

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....	Harwell Happenings	Be your best	Amazing animals
<b>Driving question</b>	What makes a good friend?	Are peas evil?	Why did the Gingerbread man run?	What makes Harwell special?	What makes you YOU?	What makes an animal endangered?
<b>Trip/hook</b>	Secret parcel/box - clues about "me"	Making pizza	Cooking - making Gingerbread Men	Crime scene Village walk	Trip to a leisure centre (Didcot/Wantage)	Lenny's lizards (Wantage)
<b>Outcome</b>	All about me posters/booklets/presentations	NATIVITY	T4W - Stepping the Gingerbread man + share GBM biscuits	Exhibit of Harwell village - model houses made from straw, stick and bricks (Lego)	Circuits for the parents (Y6 to help)	Cotswold wildlife park
<b>Main curriculum areas</b>	History - changes within living memory.	Art - Giuseppe Arcimboldo  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.	History - significant person Art - Painting PSHE - Understand emotions using Inside Out for discussion and to create a class emotional resource that can be referred to by all	Art - Sketch/draw Harwell structures. D+T - Make structures (junk modelling) History - significant historical events, people and places in their own locality. Geography - Knowing where their home is and the nearby area - identifying similarities and differences.	History - timelines significant sports person Record breakers PE - Creating a circuit. Breathing techniques. Yoga strategies Science - Nutrition - healthy bodies and minds.	Animal art - Tinga Tinga art - Edward Tinga and artist study; junk modelling; animal printing. Science - animals including humans. PE - athletics Geography - Use basic geographical vocabulary: Key physical features Key human features
<b>Learning skills</b>	Working as a team Research skills	Working as a team Generate ideas	Working as a team Problem solving skills Being resourceful	Research skills Working as a team Design and planning listening to others Creative thinking Working with different materials	Working as a team Sequencing - timeline Being resilient	Working as a team Generate ideas Being respectful Being responsible
<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	Bat Learns to Dance	The Owl who was afraid of the dark.
<b>Non-fiction</b>	Fact - files	Recounts	Instructions - How to make a gingerbread man	Persuasive letter - Why the wolf isn't guilty	Uncle Jack poem (storytelling book)	Non-chronological report - Pandas, elephants, Tigers
<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: - listen with concentration and understanding to a range of high-quality live and recorded music	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>Maths skills (in addition to lessons)</b>	Data handling	Coordinates	Measurements (cooking)	Shape (junk modelling) Area and perimeter	Time	Patterns Sequencing
<b>Science</b>	<b>Animals, including humans</b> *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Plants</b> Pupils should be taught to: - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees	<b>Everyday materials</b> Pupils should explore, name, discuss and raise and answer questions about everyday materials(hard/soft, stretchy/stiff, shiny/dull, rough/smooth, etc	<b>Everyday materials</b> Pupils should explore, name, discuss and raise and answer questions about everyday materials(hard/soft, stretchy/stiff, shiny/dull, rough/smooth, etc)	<b>Seasonal changes</b> Pupils should be taught to: - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies	<b>Animals, including humans</b> 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>ICT</b>	E-safety	Use technology safely; identify where to go for help when they have concerns	Use technology purposefully to retrieve digital content	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Create and debug simple programs (Bee-Bots)	Create and debug simple programs

