







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>Christian Values</b>	Love	Respect	Kindness	Community	Faith	Resilience
<b>British Values</b>	Tolerance Individual liberty	Mutual respect The rule of law	Individual liberty Democracy	Tolerance Mutual respect	Democracy The rule of law	Individual liberty Mutual respect
<b>Big Question</b>	 <b>What is it like in the South Pole?</b>	 <b>What would Nibbles see if he visited our school?</b>	 <b>Where would you prefer to live England or Africa?</b>	 <b>What's changed since your grandparents were young?</b>	 <b>Why is Neil Armstrong such a brave person?</b>	 <b>Wildlife Connections</b>
<b>RE (Chester Diocese) Year A</b>	<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>Judaism</b> Why is Joseph important to Jewish people?</p>	
<b>Year B</b>	<p><b>God</b> Why is the idea of God the creator important to Christians?</p> <p><b>Good News</b> What good news stories did Jesus tell?</p>		<p><b>Holy Spirit</b> How did the Holy Spirit change the disciples after the day of Pentecost?</p>		<p><b>Judaism</b> Why is Joseph important to Jewish people?</p>	

	<b>Incarnation</b> What can be learnt about Jesus from the nativity story?					
<b>Wow Starter</b>	Suitcase with objects found in the classroom. Who does it belong to?	Feely bag full of real objects and pictures that have been nibbled. Who has done this?	Teacher in role as a zookeeper. Can you help provide information needed for the zoo?	Dinosaur bones found sticking out of the ground. What have we found?	Pile of lost toys, with a luggage label attached found in the classroom.	Three different sizes of props around the classroom.
<b>English (Pathways to Write) Phonics (Read Write Inc)</b>	<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  <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		<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)  <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		<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  <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	
<b>Maths (White Rose)</b>	<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.	

	<b>Geometry</b> – shape  <b>Number and place value</b> – Place value within 20.		<b>Measurement</b> – length and height.  <b>Measurement</b> – weight and volume.		<b>Geometry</b> – Position and direction.  <b>Number and place value</b> – Place value within 100.  <b>Measurement</b> – Money.  <b>Measurement</b> - Time	
<b>Wow Starter</b>						
<b>Science (Focus Education)</b>	Animals including humans Are humans like penguins?	Seasonal changes What do you see when you look out the window?	Everyday materials Which materials should the Three Little Pigs have used to build their house?	Plants Which birds and plants would Little Red Riding Hood find in Castle Park?  SRE Growing and caring for ourselves		
<b>PSHE (PSHE Association)</b>	Keeping our bodies healthy Different feelings Rules and respecting others		Setting goals Special people, bullying Looking after the local environment		Keeping safe and asking for help Being unique Money	
<b>Art and Design (FCE long term plan)</b>		<b>Outcome:</b> weaving Textiles <b>Artist:</b> Gunta Stoltz	<b>Outcome:</b> 3D lion collage 3D Collage <b>Artist:</b> Kurt Schwitters and Fred Tomaselli		<b>Outcome:</b> Starry Night Digital art Painting <b>Artist:</b> Vincent Van Gogh	<b>Outcome:</b> Wildlife painting with print Painting Printing <b>Artist:</b> Jeremy Paul
<b>Computing (Switched On)</b>	We are treasure hunters Outcome - A sequence of instructions that will move a programmable toy along a given route	We are TV chefs Outcome - A short video showing how to make a simple meal or snack	We are collectors Outcomes - A number of presentation slides, each with different collections of animals, organised according to rules	We are celebrating Outcomes - A greetings card created digitally, which combines an image with text	We are painters Outcome - A piece of electronic artwork to illustrate a traditional tale, collated into an eBook	We are storytellers Outcomes - A talking book
<b>Design Technology (Projects on a Page)</b>	<b>Food</b> Focus - Preparing fruit & vegetables Product - Fruit kebab		<b>Mechanisms</b> Focus – Sliders & Levers Product – Group storybook		<b>Structures</b> Focus – Freestanding structures Product - Furniture for the Three Bears	
<b>French (Primary)</b>	Unit					

<b>Languages Network)</b>						
<b>Wow Starter</b>					Moon landing video clip.	
<b>Geography (FCE long term plan)</b>	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.					
<b>Wow Starter</b>						
<b>History (FCE long term plan)</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.	
<b>Music (Charanga)</b>	<b>Unit:</b> Hey You <b>Style:</b> Old School Hip Hop <b>Outcome:</b> Compose your own rap.	<b>Unit:</b> Rhythm In The Way We Walk and The Banana Rap <b>Style:</b> Reggae, Hip Hop <b>Outcome:</b> Action songs that link to the foundations of music	<b>Unit:</b> In The Groove <b>Style:</b> Blues, Latin, Folk, Funk, Baroque, Bhangra <b>Outcome:</b> Perform six different styles of music - Blues, Latin, Folk, Funk, Baroque, Bhangra.	<b>Unit:</b> Round And Round <b>Style:</b> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion <b>Outcome:</b> Create Latin American style of music.		<b>Unit:</b> Reflect, Rewind and Replay <b>Style:</b> Western Classical Music and your choice from Year 1 <b>Outcome:</b> Music timeline
<b>PE (FCE long term plan)</b>	Multi-skills (Wide games-Focus on movement, key skills and rules)	Multi-skills (Ball skills-kicking, hitting, throwing and catching)Gym	Dance Multi-skills (Running and Jumping)	Gym Team games (teamwork, spatial awareness, attack/	Multi-skills (Ball skills-Kicking, hitting, throwing and catching)	Athletics (Running, jumping and throwing) Net and Wall (Tennis-

	Dance Brief overview of skills Performance/competition			defending and passing)	Yoga	hitting and hand eye coordination)
<b>Educational visits</b> <b>Celebrations</b> <b>Memorable Experiences</b> <b>Outdoor opportunities</b>	Trips Visitors Wows Performances Special days Class assembly Local area					