

HARWELL PRIMARY SCHOOL - LONG TERM PLAN YEAR 1 2019 - 2020

	Term 1 (8 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (7 weeks)
Project title	Once upon a time...	To infinity and beyond!	Food glorious food	Harwell Happenings	Be your best	Amazing Animals
Driving question	Is the villain always in the wrong?	Are aliens real?	Is healthy food tasty?	What makes Harwell special?	What makes you YOU?	Would you and could you live here? or class discussion on a question.
Trip/hook	Launch day: Different activities that require children to think about how fast an activity takes to complete. Cooking gingerbread men/decorating Making gingerbread man's house using different materials	Make rockets out of fruit kebabs/have space rock on floor Whole day: shooting water bottle rockets	Children become food critics for the morning judging different meals and foods Create a market in the classroom which children are either shoppers or own a market stall. Using the foods from the day can children create a meal?	Crime scene Village walk	Trip to a leisure centre (Didcot/Wantage)	Cotswold wildlife park
Outcome	Retell the gingerbread story with masks	NATIVITY	Class 1 Pizzeria (Waiters, drinks, food)	Exhibit of Harwell village - model houses made from straw, sticks and bricks (Lego)	Circuits for the parents (Y6 to help)	Animal cones paper craft in shoe box environments Make a video instructing how to draw an animal Paper mache animals
Main curriculum areas	Art - Animal masks/make the gingerbread house History - changes within living memory (growing up). -Children think about what they do when they leave school (create picture timeline) - Castles Geography - -Geographical differences between the UK and another countries houses/styles of living/different types of houses and what they might have been made of. -Famous buildings from around the world -Fairy tale maps PSHE - Discussion on what makes a good friend and how can they be a good friend/Use Family Links	Art - Painting/glitter/moon pictures/NASA spaceships/clay footprints History - Neil Armstrong/First man on the moon Space timeline Geography - What you would see from space, 7 continents and 5 oceans. Simple directions and exploration of maps PSHE - Being brave/resilient/growth mindset/Use Family Links DT - designing, making and evaluating rockets (peer assessment) RE - ? Languages - Spanish - write messages to aliens in Spanish describing themselves in response to a Spanish letter from aliens about space.	Art - Giuseppe Arcimboldo History - Homes in the past, what food used to be in the house? 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. Talk about weathers which foods grow best PSHE - right and wrong choices/Use Family Links	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. PSHE - Use Family Links	Art - Self portraits using different techniques History - timelines of significant Olympic games (current competitions taking place) Record breakers Geography - Name and locate 4 capital cities where Olympics have taken place. PSHE - Use Family Links	Art - Tinga Tinga art - Edward Tinga and artist study; junk modelling; animal printing. Science - animals including humans. History - Geography - Use basic geographical vocabulary: Key physical features Key human features PSHE - being mindful in relation to the environment/Use Family Links
PE	PE - master basic movements and balances	PE - Balances, basic movement/ Gymnastics	PE - Throwing and catching	PE - Participate in team games (football/	PE - Creating a circuit. Breathing techniques. Yoga strategies	PE - Athletics
Learning skills	Working as a team Research skills	Working as a team Problem solving skills Being resourceful	Working as a team Generate ideas	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
Literacy Story T4W	Gingerbread man to write a traditional tale	The First Man on the Moon (Ben Hubbard) OR Man on the Moon (Simon Bartram) to write a	The Papaya that spoke Stone soup Stop,pot stop.	3 little pigs	Bat Learns to Dance	The Owl who was afraid of the dark.
Non-fiction	Instructional writing	New paper articles about space (news presentation)	Recounts or Menus	Persuasive letter - Why should you visit Harwell?	Uncle Jack poem (storytelling book)	Non-chronological report - Pandas, elephants, Tigers

Whole Class Guided Reading Texts	Lost and Found	The Foggy Foggy Forrest	The Tiger who came to tea	Three Billy Goats gruff		
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	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
Maths skills (in addition to lessons)	Data handling Date/Days of the Week/Months/Years	Coordinates Coins and notes	Measurements (cooking) Comparing foods in term of size Time when cooking	Shape (junk modelling) Area and perimeter Measurement of rainfall?	Time Describing position	Patterns Sequencing
Science	Animals, including humans *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Identifying and classifying	Everyday materials Pupils should explore, name, discuss and raise and answer questions about everyday materials(hard/soft, stretchy/stiff, shiny/dull, rough/smooth, etc Science - Materials for rocket, clothing? What would be best in space? Identifying and classifying	Plants 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 Growing plants (Fair testing) Experiment with what foods may grow in different environments. Pattern seeking (with different types of leaves) Mould growth: (in cupboard, window sill, on side)	Everyday materials Pupils should explore, name, discuss and raise and answer questions about everyday materials(hard/soft, stretchy/stiff, shiny/dull, rough/smooth, etc) OR Seasonal changes (Observation over time) 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 - Nutrition - healthy bodies and minds. Making yoga routines. What makes a healthy lifestyle (Research using secondary resources) Egg: Experiment with what drinks are bad for our teeth. (Comparative testing/Observation over time)	Animals, including 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 (identifying and classifying) Talk about animals in their natural habitats. Identifying and classifying Asking simple questions Research using secondary resources
ICT	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 Help to research animals and their habitats.

Science lines of inquiry:

- Observation over time.
- Pattern seeking.
- Identifying, classifying and grouping.
- Comparative and fair testing.
- Research using secondary sources.