

**HARWELL PRIMARY SCHOOL - LONG TERM PLAN YEAR 1 2021 -2022**

	<b>Term 1</b>	<b>Term 1 (2nd Half)</b>	<b>Term 2</b>	<b>Term 2 (2nd Half)</b>	<b>Term 3</b>	<b>Term 3 (2nd Half)</b>
<b>Project title</b>	Ahoy me hearties! (Art/DT Based)	To infinity and beyond (History Based)	Fabulous Food (IT/Science)	Is it a bird, is it a plane ... (PE/History Based)	Harwell Happenings (Geography/DT Based)	Amazing Animals (Science Based)
<b>Driving question</b>	Is it wrong to steal treasure?	Are aliens real?	Is healthy food tasty?	Do superheroes always need a cape?	What makes Harwell special?	Do animals have feelings?
<b>Trip/hook</b>	Letter from a pirate who had a problem with his ship. We designed and made a pirate ship to see if we could make one that floats.	Aliens invade the classroom. Children get to design and make water bottle rockets and test them. Looking through a telescope on the AGP.	Food morning! Using fruit and vegetables to create a portrait like Archiboldi. Build free standing models using different foods. Paint using different fruits and vegetables to explore textures.	Superhero training camp (physical, maths problems, writing, generating new powers, creating cape and mask)	Trip to the park and collect research for why people should visit Harwell park.	Trip to Cotswolds Wildlife Park.
<b>Outcome</b>	Pirate party: Coming into school dressed as a pirate and sharing work. The children will be comfortable and confident whilst at school to share work including maps, flags, sliders and levers, instructions and more.	<b>NATIVITY</b>	To showcase a stop animation the children have made in small groups. We will create a diary of the process from learning the story, creating our own ideas, music, making characters and carrying it all out.  Preparing fruit kebabs for guests to enjoy.	By the end of the project we want the children to have achieved a good understanding of circuits as a form of exercise. We are going to make a Superhero circuit for parents to join in with.	Home project: Children bring in the futuristic house they have made at home (or school) and we showcase the 'Future of Harwell'. Also showcasing their design process if they documented it.  Present weather observations we made throughout the term.	By the end of the topic the children will showcase a new animal species they have created. We will show the whole design process from the online design, models, painting diet, movements, music and fact file.
<b>Main curriculum areas</b>	Geography - To use maps and atlases to identify seas around the UK (best sea for pirates) -Basic reading a treasure maps -Looking at flags from around the world to create our own  History	History - The lives of a significant person. Express awareness of the past. Space race (Neil Armstrong/First man on the moon) -Think about how we learn about history. How might we research this? Class discussion on where we	Geography - Foods that are grown in different areas of the UK (4 countries)  History - Homes in the past, what food used to be in the house? To begin to think about how we know about the past (oral history)	Geography - 4 cities where Olympic games have taken place (London which they may have watched)  History - Significant events within living memory and olympics 2020 they remember and how COVID impacted it. Home task:	Geography - Daily weather observations (Winter into Spring daily weather diary). -Devise a simple map of the playground with key symbols (look at a map of Harwell as a basis). -Study of the Harwell and listing key features of the places -Similarities and differences	Geography - Similarities and differences between Harwell and Africa. Thinking about physical features and weather ect (linking to Tinga Tinga art) -Sorting physical and human features of a country like Africa linking to what animals use in their habitats.

	<p>- To think about significant events that have happened in their life (COVID). What was different before and what is different now? -Events beyond living memory, what pirates used to eat and how they used to cook.</p> <p>Art - See below DT - See below</p>	<p>might find who the first man on the moon was.</p> <p>Geography - Using world maps to what we can see from space.</p>	<p>-To contrast life today with life in the near past - what is the same and what is different. Ask them what their grandparents ate?</p> <p>IT - See below</p>	<p>-Finding out what toys their grandparents/parents played with when they were little.</p> <p>PE - See below</p>	<p>between Harwell and somewhere along the coast.</p> <p>History -Children think about what they do when they leave school (create picture timeline) -Q&amp;A with a visitor who has lived in Harwell for a long time. -Look through old photos of Harwell and discuss similarities and differences.</p> <p>DT - See below</p>	<p>History - Investigation fossils and thinking about the past orally.</p> <p>Science - See below</p>
<b>PSHE</b>	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me (we adapt like every animals does)
<b>Literacy story</b>	<p>Sayeeda, the pirate princess (Losing Tale)</p>	<p>Sally (Tale of fear) Space poem!</p>	<p>Superpotato (Overcoming the monster story)</p>	<p>Traction man is here (Journey Tale)</p>	<p>Ben and the Stolen Diamond (Finding Tale) Acrostic poem about Harwell!</p>	<p>Giraffes Can't Dance (Character Flaw Tale) Animal Poem!</p>
<b>Non-fiction</b>	<p>Instructional writing - How to catch a pirate?</p>	<p><i>Recount - New paper article about aliens coming to Earth! (news paper article) or recount of the nativity performance.</i></p>	<p>Non-chronological report - Information Food Text</p>	<p>Discussion text - What makes a good superhero?</p>	<p>Persuasive letter - Visit the park- (research) the park and 10/10 score Why visit this attraction? What could we improve?</p>	<p>Explanation Text - Fact file about an animal</p>
<b>Whole class reading text</b>	Captain Firebeard's School for Pirates	Aliens in underpants save the world	The Tiger who came to Tea	The Dot	All Are Welcome	Animal Antics
<b>Maths links</b>	<p>Place value - counting pirates, money, ships, treasure chests Addition and subtraction</p>	<p>Place value - rocket that counts forwards and backwards. Counting aliens that have landed on earth.</p>	<p>Addition and subtraction - adding and taking away food. Measurement - measuring foods weight,</p>	<p>Multiplication and division - Superhero training counting in twos. Halving, quartering and doubling superhero snacks. Geometry - direct the superhero</p>	<p>Addition and subtraction - adding and taking away with resources from our school Measurement - capacity</p>	<p>Money - buying and selling animal teddies Time - if they had a zoo,</p>

	pirate money	Shape - rockets made out of 2D and 2D shapes	volume (with juice) height and length	away from the villain		what times would they feed the animals?
<b>Science</b>	<b>Materials:</b> Object and what material it is made of (pirate feely bag, looking at what a ship is made of ect).  Name a variety of everyday materials.  Investigations - Sinking and floating with different materials to test for what will make a safe boat.  Cleaning pirate coins.  Pirate eye patch experiment. Can you see with an eye patch? (variable being the eye patch)  <b>Comparative/Fair testing</b>  <b>Identifying and Classifying</b>	<b>Materials:</b> Describe properties of everyday materials (what would be best for an alien spaceship and why?)  Group different materials in terms of their property  Identifying different light sources and exploring shadows  <b>Identifying/Classifying/Grouping</b>  <b>Researching</b>	<b>Plants:</b> Identify and name a variety of common wild and garden plants, including trees (flower scavenger hunt/looking for where the plants grow best)  What plants need to grow (grow own cress plant in the classroom).  Healthy eating (making a healthy meal plate looking at the 5 food groups)  Identify and describe a plants structure.  Growing mouldy bread over the term linking to healthy eating/growth of life.  <b>Pattern seeking</b>  <b>Identifying/Classifying/Grouping</b>  <b>Comparative/Fair testing</b>  <b>Observing over time</b>	<b>Animals:</b> Label basic parts of the body on a person.  Talk about the 5 senses and part of the body it is associated with (tasting different food and talking about senses).  Understand how we grow and change from babies to adults.  What humans (animals) need in order to survive. Linking to healthy food choices and snacks.  <b>Materials:</b> Materials good for a cape based on previous understanding.  <b>Gravity:</b> Children to investigate how gravity allows objects to fall  <b>Pattern seeking</b>	<b>Seasons:</b> Seasonal walk at the start and end of the term (what are the differences).  Take a picture of the playground each morning and discuss the seasonal changes (weather, temperature, lightness of the day).  Compare this season to the 4 other seasons.  Making houses that can withstand different weather conditions.  <b>RECAP Plants:</b> Identify and name a variety of common wild and garden plants, including trees (flower scavenger hunt/looking for where the plants grow best)  Identify and describe a plants structure.  <b>Observing over time</b>  <b>Comparative/Fair testing</b>	<b>Animals:</b> Identify and name a variety of common animals (fish, amphibians, reptiles, birds and mammals)  Identify animals diets (carnivore, herbivore and omnivore) - poo investigation  Describe and compare different animals (riddles, wanted posters, fact files, creations of their own animals and how that varies too)  Creating a food chains  <b>Researching</b>  <b>Identifying/Classifying/Grouping</b>  <b>Pattern seeking</b>
<b>ICT</b>	E-safety - Understanding rules apply online like they do offline. Talk about	E-safety - Logging in and understanding the importance of passwords. Show awareness of	Multimedia - Create short stop motions animations of Supertato with sounds.	Online - Internet research on a superhero of their choice. Explore different websites/superhero games by looking at menus.	Programming - Discuss what an algorithm is. Can we make instructions on how to get to the park, around the	Data - Animal pictograms and saying what information that shows us.

	feelings and consider other people. Link to the rules for pirates are the same on the sea and off the sea.	everyday devices (comparing to those that were used in the space race)	Collect simple information on a fruit/vegetable and use text to type their findings. Practise using spacebar ect.	Recognise an email address and email a superhero.	playground or their house? Using Beebots around the school classroom and talking about positioning.	Using digital app to design their new species.
<b>Art</b>	<p><b>Drawing:</b> -Extend the variety of drawings tools and media, pencils, crayons, pastels, felt tips, charcoal and chalk -Begin to identify and describe, name and copy techniques and incorporate them within your own piece.</p> <p><b>Collage:</b> -Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc -Begin to arrange and glue materials to different backgrounds to create a desired effect</p> <p><b>Ideas</b> - Pirate masks Draw a pirate ship Designing flag Pirate portraits Paintings of under the sea Cardboard tube pirate Pirate collage from a pirates paper, pirate pictures, fabrics (create images from a variety of media) Sea picture for background of ship (begin to arrange and glue materials)</p>	<p><b>Printing and Patterns:</b> -Explore alien in underpants printing (explore different forms of printing, awareness of repeating patterns ect) -Design a pair of pants that we will print (use equipment to produce a clean printed image) - Van Gogh Starry Night picture (creating patterns)</p> <p>-Making paper mache planet (experiment with different media manipulate materials into a shape for purpose)</p>	<p><b>Colour:</b> -Name colours in different foods. Mixing secondary colours to make these (name all primary and secondary colours) -Painting with fruit and vegetables (paint with different surfaces, explore applying colour with variety of tools) -Picasso still life drawing of fruit bowl (control marks that are made)</p> <p>-Making food out of clay (experiment with different media manipulate materials into a shape for purpose)</p> <p>-Potato printing (explore different forms of printing)</p>	<p><b>Textiles:</b> -Making superhero blanket (begin to identify different forms of textiles, weaving process and techniques) -Superhero cape (different types of fabric, cut, shape and combine and colouring textiles fabric crayons?) -Superhero pop art slogans (describing colours)</p> <p><b>Drawing:</b> -Superhero self portraits.</p>	<p><b>Form and Sculpture:</b> -Sketch Harwell school from a chosen point (extending a variety of drawing tools) -Futuristic house (Making simple joins, using tools safely) -Photograph buildings of interest to draw and to create a class collage of our favourite places</p>	<p><b>Drawing:</b> -Tinga Tinga artist study (exploring shape and textures in pictures) -Sunset watercolor and black shadow (extending a variety of drawing tools) -Designing own animal (Copy techniques and incorporate in own art, lightening and darkening of colours) -Making own animal out of clay (manipulate materials into a shape for purpose continued)</p>

	Printing with things you find on a pirate ship (exploring printing with a range of materials)					
<b>DT</b>	Sliders and levers: They can tell a story (pirate boat bobbing up and down on the sea)  Making ship (testing them in different environments linking to science and materials)	Making paper mache planets to create a class solar system.  Designing, making and evaluating planets (peer assessment)	Preparing fruit and vegetables for outcomes	DT: Superhero vehicle (design, make and evaluate) - wheels and axis	Make free standing structures (junk modelling). Making a futuristic house home project. A piece of equipment for the park.	DT: Design, make and evaluate a brand ,paint new animal.
<b>RE</b>	Chirstianty	Chirstianty (Nativity link)	Chirstianty (foods they have in church and why)	Judaism ( people in Judaism religion who are special)	Chirstianty (Church in Harwell and features of it)	Judaism (how they treat animals)
<b>Music</b>	<b>Listening and Reviewing</b> Listening to pirate music and thinking about the different moods of the music. Use our voices to recreate these sounds. Choose sounds to represent different pirate objects (pirates, treasure, parrots, ship, islands, maps)  <a href="https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-index/zr4x2sq">https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-index/zr4x2sq</a>	<b>Performing</b> Nativity songs - simple songs and chants, songs with actions, using voice to create sounds, stop and starting, using a steady beat.  Mars from the planets - Gustav Holst	<b>Improvising and composing</b> Composing tense and/or exciting music for their animation.	<b>Improvising and composing</b> Listen to different superhero theme tunes. Make a sequence of tunes to create their own (long or short, high or low/high pitch)	<b>Applying knowledge and understanding</b> Listen for different types of sounds. Know how they are made and changed. Use voice in different ways to create different effects.	<b>Dimensions</b> Listen to the Carnival of the Animals and discuss the different dimensions.
<b>PE</b>	<b>Master basic movements and balances through dance:</b> •Explore and perform basic body actions •Show some sense of dynamic, expressive and rhythmic qualities in their own dance	<b>Gymnastics:</b> Space training: Make body tense, relaxed, curled and stretched Control body when travelling or balancing Copy sequences and repeat them by rolling, travelling, balancing, stretching, curling in	<b>Throwing and catching:</b> Throw underarm, roll a piece of equipment, Move and stop safely, Catch with both hands, Throw in different ways	<b>Circuits:</b> Creating a circuit (including warm up and cool down). Breathing techniques. Yoga strategies for cooling down after exercise.  Describe how their body feels before, during and after exercise.	<b>Participate in team games</b> Tennis: Hit a ball with a bat	<b>Athletics:</b> Sports day training/practice

	<ul style="list-style-type: none"><li>•Choose appropriate movements for different dance ideas</li><li>•Remember and repeat short dance phrases and simple dances</li><li>•Move with control</li><li>•Vary the way they use space</li><li>•Describe how their lungs and heart work when warming up</li><li>•Describe basic body actions and simple expressive and dynamic qualities of movement</li></ul>	different ways Climb safely				
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