



# HAYES MEADOW PRIMARY SCHOOL

## YEAR ONE – LONG TERM PLAN



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Texts</b>	<b>The naughty bus</b> <b>The Queens hat</b> <b>Dogger</b> <b>100 Decker Bus</b> <b>Lost in the toy museum</b>		<b>Meerkat Mail</b> <b>Lost and Found</b> <b>The Rabbit Problem</b> <b>Polar Bear N/F</b> <b>Little Polar Bear</b> <b>The Rainbow Bear</b>		<b>Vlad!</b> <b>Beegu</b> <b>The Bog Baby</b> <b>Paddington at the palace</b> <b>Paddington at the tower</b> <b>Toby and the Great Fire of London</b> <b>A walk in London</b> <b>Katie in London</b> <b>3 little pigs</b> <b>Wolves – Emily Gravett</b> <b>The Wolf's story</b> <b>True story of the 3 little pigs</b> <b>The three Pigs – David Weisner</b> <b>Sparrow legs (PSHE)</b>	
<b>Visual Texts</b>	<b>The Lego Story – LS</b> <b>Link to Toy Story – visual</b> <b>Santa clause the movie</b>		<b>Catch It – LS</b> <b>23 degrees 5 minutes – LS</b> <b>Madagascar</b> <b>Mr poppers penguins</b>		<b>Pudding Lane – LS</b> <b>Paddington</b>	
<b>Suggested Visits/Visitors</b>	<b>Cannock Chase Museum/ Sudbury Hall – Toys</b> <b>Local area visit and walks</b>		<b>Animal visitor to school</b> <b>Twycross Zoo</b>		<b>Aston Hall (Birmingham) – GFOL</b> <b>Selly Manor – GFOL</b> <b>Blakesley Hall - GFOL</b>	
<b>History</b>	<b>Why are iPad more fun than my Grandparents old toys?</b> <b>Within living memory.</b> 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.		<b>Famous Explorers</b> 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'.		<b>How did the Great Fire of London start and how did it affect London?</b> <b>Beyond living memory</b> 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	<b>Where do and did the wheels on the bus go?</b> <b>Immediate Locality</b> 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.		<b>Why can't Meerkats live near the North or South Pole?</b> <b>Hot and cold places in the world.</b> 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 areas of the world in relation to the Equator and the North and South Poles.		<b>Where is London?</b> 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. 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	<b>Seasonal Changes 1</b> 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.	<b>Animals including Humans</b> 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.	<b>Seasonal Changes 2</b> 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.	<b>Living Things and their Habitats</b> 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.	<b>Materials</b> Know the name of the materials an object is made from. Know about the properties of everyday materials.	<b>Plants</b> 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.
	<b>Working scientifically</b> – scientific attitudes, planning, observing and measuring, analysis.					
	<b>Scientific attitudes</b> 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	<b>Planning</b> Ask simple questions and recognise that they can be answered in different ways	<b>Observing and measuring</b> Observe closely, using simple equipment safely Perform simple tests Gather and record data to help in answering questions Identify and classify findings	<b>Analysis</b> Use their observations and ideas to suggest answers to questions		
Art	<b>Drawing</b> Know how to show how people feel in paintings and drawings Know how to use pencils to create lines of	<b>Use Materials</b> Know how to use IT to create a picture Select, cut, assemble, tear, stick and collage different materials	<b>Colour, pattern, line, texture, form, space and shape.</b> Know how to create moods in art work	Know how to create a repeating pattern in print Be able to create rubbings (from a print or textured surface)	<b>Use Materials</b> Know how to cut, roll and coil materials Know how to use IT to create a picture Select, cut, assemble, tear, stick and collage different materials	

	different thicknesses in drawings. Self portraits and portraits of their family.	Describe what can be seen and give an opinion about the work of an artist – <b>Peter Blake</b> – The Toy Shop	Know the names of the primary and secondary colours	Use a variety of tools (brush, sponge fingers, hands, sticks, sponge rollers, spatulas) <b>William Morris</b> – Natural art in different seasons	Describe what can be seen and give an opinion about the work of an artist Ask questions about a piece of art – <b>Jan Griffier</b> The great fire of London			
DT	<b>Food</b> Cut food safely Know where fruit and vegetables come from Use basic food handling, hygiene practices and personal hygiene.  Designing and making A product that moves (geography)		Designing and making Moving Pictures		Designing and making London Landmarks.			
	<b>Designing</b>		<b>Making</b>		<b>Evaluating</b>		<b>Technical knowledge</b>	
	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)	<b>Technology around us</b> Recognising technology in school and using it responsibly.	<b>Digital painting</b> Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	<b>Moving a robot</b> Writing short algorithms and programs for floor robots, and predicting program outcomes.	<b>Grouping data</b> Exploring object labels, then using them to sort and group objects by properties.	<b>Digital writing</b> Using a computer to create and format text, before comparing to writing non-digitally.	<b>Programming animations</b> Designing and programming the movement of a character on screen to tell stories.		
	<b>Use technology safely</b> Know the rules for safety when working online. Know who to go to and how to report anything they feel uncomfortable about online (eg. dolphin) Keep personal information (such as passwords) private. Know how to save work to a designated private space.							
PSHE	<b>Me and My school</b>  Know why we need class rules and how they help us.	<b>Happy and Healthy Me</b>  Know the names of the main parts of the body Describe how they have changed since they were	<b>Me in the world</b>  Say what makes them special and unique.	<b>Me and my safety</b>  Know about risks in everyday life and how to keep safe at home	<b>Me and my relationships</b>  Know about the roles of different people in our lives	<b>Me and other people</b>  Recognise that they are members of different groups and communities		

	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>Know how to make and what makes a good friendship Recognise when they or someone else feels lonely and what to do</p>
	<p><b>Mental Health</b></p> <p>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	Dance	Gymnastics	Games (Multi Skills)	S & F (Ball Skills)	Athletics	OAA
Music	How can we make friends when we sing together?	Adding rhythm and pitch	Introducing tempo and dynamics	Combining pulse, rhythm and pitch.	Having fun with improvisation.	
RE	<p><b>1.6b Caring</b> Listen to examples of care shown by believers and religious communities and explore the reasons for these actions. Sikhism</p>	<p><b>1.4c Belonging</b> Find out about ceremonies in which special moments in the life cycle are marked.  Christianity Islam</p>	<p><b>1.2b Celebrations</b> Explore the preparations for and find out about the celebration of festivals.  Christianity</p>	<p><b>1.5b Families</b> Listen to and ask questions about stories of individuals and their relationship with God.  Christianity</p>	<p><b>1.1a Answers</b> Engage with stories and extracts from religious literature and talk about their meanings.  Christianity</p>	<p><b>1.2a Worship</b> Find out about how and when people worship and ask questions about why this is important to believers. Christianity</p>