

Year 1 Long Term Plan 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Whole School themes</i>	<i>Looking After Our Planet</i>	<i>Exploration and Discovery</i>	<i>Counties, Countries and Continents</i>	<i>Powerful People</i>	<i>Active Planet</i>	<i>Changing Britain</i>
Reading	<ul style="list-style-type: none"> - Phonics RWI daily speed sound sessions - Daily reading session using RWI book bands - half termly assessments (or sooner when a need is identified) - weekly whole class book (as recommended by RWI/ Talk for Writing) - daily guided reading session for those who have finished RWI Phonics 					
Writing	Defeating the monster The Three Billy Goats Gruff N/F - Information Map: Labels and captions Poetry- exploring resource: 'A First Book of Nature' Nicola Davies	Journey Little Red Riding Hood N/F - Recount (Diary entry) Link to Red Riding Hood. Poetry - performing Firework themed poetry	Rags to Riches - Cinderella N/F - Recount (visit) Text: Visit to a zoo Poetry - writing List: Our favourite things	A Wishing Tale The Magic Paintbrush N/F - explanation Report: Poetry - exploring Poems to explore the senses	A Warning Tale The Magic Porridge Pot N/F - instructions How to make porridge Poetry - writing acrostic: Cornish themed	A Cumulative Tale The Enormous Turnip N/F persuasive advert Advertisement for a competition Poetry - performing simple classic nursery rhymes to learn by heart
Maths	Number: Place Value (within 10) Number: Addition and subtraction (within 10)	Number: Addition and subtraction (within 10) Geometry: shape Number: Place Value (within 20)	Number: Addition and Subtraction (within 20) Number: Place Value (within 50)	Number: Place Value (within 50) Measurement: Length and height Measurement: Weight and volume	Number: Multiplication and division Number: Fractions Geometry: Position and direction	Number: Place Value (within 100) Measurement: Money Measurement: Time

<p>Science</p>	<p>What is a plant and what are their features? <u>Plants</u> Identify and name a variety of common plants and trees. Identify and describe the basic structure of a flowering plant and tree.</p>	<p>What is an animal and how can we group them? <u>Animals including humans (animal focus)</u> Identify and name a variety of common animals. Describe and compare the structure of a variety of common animals. Identify and name a variety of carnivores, herbivores and omnivores.</p>	<p>What are the different materials and what are their properties? <u>Materials</u> Know the difference between an object and its material and name a variety of materials. Describe simple physical properties of a variety of everyday materials. Compare and group everyday materials based on simple physical properties.</p>	<p>What are our senses and how do they help us? <u>Animals including humans (human focus)</u> Identify, name, draw and label the basic parts of the human body and associate body parts with each sense.</p>	<p>What is weather and how does our weather change with the seasons? <u>Seasonal Changes</u> Observe and describe weather associated with the seasons and how day length varies.</p>	<p>What would we like to investigate about our learning this year? <u>Scientific enquiry</u> A range of investigations linked to the previous 5 science units to consolidate knowledge.</p>
<p>History</p>		<p>What were dinosaurs like and how do we know? Significant people: Mary Anning Vocab: fossil, prehistoric, discovery, contribution, museum, history, palaeontologist, extinct.</p>		<p>What is the role of a monarch? Significant events: - Role of a monarch : Elizabeth II - learn about some significant Kings & Queens through time. - Compare lives of Qu. Elizabeth I and Qu. Victoria. Vocab: timeline, history, monarchy, royal, ancestor, descendent</p>		<p>How do we use the seaside now compared to in the past? Significant places: local link - using evidence - compare changes to the use of the seaside - what did our grandparents do at the seaside (living memory) Vocab: coast, bathe, beach hut, pier, costume, entertainment, leisure</p>
<p>Geography</p>	<p>What is Earth like? <u>Map work (world scale)</u> Recognising the Earth as a sphere. Earth can be shown on a map. Identifying the equator and north and south poles. Use of satellite images and aerial photographs</p>	<p>World map to identify areas of major fossil discovery (Continent level). UK map to identify Dorset and Jurassic coast. Vocab: continent, ocean, plates, land mass, coast</p>	<p>Where do we live and what is it like? <u>Local study</u> - UK countries on a map - Cornwall (county) - Truro (city) - Four Lanes (village) - mapwork: Cornish towns, villages, beaches, coast, rivers (physical and human features)</p>		<p>What is weather and why does it change? <u>Weather, climate and seasonal weather patterns</u> - Weather around the world - hot and cold climates, - Equator, north and south pole (continent level).</p>	

	<p>Impact of human choices on our environment. Vocab: sphere, north, south, satellite, aerial, environment</p>		<p>Vocab: city, village, town, coast, river, feature</p>		<p>Seasonal weather patterns in the UK. Vocab: climate, poles, seasonal, equator, landscape</p>	
Art	<p>How can we create patterns using natural materials? <u>Andy Goldsworthy</u> Pattern - pattern, symmetry, texture, natural art</p> 		<p>How can I mix and use colours in my art work? <u>Hundertwasser</u> Colour - painting, mixing</p> 		<p>How can I use clay to create a pot? <u>Georgia O'Keeffe</u> Form - clay, (Pinch pot flowers)</p> 	
DT		<p>What foods should we eat for a healthy diet? <u>Food and Nutrition</u> Preparing Fruit and vegetables (+ basic principles of healthy and varied diet)</p>		<p>What is a free-standing structure and how are they built? <u>Strong structures</u> Throne (link to topic)</p>		<p>How can I join different materials together to make a product? <u>Textiles</u> puppets - link to topic (Punch and Judy)</p>

Computing	<p>How do I stay safe online? School rules for safe internet use. Online safety - GP scenarios 1, 2 & 3: 'new people, information sharing, passwords.</p>	<p>What do I need to learn to use technology independently? Independent use of the school's computing equipment - turning hardware on and off. Saving and retrieving documents.</p>	<p>How do I keep my personal information private? GP scenarios 4, 5, 6 & 7: fake profiles; selfies and personal info; different types of shared online info; where to go for help and support; seeking permission; devices containing cameras.</p>	<p>What is an algorithm and how do I create them? Understanding and exploring algorithms as precise and unambiguous instructions. Programming beebots</p>	<p>What is online bullying and how do I protect myself from it? Use technology safely and respectfully. GP scenarios 8, 9 & 10: und' online bullying and where to go for support; recognise appropriate games from their ratings and what a gamer tag / avatar is; Understand what search term are, recognise star ratings and how to deal with pop ups.</p>	<p>How do I create content with words and pictures? Use technology purposefully to create digital content including words and pictures.</p>
Music						
RE	1.2 Who made the world? Christianity - creation	1.10 What does it mean to belong to a faith community? Christianity and Judaism	1.1 What do Christians believe God is Like? Christianity	1.7 Who is Jewish and how do they live? (PART 1)	1.7 Who is Jewish and how do they live? (PART 2)	1.9 How should we care for the world and for others, and why does it matter? Christianity and Judaism
PE	<p>In what ways can I move around, balance and jump? real PE Unit 1: personal - footwork; static balance-one leg Unit 2: social - jumping and landing</p>	<p>How can improve my balances? real PE Unit 2: social - seated balance Unit 3: cognitive - balance on a line; stance</p>	<p>How can we use our bodies to maintain good body tension? real Gym Unit 1: physical - shape; travel</p>	<p>How do I work with others to improve our performance? real Dance Unit 1: social - shape, artistry, partner and solo skills.</p>	<p>How can I use my hands to control a ball? real PE Unit 4: creative - ball skills; balance with a partner Unit 5: physical - coordination (sending and receiving)</p>	<p>How does my body feel before, during and after exercise? real PE Unit 5: physical - agility (reaction / response) Unit 6: health & fitness - agility (ball chasing); static balance (floor work) Sports day</p>
PSHE	<p>Who are my friends and how do we get along? DE unit 1 Forming Friendships:</p>	<p>How do we respect our strengths and differences? DE unit 2 Similarities and Differences:</p>	<p>Who do we care about that is special to us? DE unit 3 Caring and Responsibility: Our special people</p>	<p>Why are families important? DE unit 4 Families and Committed Relationships: The importance of family</p>	<p>How do I keep healthy as I grow? DE unit 5 Healthy Bodies, Healthy Minds: Amazing bodies</p>	<p>How has my body changed since I was born? DE unit 6 Coping With Change:</p>

	Making friends and getting along	Recognising strengths and respecting differences				Growing and changing
Experiences	St Andrew's Church visit Christingle service	Museum trip	Four Lanes - local area fieldwork Walk to Carn Brea/ Wheal Francis			End of year beach trip - rock pooling