

Cadishead Primary School Year 1 Long term planner 2016 - 2017

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Animals	Festivals and Celebrations	Space	Plants and Minibeasts	Fairy tales	Transport
Book talk						
English Pie Corbett						
Numeracy						
Science Y1 New curriculum	<p>Working scientifically Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. 					

	<p>Animals and Humans *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>* Pupils should be taught to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>identifying and classifying *using their observational skills and ideas to suggest answers to questions *gathering and recording data to help in answering questions</p>	<p>Seasonal Changes Autumn /Winter *observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies.</p> <p>* Pupils should be taught to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>identifying and classifying *using their observational skills and ideas to suggest answers to questions *gathering and recording data to help in answering questions</p>	<p>Materials * 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 * describe the simple physical properties of a variety of everyday materials * compare and group together a variety of everyday materials on the basis of their simple physical properties * find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>identifying and classifying (see all above)</p>	<p>Plants and animals * identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen * identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <p>Seasonal Changes Spring *observe changes across the four seasons * observe and describe weather associated with the seasons</p> <p>identifying and classifying (see all above)</p>	<p>Materials - *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 * describe the simple physical properties of a variety of everyday materials * compare and group together a variety of everyday materials on the basis of their simple physical properties * find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>identifying and classifying (see all above)</p>	<p>Seasonal Changes Summer *observe changes across the four seasons * observe and describe weather associated with the seasons</p> <p>identifying and classifying (see all above) weather tools</p>
<p>History</p>	<p>KS1 Pupils should be taught about:</p> <ul style="list-style-type: none"> □ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life □ events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) □ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell) □ significant historical events, people and places in their own locality. 					

		<p>Guy Fawkes and the Gunpowder Plot * events beyond living memory that are significant nationally or globally</p> <p>Gunpowder Plot * the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Guy Fawkes</p>	<p>Moon Landings, history of space travel * events beyond living memory that are significant nationally or globally.</p> <p>Moon Landing * the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Neil armstrong</p>			<p>Building of the canals and railways *significant historical events, people and places in their own locality.</p>
<p>Geography</p>	<p>Pupils should be taught to:</p> <p>Location knowledge</p> <ul style="list-style-type: none"> □ name and locate the world's seven continents and five oceans □ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> □ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> □ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles □ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage □ use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map □ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key □ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 					

	Animals Around the World * use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. * name and locate the world's seven continents and five oceans. * identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Christmas around the world * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas * name and locate the world's seven continents and five oceans. * use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. London * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	The Earth From Above *use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Plants and Minibeasts* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Fairy tales *use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop *devise a simple map; and use and construct basic symbols in a key	Local Area Fieldwork *use ariel photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key *use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Weather * name and locate the world's seven continents and five oceans. * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
R. E.	1.7 What does it mean to belong to a faith community?	1.6 How and why do we celebrate special and sacred times? Christianity.	1.1 Who is a Christian and what do they believe?	1.1 Who is a Christian and what do they believe?	1.5 What makes some places sacred?	1.5 What makes some places sacred?
Computing	<p>KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet recognise common uses of information technology beyond school. <p style="text-align: center;">Follow computing scheme</p>					

Art & Design	<p>KS1 Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 					
	<p>Clay animals, imaginary animals Portraits *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Drawing and painting / rangoli patterns</p>	<p>Making a Rocket, drawing and painting an alien *To use a range of materials creatively to design and make products *To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>2D - Printmaking and drawing of minibeasts or plants *To use a range of materials creatively to design and make products</p>	<p>Buildings To use a range of materials creatively to design and make products</p>	<p>2D - Portraits Comparing Da Vinci, Warhol to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>
Design & Technology	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.</p> <p>When designing and making, KS1 pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><u>Make</u></p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p><u>Evaluate</u></p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. 					

	<p>*Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)</p>	<p>Textiles and materials - Christmas decorations, cards and foods</p> <p>*Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)</p> <p>* design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>*select and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics</p>	<p>3D - Making rockets</p> <p>*design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>*To use a range of materials creatively to design and make products</p> <p>* Explore and evaluate a range of products</p> <p>*evaluate their ideas and products against design criteria</p> <p>*Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)</p>	<p>Food and Cookery</p> <p>*use the basic principles of a healthy and varied diet to prepare dishes</p> <p>*understand where food comes from.</p> <p>Fabric Prints</p> <p>*To use a range of materials creatively to design and make products</p> <p>*select and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Fairy tale homes</p> <p>* build structures, exploring how they are made stronger, stiffer and more stable</p> <p>* select and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics</p> <p>*Explore and evaluate a range of products</p> <p>*evaluate their ideas and products against design criteria</p> <p>*Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)</p>	<p>Transport</p> <p>* Explore and evaluate a range of products</p> <p>*explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p> <p>*To use a range of materials creatively to design and make products</p> <p>*evaluate their ideas and products against design criteria</p> <p>*Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)</p>
Music	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music. 					
	Follow online scheme					
P.E.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a 					

	range of activities - participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.					
P.E. Outdoor	Physical literacy Multi skills	Throwing /catching games	Invasion games	Bat and ball / tennis	Invasion games	Sports day activities
P.E. Indoor	Dance	Gym	Dance	Gym	Dance	Gym
Enterprise activity						
Trips and/or visitors						
Parent events	Curriculum evening. Open afternoon	Parents evening Christmas play	Open afternoon	Parents evening	Family baking/cooker y afternoon	Sports day