

Hollingwood Primary School – Long Term Plan – This is a working document and subject to updating and change					Year 1	
HT1	HT2	HT3	HT4	HT5	HT6	
<p>Literacy</p> <p>Studied Texts Postcard Once there were giants Funnybones Oliver’s Fruit salad The Healthy Wolf</p> <p>Skill Development Focussing on finger spaces, capital letters and full stops, neat handwriting and sentence construction</p>						
<p>Studied Texts Non-fiction book about toys One Ted falls out of bed Toy poems Aladdin</p> <p>Skill Development Focussing on information writing, contents pages, learning poems and thinking about rhyming words – spelling patterns</p>						
<p>Studied Texts Books – Katie visits Scotland Katie visits London Finn McCool and Angus MacTavish traditional tale about the Giant’s causeway./The night before St Patricks day Traditional Welsh tales</p> <p>Skill Development Focussing on writing recounts a paragraph or more, using connectives to join words together</p>						
<p>Studied Texts Books – Jaspers Beanstalk Billy’s sunflower The Hungry Caterpillar Non-fiction Caterpillar writing The Gruffalo</p> <p>Skill Development Using phonics and tricky word spellings in writing and using appropriate vocabulary.</p>						
<p>Under the sea week – Tiddler Acrostic poems Re-count – Filey trip</p> <p>Skill Development Writing acrostic poems, factual re-counts in sequence, using connective to join ideas together</p>						
<p>Books Peepo/Our house</p> <p>Skill Development Letter writing, writing a paragraph of developed ideas - non-fiction writing</p>						
<p>Numeracy</p> <p>See separate planning</p> <p>Also seasons, time, positional language, mental maths - on-going through the year</p> <p>Counting and recognising numbers More and less 2D shapes.</p>						
<p>See separate planning</p> <p>Also seasons, time, positional language, mental maths - on-going through the year</p> <p>addition and subtraction one and two digit numbers to 20 problem solving using addition and subtraction skills number bonds within 10, extending to 20</p> <p>Money – coin recognition, adding the value of two coins to find a total</p>						
<p>See separate planning</p> <p>Also seasons, time, positional language, mental maths - on-going through the year</p> <p>Number bonds and using these facts in addition and subtraction problems.</p>						
<p>See separate planning</p> <p>Also seasons, time, positional language, mental maths - on-going through the year</p> <p>Halves, quarters and doubles – finding $\frac{1}{2}$, $\frac{1}{4}$, double of a shape/length of string/numbers within 20 Length – comparing lengths/measuring lengths with cubes/non-standard measuring equipment 3D shape – naming cuboids, cubes, pyramids, spheres and being able to talk about their properties</p>						
<p>See separate planning</p> <p>Also seasons, time, positional language, mental maths - on-going through the year</p> <p>Months of the year – holiday seasons</p> <p>one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of an adult.</p>						
<p>See separate planning</p> <p>Also seasons, time, positional language, mental maths - on-going through the year</p> <p>mass or weight (e.g. heavy/light, heavier than, lighter than) capacity/volume (full/empty, more than, less than, quarter)</p>						
<p>Science</p> <p>Visit our season tree with seasons bear on the first of every month throughout the year.</p> <p>Look at baby photos observe and talk about changes Name and label body parts Senses Comparing materials by their texture.</p>						
<p>Visit our season tree with seasons bear on the first of every month throughout the year.</p> <p>Naming different materials Investigating to properties of different materials. Observing/ answering questions</p>						
<p>Visit our season tree with seasons bear on the first of every month throughout the year.</p>						
<p>Visit our season tree with seasons bear on the first of every month throughout the year.</p> <p>Plant seeds and observe then grow into seedlings and plants. Label the parts of trees and plants. Growing plants and seeds in different conditions – predict/investigate by testing Identify a wide range of wild/garden plant and evergreen and deciduous trees.</p>						
<p>Visit our season tree with seasons bear on the first of every month throughout the year.</p> <p>Make a class weather book and weather station Observe and describe weather associated with the seasons and how day length varies. Gathering and recording data to help in answering questions. Identify common animals that live in different water-linked habitats Compare the structure of different water-linked animals Identifying and classifying – mammals/fish/amphibians/herbivores/carnivores</p>						
<p>Visit our season tree with seasons bear on the first of every month throughout the year.</p>						

Topic including Geography, History, Art & Design and Technology					
<p>Learn about Vincent Van Gough Evelyn Glenie/Louis Braille history and significance – link with senses /hearing/sight/touch</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time. *know where the people and events they study fit within a chronological framework (on-going timeline)</p> <p>Daily calendar and weather chart To use drawing, painting to develop and share their ideas, experiences and imagination</p> <p>About the work of a range of artist sand making links to their own work (Vincent Van Gogh)</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape.(Self-portraits/portrait of a friend – painting)</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing.</p> <p>Select from and use a wide range of ingredients, according to their characteristics. Evaluate their ideas and products against design criteria (design and make a fruit salad)</p>	<p>Looking at toys in the past MAGIC GRANDAD</p> <p>Discuss ways that toys have changed within living memory</p> <p>Comparing/sorting toys in the present and past</p> <p>Watch ‘Oliver’, have a ‘long ago’ afternoon, dressing up, playing with toys from the past, writing on slate boards, eating gruel/porridge</p> <p>Homework – ask grandparents/parents about toys from their childhood.</p> <p>Daily calendar and weather chart Observational pictures of toys in the past – using charcoals</p> <p>Look at and evaluate existing puppets</p> <p>Design, make, evaluate a puppet</p> <p>Learning about Nick Park and animation involving toys</p>	<p>Daily calendar and weather chart Neddy photos and postcards – a different country each week</p> <p>Consider the weather changes and how the day length varies</p> <p>Name and locate the four countries of the UK.</p> <p>Use simple compass directions (N,S,E,W)</p> <p>Look at map describe routes/features and locations of different places.</p> <p>Use geographical vocabulary</p> <p>Non-uniform red/white/blue Great British Tea Party day – music/food/ invite a governor</p> <p>Weaving – making own tartan using paper.</p> <p>Creating – flags and bunting for Great British Tea Party</p> <p>Food hygiene – preparing for Great British Tea Party – sandwiches, union jack buns/ making shortbread/bara brith etc</p>	<p>Daily calendar and weather chart Seed collages</p> <p>Observational art – painting and sketches of plants and flowers</p> <p>Book – The Rainbow fish</p> <p>Use experiences and imagination to create own sea creature for under the sea week.</p> <p>Develop experience of different materials and techniques when making sea creature.</p> <p>Collaborative art –to create a group rock pool sculpture using a range of materials.</p> <p>Design a Filey poster – water safety/looking after the environment</p>	<p>Learn about Grace Darling history and significance – link with Filey visit and seaside safety</p> <p>Daily calendar and weather chart Filey - visit</p> <p>Look at geographical and physical features on maps and aerial photos of Filey</p> <p>Use geographical language to label key physical and human features of Filey use simple compass directions (N,S,E,W)</p> <p>Look at map describe routes/features and locations of different places.</p> <p>Use geographical vocabulary to talk about Filey</p>	<p>Daily calendar and weather chart</p>
ICT					
<p>Learning to log on</p> <p>Use technology safely and respectfully</p> <p>Use technology purposefully to create digital content (purple mash – ourselves/ body part labelling in role play/phonics games)</p>	<p>Look at technology in toys esp programmable toys such as beebot – (uses of IT beyond school/coding)</p> <p>Using and ipad to make our own animation stories</p> <p>Purple Mash – create picture and caption. Information writing for class museum</p> <p>Using technology safely and know where to go if they have any concerns</p>	<p>Using ICT to draw pictures and write about things that we have been covering in our topic lessons</p>	<p>Use logical reasoning to predict what will happen on simple programs</p>	<p>Espresso – coding, understanding what algorithms are – directing the fish and sea creatures.</p> <p>Uses of technology outside school – google maps to look at Filey</p> <p>Learn about Filey lifeboat station from the internet</p> <p>Use the internet to research – rock pool</p>	<p>Use technology to create, store and retrieve digital content</p>
PSHE					
<p>Seal – New Beginnings</p> <p>To understand that a healthy lifestyle involves exercise, rest, healthy eating and looking after our teeth and bodies</p> <p>Learning the names of body parts</p>	<p>Seal – Relationships</p> <p>Thinking about how people are different and similar and how we should respect on and other</p>	<p>Seal Going for Goals</p> <p>Thinking about how to play and work together and what to do if there are any disagreements</p>	<p>Seal – Good to be me</p> <p>To think about good and not so good feelings and words that they use to describe their feelings to others</p>	<p>Seal – Getting on and falling out</p> <p>To recognise how their behaviour affects others and that people’s bodies and feelings can be hurt</p>	<p>Seal – Changes</p> <p>To look at the environment and discuss what harms and improves it.</p> <p>To recognise that money comes from different sources and can be spent and saved.</p>

PE					
<p>New Age Kurling – use games practices to develop pushing technique, weight and accuracy.</p> <p>Multi skills – Develop movement capabilities and fitness levels. Work on skills and techniques required to play a range of games, activities or sports. Look to build confidence and relationships (teams/groups).</p>	<p>Tri-golf – use games and activities to help children gain the basic concepts of golf. Concepts such as grip, stance and connection with the ball and club. Use fun games to promote guided discovery.</p>	<p>*Gymnastics</p> <ul style="list-style-type: none"> *exploring shapes/moving safely with changes of speed, levels and directions *Copy/create/link movements *Move apparatus safely *Recognise how their body changes with exercise *evaluate the performances of themselves and others <p>*Traditional dancing from each country</p> <p>Football: Aiming to develop ball mastery, the ability to use both feet to move the ball and pass. As well understanding the concepts of invasion/space recognition in tag/dribbling games.</p>	<p>Games</p> <ul style="list-style-type: none"> *Sending and receiving ball skills *Travelling skills -Running (changing direction and speed), stopping, chasing, dodging, jumping, dribbling *Passing ball to partners hands or feet <p>Basketball – develop travelling with a ball, moving and bouncing at the same time. Improve coordination through dribbling games and develop space recognition. Use passing activities to develop weight and distance when passing to partners or teammates.</p>	<p>Dance</p> <ul style="list-style-type: none"> *pondlife poem, Music – Disney-April Showers, Song of spring – Michel Simone, Folk – Washday blues/Mrs Huddledee * develop response to music through dance, contrasts of speed, shape, direction and level. *develop control, co-ordination, balance poise, and elevation in travelling, jumping , turning stillness. *Evaluate and improve fitness. <p>Quad kids – measuring and recording pupil’s times/distances in different athletic events.</p>	<p>Games (sports day preparation)</p> <ul style="list-style-type: none"> *skipping, running races, obstacle races *explore skills, actions and ideas with increasing understanding * remember and repeat simple skills and actions with increasing control and coordination. to recognise and describe how their bodies feel during different activities *travel with, send and receive a ball and other equipment in different ways <p>OAA – outdoor activities that challenge the pupil’s body and mind. Grasp basic concepts of navigating to and from different points.</p>
RE					
<p>The impact of religion and belief on people’s lives and behaviour, recognising that there is diversity within and between religions and belief systems</p> <p>How and why Muslims celebrate Eid-ul-Adha.</p> <p>The meaning of sacrifice</p>	<p>How and why Christians celebrate Christmas</p> <p>The story of Rama and Sita</p> <p>How and why Hindus celebrate Divali</p>	<p>Learning the traditional story of the Chinese New Year</p> <p>Looking at kindness through stories in the Quran and the Bible.</p>	<p>The Easter story</p> <p>Why it is important to Christians and how they celebrate it</p>	<p>Look at the books that are important to Christians and Muslims</p> <p>Talk about how they are treated and respected</p> <p>Look at some stories from each</p>	<p>How and why Muslims celebrate Eid-ul-Fitr</p>
Music					
<p>Feel the pulse - Exploring pulse and rhythm</p> <p>Link with Ourselves</p> <p>Listen to composer – Brahms – who lived at the same time as Van Gogh.</p>	<p>Learning songs for our Christmas production</p> <p>Taking off – exploring pitch using high/low voices</p>	<p>The long and the short of it – Exploring duration</p> <p>National anthem and national songs of each country.</p>	<p>Focus: Rain rain go away – Exploring timbre, tempo and dynamics</p>	<p>What’s the score? – Exploring instruments and symbols</p> <p>Link with water, the sea</p>	<p>Sounds interesting – Exploring sounds</p> <p>Link with Houses and Homes – sounds of the city</p>