

LONG TERM PLAN – Year 1 – NC Coverage.						
Subject Focus	Science – Paws, Claws and Whiskers	DT – Moon Zoom	P.E - Superheroes	Science – Enchanted Woodland	Geography – Bright Lights, Big City	Science – Splendid Skies
ENGAGE Visit or Visitor	Vet to Visit / Visit a pet shop Visit a farm / zoo	Crash Landing in the playground.	Superhero Hunt – Superhero Day	Welholme Nature Walk Owl Man to Visit	Afternoon with Her Majesty	Nature’s Treasure Walk
INNOVATE	Artwork	Making Moon Buggies	Catch Professor Slime	Mr Foxes Tea Party	Baking Bread Celebrating the Queen’s Platinum Jubilee	(Balloon Launch) Kite Race.... Parachute Experiment....
English	<p><b>Recounts</b> Pet Visit</p> <p><b>Instructions</b> How to look after a pet or tiger</p> <p><b>Lists and Captions</b> Write captions for pet photographs Label an animal List things needed to care for a pet/animal Tea Party</p> <p><b>Poetry</b> Recite animal poems</p> <p>Write a set of instructions on how to be a good zoo keeper.</p> <p><b>Non-Chronological Reports</b> Tiger Fact File</p>	<p><b>Recounts</b> Compose questions. Write an incident report.</p> <p><b>Non-Chronological Reports</b> Create a character profile and write a missing alien poster. Poster to advertise Moon Buggy</p> <p><b>Lists and Captions</b> Things found at the alien crash landing site</p> <p><b>Poetry</b> Moon Poetry writing</p> <p>Letters Email to Professor Pong Letter to Alien</p>	<p><b>Recounts</b> Create a superhero comic strip and use speech to record what they might be saying to each other. <i>Compose sentences and record in order to form short narratives.</i></p> <p><b>Lists &amp; Captions</b> ICT – download a superhero and write key words to describe them</p> <p><b>Poetry</b> Use new words / phrases – Onomatopoeic Vocab e.g. pow/boom in a poem</p>	<p><b>Recounts</b> Describe and talk about a woodland experience. Write a simple sentence using time connectives to describe their woodland visit.</p> <p><b>Instructions</b> Look at different types of woodland flowers and describe. Read and write a set of instructions using bossy words to make a woodland crown.</p> <p><b>Letters</b> Write a list of questions for the Owl man</p> <p><b>Lists &amp; Captions</b> Read a range of books about the British woodland and compile a list of words to display.</p> <p><b>Non-Chronological Reports</b> Make a mini book about their favourite woodlands animal.</p>	<p><b>Recounts</b> Write about a memorable experience and talk about how this made them feel.</p> <p>Write sentences about different types of transport that they have used</p> <p>Write a story about a day in London</p> <p><b>Instructions</b> Learn about the Great Fire of London – look at non-fiction books to find facts about the fire. Write a list of instruction on how to make bread – Pudding Lane</p> <p><b>Letters</b> Write a letter to or from Dick Whittington (to the cruel cook or to the Merchant) <b>T4W Task</b></p> <p><b>Non-Chronological Reports</b> Describe the different types of buildings in London.</p> <p><b>Lists &amp; Captions</b> Research the Queen’s life from books and power points Make a list of facts about the Queen</p> <p><b>Poetry</b> Traditional Rhymes and Poems about London</p>	<p><b>Recounts</b> Recall and write about their kite experience, imagine where the kite went next. Take a walk to look at weather/clouds. Construct a walk timeline and place pictures in chronological order –write a recount of the walk.</p> <p><b>Instructions</b> Write lists for a rainy day walk</p> <p><b>Letters</b> Talk about their own adventures to warmer climates – what did they do there? Write a postcard</p> <p><b>Non-Chronological</b> Use vocabulary to describe how different weather makes them feel.</p> <p><b>Reports</b> Encourage conversations between children to share their seasonal treasures and discuss why they have collected them.</p> <p><b>Poetry</b> <i>Learn to appreciate rhymes and poems and to recite some by heart–</i> <b>Who has seen the wind by Christina Rosetti</b> Create a class poem / add sound effects and percussion to imitate weather sounds.</p>
Author	Judith Kerr The Tiger Who Came to Tea Mog and the V.E.T. Mog in the Dark	Oliver Jeffers The Way Back Home	Sue Hendra Supertato	Nick Butterworth Percy the Park Keeper	Michael Bond Paddington Stories	Nonfiction weather stories Weather poem
Class Read	<p><b>Tiger Who Came to Tea – T4W</b></p> <p>Pandemonium at the Zoo How the Leopard Got His Spots</p>	<p><b>Beegu T4W</b></p> <p>Q Pootle 5</p>	<p><b>Elliot’s’ Midnight Superhero T4W or Y2 T4W Home learning ‘ Superheroes’ unit</b></p> <p>Supertato <b>Aliens love Underpants</b></p>	<p><b>Owl Babies- T4W</b></p> <p><b>Hansel and Gretel</b></p> <p><b>T4W Home Unit Pippety Skycap, a tale of mischief!</b></p>	<p><b>Dick Whittington - T4W</b> This is London Great Fire of London</p>	<p><b>Flat Stanley Kite T4W</b></p> <p>The Cloud Spotter</p>

	Poem: Please Do Not Feed the Animals -		<b>Charlie's superhero Underpants</b>			
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Science	<p><b>Animals, Including Humans</b></p> <p><i>Identify and name common animals including <b>fish, amphibians, reptiles, birds and mammals.</b></i></p> <p>Observe and describe how different animals move.</p> <p>Ask Questions; which is the fastest, deadliest,cleverest?</p> <p>Compare the different body parts of humans and animals e.g. why do cats have long, sharp teeth?</p> <p>Draw and Label animals and describe their features</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Name amphibians, mammals and reptiles in Africa, <i>Asia</i> and Europe. Research <b>Tigers</b>, underlining important facts.</p> <p>Look for patters</p> <p>Find things out using secondary sources (books and posters)</p> <p>Group and Classify</p>	<p><b>Everyday Materials</b></p> <p>Name a range of everyday materials including wood, plastic, metal rock, water and glass. (also paper, brick, fabric, elastic, foil)</p> <p><b><i>Describe properties of a material using everyday language or simple science vocabulary</i></b></p> <p>Explore samples from the crash site and describe what they look like. Record the properties of each sample (<b>hard, sticky, slimy, cold, transparent, bendy,soft, stretchy, stiff, shiny, dull, absorbent</b>)</p> <p><b><i>Compare and Group</i></b> materials according to their simple physical properties including similar items made of different materials (incl spoons, sticks, rocks, wheels)</p> <p><b><i>Working Scientifically Investigate Rockets</i></b></p> <p><i>Does the size of the balloon affect how far the balloon travels?</i></p> <p><i>Predict, reason, find out.</i></p> <p><i>Record the distance</i></p> <p><i>Explain the results.</i></p> <p>Ask simple questions and recognise they can be answered in different ways</p>	<p><b>Animals, Including Humans II</b></p> <p>Consider how the senses help them in their everyday life.</p> <p><i>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i></p> <p>Investigate how our senses rely upon each other. – with help say what they have found out.</p> <p>Observe the growth of a vegetable (cress) that they have planted</p>	<p><b>Plants</b></p> <p><b>Observe natural phenomenon in nature.</b></p> <p><i>Identify, name and compare a variety of common wild and garden plants, including deciduous and evergreen trees, describing the basic structure.</i></p> <p><i>(Oak, horse chestnut, hawthorn, sycamore, poppy, daffodil, crocus, snowdrop, buttercup, bluebell)</i></p> <p><i>Identify and name a variety of woodland animals (mammals and birds) (fox, bat, owl, robin, blackbird, magpie, blue tit, sparrow)(Amphibians such as frogs and toads)</i></p> <p>Sort pictures of animals into habitats / homes and environments.</p> <p><i>Learn about the diet of different woodland creatures. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</i></p> <p>Sort and group objects, with help according to simple observational features.</p> <p>Investigate pine cones – How do they open and close</p>	<p><b>Everyday Materials II</b></p> <p><b><i>Name a range of everyday materials including</i></b> wood, plastic, metal rock, water and glass. (also paper, brick, fabric, elastic, foil)</p> <p>Compare the uses of materials in houses now and then</p> <p><b><i>Describe properties of a material using everyday language or simple science vocab</i></b></p> <p>Recreate Pudding Lane – Look at and list the different types of materials that were used in these buildings.</p> <p>Use terms such as transparent, bendy, flammable, hard, soft, stretchy, stiff, shiny, dull, absorbent.</p> <p><b><i>Distinguish between an object and the material in which it is made</i></b></p> <p>Building materials, stones, bricks, stone houses, slate tiles</p> <p><b>Working scientifically.</b></p> <p>Why was the fire so devastating? What is the best material for a house? (It was a hot summer and the houses were tinderbox dry. What does that mean? Investigate absorbancy of wood.)</p>	<p><b>Seasonal Change</b></p> <p><i>Observe changes across the four seasons.</i></p> <p>Play outside on a windy day. Make kites, windmills to feel the force of the wind.</p> <p>Observe and describe weather associated with the seasons.</p> <p>Look at shadows / make a shadow puppet – plot the course of a shadow over a sunny day</p> <p>Observe how day length varies</p> <p>Use a thermometer to record the different temperatures over a week and record on a chart.</p>
History	<p><i>Know where the people and events .. fit within a chronological framework.</i></p> <p>Start class timeline.</p> <p><i>Use simple vocab to describe the passing of time including now, then long ago, before and after, past and present.</i></p>	<p><i>Develop an awareness of the past</i></p> <p><i>Changes within living memory:</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements:</i></p> <p>Neil Armstrong The Moon Landing 1969 TimeLine Space travel / aeroplanes</p>	<p>Identify similarities and differences between ways of life in different periods.</p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements:</i> Rosa Parks, Mary Seacole, Florence Nightingale.</p> <p>Encourage the children to express their own opinion on</p>		<p><i>Changes within living memory:</i></p> <p>Royal Family &amp; Royal Weddings</p> <p><i>Events beyond living memory that are significant nationally or globally:</i></p> <p>The Great Fire of London</p> <p>Celebrate the Queen's Platinum Jubilee</p>	<p><i>Compare lives in different periods:</i></p> <p>Listen to the story of Sir Francis Beaufort</p>



			why they acted as they did and how this made life better for others.			
Geography	<p><b>Location Knowledge, World</b> Know that the UK is in Europe</p> <p><b>Place Knowledge</b> Recognise comparisons between Europe and Africa (Starting with animals and their habitats)</p> <p>Look at clips of where they live. Compare the different climates, vegetation and they survive in the wild.</p> <p>Look at big cat habitats around the world look at where they live on a globe / world map.</p> <p>Design their own zoo and draw an imaginary map.</p>	<p><b>Human and Physical Geography</b></p> <p>Use basic geographical vocab to refer to key physical and human features of familiar places.</p> <p><i>Look at the NASA website and discuss images of Earth from outer space. Look at Google Earth.</i></p>	<p><b>Geography Skills and Fieldwork</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</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> <p>Recognise simple human and physical features on an aerial photograph or simple map showing an awareness that objects look different from above.</p> <p>Use compass directions NSEW</p>	<p><b>Place Knowledge</b> Know that the river that runs through Brighouse is the River Calder</p> <p>Visit Thornhill Beck on woodland walk and talk about how it travels to a river, then a bigger river then out to see. Look on Google Earth/Maps to see where it leads. (Humber Estuary/The Deep)</p> <p>Build a mini woodland</p>	<p><b>Location Knowledge UK</b> Know that London is the capital city of England and the UK and locate on a map. Name the 4 countries that make up the UK on a map and see how they are connected. Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Look at maps of London and pin point landmarks. Use simple locational language including front, behind, next to, far away and near to describe the location of buildings on a map. Use compass directions NSEW <i>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p><b>Place Knowledge</b> Look at a variety of maps and plans of London to identify key buildings and landmarks, including the River Thames. Recognise comparisons between Europe and Africa (Meerkat Mail, Meerkat visitor to London)</p>	<p><b>Human and Physical Geography</b> Name the four seasons and describe typical weather for them. – identify seasonal and daily weather patterns in the UK.</p> <p>Identify environmental changes such as growth of trees and animals throughout the seasons.</p> <p>Use basic geographical vocab to refer to key physical features, including weather. Watch videos of extreme weather clips. Discuss the consequences of extreme weather and recall their own experiences.</p> <p>Draw a simple picture map, labelling particular features – use ariel images to spot recognisable features/ landmarks/ rivers. What might it be like to sit on a cloud looking down?</p> <p>Look at the weather in different countries (in Europe and Africa)</p> <p>Look at a world map / how would we dress when we travel to a warm country and what would we pack?</p> <p>Analyse weather data – what is the most common weather for that season from our findings.</p>
Art	<p><b>Drawing</b> Use a range of materials to create pictures of animals / pets</p> <p>Use different types of pencils to draw shapes and outline</p> <p><b>Painting &amp; Collage</b> Look at different animal prints and explore recreating these using different techniques and materials Use layering, tearing, cutting, rolling, printing and gluing techniques to make collage and prints.</p>	<p><b>Textiles</b> Cut and decorate a star hanging</p> <p><b>Painting</b> Apply paint using a range of tools such as large brushes, hands, feet, rollers and pads. Create a class model of the solar system</p> <p><b>3-D</b> Planet landscapes</p>	<p><b>Drawing</b> Draw an illustration of their favourite superhero, Villain or sidekick using a range of drawing</p> <p><b>Painting</b> Pop Art Style Superhero paintings.</p>	<p><b>3-D</b> Make a tree boggart</p> <p>Look at <b>Andy Goldsworthy</b> – make their own versions of whittles sticks, tree hangings and sculptures.</p> <p><b>Collage &amp; Drawing/Paintin</b> Draw or paint a picture of a woodland animal</p> <p><b>Digital Media</b> Record visual information using digital cameras.</p>	<p><b>Drawing</b> Observation drawing of landmarks</p> <p><b>Printing (GFoTL)</b> Print making – Tudor house/Pudding Lane</p> <p><b>Textiles</b> Create a London souvenir to commemorate the Queen’s Jubilee (Cross stitch/Sewing)</p>	<p><b>Digital Media</b> Record visual information using digital cameras.</p> <p>Look at different paintings displaying different types of weather. (<b>Van Gogh</b>)</p> <p><b>Painting</b> Paint their own impressions of weather outside. (Overlay with..) <b>Printing</b> Weather Symbols/repeat patterns/weather scene.</p> <p><b>3-D</b></p>

	Mix secondary colours Light and dark Look at an artist/s and compare and contrast <b>Henri Rousseau</b>					Look at the artist <b>Berndnaut Smildes</b> moving installations. Make a season tree –encourage the use of different materials.
DT	Design and make a label for a can of tiger food. Look at cans of food and discuss packaging.  Create an imaginary pet, plan and make a model of their design. Make 3D sculptures of animals.	Cut and join using split pins, treasury tags & stapler.  Design and make a moving picture - Space Rocket  <i>Draw a simple picture of intended design with basic labelling.</i> Look at books about space craft and design their own space craft using junk modelling.  <i>Describe how an existing product works.</i>  Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Make a moon buggy.  Talk about their own and others work identifying strengths or weaknesses.	Identify main food groups. E.g. Food and vegetables  <i>Use their basic principles of a healthy and varied diet to prepare dishes.</i> Describe how food tastes and smells. Look at key vocab to describe food and vocab related to small. Learn about super foods. Follow a simple recipe. Prepare a superfood dish.  <i>Explore and evaluate a range of existing products.</i> Design and make a superhero mask.	Build a den / nest for an animal – describe how they made it, what materials they have used.  Make a woodland crown.  Bake for a woodland party.	Make moving picture cards of transport in London.  Design and build a landmark in London using a range of building materials, straws, kinnex, Lego etc.  <i>Understand where food comes from.</i> Make bread – try using different types of flour.  Build structures, exploring how they can be made stronger, stiffer and more stable. Recreate Pudding Lane – look at the materials the buildings were made from. Make Tudor style houses and recreate the lane.  Design and make souvenirs to sell in the London zoo shop/Jubilee Souvenir	Design Make Evaluate  Design and make a sun catcher.
PSHE	<b>Being Me in my World</b>  Special and Safe My Class Rights and Responsibilities Rewards and Feeling Proud Consequences Owning our Learning	<b>Celebrating Differences</b>  The same as.. Different from... What is 'bullying'? What do I do about bullying? Making new friends Celebrating differences; celebrating me	<b>Dreams and Goals</b>  My Treasure Chest of Success Steps to Goals Achieving Together Stretchy Learning Overcoming Obstacles Celebrating My Success  <i><b>Topic:</b> Recognise What they like and dislike, what is fair and unfair, and what is right and wrong.</i> Look at comic villains and superheroes, sort images into groups- heroes and villains. Look at different types of behaviours and attributes. Look at the meaning of the word Hero and the qualities of a real life hero – bravery, kindness, determination and generosity.	<b>Healthy Me</b>  Being Healthy Healthy Choices Clean and Healthy Medicine Safety Road Safety Happy, Healthy Me	<b>Relationships</b>  Families Making Friends Greetings People Who Help Us Being My Own Best Friend Celebrating My Special Relationships	<b><i>Changing Me</i></b>  Life Cycles Changing Me My Changing Body Boys' and Girls' Bodies Learning and Growing Coping with Changes
Music	Sing and change different nursery rhymes and new animals and noises into Old MacDonald	Planet Song Space Music	<i>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</i> Create sound effects for different superheroes.	Teddy Bear's Picnic	London Bridge Oranges and Lemons Pussy Cat Pussy Cat Ring a Ring O' Roses	Listens to music representing the four seasons / weather. Describe what they can hear, guessing the season/ weather it is depicting.

						Compose a weather piece of music
PE	Real PE: Personal skills  Real Gym	Real PE: Social skills  Real Gym	<i>Real PE cognitive skills</i>  <i>Real Dance</i>	Real PE creative skills  Real Dance	Real PE physical skills  Games	Real PE Fitness skills  Games
RE	<b>God</b> What do Christians believe God is like? (Core) <b>UC 1.1</b>	<b>Incarnation</b> Why does Christmas Matter to Christians? <b>(Core) UC 1.3</b>	<b>Gospel</b> What is the good news that Jesus brings? <b>UC 1.4</b>	<b>Salvation</b> Why does Easter Matter to Christians? <b>(Core ) UC 1.5</b>	<b>Creation</b> Who made the world <b>UC 1.2</b>	<b>1.7</b> Who is a Muslim and what do they believe?