

WROCKWARDINEWOOD INFANT SCHOOL AND NURSERY - KEY STAGE 1 LONG TERM PLANNING

| SPRING TERM YEAR 1 | | | |
|---|---|--|--|
| <p>Time Travellers 6 Weeks</p>  <p>History focus <i>To step back in time we have to become a history detective. We have to find and solve the clues to unlock the mysteries and meaning of past events.</i></p> <p>Entry point- <i>Possible visits : Shugborough Hall (History) Birmingham Aston Hall (London's Burning interactive session – History)</i></p> <p>Exit point- Present work to parents on 'The great fire of London' and bread tasting that the children have made.</p> | <p style="text-align: center;">SCIENCE</p> <p style="text-align: center;">Engaging Science - See unit 1.5 Weather</p> <p>Working Scientifically: <u>Observations</u> – Make a rain-collecting vessel; observe, note on a chart weather types; measure the temperature using a thermometer (see Hamilton Trust Y1 – seasonal change - session F -weather recording)</p> <p>Energy. Water</p> <p>Plants</p> <p>NC: Identify deciduous and evergreen trees</p> | <p style="text-align: center;">PSHE/JIGSAW</p> <p style="text-align: center;">Dreams and Goals</p> <p>Piece 1: My treasure chest of success. Piece 2: Steps to goals Piece 3: Achieving together Piece 4: Stretchy learning Piece 5: Overcoming obstacles Piece 6: Celebrating my success</p> <p style="text-align: center;">Global citizenship</p> | <p style="text-align: center;">RE</p> <p>I wonder.... Questions that Puzzle us</p> <p>See Separate TELFORD and WREKIN SARE RE plan</p> |
| <p>E-Safety 'E-Safety Day' See subject leader for theme.</p> <p>NC:</p> <ul style="list-style-type: none"> • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>IT Using a digital Camera</p> <p>NC:</p> | | <p style="text-align: center;">COMPUTING</p> | |
| <p style="text-align: center;">PHYSICAL EDUCATION</p> <p style="text-align: center;">GYMNASTICS See Val Sabin Unit E Points and Patches</p> <p style="text-align: center;">CREATIVE DANCE See Primrose Dance 'Dancing with dinosaurs'</p> <p style="text-align: center;">Healthy Living</p> | | | |

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

See Entrust planning

HISTORY

NC: Changes within living memory:

Changes from when pupils were babies until present day (5yrs)

- Develop an awareness of time
- Historical vocab
- Place baby photographs in chronological order
- Identify differences between past and present

Biodiversity

NC: Significant event beyond living memory:

Great Fire of London – (Visit to Birmingham – Aston Hall – Interactive session – London’s Burning) – **Discussion of Transport due to bus**

- Identify differences in fire safety between then and present day
- Suggest reasons why people in the past acted the way they did
- Place events from plague to Fire in chronological order
- Recognise that historical sources can stimulate and help answer questions about the past through investigating primary and secondary sources (diary, entries, nursery, rhymes, paintings, account, non-fiction books and ICT)
- Show an awareness that these different sources about the past can give different versions of what happened
- Communicate information acquired from these sources

MUSIC

Performing/ composing/
Listening and appraising see
medium term planning. Linked
to the IPC

SPRING TERM – YEAR 1

| | | | |
|---|---|--|---|
| <p>Weeks</p> <p>Green Fingers.</p>  <p>Food technology focus</p> <p><i>Food plays a vital role in history and culture throughout the world because food is essential to life. By learning about the different types and amounts of food our bodies need, we can plan healthier diets and enjoy longer lives.</i></p> <p>Entry point- Children to plant lots of vegetables on the school grounds.</p> <p><i>Possible visits : Shropshire Hills Garden centre Edgmond Hall – Day Weston park</i></p> <p>Exit point- Children to make their own fruit salads. Parents to come in and share their salad- Use hall like previous year. To set up the hall like a café.</p> | <p>SCIENCE</p> <p>Engaging Science - See unit 1.4 Plants</p> <p><u>Working scientifically</u></p> <p>Survey - What plants can we identify in the local environment? (see Hamilton Trust Y1 – plants -session D local walk)</p> <p>Plants</p> <p>NC:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. <p>Biodiversity</p> | <p>PSHE/JIGSAW</p> <p>HEALTHY ME</p> <p>Piece 1: Being Healthy Piece 2: Healthy Choices Piece 3: Clean and Healthy Piece 4: Medicine Safety Piece 5: Road Safety Piece 6: Happy Healthy Me</p> <p>Healthy Living</p> <p>Litter and Waste – We need to keep the environment clean.</p> | <p>RE</p> <p>The Easter Story: Special stories: what can we learn? (Christians)</p> <p>See Separate TELFORD and WREKIN SARE RE plan</p> |
| <p style="text-align: center;">COMPUTING</p> <p>E-Safety</p> <p>Keep it private</p> <p>NC:</p> <ul style="list-style-type: none"> • See subject leader for theme. • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>See common sense media planning</p> <p>IT</p> <p>Representing information graphically pictograms.</p> | | | |

PHYSICAL EDUCATION

See separate long term plan.

Gymnastics

Creative Dance

Healthy Living

| | | |
|--|--|--|
| | <p>NC:</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>See ENTRUST PLANNING</p> | |
| <p style="text-align: center;">ART and DESIGN SPACE, SHAPE AND FORM Look at the work of the artist Cezanne Shape – describe shapes in pictures. SPACE – learn about foregrounds and backgrounds. FORM – move into 3D</p> <p>NC:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p style="text-align: center;">MUSIC Performing/ composing/ Listening and appraising see medium term planning. Linked to the IPC</p> | <p style="text-align: center;">DESIGN AND TECHNOLOGY FOOD Preparing fruit and vegetables See long term plan Healthy Living/Waste</p> |
| <p style="text-align: center;">GEOGRAPHY</p> <p>Place knowledge</p> <p>NC:</p> <ul style="list-style-type: none"> Devise a simple map (e.g. create route of walk and plotting what plants and insects children saw in the local area) Use basic geographical vocabulary to refer to key physical features (sea) and key human features (factory, farm) when discussing ‘where does our food come from?’ Geographical skills and fieldwork: Use atlases and maps to identify the United Kingdom and it’s countries Use world maps to begin to identify countries Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | | |

