourselves Children explore ways of using their voices expressively. They</p>	<p>Machines Children explore beat through using movement, body percussion and instruments. They combine a steady beat with word rhythms, and explore changes in tempo.</p> <p>Pattern</p>	<p>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.</p> <p>Our Bodies In this unit, the children develop a sense of</p>	<p>Travel Children develop their performance skills and learn songs about travel and transport from around the world.</p> <p>Water Children use voices, movement and</p>

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	<p>movements. They explore pitch through singing, pitched percussion and listening games.</p>	<p>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.</p>	<p>develop skills of singing while performing actions, and create an expressive story.</p>	<p>Children develop an understanding of metre - groups of steady beat – through counting, body percussion and reading scores.</p>	<p>steady beat using their own bodies. They respond to music and play rhythm patterns on body percussion.</p>	<p>instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p>
<p>Computing</p>	<p>Developing online safety Guidelines</p> <p>We are Year 1 rule writers Creating rules that help us stay safe online</p> <p>We are treasure hunters Using programmable toys</p>	<p>Social and emotional wellbeing and developing resilience</p> <p>We are kind and thoughtful</p> <p>Understanding the impact of our behaviour on others</p> <p>We are TV chefs Filming the steps of a recipe</p>	<p>Responsible internet use</p> <p>We are responsible internet and device users</p> <p>Remembering to take time out from technology</p> <p>We are painters Illustrating an eBook</p>	<p>Keeping information safe</p> <p>We are information protectors</p> <p>Understanding what is meant by personal information</p> <p>We are collectors Finding images using the web</p>	<p>Digital citizenship</p> <p>We are good digital citizens</p> <p>Finding out what it means to be a good digital citizen</p> <p>We are storytellers Producing a talking book</p>	<p>Playing games and having fun</p> <p>We are responsible gamers Learning how to stay safe when playing online games</p> <p>We are celebrating Creating a card digitally</p>
<p>RE</p>	<p>Christianity What makes someone a Christian and what do they believe?</p> <p>Talk about how Christianity started and their main beliefs, including the 10 Commandments</p>	<p>What can we learn from sacred books?</p> <p>The main teachings of the bible.</p> <ul style="list-style-type: none"> Recap the ten commandments creation miracles 	<p>Sacred Times</p> <p>How and why do we celebrate special and sacred times? What makes some places sacred?</p> <p>Look at the mosque and talk about why it is sacred. How and why do people celebrate special and sacred times?</p> <ul style="list-style-type: none"> Christening Birthday Wedding <p>Are there any similarities between Christians and other religions?</p>	<p>Personal focus How should we care for others and the world? Why does it matter?</p>		

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<p>PE</p>	<p>Dance •Move to music •Copy dance moves</p> <p>Fitness To be able to hop/jump over ropes</p>	<p>Gymnastics • Make my body curled, tensed, stretched and relaxed. • Control my body when travelling and relaxing.</p> <p>Football • Throw and kick in different ways</p>	<p>Dance •Perform my own dance moves •Make up a short dance •Move safely in a space</p> <p>Basketball • Throw and catch a ball with both hands</p>	<p>Gymnastics • Copy sequences and repeat them. • Roll, curl, travel and balance in different ways.</p> <p>Hockey • Hit a ball with a bat</p>	<p>Athletics • Move and stop safely</p> <p>Ball and bat games •Throw underarm</p>	<p>Athletics • Move and stop safely</p> <p>Ball and bat games • 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>
<p>Authors</p>	<p>The Queen's Hat (Steve Antony) The Queen's Knickers (Steve Antony) Tree: Seasons Come, Seasons Go. (Britta Teckentrup) The Wind Blew (Pat Hutchins)</p>	<p>What do animals do all day? (Wendy Hunt) Carnivores (Aaron Reynolds) ABC Animal Rhymes (Giles Andreae and David Wojtowycz)</p>	<p>The Gingerbread Man (Miriam Latimer) The Three Little Pigs (Mara Alperin) The Big Book of Bugs (Yuval Zonner)</p>	<p>It Starts with a Seed (Laura Knowles and Jennie Webber) Plants Around the World (Learning Ladders) (Inc World Book) The Bad Seed (Jory John and Peter Oswald)</p>	<p>Jack and the Incredibly Meanstalk (Gemma Cary) Ratpunzel (Charlotte Guillain) Goldilocks Eat Your Greens (Steve Smallman)</p>	<p>Emma Jane's Aeroplane (Katie Haworth) Mrs Armitage on Wheels (Quentin Blake) The Hundred Decker Bus (Mike Smith)</p>

