



HAYES MEADOW PRIMARY SCHOOL

YEAR ONE – LONG TERM PLAN 26/27



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	The naughty bus Dogger Lost in the toy museum		Meerkat Mail Lost and Found The Bog Baby True story of the 3 little pigs The three Pigs – David Weisner		Vlad! Beegu Paddington at the palace Paddington at the tower Toby and the Great Fire of London	
Visual Texts	The Lego Story – LS Link to Toy Story – visual Santa clause the movie		Catch It – LS 23 degrees 5 minutes – LS Madagascar Mr poppers penguins		Pudding Lane – LS Paddington	
Suggested Visits/ Visitors	Cannock Chase Museum/ Sudbury Hall – Toys Local area visit and walks		Animal visitor to school Twycross Zoo		Aston Hall (Birmingham) – GFOL Selly Manor – GFOL Blakesley Hall - GFOL	
History	Why are iPad more fun than my Grandparents old toys? Within living memory. Know that the toys their grandparents played with were different to their own. Know that toys people from the past played with are different to their own. Organise a number of artefacts by age. Know what a number of older objects were used for. Know the main differences between their school days and that of their grandparents.		Famous Explorers Name a famous UK person from the past and explain why they are famous. Know the name of a famous person or a famous place close to where they live. Matthew Henson 1866 – 1955 – Artic Felicity Aston 1977 – Antarctic In addition, a famous person from Uttoxeter is Adam Peaty. This is to be covered in the PSHE unit on 'Me in the World'.		How did the Great Fire of London start and how did it affect London? Beyond living memory Remember parts of stories and memories about the past. Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after.	
Geography	What do I know about the UK and where I live. Know their address, including postcode. Know the name of the nearest town or map. Know how to follow a simple road map. Use simple fieldwork and observational skills to study the geography of Hayes Meadow and its grounds.		Why are some places in the world always hot and others are always cold? know features of hot and cold places in the world know where the equator, North Pole and South Pole are on a globe Know which is W, S, E and W on a compass. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold		Where is London? What are the famous London landmarks? Know the main differences between city, town and village. Know the names of the four countries that make up the UK. Know the names the three main seas that surround the UK.	

			areas of the world in relation to the Equator and the North and South Poles.		Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. Know the name of the nearest town or city.	
Science	Seasonal Changes 1 Name the seasons and know about the type of weather in each season. Observe and describe how day length varies across the seasons. Observe changes in the seasons.	Animals including Humans Know the name of parts of the body that can be seen. Know about the five senses and link them with parts of the body.	Seasonal Changes 2 Name the seasons and know about the type of weather in each season. Observe and describe how day length varies across the seasons. Observe changes in the seasons.	Living Things and their Habitats Know and classify animals by what they eat (carnivore, herbivore and omnivore) Know how to sort by living and non-living things. Know how to classify a range of animals by amphibian, reptile, mammal, fish and bird.	Materials Know the name of the materials an object is made from. Know about the properties of everyday materials.	Plants Know and name a variety of common wild and garden plants Know and name the petals, stem, leaves and root of a plant. Know and name the roots, trunk, branches and leaves of a tree.
	Working scientifically – scientific attitudes, planning, observing and measuring, analysis.					
	Scientific attitudes	Planning		Observing and measuring		Analysis
	Encourage to be curious and ask questions about what they notice Begin to be curious and ask questions about what they notice Read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1	Ask simple questions and recognise that they can be answered in different ways		Observe closely, using simple equipment safely Perform simple tests Gather and record data to help in answering questions Identify and classify findings		Use their observations and ideas to suggest answers to questions
Art	Drawing Create a self portrait Artist focus – van Gogh and Frida Kahlo		Painting Mixing colours, making secondary colours. Artist focus - Mondrian		Sculpture Create a junk model of a London Landmark.	
DT		Mechanisms Create a toy with a pop-up element.			Food technology – Marmalade sandwiches.	Structure – create a London bus for Paddington to fit inside.
	Designing	Making		Evaluating		Technical knowledge
	Use own ideas to design something Describe how their own idea works Design a product which moves Explain to someone else how they want to make their product Make a simple plan before making	Use own ideas to make something Use tools safely Assemble and join materials using a variety of methods		Describe how something works Explain what works well and not so well in the model they have made		Make their model stronger Make a product that moves (eg. Wind/ simple motor powered boat)

Computing (including online safety linked with PSHE)	<p style="text-align: center;">Online Safety</p> <p style="text-align: center;">Before the first unit of the academic year, Online Safety is explicitly taught. Lesson 1 is Unit 7 of the Online Safety curriculum, Privacy and Security. Lesson 2 is Unit 8 of the Online Safety curriculum, Copyright and Ownership.</p> <p style="text-align: center;"><u>Privacy and Security:</u></p> <p style="text-align: center;">Identify features of personal information and how to keep it safe online.</p> <p style="text-align: center;"><u>Copyright and Ownership:</u></p> <p style="text-align: center;">Know that work you create using technology belongs to you and how to save work safely</p>					
	Technology around us Recognising technology in school and using it responsibly.	Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	Grouping data Exploring object labels, then using them to sort and group objects by properties.	Digital writing Using a computer to create and format text, before comparing to writing non-digitally.	Programming animations Designing and programming the movement of a character on screen to tell stories.
	Me and My school Know why we need class rules and how they help us. Know about school council and what it does for our school. Know how to co-operate and compromise with others. Know some of their own skills and attributes.	Happy and Healthy Me Know the names of the main parts of the body Describe how they have changed since they were born and how they might change in the future Know about foods that support good health Know how physical activity helps us stay healthy. Know who to ask if they feel worried about anything.	Me in the world Say what makes them special and unique. Know what they are good at and what they like and dislike. Describe the needs of animals and how they can be met Know how adults meet the needs of children in school.	Me and my safety Know about risks in everyday life and how to keep safe at home Know that some things they put in our body can be dangerous. Know about ways to keep safe in unfamiliar environments Know about people whose job it is to keep us safe.	Me and my relationships Know about the roles of different people in our lives Describe a person who is special to them Know about people who love and care for them Know about different types of families that may be different from own	Me and other people Recognise that they are members of different groups and communities Know how to make and what makes a good friendship Recognise when they or someone else feels lonely and what to do
PSHE	<p style="text-align: center;">Mental Health</p> <p style="text-align: center;">Know about different feelings that humans can experience and recognise and name these feelings. Know how feelings can affect people's bodies and how they behave and to recognise how others may be feeling. Know that not everyone feels the same at the same time or feels the same about the same things.</p>					
PE	Multi skills – throwing and catching	Invasion Games	Attacking and defending	Multiskills: bat and ball Gymnastics: Traditional tales	Multiskills: running and jumping	Multiskills: sports day
	Gymnastics: animals	Dance: Toys	Circuit training		Dance: the seasons	Yoga: salute to the sun

Music	<p>Menu Song Musical focus: Active listening (movement), beat, progression snapshot 1 (echo singing, showing pitch moving)</p>	<p>Colonel Hathi's March Musical focus: Beat, march, timbre, film music</p> <p>Magical Musical Aquarium Musical focus: Timbre, pitch, structure, graphic symbols, classical music</p>	<p>Football Musical focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2</p>	<p>'Dawn' from sea interludes Musical focus: Beat, active listening (singing game – musical signals – movement), 20th century classical music</p> <p>Musical conversations Musical focus: Question-and-answer, timbre, graphic score</p>	<p>Dancing and drawing to Nautilus Musical focus: Active listening (musical signals, internalising beat, draw to music, movement /actions), electronic music</p> <p>Cat and mouse Musical focus: Mood, tempo, dynamics, rhythm, timbre, dot notation</p>	<p>Come and dance with me Musical focus: Call-and-response, echo singing and playing, playing percussion, developing beat skills, crotchet, quavers and crotchet rest, progression snapshot 3</p>
RE	<p>1.6b Caring Listen to examples of care shown by believers and religious communities and explore the reasons for these actions. Sikhism</p>	<p>1.4c Belonging Find out about ceremonies in which special moments in the life cycle are marked. Christianity Islam</p>	<p>1.2b Celebrations Explore the preparations for and find out about the celebration of festivals. Christianity</p>	<p>1.5b Families Listen to and ask questions about stories of individuals and their relationship with God. Christianity</p>	<p>1.1a Answers Engage with stories and extracts from religious literature and talk about their meanings. Christianity</p>	<p>1.2a Worship Find out about how and when people worship and ask questions about why this is important to believers. Christianity</p>