

HARWELL PRIMARY SCHOOL - LONG TERM PLAN YEAR 1 2018 - 2019

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Project title</b>	All about me	Food glorious food	Once upon a time....	Knock knock, Who's there?	Famous scientist ?	amazing animals
<b>Driving question</b>	What makes a good friend?	Are peas evil?	Why did the Gingerbread man run?	Is Harwell the best place to live?	Only a girl?	How did tortoise get his shell?
<b>Trip/hook</b>	Show books to parents	Nativity	cooking	crime scene Lambing Village walk	DGS - Sport leaders? Aureus - sport leaders - workshops	Lenny's lizards
<b>Outcome</b>	Parents in.	pizza NATIVITY	Parent presentation - T4W			Zoo trip
<b>PM Subjects</b>	History - changes within living memory.	Art - Archibold Guisepe  Geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. use basic geographical vocabulary to refer to:	History - significant person  PSHE - Understand emotions using Inside Out for discussion and to create a class emotional resource that can be referred to by all	D+T Art History - significant historical events, people and places in their own locality. Geography - Knowing where their home is and the nearby area.	History - timelines significant person  Record breakers	Animal art  Tinga Tinga art - Edward Tinga and artist study  Junk modelling Animal printing
<b>Literacy Story T4W</b>	The story of the little boy who wanted a friend. Morgan and his magical underpants.	The Papaya that spoke Stone soup Stop,pot stop.	Gingerbread man Princess and the Pea Fox's sack	3 little pigs The noisy house Rumplestiltskin	Chicken lickin King and the moon Lion's roar	Monkey see-monkey do Monkey hats How tortoise got his shell?
<b>Other texts</b>		Supertato Truth Pixie	Media clips	First News	World record Books Newsround First News	Media clips
<b>Non-fiction</b>	Fact - files	Fact files  Recounts	Instructions - cooking	Biographies	Explanation texts	Fact files Report writing
<b>Music</b>	Pupils should be taught to: ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to: ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to: ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to: ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to: ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to: ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes
<b>Science</b>	Science - *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Pupils should be taught to: *observe changes across the four seasons *observe and describe weather associated with the seasons and how day length varies.	Science - Plants Pupils should be taught to: Trees around our school - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  <b>Who's stocking holds the most? What's best to wrap this present? - materials</b>	Science - Materials waterproof, strength  Pupils should be taught to: *distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  <b>Is this umbrella/coat waterproof?</b>  *describe the simple physical properties of a variety of everyday materials *compare and group together a variety of everyday materials on the basis of their simple physical properties.	Science During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment *performing simple tests *identifying and classifying	Science During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment *performing simple tests  <b>What can my body do in a minute?</b>	Science - Pupils should be taught to: +identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals + identify and name a variety of common animals that are carnivores, herbivores and omnivores  <b>What is a life cycle?</b>  <b>What is a habitat?</b>

				<p>What vehicles drive through Harwell?</p> <p>Is Harwell the best place to live?</p>	<p>How to make my heart beat faster?</p>	<p>What food does _____ eat? How do we know?</p> <p>How do animals adapt?</p>
ICT	<p>Logging on and off securely</p> <p>Internet safety</p>	<p>Privacy and Kidrex</p>	<p>Simple programming</p>	<p>Using a keypad to type</p>	<p>Research using kidrex</p>	<p>Staying safe online</p>