

South Bersted C.E. Primary School – Long Term Plan Year 1 – 2020 - 2021

	Autumn		Spring		Summer	
Creative Topic	<i>What does it mean to be me?</i>	<i>How have toys changed?</i>	<i>If we had the opportunity to stop the Great Fire of London, should we?</i>		<i>What is it like to live on the coast?</i>	<i>Would you rather live somewhere hot or cold?</i>
English Genres	<i>Non fiction</i> <i>poetry</i> summer holiday writing recounts prayers Texts <i>Lost and Found</i> <i>Together we can</i> <i>Body/ senses information</i> <i>books</i> <i>Rainbow Fish</i>	Descriptive writing Narrative Letters Texts The Velveteen Rabbit Instruction writing Where's my teddy	Non-chronological report Newspaper report Narrative Poetry Texts: London's Burning Maisy goes to London Information books on London Vlad and the Great Fire of London Three little pigs		Poetry Narrative Letter Texts: The Lighthouse Keeper's Lunch Gracie the Lighthouse Cat	Information text Non-chronological reports Narrative postcards Texts: Non fiction Kenya Handa's Surprise Meerkat Mail Snow dragon
Spellings	Focus on the Year 1 Spelling lists and the common exception words. Spelling the days of the week.		Name the letters of the alphabet – using letter names to distinguish between alternative spellings of the same sound. Adding s or es.		Prefix un Using ing, ed, er and est.	
Maths	Pupils will count up to 20 objects and estimate up to 30. Pupils will learn and recall their number bonds to 5, 6 and solve missing number problems. Pupils will calculate 1 more and 1 less than a number up to 20. Pupils will use Venn and Carroll diagrams to classify 2D shapes. Pupils will compare and	Order and compare numbers up to 30. Find a number in-between two numbers with a difference of 2. Use addition and subtraction facts to solve problems. Pupils will compare lengths and begin to use standard units of measure. Pupils will add 1, 2 and 3 by counting backwards. Pupils will learn the values	Pupils will use a 100 square to locate numbers up to 100. Pupils will write number sentences for addition and subtraction. Pupils will refine methods for addition. Pupils will begin to compare and short 3D shapes. Pupils will count back in 10s from any number.	Pupils will identify and justify their understanding of odd and even numbers. Pupils will count on in steps of 5. Pupils will find half and a quarter of shapes. Pupils will double numbers up to 10. Pupils will order, name and recite days of the week. Pupils will write times to	Pupils will find 10 more or less than a number up to 100. Pupils will add 3 one digit numbers looking for patterns and learn number bonds. Pupils will compare weights and measures in a range of contexts. Pupils will calculate the half of numbers up to 20. Pupils will extend their	Pupils will count and begin to learn the multiplication facts for the 2, 5 and 10 times tables. Pupils will learn to tell the time to the nearest whole, quarter past and quarter to. Pupils will calculate change from 10p and 20p. Pupils will deepen their understanding of place

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	order numbers up to 20.	of different coins up to £2.		the nearest hour.	understanding of money to notes and solve problems using coins.	value by ordering and comparing 2 digit numbers up to 100.
Science	Animals including humans: In deepening their understanding of themselves, pupils will name and label different parts of the human body. Pupils will identify and name a variety of animals including omnivores, herbivores and carnivores. Using the school’s nature are, pupils will also explore the animals that live in our pond.		Everyday materials: Pupils will identify an object based on the material from which it is made. In addition to this, pupils will identify and name everyday materials. In addition to this, pupils will compare the different materials that houses of the past are made from.		Plants: During the summer term, pupils will identify the basic structure of common plants and trees.	
	Throughout the year, pupils will observe and identify seasonal changes and the associated weather.					
Computing	Pupils will learn about e-safety. Pupils will learn about where to go and who to talk to if they need help or concerns around the internet. In addition to this, pupils will use a computer program to draw their own toys.		Programming: Pupils program Bee Bots to complete a set route to the Arctic.		Programming: Pupils begin to explore Scratch Junior and use ‘Tinkering’ to explore what the computer programme can do.	
History	Pupils will use common words and phrases relating to the passing of time in sequencing key events within their lifetime as well as their parents. Pupils will begin to develop their understanding of chronology.	Pupils will begin to apply their understanding of sources to sort toys from the past and present. In addition to this, pupils will use the sources of information to ask questions about the past. Pupils will then create museum cards in preparation for their own toy museum following their visit to Brighton Toy Museum.	Pupils will then use source materials, including pictures and videos to compare London of the past to today. Pupils to investigate the causes of the Great Fire of London. In addition to this, pupils will identify similarities and differences between the past.		Pupils will learn about the historical figure of Grace Darling. Using pictures of the past, pupils will learn about the challenges she would have faced.	Geography topic this half term.

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Geography	In deepening their observational skills, pupils will study the school grounds and the key human and physical features.	History focus this half term.	Pupils will learn about the capital city of England, London, and some of the key landmarks.		In deepening their understanding of Bognor Regis, pupils will identify the key features of living in a sea side town.	In further deepening their understanding of the world, pupils will learn about the country of Kenya.	
	Pupils will then make suggestions on how the school’s environment could be improved.				Pupils will deepen their understanding of the British coastline.		Pupils will pose and answer questions comparing Kenya to England.
					In visiting the sea front, pupils will create their own sketch maps of the sea front including the pier.		Pupils will also learn about the Arctic and what it is like to live there including food, clothing and weather.
RE	What do Christians believe God is like? Pupils know that Christians believe in God and that they find out about him in the Bible. They know that a parable is ‘a story (in this case told by Jesus) to help people understand ideas’. They can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah. They know that Christians believe that God is loving kind forgiving and fair. They know that Christians	Why does Christmas matter to Christians? Pupils know that Christians celebrate Jesus’ birth; Advent for Christians is a time for getting ready for Jesus’ coming. Pupils know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts. The Bible points out that his birth showed that he was	What is the good news Jesus brings? Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. Pupils know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that	Why does Easter matter to Christians? Pupils will know that Easter is very important in the ‘Big story’ of the Bible. Pupils will know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene. Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this	Why is learning to do good deeds so important to Jewish people? I can talk about when someone has done a good deed and helped me I can talk about what my friends and I think are good deeds which help people I can talk about how different religious people believe it is important to do ‘good deeds’ I can use these words correctly in questions / answers: God, mitzvah, tzedakah	Why do Jewish families say so many prayers and blessings? Talk about why saying thank you for food is important to me and others Recognise some pictures of a Sukkah and talk about what I see Talk about what I find interesting or puzzling about Sukkot Use the following names to talk about Sukkot correctly: God, sukkah, lulav and blessings Talk about whether thankfulness is important to me and	

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	worship God and pray to him. They can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you.	extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke). Pupils use the term incarnation. They can talk about examples of how this theme has been explore in art and music (including hymns) by Christians.	Jesus chose as his closest friends (disciples) many who were friendless. Pupils know that Christians will pray to God prayers to say sorry to ask for things to say thank you.	to build a bridge between man and God. By rising from the dead he gives Christians a hope in a new life. Pupils will know that Christians believe in life after death. Pupils will know some of the ways its local church celebrates Easter.	I can say what a tzedakah box (pushke) is and what Jewish people use it for I can compare who helps me know what a good deed is with how Jewish people know the right thing to do	hear what others say talk about how my family and I might like to spend a day of rest
Art/ DT	Using items found in the school grounds, pupils will use printing to create repeating patterns. As part of their geographical work, pupils will also carry out sketches of the school grounds.	In DT, pupils will explore the history of transport and how transport has changed over time. Pupils will then use wheels and axles to create their own toy car.	In art, pupils will cut, glue and trim materials to create images from a variety of media of the Great Fire of London. In DT, pupils will explore how bread is made, create their own bread and create a marketing campaign to sell their bread to parents.		Using a range of materials, pupils join different materials to create their own 3D model of a light house.	In DT, pupils will prepare, cook and taste a range of foods from around the world. In addition to this, pupils will use their observational and colour mixing skills to draw and paint their own fruits.
Music	Due to COVID – 19, the overview has been adapted and may change. Find the pulse whilst listening to music and using movement. Begin to understand that rhythm is a mixture of long and short sounds that happen over the pulse.	Listen to music with sustained concentration. Use the correct musical language to describe a piece of music. Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture. Learn and perform chants,	Recognise different instruments. Discuss feelings and emotions linked to different pieces of music. Understand that pitch describes how high or low sounds are.	Understand that dynamics describe how loud and quiet the music is. Learn to follow the conductor or band leader. Recognise different instruments.	Singing games Use their voices expressively and creatively by singing sings and speaking chants and rhymes.	

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	Listen to, copy and repeat a simple rhythm or melody. Understand that tempo describes how fast or slow the music is.	rhythms, raps and songs.				
PE	Due to COVID – 19, the overview has been adapted and may change. Gymnastics Netball	Gymnastics Football	Dance Invasion games – hockey	Dance Invasion games – hockey	Rounders Athletics	Rounders Athletics
PSHCE	Pupils will learn about the importance of rules and explore their worries on returning to school. Pupils will learn the importance of sharing and turn taking.	Pupils will explore their feelings and emotions in how they respond appropriately to others.	During Spring 1, pupils will deepen their understanding of keeping safe through e-safety week and Children's Mental Health Week.	During sex and relationship education, pupils will discuss different families and the importance of valuing family differences: gender, skin colour and religion.	In keeping safe, pupils will explore how to keep safe at home and the importance of road safety.	As part of their looking after the environment learning, pupils will complete a courageous advocacy unit of work.
Trips and Visitors	Pond dipping in pond School grounds day.	Pupils will visit Brighton's toy museum.	Pupils will visit the Weald and Downland museum in deepening their understanding of chronology and changes beyond living memory.	Pupils will go on a walk of the local area.		