

2019-20 Long Term Map Year 1

	Autumn	Spring	Summer
History/Geography Theme	Who do you think you are?	Storylands	All dressed up
English	<p>1- Whole school text- Window (1)</p> <p>Who do you think you are? /4weeks- history inc grandparents as primary source</p> <p>1-Monkey and Me 2-Peace at Last 1- Funnybones-</p> <p>Town mouse, country mouse- geog of local area + 4 countries of UK etc,</p> <p>1- Town Mouse Country Mouse</p> <p>2 The Smartest Giant in Town 2 The Enormous Turnip</p> <p>1- Christmas theme poetry</p>	<p>Polar Adventures- Sophie Scott History + geography Whole school text- 2</p> <p>2 – Non-Chronological Reports – Penguins by Anne Schreiber (In Science)</p> <p>2 - Instructions – How to Wash a Woolly Mammoth – Michelle Robinson</p> <p>3-Sophie Scott goes South- Recount</p> <p>2-Handa’s Surprise</p> <p>2- Where the Wild Things are.</p>	<p>Science lead- everyday materials This could be linked to a history topic eg. ‘All dressed up’</p> <p>-Materials for particular types of clothing, links to DT and art/ printing and designing, links to computing -clothes through the ages/ why it changed and differences across the world</p> <p>2-Whole school text.</p> <p>2-Emily Brown</p> <p>2-Emperor’s New Clothes</p> <p>2-The Paper bag Princess?</p> <p>2-Poetry</p>

<p>PaG</p> <p>Phonics linked to Read Write Inc</p>	<p>W1 Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>W2 Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>W3 How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p> <p>S1 How words can combine to make sentences</p> <p>S2 Joining words and joining clauses using and</p> <p>T1 Sequencing sentences to form short narratives</p> <p>P1 Separation of words with spaces</p> <p>P2 Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>P3 Capital letters for names and for the personal pronoun I</p> <p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>		
<p>Maths</p>	<p>Number and Place Value within 10 – 4</p> <p>Addition and Subtraction within 10 - 4</p> <p>Shape – 1</p> <p>Number and Place Value within 20 – 2</p> <p>Consolidation - 1</p>	<p>Addition and Subtraction within 20 – 4</p> <p>Number and Place Value within 50 (multiples of 2, 5, 10) – 3</p> <p>Length and height – 2</p> <p>Weight and Volume – 2</p> <p>Consolidation - 1</p>	<p>Multiplication and Division (multiples of 2, 5, 10) – 2</p> <p>Fractions – 2</p> <p>Position and Direction – 1</p> <p>Place Value within 100 – 2</p> <p>Money – 1</p> <p>Time – 2</p> <p>Consolidation – 1</p>
<p>History</p>	<p><u>Vocab</u></p> <p>Vocabulary of ‘old’ and ‘new’, (inc comparative language, older/ newer etc.) ‘modern’, ‘before’, ‘after’, to include simple phrases such as ‘ a long time ago’</p>	<p><u>Vocab</u></p> <p>Vocabulary of ‘old’ and ‘new’, (inc comparative language, older/ newer etc.) ‘modern’, ‘before’, ‘after’, to include simple phrases such as ‘ a long time ago’</p>	<p><u>Vocab</u></p> <p>Vocabulary of ‘old’ and ‘new’, (inc comparative language, older/ newer etc.) ‘modern’, ‘before’, ‘after’, to include simple phrases such as ‘ a long time ago’</p>

	<p><u>Chronology</u> To be able to talk about changes in national life within living memory and to know where the event fits in chronologically eg. a simple personal timeline</p> <p><u>Characteristics of events/ people inc. changes over time</u> To study an event within living memory (their own history)</p> <p><u>Sources</u> To have experience of finding out about the past in different ways; through primary sources ;<i>such as practical hands on opportunities, through visitors eg parents/ grandparents,</i></p>	<p><u>Chronology</u> To study an event from beyond living memory that is of significance and to know where the event fits in chronologically (a simple timeline eg ‘before you were born/ after the dinosaurs, rather than necessarily associated with dates)</p> <p><u>Characteristics of events/ people inc. changes over time</u> To be able to answer questions, showing some knowledge and understanding of key events</p> <p><u>Sources</u> To have experience of finding out about the past in different ways; such as adult led enquiry, though secondary sources such as books and the internet</p>	<p>To be able to order objects (or pictures) according to age into ‘then and ‘now’</p> <p><u>Sources</u> To begin to describe differences and similarities between artefacts</p>
<p>Geography</p>	<p><u>Map skills- locational knowledge</u> to locate UK on a map and atlas</p> <p>to locate England, Ireland, Wales and Scotland on a map and an atlas</p>	<p><u>Map skills- locational knowledge</u> To be able to talk about the location of objects, towns and countries using relative directional and locational language, (eg near, far, left and right)</p>	<p><i>not a focus however when looking at clothes from around the world to introduce <u>Map skills- locational knowledge</u> – finding the UK and then use relative locational vocabulary (eg near, far, left and right) so that countries are not</i></p>

	<p>To be able to name the capital cities of each of the countries within the UK</p> <p>To be able to talk about the location of objects, towns and countries using relative directional and locational language, (eg near, far, left and right)</p> <p>To devise a simple map</p> <p><u>Fieldwork</u> Use simple fieldwork and observational skills to study the geography of the school and grounds and the key human and physical features of it.</p>	<p><u>Compass and map work</u> Use aerial photos to recognise landmarks and basic human and physical features (eg, the sea, a church, our school)</p> <p>To devise a simple map</p>	<p><i>taught in isolation but relative to those that they know</i></p>
<p>Science</p>	<p><u>Plants</u> 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> <p><u>Animals/Humans</u> 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</p>	<p><u>Seasonal changes – link to polar</u> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>	<p><u>Everyday Materials</u> Links with English Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials.</p>

	<p>carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>		
<p>RE</p>	<p>Being thankful and harvest traditions Pupils find out how people with different religious and worldviews celebrate the fruitfulness of the earth (eg Harvest traditions). How do some religious communities express their thankfulness for our world? For example, what is Sukkot and how it is celebrated? Giving to charity Belonging to a family and community What things are important to your family and to you? Naming ceremonies – include a visit to a place of worship How and why do people have special ways of welcoming babies? Pupils role play a baptism through drama and song. Invite local Christian ministers or lay people to talk with the class about Sacred texts: who reads them, when and why Why is the Bible holy and sacred for Christians? What is the</p>	<p>Being thankful and harvest traditions Pupils find out how people with different religious and worldviews celebrate the fruitfulness of the earth (eg Harvest traditions). How do some religious communities express their thankfulness for our world? For example, what is Sukkot and how it is celebrated? Giving to charity Belonging to a family and community What things are important to your family and to you? Naming ceremonies – include a visit to a place of worship How and why do people have special ways of welcoming babies? Pupils role play a baptism through drama and song. Invite local Christian ministers or lay people to talk with the class about Sacred texts: who reads them, when and why Why is the Bible holy and sacred for Christians? What is the good news that Jesus brings? Why are</p>	<p>Being thankful and harvest traditions Pupils find out how people with different religious and worldviews celebrate the fruitfulness of the earth (eg Harvest traditions). How do some religious communities express their thankfulness for our world? For example, what is Sukkot and how it is celebrated? Giving to charity Belonging to a family and community What things are important to your family and to you? Naming ceremonies – include a visit to a place of worship How and why do people have special ways of welcoming babies? Pupils role play a baptism through drama and song. Invite local Christian ministers or lay people to talk with the class about Sacred texts: who reads them,</p>

	good news that Jesus brings? Why are the Torah and/or Qur'an holy and sacred for Jews and/or Muslims? How do Jews and Muslims look after and read their holy and sacred book? Faith stories	the Torah and/or Qur'an holy and sacred for Jews and/or Muslims? How do Jews and Muslims look after and read their holy and sacred book? Faith stories	when and why Why is the Bible holy and sacred for Christians? What is the good news that Jesus brings? Why are the Torah and/or Qur'an holy and sacred for Jews and/or Muslims? How do Jews and Muslims look after and read their holy and sacred book? Faith stories			
DT	Food: Favourite fruit kebab Projects on a page Research, design, produce and evaluate.	Major: Collages Projects on a page To use a range of materials creatively to design and make products to use sculpture to develop and share their ideas, experiences and imagination.	Major: Sheet Materials – make own t shirt. T-shirts through the ages! Projects on a page To use a range of materials creatively to design and make products .			
ART	Major: Self Portraits to use drawing, painting to develop and share their ideas, experiences and imagination	Seasons Paintings to use painting to develop and share their ideas, experiences and imagination	Digital Media: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space			
PE	Ball skills	Gymnastics	Dance	Indoor athletics	Striking games	Athletics

<p>Music (Charanga)</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p>	<p>play tuned and untuned instruments musically</p>
<p>Computing</p>	<p>Visual Information Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>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>	<p>Let's Create Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>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> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p>	<p>Discovering programming Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>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>

		<p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>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>	
SRE (Teaching SRE with confidence in primary schools)	SRE: Growing and Caring for Ourselves: Keeping Clean	SRE: Growing and Caring for Ourselves: Growing and Changing	SRE: Growing and Caring for Ourselves: Families and Care
Curriculum Enrichment	Grandparents tea party Christmas activities – pantomime visit, Christmas craft with parents Christmas production	Tring Museum Trip	Gullivers – map skills Sports Day