

Frodsham CE Primary School Long Term Plan 2017/2018 Year 1

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

	Autumn	Spring	Summer
<b>Big question</b>	<p><b>How have homes changed since the Three Little Pigs grandparents were young?</b></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><b>Why is Neil Armstrong such a brave person?</b></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><b>Why do we love to be beside the seaside? What were seaside holidays like when my grannie was a little girl?</b></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>
<b>Wow Starter</b>	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
<b>Geography</b>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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</p>	Use world maps, atlases and globes to identify the United Kingdom and its countries	<p>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</p> <p>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</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		a map Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
<b>History</b>	Significant historical events, people and places in Frodsham	Events beyond living memory that are significant nationally or globally	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.
<b>Art</b>	Three little pigs houses collage	Van Gogh Starry Night Space rockets	Journey paintings Digital postcards
<b>Art skills and elements taught through the class theme highlighted</b>	Digital media <b>Painting</b> <b>Printing</b> Textiles 3D <b>Collage</b> Digital media	<b>Digital media</b> <b>Painting</b> Printing Textiles <b>3D</b> Collage Digital media	<b>Digital media</b> <b>Painting</b> Printing <b>Textiles</b> 3D Collage Digital media
<b>DT</b>	Design and build a house		Design and make a picnic Design and make puppets (Punch and Judy)
<b>D &amp; T skills taught through a designing and making project linked to class theme highlighted</b>	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
<b>Mathematics</b> White Rose Hub	<b>Number and place value</b> – Place value within 10.  <b>Number</b> – Addition and subtraction within 10.  <b>Geometry</b> – shape  <b>Number and place value</b> – Place value within 20.	<b>Number</b> – Addition and subtraction within 20.  <b>Number and place value</b> – Place value within 50 including multiples of 2, 5 and 10.  <b>Measurement</b> – length and height.  <b>Measurement</b> – weight and volume.	<b>Number</b> – Multiplication and division including reinforcing multiples of 2, 5 and 10.  <b>Number</b> – Fractions.  <b>Geometry</b> – Position and direction.  <b>Number and place value</b> – Place value within 100.  <b>Measurement</b> – Money.

			Measurement - Time
<p><b>English</b> (texts in red)</p>	<p><b>Stories with familiar themes</b>  <u>Reading outcome:</u> becoming familiar with key stories, fairy stories &amp; traditional tales, retelling them &amp; recognising &amp; joining in with predictable phrases. Make predictions about what will happen next.  <u>Written outcome:</u> write simple sentences using patterned language, words &amp; phrases.  <u>Grammar outcome:</u> how words can combine to make sentences.</p> <p><b>Recounts</b>  <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><b>Using the senses</b>  <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><b>Stories about fantasy worlds</b>  <u>Reading outcome:</u> Read, compare &amp; 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 &amp; clauses with 'and.'</p> <p><b>Instructions</b>  <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 &amp; sequencing using time connectives.</p> <p><b>Poems on a theme</b>  <u>Reading outcome:</u> learning to appreciate rhymes &amp; poems &amp; 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><b>Information texts</b>  <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><b>Traditional and fairy tales</b>  <u>Reading outcome:</u> become familiar with key stories, fairy stories &amp; traditional tales, retelling them &amp; considering their particular characteristics. Predict &amp; infer.  <u>Written outcome:</u> write a re-telling of a traditional story.  <u>Grammar outcome:</u> joining words &amp; clauses using 'and.'</p> <p><b>Descriptive poems about characters from traditional tales</b>  <u>Reading outcome:</u> learning to appreciate rhymes &amp; poems, to recite some by heart.  <u>Written outcome:</u> read, write &amp; perform free verse composing a sentence orally before writing it.  <u>Grammar outcome:</u> separation of words with space.</p> <p><b>Report</b>  <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 &amp; question marks.</p> <p>Summer 1  The Journey  Mr Grumpy's motorcar  Oi Get Off Our Train</p>

					Mrs Armitage on Wheels Summer 2 Tell Me a Dragon	
Read Write Inc						
<b><u>Terminology children MUST know by the end of Year 1</u></b>						
Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.						
<b>Science</b>	<p><b>Which materials should the 3 little Pigs have used to build their house?</b> In this unit children will find out about:</p> <ul style="list-style-type: none"> <li>a range of materials (wood, plastic, glass, metal, water and rock;</li> <li>Classifying and grouping according to a range of physical properties</li> </ul>	<p><b>Where do the leaves go in winter?</b> In this unit children will learn about:</p> <ul style="list-style-type: none"> <li>Features of day and night including temperature Weather, associated with seasons</li> </ul>		<p><b>SRE</b> We will follow the Christopher Winter scheme of work and cover:</p> <ul style="list-style-type: none"> <li>Differences between boys &amp; girls</li> <li>Male &amp; female</li> <li>Body parts</li> </ul>	<p><b>Which animals and plants would Little Red Riding Hood find in Castle park?</b> In this topic children will investigate:</p> <ul style="list-style-type: none"> <li>Identification and labelling, including trees, variety of common animals (fish, amphibians, reptiles, birds and mammals)</li> <li>Structure of plants, including roots, stem, flower, etc.</li> <li>Know carnivores, herbivores and omnivores</li> <li>How to care for pets</li> <li>Name parts of the human body</li> </ul>	
<b>Computing ('Switched On')</b>	Using Programmable Toys	Filming the steps of a recipe	Illustrating a book	Finding images using the web	Producing a talking book	Creating a card electronically
<b>Music (Charanga)</b>	<p><b>Unit:</b> Hey You <b>Style:</b> Old School Hip Hop <b>Topic and cross curricular links:</b> Option to make up (compose) your own</p>	<p><b>Unit:</b> Rhythm In The Way We Walk and The Banana Rap <b>Style:</b> Reggae, Hip Hop <b>Topic and cross curricular links:</b></p>	<p><b>Unit:</b> In The Groove <b>Style:</b> Blues, Latin, Folk, Funk, Baroque, Bhangra <b>Topic and cross curricular links:</b> Six different styles of</p>	<p><b>Unit:</b> Round And Round <b>Style:</b> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion <b>Topic and cross</b></p>		<p><b>Unit:</b> Reflect, Rewind and Replay <b>Style:</b> Western Classical Music and your choice from Year 1 <b>Topic and cross</b></p>

	rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.	Action songs that link to the foundations of music	music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.	<b>curricular links:</b> Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.		<b>curricular links:</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
<b>PE</b>	<b>Multi-skills:</b> Running and jumping -Master basic movements including running and jumping and begin to apply these in a range of activities. <b>Dance</b> -Perform dances using simple movement patterns.	<b>Multi-skills:</b> Throwing and catching -Master basic movements including throwing and catching and begin to apply these in a range of activities. <b>Gym</b> -Master basic movements including jumping as well as developing balance, agility and coordination.	<b>Multi-skills:</b> Kicking & hitting -Develop rolling, hitting and kicking skills and begin to apply these in a range of activities. <b>Gym</b> -Master basic movements including jumping as well as developing balance, agility and coordination.	<b>Team games:</b> attack & defence -Participate in team games, developing simple tactics for attacking and defending. <b>Dance</b> -Perform dances using simple movement patterns.	<b>Multi-skills:</b> 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. <b>Gym</b> -Master basic movements including jumping as well as developing balance, agility and coordination.	<b>Tennis</b> -Develop hitting skills as well as coordination and begin to apply these in a range of bat and ball activities. <b>Athletics</b> -Master basic movements including running, jumping and throwing and begin to apply these in a range of athletic activities.
<b>RE</b> Visit to be made to Frodsham Methodist Church	<b>Creation + Harvest</b>  How did Adam and Eve spoil creation in Genesis?	<b>Incarnation</b>  What can be learnt about Jesus from the nativity story?	<b>God</b>  Why is the idea of God the creator important to Christians?	<b>Forgiveness</b> Why did Jonah change his mind? <b>Salvation</b> How is the cross an important symbol for Christians? <b>Resurrection</b>	<b>Holy Spirit</b> How did the Holy Spirit change the disciples after the Day of Pentecost/	<b>Judaism</b>  Why is Joseph important to Jewish people?  CWAC: Beliefs expressed in

				What happens in church at Easter? Why was the empty tomb good news for Christians?		stories.
<b>PSHE</b>	Taking and sharing responsibility Feeling positive about themselves	Taking part in discussions Meeting/talking to people	Making real choices	Developing relationships	Considering social and moral dilemmas'	Asking for help
<b>Educational visits/celebration</b>					Trip to Llandudno	