



WAINWRIGHT PRIMARY ACADEMY LONG TERM PLANNING 2017– 2018



YEAR 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Peekaboo	Great Britain	Where The Wild Things Are	Marvellous Me	Oh I do like to be beside the seaside!	Pirates
First-hand experience / stimulus	Museum trip - Mansfield or Sudbury Hall - toys from the past 01283585337		Yorkshire wildlife 01302 535057	Nurse to visit (school nurse to come and talk about how to look after ourselves) 01623 785528 Suzanna Burton Katie Robinson	Seaside trip - link to geography	Police - Romek Kordecki 07976173123
English POR: Power of Reading (CLPE) NFT4W: Non-fiction Talk 4 Writing	PoR: Traction man is Here Non-fiction: recount of trip?/diaries	Paddington Bear Non-fiction: London Landmarks	PoR: One Day on our Blue Planet in the Savanna Tinga Tinga stories	Non Fiction: instructions Poetry – performance	PoR: Billy's Bucket Non-fiction – rock pools	The Snail and the Whale (Julia Donaldson) Poetry
Computing	Beebots - programming toys and resetting them- look at ELIM website <i>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i> <i>create and debug simple programs</i>	E-safety- look at ELIM website <i>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</i>	Taking pictures of Wildlife- link to David Attenborough and drawing on paint linking to art-look at ELIM website <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	Taking pictures of humans-look at ELIM website <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	Create books about the seaside/sea life <u>Digital literacy and ICT</u> <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	Publish poems <u>Digital literacy and ICT</u> <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>
Science	Seasons 50 – Observe changes across the four seasons. 51 - Observe and describe weather associated with the seasons 53 - observe and talk about changes in the weather and the seasons Everyday Materials 41 - Distinguish between an object and the material from which it is made. 42 - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. 43 - Describe the simple physical properties of a variety of everyday materials. 44 - Compare and group together a variety of everyday materials on the basis of their simple physical properties. 45 - Become familiar with the vocabulary: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy 46 - Become familiar with the vocabulary: waterproof/not waterproof 47 - Become familiar with the vocabulary: absorbent/not absorbent 48 - Become familiar with the vocabulary: transparent, translucent, opaque 49 - work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella?	Seasons 52 - Observe and describe how day length varies. 54 - Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. 55 - making tables and charts about the weather Sound 56 - Identify different sources of sounds. 57 - Explore vocabulary such as 'pitch' 58 - Explore vocabulary such as 'low' 59 - Explore vocabulary such as 'high' 60 - Explore vocabulary such as 'volume' 61 - Make early links between vibrations causing sounds. 62 - Explore musical instruments, identifying how they make sound (which part is vibrating) 63 - Create diagrams showing how we hear 64 - Make predictions about what will happen to the sound when they change the way they play (for example: using a different beater, playing a longer bar on a 65 - Discuss how sound gets fainter as it travels	Seasons 50 – Observe changes across the four seasons. 51 - Observe and describe weather associated with the seasons 53 - observe and talk about changes in the weather and the seasons Animals 31 - Identify and name a variety of common animals including fish 32 - Identify and name a variety of common animals including amphibians 33 - Identify and name a variety of common animals including reptiles 34 - Identify and name a variety of common animals including birds 35 - Identify and name a variety of common animals including mammals 36 - Identify and name a variety of common animals that are carnivores, herbivores and omnivores 37 - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, including pets). 38 - Identify, name, draw and label the basic parts of the human body.	Cont' animals Plants 21 - Identify and name a variety of common wild and garden plants. 22 - identify deciduous and evergreen trees 23 - Identify and describe the basic structure of a variety of common flowering plants 24 - Identify and describe the basic structure of trees 25 - use the local environment throughout the year to explore and answer questions about plants growing in their habitat 26 - observe the growth of flowers and vegetables that they have planted. 27 - Use the vocabulary: leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem) 28 - drawing diagrams showing the parts of different plants including trees 29 - observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants 30 - keep records of how plants have changed over time, for example the leaves falling off trees and buds opening	Seasons 50 – Observe changes across the four seasons. 51 - Observe and describe weather associated with the seasons 53 - observe and talk about changes in the weather and the seasons Cont' plants	Electricity 66 - Early exploration of building circuits 67 - Early understanding of the need for a complete circuit. 68 - Early understanding of the need for a complete circuit. 69 - Early exploration of electrical insulators 70 – Early exploration of electrical conductors 71 - Early exploration of making a switch 72 - Early exploration of making a switch



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			<p>39 - Say which part of the body is associated with each sense.</p> <p>40 - understand how to take care of animals taken from their local environment, and the need to return the animals after the study</p>			
History	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Change in me A scheme of work aimed at developing children's history skills while thinking about changes within their lives.</p> <p>Houses and homes long ago An imaginary story that gets pupils thinking about how home life in the past compares to their own.</p> <p>Old and new toys A cut-and-stick exercise in which pupils identify old toys and those from current times.</p>	<p>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]</p> <p>Gunpowder Plot</p> <p>Bonfire Night A PowerPoint presentation that tells the story of Guy Fawkes and also has links to quizzes about the event.</p> <p>The Gunpowder Plot PowerPoint A presentation that tells the story of the Gunpowder Plot and also includes pictures and poems.</p> <p>Remember, remember the fifth of November These two posters outline the key events of the plot and other facts.</p> <p>Gunpowder Plot quiz A presentation that includes questions about the event.</p>		<p>Growth and development of humans- baby to adult hood</p> <p><i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p>	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Seaside holidays These images of old and new scenes from the seaside will help promote discussion in class.</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>The United Kingdom An overview of the countries of the UK and distances between some of the cities.</p> <p>Locating the UK lesson A fully-resourced lesson that looks at the different countries of the UK and their location on a map.</p> <p>London landmark fact sheets A series of fact sheets on key London locations with text and pictures.</p> <p>UK and Ireland PowerPoint presentation A presentation that includes facts about</p>	<p>Where animals are from</p> <p><i>name and locate the world's seven continents and five oceans</i></p> <p><i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></p> <p><i>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</i></p> <p><i>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-</i></p>		<p>Comparing and contrasting locations- seaside how its similar and different to our location-Christopher Columbus/Darwin</p> <p><i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p><i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p>Jigsaw of coastal features A collection of jigsaws of key coastal features.</p>	<p>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.</p> <p>Maps A lesson in which pupils study the features of a school and design their own map.</p> <p>Elf hunt Students navigate around their school grounds to find hidden pictures of elves.</p> <p>Scavenger hunt A simple and adaptable worksheet for pupils to use when observing features in their school grounds.</p> <p>use aerial photographs and plan perspectives to recognise landmarks</p>



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		and pictures of the major cities in the UK and Republic of Ireland.	European country			and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Make a map lesson A lesson that incorporates atlases and ICT to get students to create their own maps. Map symbols PowerPoint presentation A simple presentation that introduces pupils to map symbols. Making a map of the classroom A detailed presentation and activity with aerial photographs that will help pupils to construct a map of their own.
RE	1.1 Celebrations and Festivals Who celebrates what and why? Look at children within our class - celebrate significant religious events in their cultures. Diwali, Bonfire Night, Christmas, Hanukah		1.2 Myself How do we show that we care for others? Why does it matter? Include taking care of animals – invite charity in?		1.3 Stories of Jesus What can we learn from them? How do religious stories make a difference to people's lives?	
MFL	Numbers to 10	Colours	Days of the week	Months of the year	Numbers to 20	Revisiting everything from the year
Art See skills ladders.	Textiles – hand puppets/peg dolls		Tinga Tinga - painting		Drawings Van Gough - sunflowers	
DT	Design, make and evaluate a moving toy or book <i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <i>explore and evaluate a range of existing products</i>		Healthy foods <i>use the basic principles of a healthy and varied diet to prepare dishes</i> <i>understand where food comes from.</i>		Mechanisms –moving pictures (related to the ocean and pirate ships) <i>design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <i>evaluate their ideas and products against design criteria</i>	
Music Charanga –						
PE						
Citizenship	The School Community Classroom rules Making a classroom a caring environment Thinking about self and others.	How Do I Feel? My feelings and other people. Happy/sad Yes/no feelings	Diet Analysis of diet Classification of food Illness and accidents Medicines Household chemicals Kitchen sink Garden shed Bathroom cabinet	How have I changed? Baby to now Physically Socially Emotionally Body Parts Male/Female Similarities/ differences	Television and Me Favourite programmes Number of hours per day What time of day Where watched With whom Learning about Money Money is earned by doing a job.	People who help us. In school Out of school At home Different people Different roles What have I achieved? Review of learning developing of understanding of personal goals Transition to the next stage of learning.
PSHE	New Beginnings SEAL theme	Getting on and falling out SEAL theme	Say no to bullying SEAL theme	Good to be me SEAL theme	Relationships SEAL theme	Changes SEAL theme
Religious festivals	5 - 11 Oct Jewish – Sukkot 19 Oct – Hindu/Sikh - Diwali (Deepvali) 19 Oct – Hindi - New Year	8 th Dec. – Buddhist - Bodhi Day 13 - 20 Dec- Jewish - Hanukah	5 th Jan - Guru Gobindh Singh birthday – Sikh 13 th Feb - Shrove Tuesday – Christian 14 th Ash Wednesday - Lent begins- Christian 16 th Feb - Chinese New Year 3 rd Holi - Hindu	18 th – 26 th Ramayana - Hindu 25 th March Palm Sunday – Christian 30 th March - Good Friday – Christian 31 st April - Pesach * - Jewish April 1st - Easter – Christian 23 rd April - St. George's Day - Christian	16 th May – 15 th June – Ramadan – Islam 20-21st May - Shavuot * - Jewish 15th – 17th June - Eid al Fitr - Ramadan ends * - Islam	



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