

HARWELL PRIMARY SCHOOL - LONG TERM PLAN YEAR 1 2022 - 2023

	Term 1	Term 1 (2nd Half)	Term 2	Term 2 (2nd Half)	Term 3	Term 3 (2nd Half)
Project title	Ahoy Me Hearties!		Harwell Happenings (Geography/DT Based)	Is it a bird, is it a plane ... (PE/History/Geography)	Amazing Animals and what they eat (IT, Science)	
Driving question	Is it wrong to steal treasure?	Where should we sail next?	What makes Harwell special?	What makes a good superhero?	Is healthy food tasty?	Do animals have feelings?
Trip/hook	Letter from a pirate who had a problem with his ship. We will design and make a pirate ship to see if we could make one that floats. We will also make our own pirate hats.	Mid Term Outcome / Hook 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.	Trip to the park and collect research for why people should visit Harwell park.	Becoming a superhero! The children will be turning themselves into superheroes. They will design their own mask, cape and wear them around the school for the day.	Tasting foods from around the world. The children will be transported to the different continents to try a range of foods. They will then be the food critics and rate them using stars!	Trip to Cotswolds Wildlife Park.
Outcome	At School: Children look at the work they have achieved this term and celebrate what they have done. In Class: We will sing pirate shanties and enjoy some pirate biscuits that we have made.	Nativity	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 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. Alongside a healthy snack that they children have made.	On the classroom: 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.	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.
Main curriculum areas	DT, Art, Music (See Below)	DT (See Below) History - To think about significant events that have happened in their life (COVID). What was different before and what is different now?	DT (See Below) Geography - Daily weather observations (Winter into Spring daily weather diary). -Devise a simple map of the playground with key	PE, DT (See Below) Geography - Planning a superhero flying route going to different continents. History - The lives of a significant person. Express awareness of the past.	IT (See Below) Geography - Where food is grown for the non-chronological report. - Contract of what different animals, including humans, eat across the world)	Art, Science (See Below) Geography - Similarities and differences between Harwell and Africa. Thinking about physical features and weather ect (linking to Tinga Tinga art)

		<ul style="list-style-type: none"> - Events beyond living memory, what pirates used to eat and how they used to cook (similarities and differences) <p>Geography</p> <ul style="list-style-type: none"> - Explore maps and atlases - To use maps and atlases to identify seas around the UK (best sea for pirates) - Plan the best route for a pirate to set sail - Learn about the 5 oceans - Basic reading of treasure maps - Looking at flags from around the world to create our own 	<p>symbols (look at a map of Harwell as a basis).</p> <ul style="list-style-type: none"> -Study of the Harwell and listing key features of the places -Similarities and differences between Harwell and somewhere along the coast. <p>History</p> <ul style="list-style-type: none"> -Children think about what they do when they leave school (create picture timeline) -Q&A with a visitor who has lived in Harwell for a long time (significant people and events in local area). -Look through old photos of Harwell and discuss similarities and differences. 	<p>Space race (Neil Armstrong/First man on the moon)</p> <ul style="list-style-type: none"> -Linking to traction man our text, sorting between toys in the past and our toys now. 	<p>History</p> <ul style="list-style-type: none"> - 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) -To contrast life today with life in the near past - what is the same and what is different. Ask them what their grandparents ate? 	<ul style="list-style-type: none"> -Sorting physical and human features of a country like Africa linking to what animals use in their habitats. <p>History</p> <ul style="list-style-type: none"> - Investigation fossils and thinking about the past orally.
PSHE	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fiction	Grammar Skills Focus Poem Focus - 'Yo Ho Ho! A- Pirating We'll Go!' by Kate Umansky	The Treasure of Pirate Frank (Finding Tale)	Grammar Skills Focus	Supertato (Defeat the monster Tale)	Grammar Skills Focus Julia Donaldson Poem Focus	Giraffes Can't Dance (Character Flaw Tale)
Non-fiction	Grammar Skills Focus	Recount - 'A Day in the Life of a Pirate'	Grammar Skills Focus	Discussion text - What makes a good superhero?	Grammar Skills Focus Alphabet Poem - Michael Rosen	Non-chronological report - Animal Fact File
Whole Class Reading Text	Captain Firebeard's School for Pirates (alongside a range of other texts and stories)	Grandad's Island (alongside a range of other texts and stories)	All Are Welcome (alongside a range of other texts and stories)	The Dot (alongside a range of other texts and stories)	The Tiger who came to Tea (alongside a range of other texts and stories)	Animal Antics (alongside a range of other texts and stories)
Maths	Place value Addition and Subtraction	Place value	Addition and Subtraction Place Value	Length and Height Weight and Volume	Early multiplication and division, fractions, time, place	Place Value, Money, Time

		Shape of 2D and 2D shapes.			value within 100 and money.	
Science Lines of enquiry: Observing over time Researching Comparative/Fair testing Pattern seeking Identifying/Classifying/Grouping	<p>Seasons: Nature Walk to observe and identify what season it is</p> <p>Materials: Object and what material it is made of (pirate feely bag, looking at what a ship is made of ect).</p> <p>Name a variety of everyday materials.</p> <p>Investigations - Sinking and floating with different materials to test for what will make a safe boat.</p> <p>Pirate eye patch experiment. Can you see with an eye patch? (variable being the eye patch)</p> <p>Comparative/Fair testing</p> <p>Identifying and Classifying</p>	<p>Seasons: Nature Walk to observe and identify what season it is</p> <p>Materials: Describe properties of everyday materials (what would be best for a pirate outfit and why?)</p> <p>Compare and group different materials in terms of their property</p> <p>Identifying different light sources and exploring shadows</p> <p>Cleaning pirate coins.</p> <p>Identifying/Classifying/Grouping</p> <p>Researching</p> <p>Observing over time</p>	<p>Seasons: Nature Walk to observe and identify what season it is</p> <p>Take a picture of the playground each morning and discuss the seasonal changes (weather, temperature, lightness of the day).</p> <p>Compare this season to the 4 other seasons.</p> <p>Making houses that can withstand different weather conditions.</p> <p>Plants: Identify and name a variety of common wild and garden plants, including trees (flower scavenger hunt/looking for where the plants grow best)</p> <p>Identify and describe a plants structure.</p> <p>Observing over time</p> <p>Comparative/Fair testing</p>	<p>Seasons: Nature Walk to observe and identify what season it is</p> <p>Animals: Label basic parts of the body on a person.</p> <p>What humans (animals) need in order to survive. Linking to healthy food choices and snacks.</p> <p>Materials: Materials good for a cape based on previous understanding.</p> <p>Pattern seeking</p>	<p>Seasons: Nature Walk to observe and identify what season it is</p> <p>Recap Plants: Identify and name a variety of common wild and garden plants, including trees (flower scavenger hunt/looking for where the plants grow best)</p> <p>What plants need to grow (grow own cress plant in the classroom).</p> <p>Healthy eating (making a healthy meal plate looking at the 5 food groups)</p> <p>Identify and describe a plants structure.</p> <p>Animals Talk about the 5 senses and part of the body it is associated with (tasting different food and talking about senses).</p> <p>Pattern seeking</p> <p>Identifying/Classifying/Grouping</p> <p>Comparative/Fair testing</p> <p>Observing over time</p>	<p>Seasons: Nature Walk to observe and identify what season it is</p> <p>Animals: Identify and name a variety of common animals (fish, amphibians, reptiles, birds and mammals)</p> <p>Describe and compare the structure of a variety of common animals</p> <p>Identify animals diets (carnivore, herbivore and omnivore) - poo investigation</p> <p>Describe and compare different animals (riddles, wanted posters, fact files, creations of their own animals and how that varies too)</p> <p>Creating a food chains</p> <p>Researching</p> <p>Identifying/Classifying/Grouping</p> <p>Pattern seeking</p>

<p>ICT</p>	<p>E-safety -</p> <p>Understanding rules apply online as they do offline. Talk about feelings and consider other people. Links to how the rules for pirates are the same on the sea and off the sea.</p> <p>Logging in and understanding the importance of passwords. Show awareness of everyday devices</p>		<p>Programming - Discuss what an algorithm is. Can we make instructions on how to get to the park, around the playground or their house. Using Beebots around the school classroom and talking about positioning.</p>	<p>Online - Internet research on a superhero of their choice. Explore different websites/superheros.</p>	<p>Multimedia - Create short stop motions animations of Supertato with sounds.</p> <p>Collect simple information on a fruit/vegetable. Practise using spacebar ect.</p>	<p>Data - Animal pictograms and saying what information that shows us.</p> <p>Using digital app to design their new species.</p> <p>Logging in to new apps on the chromebook.</p>
<p>Art</p>	<p>Drawing:</p> <ul style="list-style-type: none"> -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>Collage:</p> <ul style="list-style-type: none"> -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>Activities - 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</p>	<p>Printing and Patterns:</p> <ul style="list-style-type: none"> - Explore 'Pirates in Underpants' within 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>Activities - Printing, creating patterns</p> <p>Designing and creating props for the Nativity Performance.</p>	<p>Form and Sculpture:</p> <ul style="list-style-type: none"> - 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>Textiles:</p> <ul style="list-style-type: none"> -Making superhero cape (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>Drawing:</p> <ul style="list-style-type: none"> -Superhero self portraits and different self portraits across the term 	<p>Colour:</p> <ul style="list-style-type: none"> -Name colours in different foods. Mixing secondary colours to make these (name all primary and secondary colours) -Painting with different objects (paint with different surfaces, explore applying colour with variety of tools) -Picasso still life drawing of fruit bowl/animal bowl (control marks that are made) -Potato printing (explore different forms of printing) 	<p>Drawing:</p> <ul style="list-style-type: none"> -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) -Painting their own animal they have made out of clay (manipulate materials into a shape for purpose continued)

	background of ship (begin to arrange and glue materials), printing with things you find on a pirate ship (exploring printing with a range of materials)					
DT	<p>Making ship (designing, creating, testing and evaluating them in different environments linking to science and materials)</p> <p>Sliders and levers: To can tell a story (pirate boat bobbing up and down on the sea)</p> <p>Making a 3D pirate treasure chest</p>	Designing and creating props for The Nativity.	<p>Design, make and evaluate freestanding structures (junk modelling).</p> <p>Making a futuristic house home project.</p>	<p>Superhero vehicle (design, make and evaluate) - wheels and axis</p> <p>Creating superhero healthy snacks.</p>	<p>Preparing fruit and vegetables for in class outcome</p> <p>Designing and creating props for their stop animations.</p>	Design, make and evaluate and paint their new animal species.
RE	<p>Christianity:</p> <p>Does God want Christians to look after the world?</p> <p>(Believing/Behaving)</p>	<p>Christianity:</p> <p>What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?</p> <p>(Believing/Belonging)</p>	<p>Christianity:</p> <p>Was it always easy for Jesus to show friendship?</p> <p>(Believing/Behaving)</p>	<p>Christianity:</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>(Believing/Behaving)</p>	<p>Judaism:</p> <p>Is Shabbat important to Jewish children?</p> <p>(Believing/Belonging)</p>	<p>Judaism:</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>(Believing/Belonging)</p>
Music	<p>Listening and Reviewing</p> <ul style="list-style-type: none"> - Listening to pirate chanties 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). 	<p>Performing:</p> <p>Nativity songs - simple songs and chants, songs with actions, using voice to create sounds, stop and starting, using a steady beat.</p>	<p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> - Listen for different types of sounds. - Know how they are made and changed. - Use voice in different ways to create different effects. 	<p>Improvising and composing</p> <p>Listen to different superhero theme tunes. Make a sequence of tunes to create their own (long or short, high or low/high pitch)</p>	<p>Improvising and composing</p> <p>Composing tense and/or exciting music for their animation.</p>	<p>Dimensions</p> <p>Listen to the Carnival of the Animals and discuss the different dimensions.</p>

	<p>Performing:</p> <ul style="list-style-type: none"> - Learning and performing pirate chanties. <p>https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-index/zr4x2sq</p>					
PE	<p>Master basic movements and balances through dance:</p> <ul style="list-style-type: none"> - Explore and perform basic body actions - Show some sense of dynamic, expressive and rhythmic qualities in their own dance - Choose appropriate movements for different dance ideas - Remember and repeat short dance phrases and simple dances - Move with control - Vary the way they use space - Describe how their lungs and heart work when warming up - Describe basic body actions and simple expressive and dynamic qualities of movement 	<p>Gymnastics:</p> <p>Pirate training:</p> <ul style="list-style-type: none"> - 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 different ways - Climb safely 	<p>Throwing and catching:</p> <ul style="list-style-type: none"> - Throw underarm - Roll a piece of equipment - Move and stop safely - Catch with both hands - Throw in different ways 	<p>Circuits:</p> <ul style="list-style-type: none"> - 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. 	<p>Participate in team games</p> <p>Tennis:</p> <ul style="list-style-type: none"> - Hit a ball with a bat back and forth leading up to games. - Beginning to practise for Sports Day 	<p>Athletics:</p> <p>Sports day training/practice</p>