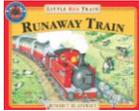
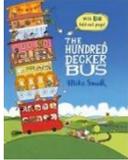
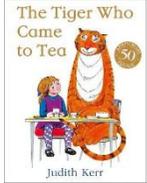


This Long Term Plan is the overview created by year group teams, which outlines the overarching themes, stimulus and core texts that will be used throughout the year to engage pupils in the learning. It includes a brief summary of the learning that the children in each year group will be achieve by the end of the academic year. This planning ensures that there are rich and thoughtful stimuli for learning in place in order that a rich and engaging curriculum is provided for pupils.

Year 1 Long Term Plan

Autumn Term	Spring Term	Summer Term
Transport (13)	Animals (12)	Woodland (14)
<p>Enquiry Question:</p> <p>How has road transport changed over time?</p> <p>What have people achieved using different forms of transport?</p>	<p>Enquiry Question:</p> <p>Who has helped animals in the past?</p> <p>What did they do to help?</p>	<p>Enquiry Question:</p> <p>How can we take care of the woods?</p> <p>Why do we need to take care of the woods?</p>
<p>Core Texts:</p> <p>Independent write- Wellbeing/friendship week link</p> <p>The runaway train</p>  <p>Benedict Blathway</p> <p>Independent writing – what other transport might they use to catch the runaway train?</p> <p>The hundred decker bus</p>  <p>Mike Smith</p> <p>Independent writing – Christmas write</p>	<p>Core Texts:</p> <p>The Tiger Who Came to Tea</p>  <p>Judith Kerr</p> <p>Independent writing – description of the Tiger, instructions telling you how to make a cup of tea</p> <p>Lost and Found</p>  <p>Oliver Jeffers</p> <p>Independent writing – To write a section of the story based around a parcel arriving in a familiar setting (home). A non-chronological report about the South Pole</p>	<p>Core Texts:</p> <p>Independent writing – trip recount</p> <p>The Gruffalo & Stickman</p>  <p>Julia Donaldson</p> <p>Independent writing – Write a story with familiar language. Recount of a trip to the woods.</p> <p>Knuffle Bunny</p>  <p>Mo Willems</p> <p>Independent writing – Write a traditional story (Jack and the beanstalk) and innovate the item to climb. To write a poster 'Where is Knuffle Bunny?' to help Trixie find him.</p>
<p>Hook:</p> <p>South Yorkshire Transport Museum (Rotherham) https://www.sytm.co.uk/education.html</p>	<p>Hook:</p> <p>Leanimals half day session each</p> <p>Children will begin to recognise a variety of animals, their features and needs</p>	<p>Hook:</p> <p>Trip to Sandall Beat Woods</p> <p>Children will begin to identify tree types and what lives in the woods.</p>

<p>Enquired with regards visit to school.</p>	<p>Exploring animal items Children will recognise different items and how they are used to care for animals (pets)</p>	<p>Exploring our outdoor area Children will begin to identify tree types and what lives in the woods.</p>
<p>Develop Learning: Science- Materials Identify and name a variety of everyday materials and describe their properties, compare and group What materials are different vehicles made from? Why are these materials used? (thinking about inside vehicles as well as outside- walk to look at cars/photos of internal) (that's not my car, it's ... are too...- give car parts as images and material to glue on.)</p> <p>History- Significant historical figures – Rosa Parks, Lewis Hamilton (Black History Month), Nicolas Hamilton (disability)</p> <p>Geography- Name and locate the world's 7 continents and 5 oceans, use world maps and and name features –coast, sea, ocean land. Link into transport in different continents and travelling across the oceans (colour map, glue images on).</p> <p>Art- TRANSPORT ARTIST- Kandinsky (1909) Murnau, Train and Castle Use lines to represent shape and outline own vehicle picture from observation (see above artist) Create simple mono prints using a range of printing utensils Create their own vehicle tracks using different utensils (provision) Outline personal likes and dislikes regarding a piece of artwork other than their own. Talk about their likes and dislikes about the artists artwork, theirs and their peers</p> <p>Computing- teachcomputing.org Digital painting- exploring and using drawing tools to paint a picture. Moving a robot- exploring commands and instructions to programme a moving toy.</p> <p>Mu</p>	<p>Develop learning: Science- Animals including humans identify and name a variety of common animals, identify if they are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals Sort animals into groups (fish, mammal etc) Identify what is special about the animals in a group (ie fins, wings) Sort animals by what they eat (herbivore, carnivore, omnivore?) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Compare human body with animal body, identifying senses and discussing difference in animals and humans senses</p> <p>History- Significant Individuals -Jane Goodall, Dian Fossey, David Attenborough. What did they do to help?</p> <p>Geography- Name and locate the world's 7 continents and 5 oceans, use world maps and and name features –coast, sea, ocean land. Where are the Hot and Cold climates? What is the equator? How does this relate to hot and cold climates and the North and South Poles?</p> <p>Art- ANIMAL ARTIST- Olha Darchuk Smiling elephant Sculpture- Will Kurtz Create a simple pattern using colours and shapes Explore animal skin patterns before recreating a chosen pattern Use lines to represent shape and outline, including lines of different thickness Create their own animal from observation (see above artist) Identify primary colours. Apply paint using a range of brushes Create their own colourful animal in the style of above artist Handle and manipulate malleable materials and say how they feel Sculpture- paper mache Outline personal likes and dislikes regarding their own work and their peers Evaluate the clay models made, theirs and their peers</p> <p>Computing- Grouping data- label, group and compare objects, answering questions about the groups. Programming animations- explore commands and design/create a programme.</p> <p>Music- Charanga – In the Groove</p>	<p>Develop learning: Science – Plants identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (trip and school) identify a variety of plants and trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Label trees and flowers to identify key parts. Compare the similarities and differences in the labelling Seasonal change- observe changes across the four seasons Identify changes to plants/trees through the seasons. How have the plants and trees changed? Why do the changes occur? Link back to animal work – what do some animals do in the different seasons? Observe and describe weather associated with the seasons and how day length varies. Identify changes to day length. What does the weather do in the different seasons?</p> <p>History- Local Change in living memory. Looking at how Woodland has changed over the years Significant places in locality. Sandall Beat Woods, School environment</p> <p>Geography- Identify seasonal and daily weather patterns in the UK Suitable clothes, usual weather, in the four seasons (link to science) Use simple fieldwork and observational skills noting the key human and physical features Explore the school grounds, identify what is growing there. What is around school? (outside of the fence) Use aerial photos to recognise landmarks and basic human and physical features; Physical features – soil, forest, hill, season, weather. Human Features – town, village, shop, factory, farm, house, office.</p> <p>Art- WOODLAND ARTIST – Van Gogh Undergrowth with two figures Apply paint using a range of brushes and printing materials method for flowers in chosen artwork Handle and manipulate rigid and malleable materials and say how they feel Make a tree bogart (provision) Take a self-</p>

		<p>portrait photograph of someone else Take a photograph of a friend with tree boggart</p> <p>Computing- ICT suite Technology around us- identify technology, using a mouse and keyboard correctly. Digital writing- write and edit text on a computer.</p> <p>Music- Charanga- Your imagination Reflect, rewind, replay</p> <p>DT- design and make a train that will move using a range of materials, tools and equipment- Nigel Gresley (local) Campfire cooking (hook day trip)_</p>
<p>Innovate Outcome:</p> <p>DT- Explore and evaluate existing moving vehicles Research existing toys design and make a vehicle toy that will move design, plan, make and evaluate a vehicle using mechanisms (split-pin wheels).</p> <p>Art- putting together the build-up of skills to recreate their own version of Kadinsky's art work (and make class canvas)</p>	<p>Innovate Outcome:</p> <p>Science- Children will use their knowledge of animals to create their own Hybrid animal. They will describe their animal and draw upon their knowledge to explain what it looks like, what it eats etc.</p> <p>Art- applying skills to a painting using primary colours and paint a Tiger in the style of Ohla Darchuk. Create a 'favourite animal' sculpture using paper mache techniques and applying paint to the finished product making sensible choices regarding the size of brush.</p>	<p>Innovate Outcome:</p> <p>Geography- devise a simple map Use what they see to make their own simple map of the school and the area around it.</p> <p>Art - Putting together the build-up of skills to recreate their own version of Van Gogh's art work (and make class canvas)</p>
<p>Writing Outcomes:</p> <p>The runaway train- word level- key story words, write a simple sentence(s) to describe what the driver is doing (finger spaces, CL, full stops, colourful semantics- who? What doing? What? Challenge- where?)</p> <p>Hundred decker bus- describing what the people are doing on the deck-one of the ideas in the book first, choose from a selection, create own deck on the bus including their family. (Finger spaces, CL for names/start of sentences, full stops, colourful semantics- Who? What doing? What? (Where?) What like?)</p> <p>Letter formation- apply from handwriting into English sessions (nelson scheme from y1)</p> <p>Poem- getting around (oracy)</p>	<p>Writing Outcomes:</p> <p>The tiger who came to tea – Charcter description. Instructions – How to make a cup of tea.</p> <p>Lost and Found - Narrative – Re write the first section of the story, innovate the main characters. Non-Chronological report – How can we describe our animal? (links to Science)</p>	<p>Writing Outcomes:</p> <p>Recount- Hook day trip</p> <p>The Gruffalo – Character description (exclamation marks- continue with other key skills, colour semantics)</p> <p>Owl babies – Factfile (question marks, plurals –s and –es, suffixes –ing, -ed, -er, -est)</p>
<p>Maths & Science Investigation outcomes:</p>	<p>Maths and Science Investigation outcomes:</p>	<p>Maths and Science Investigation outcomes:</p>

<p>Maths- Place value (0-10) Addition and subtraction (within 10) Shape (2D and 3D) Place value (11-20)</p> <p>'What Can You Remember?' Investigation- link words and images to transport</p>	<p>Addition and subtraction (within 20) Place Value (within 50) Length and height Weight and volume</p> <p>'Can you leap like a frog?' Investigation – moving in different ways, comparing humans and animals</p>	<p>Multiplication and division Fractions Position and direction Place value (to 100) Money Time 'Are all leaves the same?' – comparing leaves</p>
<p>Express Outcome: Showcase to parents – perform poem 'Getting around', share art work and DT split pin toy</p>	<p>Express Outcomes: Showcase – Our hybrid animal, share it with peers within the year group and send a photocopy of drawings and writing home to parents.</p>	<p>Express Outcomes: Email to 'The Woodland Trust' sharing experiences and what we had learned in the topic. Pledge – What can they do to improve their local area?</p>