

Frodsham CE Primary School Long Term Plan 2019/2020 Year 1

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

	Autumn		Spring		Summer	
<b>Big question</b>	 <p>What is it like in the South Pole?</p>	 <p>What would Nibbles see if he visited our school?</p>	 <p>Where would you prefer to live England or Africa?</p>	 <p>What's changed since your grandparents were young?</p>	 <p>Why is Neil Armstrong such a brave person?</p>	 <p>Wildlife Connections</p>
<b>Wow Starter</b>	Suitcase with objects found in the classroom.				Moon landing video clip.	
<b>Geography</b>	<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. 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 and features and routes on a map.</p>		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the capitals. Consolidate 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 and features and routes on a map. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. 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.</p>			
Identify seasonal and daily weather patterns in the United Kingdom						

<b>History</b>	Significant historical events, people and places in Frodsham.	Changes within living memory.	The lives of significant individuals in the past who have contributed to national and international achievements. Comparing life in different periods; Christopher Columbus and Neil Armstrong. Changes within living memory. The history of Chester Zoo and how it has changed over time. How George Mottershead has contributed to national achievements.
<b>Art</b>	Icy weaving	Lions Kurt Schwitters and Fred Tomaselli	Starry Night Vincent Van Gogh
<b>Art skills and elements taught through the class theme highlighted</b>	Digital media Painting Printing <b>Textiles</b> 3D Collage Digital media	Digital media Painting Printing Textiles <b>3D</b> <b>Collage</b> Digital media	Digital media <b>Painting</b> <b>Printing</b> Textiles 3D <b>Collage</b> Digital media
<b>DT</b>	<b>Cooking and Nutrition</b> Focus – Slicing/Cutting – Preparing fruit & vegetables (Healthy and varied diet) Design and make a fruit kebab	<b>Mechanisms</b> Focus – Sliders & Levers	<b>Structures</b> Focus – Freestanding structures Furniture for the Three Bears
<b>D &amp; T skills taught through a designing and making project linked to class theme highlighted</b>	Design Evaluating Sheet materials Construction Developing, planning and communicating ideas	Design Evaluating Sheet materials Construction Developing, planning and communicating ideas	Design Evaluating Food Slicing/Cutting – Preparing fruit & vegetables 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>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>Number</b> – Multiplication and division including reinforcing multiples of 2, 5 and 10.  <b>Number</b> – Fractions.

	<p><b>Geometry</b> – shape</p> <p><b>Number and place value</b> – Place value within 20.</p>	<p><b>Measurement</b> – length and height.</p> <p><b>Measurement</b> – weight and volume.</p>	<p><b>Geometry</b> – Position and direction.</p> <p><b>Number and place value</b> – Place value within 100.</p> <p><b>Measurement</b> – Money.</p> <p><b>Measurement</b> - Time</p>
<p><b>English Pathways to Write</b> (texts in red)</p>	<p><b>Fiction – adventure stories</b> Autumn 1 <b>Lost and Found</b> Writing outcome: To write an adventure story based on the structure of ‘Lost and Found’ with a new animal Greater depth writing outcome: To write an adventure story based on the structure of ‘Lost and Found’ with two new characters and details about the setting</p> <p><b>Recount - diary</b> Autumn 2 <b>Nibbles the Book Monster</b> Writing outcome: To write a diary entry in the first person (Nibbles) based on Nibbles’ adventures in the story Greater depth writing outcome: To write a diary entry in the first person (Nibbles) based on Nibbles’ adventures in the story To add a new adventure based on a previous text i.e. Lost and Found, Naughty bus, The Gingerbread Man</p>	<p><b>Fiction - journey</b> Spring 1 <b>The Lion Inside</b> Writing outcome: To write a story about a small animal (mouse) who befriends a large animal in the African savannah Greater depth writing outcome: To write a story about a small animal who befriends a large animal in the African savannah, including two new animals (small animal and large animal)</p> <p><b>Fiction – adventure stories</b> Spring 2 <b>The Curious Case of the Missing Mammoth</b> Writing outcome: To write a story based on the structure of ‘The Curious Case of the Missing Mammoth’ with a change of character Greater depth writing outcome: To write a story based on the structure of ‘The Curious Case of the Missing Mammoth’ with a change of character and setting</p>	<p><b>Fiction – fantasy stories</b> Summer 1 <b>Toys in Space</b> Writing outcome: To write a fantasy story about some toys who are taken onto a spaceship. They will be changing the characters in the story Greater depth writing outcome: To write a fantasy story about some toys who are taken onto a spaceship. They will be changing some of the characters and the settings in the story</p> <p><b>Fiction – traditional and non-chronological report</b> Summer 2 <b>Goldilocks and Just the One Bear</b> Writing outcome: To write a new version of the story with a new character or new setting Greater depth writing outcome: To write a new version of the story with a new character and a new setting Additional writing opportunity: To write a non-chronological report about bears</p>
<b>Read Write Inc</b>			

**Terminology children MUST know by the end of Year 1**

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

<b>Science</b>	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• Identify and name a variety of animals that are carnivores, herbivores and omnivores.</li> <li>• Describe and compare the structure of a variety of common animals.</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<b>Seasonal changes</b> <ul style="list-style-type: none"> <li>• Observe changes across the 4 seasons.</li> <li>• Observe and describe weather associated with each season and how day length varies.</li> </ul>		<b>Everyday materials</b> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple properties.</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<b>SRE</b> We will follow the Christopher Winter scheme of work and cover: <ul style="list-style-type: none"> <li>• Differences between boys &amp; girls Male &amp; female</li> <li>• Body parts</li> </ul>
<b>Computing</b>	Using Programmable	Filming the steps of a	Finding images using	Creating a card	Illustrating a book	Producing a talking

<b>(‘Switched On’)</b>	Toys	recipe	the web	electronically		book
<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 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.</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>  Action songs that link to the foundations of music</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 music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.</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 curricular links:</b>  Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</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 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.</p>
<b>PE</b>	<p><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.</p>	<p><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.</p>	<p><b>Multi-skills:</b> Kicking &amp; 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.</p>	<p><b>Team games:</b> attack &amp; defence  -Participate in team games, developing simple tactics for attacking and defending.  <b>Dance</b>  -Perform dances using simple movement patterns.</p>	<p><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.</p>	<p><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.</p>

<b>RE</b> Visit to be made to Frodsham Methodist Church	<p><b>Creation</b> How did Adam and Eve spoil creation in Genesis?</p> <p><b>Kingdom of God</b> What did Jesus say about the Kingdom of God?</p> <p><b>Incarnation</b> What can be learnt about Jesus from the nativity story?</p>	<p><b>Christian Community</b> How do Christians worship God in church? Why is the Bible important to Christians?</p> <p><b>Discipleship</b> Why did Zacchaeus change when he met Jesus</p>	<p><b>Easter/Forgiveness</b> Why did Jonah change his mind?</p>	<p><b>Judaism</b> Why is Joseph important to Jewish people?</p>	
<b>PSHE</b>	<p>Keeping our bodies healthy Different feelings Rules and respecting others</p>	<p>Setting goals Special people, bullying Looking after the local environment</p>	<p>Keeping safe and asking for help Being unique Money</p>		
<b>Educational visits/celebration</b>				<p>Trip to Chester Zoo</p>	