



Long term Planning 2018-19

YEAR 1	AUTUMN 1 7 WEEKS	AUTUMN 2 8 WEEKS	SPRING 1 6 WEEKS	SPRING 2 6 WEEKS	SUMMER 1 5 WEEKS	SUMMER 2 6 WEEKS
Topic question	What was on Grandma and Grandad's Christmas and Birthday list?		What would Barnaby Bear find exciting about our city and school?		Why did the Great Fire burn down so many houses?	
Enrichment Visits/visitors	Museum of Liverpool – Toys workshop Local area walk Ranger visit??		Open top bus tour Mini bus tour		Croxteth hall and park Stanley park	
Christian Value	Respect	Forgiveness	Perseverance	Trust	Truth	Service
English	Cave baby Naughty bus	I want my hat back Going on a bear hunt Smartest giant in town	Shark in the park The odd egg Pig the pug – how to be a dog	Stanley's stick Yeti and the bird	Lost and found	The magic bed Iggy Peck, Architect
Maths	Place value within 10 Addition and subtraction within 10 Measurement – money	Place value within 20 then 50 Measurement – length Time	Multiplication and division Fractions Time Shape Place value within 50	Addition and subtraction to 20 Measurement – mass and capacity	Multiplication and division Fractions Place value within 100	Place value within 100 Time/money Position and direction
Science	Everyday materials Seasonal changes		Animals including humans Seasonal changes		Plants Seasonal changes	
RE	1.1 Harvest. How can we help those who do not have a good harvest? 1.9 My world- Jesus' world	1.3 Christmas. Why do we give and receive gifts?	1.4 Jesus was special	1.5 Easter. Celebrating new life and new beginnings	1.7 Why is baptism special?	1.2 God and creation Understanding Christianity 1.1 What do Christians believe God is like?

<p>Computing</p>	<p>E-safety issues Creating their own Avatar and profile</p> <p>Understand rules around e-safety and know who to tell if something concerns them online</p> <p>Discuss and share how and when they use ICT in everyday life.</p> <p>Complete simple tasks on a computer by following instructions.</p> <p>Show an awareness of information in different formats.</p> <p>Make decisions about whether or not statements or images found online are likely to be true.</p> <p>Identify different devices that can go online, and separate those that do not.</p>	<p>Creating digital art and talking Collages</p>	<p>Giving instructions to Floor turtles and on-screen sprites. Creating algorithms. Optional – Creating circuits Makey Makey</p> <p>Give simple instructions to everyday devices to make things happen.</p> <p>Make choices to control simple models or simulations.</p> <p>Solve a problem using ICT.</p>	<p>Creating Pictograms and Bar Charts. Recording data in alternative forms</p> <p>Say what a pictogram is showing them.</p> <p>Put data into a program (pictogram).</p>	<p>Creating Electronic Games</p>	<p>Producing talking poster, advert or leaflet and Factfile Powerpoint.</p> <p>Explain that images give information.</p> <p>Sort objects and pictures in lists or simple tables.</p>
<p>History</p>	<p>Toys – changes within living memory</p> <p>Begin to describe similarities and differences between historical artefacts and pictures.</p> <p>Sequence the story of a significant historical figure.</p> <p>Compare own life and interests now with their</p>	<p>Homes in the past – changes within living memory</p> <p>Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after).</p> <p>Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.</p>	<p>Great fire of London – events beyond living memory that are significant nationally or globally</p> <p>Sequence the story of a significant historical figure.</p> <p>Describe, in simple terms, why a significant individual acted the way they did.</p>			

	<p>babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past.</p> <p>Describe, in simple terms, why a significant individual acted the way they did.</p>			<p>Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.</p>		
Geography	<p>Key landmarks, human features and local area Use the correct terms for simple geographical features in the local environment.</p> <p>Describe how pollution (e.g. litter) affects the local environment.</p> <p>Explain what changes are taking place in the local environment.</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>Collect data during fieldwork such as the number of trees/houses.</p> <p>Use simple locational language including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in fieldwork.</p>		<p>British Isles and Locational knowledge study – the geography of the school and its grounds.</p> <p>Draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features.</p> <p>Name, describe and group features of the home/school environment from first hand observation, responding to simple questions.</p> <p>Use maps, pictures and stories to find out about different places.</p> <p>Use basic geographical vocabulary to name physical and human features of familiar places.</p>	<p>Name, locate and identify the 4 countries and capital cities of the UK Name and locate the four countries of the United Kingdom on a map or globe.</p> <p>Find and name some continents on a world map.</p> <p>Identify the similarities and differences between the local environment and one other place.</p> <p>Locate hot and cold areas of the world.</p>		
Art		<p>Puppets</p> <p>Describe the sensory properties of a range of different materials and decide which ones to use when making something.</p> <p>Handle and manipulate rigid and malleable materials and say how they feel.</p>		<p>Houses from the past – paintings</p> <p>Apply paint using a range of tools (e.g. large brushes, hands, feet, rollers and pads).</p> <p>Use lines to represent a shape or outline.</p> <p>Draw from or talk about experiences, creative ideas and observations.</p>		<p>Sculptures and statues</p> <p>Handle and manipulate rigid and malleable materials and say how they feel.</p> <p>Cut and tear paper and glue it to a surface.</p>

<p style="text-align: center;">DT</p>	<p>How could you make a puppet using fabric?</p> <p>Describe how an existing product works (e.g. 'the toy moves when I turn the handle').</p> <p>Use wheels, axles, levers and sliders.</p> <p>Select and explain why they have chosen a particular tool for a task.</p> <p>Select and explain their choice of materials, sometimes with help.</p> <p>Explain how to keep safe during a practical task.</p>		<p>How could you make a house that is strong?</p> <p>Build simple structures.</p> <p>Cut out shapes from a range of fabrics and papers.</p> <p>Select and explain why they have chosen a particular tool for a task.</p> <p>Select and explain their choice of materials, sometimes with help.</p> <p>Explain how to keep safe during a practical task.</p>		<p>How could you make a healthy snack?</p> <p>Identify the main food groups, including fruit and vegetables.</p> <p>Identify the source for common foods</p>	
<p style="text-align: center;">Music</p>		<p>Hey you Listen to a piece of music, identifying if it is fast or slow, happy or sad.</p> <p>Make sounds in different ways, including hitting, blowing and shaking.</p> <p>Talk about the songs/pieces of music which they enjoy.</p> <p>Perform with awareness of others (e.g. take turns in a performance and</p>		<p>Round and round Listen to a piece of music, identifying if it is fast or slow, happy or sad.</p> <p>Make sounds in different ways, including hitting, blowing and shaking.</p> <p>Talk about the songs/pieces of music which they enjoy.</p> <p>Perform with awareness of others (e.g. take turns in a performance and</p>	<p>Your imagination Listen to a piece of music, identifying if it is fast or slow, happy or sad.</p> <p>Make sounds in different ways, including hitting, blowing and shaking.</p> <p>Talk about the songs/pieces of music which they enjoy.</p> <p>Perform with awareness of others (e.g. take turns in a performance and</p>	

		<p>sing/play with peers).</p> <p>Sing with a sense of shape and melody.</p> <p>Copy a simple rhythm by clapping or using percussion.</p> <p>Begin to represent sounds with drawings. State what they like or dislike about a piece of music.</p>		<p>sing/play with peers).</p> <p>Sing with a sense of shape and melody.</p> <p>Copy a simple rhythm by clapping or using percussion.</p> <p>Begin to represent sounds with drawings. State what they like or dislike about a piece of music.</p>	<p>sing/play with peers).</p> <p>Sing with a sense of shape and melody.</p> <p>Copy a simple rhythm by clapping or using percussion.</p> <p>Begin to represent sounds with drawings. State what they like or dislike about a piece of music.</p>	
Spanish	<p>Introductions , colours, Shapes,</p>	<p>Introductions , colours, Shapes,</p>	<p>Fruit</p>	<p>Animals</p>	<p>Family</p>	<p>Sports</p>
PE	<p>Gymnastics and dance</p> <p>Accurately shadow a partner's movements.</p> <p>Create simple movement patterns, showing awareness of rhythm.</p> <p>Perform basic sequences, using space safely and recognising simple technical words (e.g. roll, travel and balance).</p>	<p>Basic Skills</p> <p>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.</p> <p>Pat, throw, kick, stop and sometimes catch a ball.</p>	<p>Gymnastics</p> <p>Create simple movement patterns, showing awareness of rhythm.</p> <p>Perform basic sequences, using space safely and recognising simple technical words (e.g. roll, travel and balance).</p>	<p>Rounder's and LFC</p> <p>Perform basic sequences, using space safely and recognising simple technical words (e.g. roll, travel and balance).</p> <p>Throw a projectile in a given direction.</p>	<p>Health and fitness</p> <p>Run a short distance with some control. Jump with both feet from standing.</p> <p>Throw a projectile in a given direction. Show control and co-ordination when moving or standing still.</p> <p>Identify a simple goal in P.E.</p>	<p>Athletics</p> <p>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.</p> <p>Run a short distance with some control. Jump with both feet from standing.</p> <p>Throw a projectile in a given direction. Show control and co-ordination when moving or standing still.</p>
PSHE						

Project days/weeks	Black history month International day of languages	Antibullying week	Sport and health week
Authors	Julia Donaldson	Nick Sharratt	Jill Murphy/Martin Waddell
Artists	Movement- Fauvism Artist study- H. Matisse Art works-Icarus, The snail, Blue nude	Movement-Naive ,Art Nouveau Artist study- Lowry, Gaudi Art works-Coming out of school, Include Sagrada familia	Movement-Modernism Artist study- Hepworth - Moore
Composers	Gershwin (1898-1937)	Ralph Vaughan Williams (1872-1958)	Benjamin Britten (1913-1976)
After-school clubs	Dance		