

## Year 1 – Long Term Plan

	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	<p><b><u>Seasonal Changes</u></b>- 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.</p>	<p><b><u>Seasonal Changes - Winter</u></b> Observe changes across the four seasons- observe and describe weather associated with the seasons and how day length varies – (Winter walk). 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. Skill: Observe changes from Autumn to Winter. Observe and describe weather associated with the seasons and how day length varies. Vocabulary: Season , Autumn, Winter, weather, cloudy, rain, thunder, storm, lightening, snow, windy, cold, day , long, short, dark and light.</p>
History		<p>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- 2x toy timelines. Vocabulary:, past, present, difference, now, then, similarities,</p>
Geography	<p>Walks around the school and school grounds. Discussion of the location of the school and year 1 classrooms.</p>	

Art / DT	<p><u>Natural Sculpture – Andy Goldsworthy      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 &amp; Pictures-Develop a range of art and design techniques using: Shape, colour, pattern, texture and line.</p>	<p>Moving Picture</p> <p>Cup and ball toy</p> <p>Sock puppets</p> <p>Christmas cards 3D</p>
English	<p>Stimulus/Novel – Selection of Seasonal and Weather poems</p> <p>Non Fiction - Who am I and Seasons in English book</p> <p>Narrative - Seasons / Weather Poems.</p>	<p>Stimulus/Novel – The Old Toy Room Story- ebook</p> <p>Dogger,</p> <p>Old Bear</p> <p>Pinocchio – version of a tale</p> <p>Non-fiction-range of books about toys</p> <p>Narrative – Sentence writing, Character descriptions.</p>
Enrichment Activities	<p>Walks around the School ground for science, looking at features of the season.</p> <p>Use the quiet area to look for leaves , sticks, acorns, ART</p> <p>Introduce the prayer area in an RE lesson.</p> <p>Developing oracy activities – drama, show and tell via Class Dojo.</p>	<p>Role play a variety of toys,</p> <p>Play time with real toys from the past.</p> <p>Outdoor play from the past- conkers/ hoops and sticks/hopscotch/marbles.</p> <p>Visit from the “toys in the past “workshop.</p>

	Spring 1	Spring 2
Main line of enquiry	Which materials should the little pigs have used to build their house?	How has Greenford Changed?
Supplementary questions	<p>What materials did they use?</p> <p>Which material is best to use and why?</p> <p>Do you believe Mr A Wolf and why?</p>	<p>What was the school, Tesco, Ravernor Park like in the past?</p> <p>What instructions would you use to help Hansel and Gretel get home?</p> <p>What are imperative verbs?</p>
Science	<p><b><u>Everyday Materials</u></b></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 .Describe the simple physical</p>	<p><b><u>Plants</u></b></p> <p>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.</p>

	<p>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>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. (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> <p><b><u>Seasonal Changes - Spring</u></b></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>
History		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events (William Perkin), people and places in their own locality-</p> <p>Talk from someone who lived in Greenford In the 1960s (AB) to 80s or before- timeline lesson 2- AB</p> <p>Knowledge: To compare Greenford from the past to the present.</p> <p>Skills: Begin to describe similarities and differences of 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: fields, hills. Key human features, of a town and house,– Looking at buildings in their local area. Use simple directional language [for example, near and far; left and right], to describe the location of features and routes on a map of the school..</p> <p>What materials were used to build their house etc. Knowledge: Identify key features of a forest and hills. To identify city/toen &amp; countryside. To identify what materials are used to construct buildings in their local area (houses). What materials were used to build their house/the school etc. Skills: Plot a walked route on a map of the school. Identify and compare city/town &amp; countryside. Vocabulary: forest, hill, brick, field, buildings.</p>	
<p>Art / DT</p>	<p>ART: Piet Mondrian</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>Become proficient in drawing, painting and design techniques</p> <p>To evaluate and analyse creative works using the language of art, craft and design.</p> <p>Know about the artist (Piet Mondrian) and understand the historical and cultural development of his abstract works.</p> <p>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</p>	<p>DT</p> <p>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>

English	<p>Stimulus/Novel – The Three Little Pigs/ The true story of the Three Little Pigs- Traditional Tale</p> <p>Narrative –Sequencing story-setting descriptions.</p> <p>Non-Fiction- writing Questions.</p> <p>Developing oracy activities – drama, show and tell via Class Dojo.</p>	<p>Stimulus/Novel – Hansel and Gretel –Traditional tale</p> <p>Non – Fiction Writing Instructions- verbs – link to directional language- in maths</p> <p>Narrative – Describing character, Setting description</p> <p>Recount of story – adjectives</p> <p><b><u>Poetry</u></b></p> <p>Stimulus/Novel – Selection of Seasonal and Weather poems</p> <p>Narrative - Seasons / Weather Poems.</p>
Enrichment Activities	<p>Teachers – Role play character of wolf and pig</p> <p>Walk around the school looking at seasonal changes</p>	<p>Developing oracy activities – drama, show and tell via Class Dojo.</p> <p>Trip on a bus to Greenford Quay</p> <p>Bus survey.</p> <p>Making jam sandwiches- English (instructions)</p>

	Summer 1	Summer 2
Main line of enquiry	<b>Would a Tiger make a good pet?</b>	<b>What do you know about Queen?</b>
Supplementary questions	<p>What common animals do you know?</p> <p>Which animals are zoo animals?</p> <p>Which animals make good pets and why?</p> <p>What does a tiger eat?</p> <p>What does a tiger look like?</p> <p>Where does a tiger live?</p>	<p>Who is our King's mother?</p> <p>Is she married?</p> <p>Does she have children?</p> <p>Who stole her knickers?</p> <p>What does VIP mean?</p> <p>What do the VIP knickers look like?</p>
Science	<p><b><u>Humans</u></b> - 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><b><u>Animals including Humans</u></b></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>	<p><b><u>Seasonal Changes-Summer</u></b></p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies. Summer walk</p> <p>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.</p> <p>Skill: Observe changes from Spring to Summer. Observe and describe weather associated with Summer and how day length varies.</p> <p>Vocabulary: Season, Spring, Summer, weather, sunny, hot, warmer, day, long and light.</p>

History		<p>Famous Queens 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 1 Queen Victoria Queen Elizabeth 11</p> <p>Knowledge: <i>To have an understanding of a significant person in their lives and of their importance to changes in Britain and British Values.</i> 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. Knowledge: To name the four United Kingdom countries and their capital cities. Skills: To locate the four countries and their capital cities of the United Kingdom. Vocabulary: map, United Kingdom, England, Wales, Scotland, Northern Ireland, London, Edinburgh, Belfast, Cardiff.</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 Queen Elizabeth 11.</p>	<p>DT: Making the Queens Knickers to link to story focus in English,</p> <p>Making Jam/cucumber sandwiches- jam tarts- smoothies for the Royal Tea Party</p>
English	<p>Stimulus/Novel –Fact books about Tigers and Animal poems(shape and Rhyming Poems)</p> <p>Non – Fiction – Reports</p> <p>Narrative - Poems</p>	<p>Stimulus/Novel – The Queen’s Knickers / The Kings pants</p> <p>Non – Fiction –Invitations to the street party</p> <p>Narrative: Story writing – new version of The Queen’s Knickers - Setting, character description, problem and solution</p>
Enrichment Activities	<p>Fund raising for WWF then adopt a class Tiger each.</p>	<p>Visit to Windsor Castle.</p> <p>Having a street party- make bunting/crowns/sandwiches/jam tarts- play party games and song eg- musical chairs and the Hokey Kokey.</p>

## 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, Nicky Phillips

## Design Tecnology

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



## ***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: forest, hill, mountain, sea, ocean, river, soil, valley, season and weather

key human features, including: city, town, village, factory, farm, house, office, and shop

Geographical skills and fieldwork

use world maps, atlases and globes to identify the United Kingdom and its countries.

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

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 Yr 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.