

Year 1 - Long Term Plan- 2021/2022

	Autumn 1	Autumn 2
Main line of enquiry	All about me, Getting to know all about each other. Likes and dislikes.	Toys in Living Memory
Supplementary questions	Who am I? What do I look like? What do I like to eat? What is my favourite colour?	What toys did children play with in the past? Do we play with the same toys now? How are toys different? What are toys made from?
Science	Seasonal Changes observe the season of Autumn observe and describe weather associated with the seasons and how day length varies English Book - 2 weeks focusing on Autumn Knowledge: To identify the four seasons by name and describe weather associated with each season and how the day length changes depending on which season by stating the days are shorter in the winter and longer in the summer. Skill: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Vocabulary: Season , Autumn, Winter, Spring, Summer, weather, sunny, cloudy, rain, thunder, storm, lightening, snow, windy, hot, cold, day , long, short, dark and light.	
History		Skills: Begin to describe similarities and differences in artefacts. Drama - Acting in the style of different toys; tin soldier/robot/rag doll Sort artefacts "then" and "now". Use as wide a range of

		sources as possible, speaking and listening (links to English) to ask and answer questions related to different sources and objects. Begin to identify that different toys represent different periods of time in the past Vocabulary: Victorian, past, present, difference, now, then, similarities,
Geography	Walks around the school and school grounds. Discussion of the location of the school and year 1 classrooms.	Transport links in Greenford. Tally chart of passing transport.
Art / DT	ART: Piet Mondrian Produce creative work, exploring their ideas and recording their experiences. Become proficient in drawing, painting and design techniques To evaluate and analyse creative works using the language of art, craft and design. Know about the artist (Piet Mondrian) and understand the historical and cultural development of his abstract works. Lines, Primary colours, Monochromatic colour, Colour contrasts, Patterns and symmetrical shapes. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (observational drawings) Or 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	Poppy wreath- to celebrate poppy day- Pudsey bear puppets Pudsey bear ears. Cup and ball toy Punch and Judy puppet theatre and puppets Sock puppets Smoothie Christmas cards 3D
English	Stimulus/Novel - Selection of Seasonal and Weather poems Non Fiction - Who am I and Season in English book Narrative - Seasons / Weather Poems (Shape)	Stimulus/Novel - Tidy Titch by Pat Hutchins/Dogger by Shirley Hughes Non-fiction-range of books about toys

		Narrative - Character descriptions Note writing
Enrichment Activities	Walks around School. Look for leaves - conkers	Role play a variety of toys, Play time with real toys from the past. Outdoor play from the past- conkers/ hoops and sticks/hopscotch/marbles.

	Spring 1	Spring 2
Main line of enquiry	Which materials should the little pigs have used to build their house?	How has transport in <i>Greenford</i> Changed?
Supplementary questions	What materials did they use? Which material is best to use and why? Do you believe Mr A Wolf and why?	Observe transport in <i>Greenford</i> now. Compare pictures of transport in <i>Greenford</i> now and then. Explore transport on the canal.
Science	<p>Seasonal Changes - Winter</p> <p>Observe changes across the four seasons- observe and describe weather associated with the seasons and how day length varies - (Winter walk).</p> <p>Knowledge: To identify the changes from Autumn to Winter seasons and describe weather associated with Winter and how the day length changes by stating the days are shorter in the winter as it gets darker earlier.</p> <p>Skill: Observe changes from Autumn to Winter. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Vocabulary: Season, Autumn, Winter, weather, cloudy, rain, thunder, storm, lightening, snow, windy, cold, day , long, short, dark and light.</p> <p>Everyday Materials</p> <p>Distinguish between an object and the material from which it</p>	<p>Seasonal Changes - Spring</p> <p>Observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. (Spring walk)</p> <p>Knowledge: To identify the changes from Winter to Spring and describe weather associated with Spring and how the day length changes by stating the days are beginning to get longer and lighter.</p> <p>Skill: Observe changes from Winter to Spring. Observe and describe weather associated with Spring and how day length varies.</p> <p>Vocabulary: Season, Spring, Winter, weather, cloudy, rain, lightening, windy, cold, warmer, day, long, short, dark and light.</p> <p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe</p>

	<p>is made</p> <p>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.</p> <p>Knowledge: To identify and name a variety of everyday materials and describe their simple physical properties. To group different objects by the material they are made out of.</p> <p>Skill: 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 Observe closely, using simple equipment. Perform simple tests. Gather and record data to help in answering questions</p> <p>(Investigation on which material is waterproof)</p> <p>Vocabulary: materials, water, metal, wood, plastic, rock, glass, compare, groups, hard, soft, cold, smooth, rough, light, heavy.</p>	<p>the basic structure of a variety of common flowering plants, including trees.</p> <p>Knowledge: To identify and name common garden and wild flowers and their structure. To describe the structure of a tree and whether it is an evergreen tree or a deciduous tree.</p> <p>Skill: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and classify. Use their observations and ideas to suggest answers to questions.</p> <p>(Investigation - Sorting common garden and wild plants)</p> <p>Vocabulary: structure, common, wild, garden, deciduous, evergreen, stem, petal, flower, leaf, trunk, crown, branches, roots.</p>
History		<p>Changes within transport in Greenford. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality- Talk from someone who lived in Greenford in the 1960s to 80s or before</p> <p>Knowledge: To compare Greenford from the past to the present.</p> <p>Skills: Begin to describe similarities and differences of transport in Greenford now and in the past.</p> <p>Vocabulary: Greenford, past, present, now, history, change difference, similar, old, new, town, city, and village.</p>

<p>Geography</p>	<p>Key physical features, including: forest and hills - Look at where the three pigs built their homes. Key human features, of a town and house, - Looking at buildings in their local area. What materials were used to build their house etc. Knowledge: Identify key features of a forest and hills. Identify what materials were used to build the three little pigs homes. To identify what materials are used to construct buildings in their local area (houses). Skills: identify and describe the features of a forest. To identify a range of materials. Vocabulary: forest, hill, materials, brick, rock, glass, metal.</p>	<p>Use simple directional language [for example, 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. (Local walk and simple map drawing) Knowledge: To understand how local area in which they live has changed over time. To use positional and directional language to give instructions to follow a map. To produce and read a simple map of Greenford. Skills: To begin to use positional and directional language when reading a simple map. Observe local landmarks, key physical and human features in their local area. Begin to describe similarities and differences in the local area. Vocabulary: road, map, forward, right, left, turn, houses, shops, river, park, past, straight, walk, stop, traffic lights, post office, library, school, crossing, police station, War Memorial.</p>
<p>Art / DT</p>	<p>DT: design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for example, 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 Evaluate: build structures, exploring how they can be made stronger, stiffer and more stable Design and make e.g a Pigs house</p>	<p><u>Natural Sculpture - Andy Goldsworthy</u> <u>British Sculptor, Photographer and Environmentalist - Born 1956</u></p> <p>Skill-Exploration of Natural sculpture and form.</p> <p>Exploration of nature through observing and collecting natural forms. Nature</p> <p>Vocabulary: Natural material, Sculpture. Form, Construct, Line, Spiral, Texture, Landscape</p> <p>Constructions & Pictures-Develop a range of art and design techniques using: Shape, colour, pattern, texture and line.</p>

English	Stimulus/Novel - The Three Little Pigs/ The true story of the Three Little Pigs Narrative - Sequencing story, Recount of story in time order what happened first etc. Non-Fiction - Letters	Stimulus/Novel - Hansel and Gretel/ Jack and the Bean stalk(story bag- DL) Non - Fiction - Information reports- Local area / about my family Writing Instructions - link to measures/directional language- in maths and cooking project Narrative - Descriptive writing about characters, Recount of story
Enrichment Activities	Teachers - Role play character of wolf and pig Walk around the school looking at seasonal changes	Walk around Greenford Planting seeds - sunflowers

	Summer 1	Summer 2
Main line of enquiry	Would a Tiger make a good pet?	What do we know about famous Queens?
Supplementary questions	What common animals do you know? Which animals are zoo animals? Which animals make good pets and why? What does a tiger eat? What does a tiger look like? Where does a tiger live?	Who is our Queen? Is she married? Does she have children? Who stole her knickers? What does VIP mean? What do the VIP knickers look like?
Science	Seasonal Changes observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. Summer walk Knowledge: To identify the changes from Spring to Summer and describe weather associated with Summer and how the day length changes by stating the days are longer and lighter. Skill: Observe changes from Spring to Summer. Observe and describe weather associated with Summer and how day length varies. Vocabulary: Season, Spring, Summer, weather, sunny, hot,	

	<p>warmer, day, long and light.</p> <p>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>K: Identify, name basic parts of the human body. Identify each body part with each sense.</p> <p>S: Draw and label basic parts of the human body.</p> <p>V: Parts of the body - Head, body, hands, feet, arms, legs, nose, eyes, ears, fingers and mouth.</p> <p>Animals including Humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Knowledge: To identify and name common animals including fish and group them.</p> <p>Skills: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Vocabulary: animals, carnivores, herbivores and omnivores, fish, amphibians, reptiles, birds and mammals, legs, wings, fur, feathers, scales, skin, features.</p>	
History		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality - (Queen Elizabeth - family tree- coat of arms- castles and palaces - fact file)</p> <p>Knowledge: To have an understanding of a significant person in</p>

		<p><i>their lives and of recent events that are important to Britain and British Values.</i></p> <p>Skills: Sequence events or objects in chronological order. Begin to describe similarities and differences between Queen Victoria and Queen Elizabeth II. Use a range of sources to find out characteristic</p> <p>Vocabulary: family tree, king, queen, daughters, sons, marriage, coats of arms, palace, castle, duties, flag, coronation, crown, countries, reign, United Kingdom, Common Wealth.</p>
Geography		<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Knowledge: To name the four United Kingdom countries and their capital cities and surrounding seas.</p> <p>Skills: To locate the four countries and their capital cities of the United Kingdom and surrounding seas on a simple map</p> <p>Vocabulary: map, United Kingdom, England, Wales, Scotland, Northern Ireland, London, Edinburgh, Belfast, Cardiff, Irish Sean, Atlantic Ocean, North Sea.</p>
Art / DT	<p>ART: Creating a portrait through the use of observational drawing, sketching and painting is a meaningful way to introduce young children to creating portraits. They can develop their art skills through observing people and the queen whilst learning about a modern day British Portrait artist.</p> <p>In this topic children will learn how to sketch and draw from observation in life and from photographs. They will explore the use of colour, pattern and texture and use the work of artist Nicky Philipps as a stimulus for their own work.</p> <p>This links to their topic on The Queen.</p>	<p>DT: 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 (Portraits of the Queen)</p> <p>Making the Queens Knickers to link to story focus in English,</p>

English	Stimulus/Novel -Fact books about Tigers and Animal poems(shape and Rhyming Poems) Non - Fiction - Reports Narrative - Poems	Stimulus/Novel - The Queen's Knickers Non - Fiction -Invitations to the street party Narrative: Story writing - new version of The Queen's Knickers - setting, character description, problem and solution
Enrichment Activities	Bring in an Animal - Class Fish - class to look after the class fish	Having a street party- make bunting/crowns/sandwiches/jam tarts- play party games and song eg- musical chairs and the Hokey Kokey.

Art

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. Andy Goldsworthy, Piet Mondrian Landscape pictures for Windsor castle, Portraits of Queen Elizabeth II and Queen Victoria.

Design Technology

Design purposeful, functional, appealing products for themselves and other users based on design criteria - cup and ball toy -sock puppets-smoothies/sandwiches/scones-crowns.

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

Select from and use a range of tools and equipment to perform practical tasks [for example, 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

Evaluate

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria

Technical knowledge

Build structures, exploring how they can be made stronger, stiffer and more stable

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Locational knowledge

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

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

Human and physical geography

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:

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

Geographical skills and fieldwork

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 [for example, 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.

History

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 [for example, 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 [for example, Elizabeth I and Queen Victoria, Rosa Parks ,Mary Seacole)significant historical events, people and places in their own locality

Science - All Year 1

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Identify and describe the basic structure of a variety of common flowering plants, including trees.

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

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.

Observe changes across the four seasons

Observe and describe weather associated with the seasons and how day length varies.

