

Frodsham CE Primary School Long Term Plan 2016/2017 Year 1

As God's family we love, learn and play together.

| | Autumn | Spring | Summer |
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| Big question | <p>How have homes changed since the Three Little Pigs grandparents were young?</p> <p>What type of houses can be found in the local area? How have houses changed over time? What are the similarities and differences between old and new houses?</p> |  <p>Why is Neil Armstrong such a brave person?</p> <p>What would we need to take with us on a voyage of discovery? What would it be like to be a spaceman? Who do you know that's famous and what can you find about them? Why would Neil Armstrong's mission have been very dangerous? How did Christopher Columbus and Neil Armstrong make our world a better place?</p> |  <p>Why do we love to be beside the seaside? What were seaside holidays like when my grannie was a little girl?</p> <p>Where do you go to on holiday and why? What attracts visitors to seaside resorts? What do you notice about the coast and how is it different to your town? What was Llandudno like in the past? What style of clothes would your grandparents have worn when they were your age?</p> |
| Wow Starter | Introduce topic with a walk round the local area to identify different types of houses. | Have a spaceman appear in the classroom and the children prepare questions to ask him | Visit to Llandudno – virtual visit. Ch to wear beach clothes for a day at the seaside in school |
| Geography | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | Use world maps, atlases and globes to identify the United Kingdom and its countries | 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, |

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| | | | 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 Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas |
| History | Changes within living memory – begin to develop an awareness of the past and the ways in which it is similar to and different from the present. | The lives of significant individuals in the past who have contributed to national and international achievements. | Changes within living memory – begin to develop an awareness of the past and the ways in which it is similar to and different from the present. |
| Art | Three little pigs houses collage | Van Gogh Starry Night Space rockets | Journey paintings Digital postcards |
| Art skills and elements taught through the class theme highlighted | Digital media Painting Printing Textiles 3D Collage Digital media | Digital media Painting Printing Textiles 3D Collage Digital media | Digital media Painting Printing Textiles 3D Collage Digital media |
| DT | Design and build a house | | Design and make a picnic Design and make puppets (Punch and Judy) |
| D & T skills taught through a designing and making project linked to class theme highlighted | Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas | Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas | Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas |
| Numeracy | Number and place value – number recognition and understanding of numbers to 20. Measurement – Practical activities to help understand length, height, mass and capacity. Shapes & patterns - Recognise and name | Number and place value – order and write numbers up to 50. One more/one less than any number up to 50. Measurement – Estimate, compare and describe length, height, mass and capacity. Use | Number and place value – order and write numbers up to 100. One more/one less than any number up to 100. Measurement – Estimate, compare and describe length, height, mass and capacity. Use |

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| | <p>common 2d and 3d patterns. Copy and continue simple patterns.</p> <p>Addition & subtraction – practical activities to understand how to add and subtract to 10.</p> <p>Fractions, position and movement – Find half of shapes & numbers. Describe the position, direction and movement of objects, including full and half-turns.</p> | <p>equipment to measure objects using non-standard and standard units.</p> <p>Shapes & patterns - Recognise and name common 2d and 3d patterns and their features.</p> <p>Addition & subtraction – add pairs of number to 10. Take away one amount from another up to 10. Use the +, - and = signs.</p> <p>Multiplication and division – Count on and back in ones, twos and tens. Recall or work out doubles of numbers to 5 + 5</p> <p>Fractions, position and movement – Find half and quarter of shapes & numbers. Describe the position, direction and movement of objects, including quarter turns. Use vocabulary related to time.</p> | <p>equipment to measure objects using non-standard and standard units.</p> <p>Shapes & patterns - Recognise and name common 2d and 3d patterns and their features. Use them to make patterns, pictures and models. Copy and continue simple patterns.</p> <p>Addition & subtraction – add pairs of number to 20. Take away one amount from another up to 20. Use the +, - and = signs.</p> <p>Fractions, position and movement – Find a half and a quarter of a number of objects. Recognise and make whole, half, quarter and three-quarter turns. Order days of the week and months and read the time to the hour and half hour.</p> <p>Multiplication and division – Count on and back to zero in ones, twos, fives and tens. Recall the doubles of all numbers to at least 10.</p> |
| <p>Literacy (texts in red)</p> | <p>Stories with familiar themes <u>Reading outcome:</u> becoming familiar with key stories, fairy stories & traditional tales, retelling them & recognising & joining in with predictable phrases. Make predictions about what will happen next. <u>Written outcome:</u> write simple sentences using patterned language, words & phrases. <u>Grammar outcome:</u> how words can combine to make sentences.</p> <p>Recounts <u>Reading outcome:</u> explain clearly their understanding of what is read to them. <u>Written outcome:</u> write simple first person recount based on personal experience, using adverbs of time to aid sequencing. <u>Grammar outcome:</u> sequencing sentences to form short narratives.</p> | <p>Stories about fantasy worlds <u>Reading outcome:</u> Read, compare & contrast a range of fantasy world settings from different text sources. Identify objects found in the settings that make them different from the world around us. <u>Written outcome:</u> Create fantasy settings using knowledge from shared reading. <u>Grammar outcome :</u> Joining words & clauses with ‘and.’</p> <p>Instructions <u>Reading outcome:</u> become familiar with the features of instructions. <u>Written outcome :</u> Follow a practical activity and write own instruction. <u>Grammar outcome:</u> Focus on verb, present tense & sequencing using time connectives.</p> <p>Poems on a theme</p> | <p>Information texts <u>Reading outcome:</u> Checking that the text makes sense to them as they read. <u>Written outcome:</u> A series of sentences to describe aspects of a subject. <u>Grammar outcome :</u> Expanding sentences using a connective.</p> <p>Traditional and fairy tales <u>Reading outcome:</u> become familiar with key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics. Predict & infer. <u>Written outcome:</u> write a re-telling of a traditional story. <u>Grammar outcome:</u> joining words & clauses using ‘and.’</p> <p>Descriptive poems about characters from traditional tales</p> |

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| | <p>Using the senses <u>Reading outcome</u> :Introduce a variety of poems by selected poets on the theme of Senses. Encourage chn to learn parts by heart and then respond to these poems, focusing on interesting adjectives. <u>Written outcome</u>: Identify and create similes. Finally children write poems. <u>Grammar outcome</u>: Punctuation for Year 1.</p> <p>Autumn 1 Three Little Pigs Three Little Wolves and the Big Bad Pig Autumn 2 Lost and Found Leaf Man</p> | <p><u>Reading outcome</u>: learning to appreciate rhymes & poems & to recite some by heart. Discuss word meanings, linking meanings to those already known. <u>Written outcome</u> : Writing personal responses to poetry. <u>Grammar outcome</u>: Punctuation for Year 1.</p> <p>Spring 1 Toys in space Spring 2 Dougal’s Deep Sea Diary Seahorse</p> | <p><u>Reading outcome</u>: learning to appreciate rhymes & poems, to recite some by heart. <u>Written outcome</u>: read, write & perform free verse composing a sentence orally before writing it. <u>Grammar outcome</u>: separation of words with space.</p> <p>Report <u>Reading outcome</u>: explain clearly their understanding of what is read to them, discussing word meanings. <u>Written outcome</u>: a simple non chron report with a series of sentences to describe aspects of a subject, using general nouns. <u>Grammar outcome</u>: Capital letters, full stops & question marks.</p> <p>Summer 1 The Journey Mr Grumpy’s motorcar Oi Get Off Our Train Mrs Armitage on Wheels Summer 2 Tell Me a Dragon</p> |
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Read Write Inc

Terminology children MUST know by the end of Year 1

Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.

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| <p>Science</p> | <p>Which materials should the 3 little Pigs have used to build their house? In this unit children will find out about:</p> <ul style="list-style-type: none"> a range of materials | <p>Where do the leaves go in winter? In this unit children will learn about:</p> <ul style="list-style-type: none"> Features of day and night including temperature Weather, associated with seasons | | <p>SRE We will follow the Christopher Winter scheme of work and cover:</p> <ul style="list-style-type: none"> Differences between boys & girls Male & | <p>Which animals and plants would Little Red Riding Hood find in Castle park? In this topic children will investigate:</p> <ul style="list-style-type: none"> Identification and labelling, including trees, variety of common animals (fish, amphibians, reptiles, birds and mammals) Structure of plants, including roots, stem, flower, etc. |
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| | (wood, plastic, glass, metal, water and rock; <ul style="list-style-type: none"> Classifying and grouping according to a range of physical properties | | | female <ul style="list-style-type: none"> Body parts | <ul style="list-style-type: none"> Know carnivores, herbivores and omnivores How to care for pets Name parts of the human body | |
| Computing | Internet safety | Graphs | Photography | Moving around maps (coding) | Character profile | Digital literacy -talking books |
| Music | Sequencing sounds to describe the three little pigs' adventures, using different voices to sing the story. | | | | | |
| PE | Multi-skills: Running and jumping -Master basic movements including running and jumping and begin to apply these in a range of activities. Dance -Perform dances using simple movement patterns. | Multi-skills: Throwing and catching -Master basic movements including throwing and catching and begin to apply these in a range of activities. Gym -Master basic movements including jumping as well as developing balance, agility and coordination. | Multi-skills: Kicking & hitting -Develop rolling, hitting and kicking skills and begin to apply these in a range of activities. Gym -Master basic movements including jumping as well as developing balance, agility and coordination. | Team games: attack & defence -Participate in team games, developing simple tactics for attacking and defending. Dance -Perform dances using simple movement patterns. | Multi-skills: Striking and fielding -Develop hitting and catching skills in combination as well as developing coordination and begin to apply these in a range of activities. Gym -Master basic movements including jumping as well as developing balance, agility and | Tennis -Develop hitting skills as well as coordination and begin to apply these in a range of bat and ball activities. Athletics -Master basic movements including running, jumping and throwing and begin to apply these in a range of athletic activities. |

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| RE | <p>Good News What good news stories did Jesus tell? Why are the stories important to Christians?</p> <p>God Why is the idea of God the creator important to Christians?</p> | <p>Christian Community How do Christians worship God in church? Why is the Bible important to Christians?</p> <p>Incarnation What can be learnt about Jesus from the nativity story?</p> | <p>Kingdom of God What did Jesus say about the kingdom of God?</p> | <p>Forgiveness Why did Jonah change his mind?</p> <p>Salvation How is the cross an important symbol for Christians?</p> <p>Resurrection What happens in church at Easter? Why was the empty tomb good news for Christians?</p> | <p>Discipleship Why did Zacchaeus change when he met Jesus?</p> <p>Holy Spirit How did the Holy Spirit change the disciples after the Day of Pentecost/</p> <p>Creation Why was God's creation spoiled?</p> | <p>Judaism Celebrations & Festivals What are the celebrations of Hanukkah & Purim?</p> <p>Ten Commandments What & where are these found? How do Jewish people live by these rules?</p> |
| PSHE | <p>Taking and sharing responsibility Feeling positive about themselves</p> | <p>Taking part in discussions Meeting/talking to people</p> | <p>Making real choices</p> | <p>Developing relationships</p> | <p>Considering social and moral dilemmas'</p> | <p>Asking for help</p> |
| Educational visits/celebration | | | | | <p>Trip to Llandudno</p> | |