

Long Term Topic Planner - Year One

<u>Term One</u>	
Topic Name	Which birds and plants would Little Red Riding Hood find in our school grounds?
<u>Knowledge, Skills and Understanding</u>	
<u>Science</u>	<u>DT</u>

<ul style="list-style-type: none"> •Can they use simple equipment to help them make observations? <i>Pond dipping/ mini-beast hunt.</i> •Can they put some information in a chart or table? •Can they identify and classify things they observe? •Can they think of some questions to ask? •Can they answer some scientific questions? •Can they give a simple reason for their answers? •Can they explain what they have found out? •Can they name the petals, stem, leaf and root of a plant? •Can they identify and name a range of common plants and trees? •Can they recognise deciduous and evergreen trees? •Can they describe the parts of a plant? (roots, stem, leaves, flowers) •Can they sort some plants by size? <p><u>Investigate-</u> which foods do the birds/mini-beasts like the best?</p>	<ul style="list-style-type: none"> •Can they think of some ideas of their own? •Can they explain what they want to do? •Can they use pictures and words to plan? •Can they explain what they are making? •Which tools are they using? •Can they make a structure/model using different materials? •Is their work tidy? <p><u>Design and make-</u>Making bird-feeders.</p>
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<u>Mastery</u> I can demonstrate a deep knowledge understanding of the skills I have learnt and apply them in a variety of contexts.	
<u>Maths</u> Can you count leaves in 2s, 5s and 10s? Can you count the number of birds, counting on from the number already seen? Tally Chart Can you record how many different types of bird you saw?	<u>English</u> Instructional- making a bird feeder Recount- WOW moment- visit to local community garden
<u>Outside Learning</u> Bird watching Pond dipping Mini beast hunt Bird cakes- hanging out Identifying leaves, trees Drama- retelling LRRH story	<u>WOW Moment</u> Visit Incredible, Edible Garden Bird watching Granny's garden- role play Bug Garden- maths area

Term One

Topic Name

Why is the Wii more fun than Grandma and Grandad's old toys?

Knowledge, Skills and Understanding

History

- Can they put up to three objects in chronological order (recent history)? Teddies
- Can they use words and phrases like: 'old', 'new 'and 'a long time ago'? Teddies
- Can they tell me about things that happened when they were little? With Grandparents
- Do they know that some objects belonged to the past? Grandparents day.
- Can they ask and answer questions about old and new objects?
- Can they spot old and new objects in a picture?
- Can they answer questions using an artefact/ photograph provided?
- Can they give a plausible explanation about what an object was used for in the past?

Art and Design

- Can they think of some ideas of their own?
- Can they explain what they want to do?
- Can they use pictures and words to plan?
- Can they explain what they are making?
- Can they explain which tools are they using?
- Can they describe how something works?
- Can they talk about their own work and things that other people have done?
- Can they make a product which moves?
- Can they cut materials using scissors?
- Can they describe the materials using different words?
- Can they say why they have chosen moving parts?

Dance

- Can they explore and perform basic body actions?
- Do they use different parts of the body singly and in combination?
 - Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance?
 - Do they choose appropriate movements for different dance ideas?
 - Can they remember and repeat short dance phrases and simple dances?
 - Do they move with control?
 - Do they vary the way they use space?
 - Do they describe how their lungs and heart work when dancing?

<u>Mastery</u> I can demonstrate a deep knowledge understanding of the skills I have learnt and apply them in a variety of contexts.	
<u>English</u> Describing toys Recount of Wii challenge	<u>Maths</u> Sorting old and new toys Sorting teddies
<u>Outside Learning</u> Outdoor games played on playground	<u>Wow Moment</u> Grandparents Wii challenge Toy shop

<u>Term One</u>	
Topic Name	Why does it get darker earlier in winter? <u>Light and Dark</u>
<u>Knowledge, Skills and Understanding</u>	
<u>Science</u>	<u>Art</u>
<ul style="list-style-type: none"> •Can they perform a simple test? <i>Santa's suit</i> •Can they tell other people about what they have done? •Can they identify and classify things they observe? •Can they think of some questions to ask? •Can they answer some scientific questions? •Can they give a simple reason for their answers? •Can they explain what they have found out? <ul style="list-style-type: none"> • Observe changes across the four seasons; • Observe and describe weather associated with the seasons and how day length varies. <p><u>Investigate</u>- Which material is best at reflecting lights for father Christmas suit?</p>	<p>Can they create moods in their drawings? <i>Starry night</i></p> <ul style="list-style-type: none"> •Can they draw using pencil and crayons? <i>Starry night</i> •Can they draw lines of different shapes and thickness, using 2 different grades of pencil? •Can they choose to use thick and thin brushes as appropriate? •Can they name the primary and secondary colours? •Can they describe what they can see and like in the work of another artist? <i>Starry night</i>

	<ul style="list-style-type: none"> •Can they ask sensible questions about a piece of art ?Starry night
<u>Mastery</u> I can demonstrate a deep knowledge understanding of the skills I have learnt and apply them in a variety of contexts.	
<u>Maths</u> Can you measure 5 different leaves using cm? Can you sort a collection of leaves by length using the words long, longest, short and shortest? Measuring shadows outside Time of sun rise/set	<u>English</u> Recount of in dark space Non-chronological report- nocturnal animals
<u>Outside learning</u> Hiding in a cupboard- in dark- feelings Measuring shadows Looking at position of sun in the sky	<u>WOW moment</u> Hiding in a cupboard- in dark- feelings Light / dark area

Term Two

Topic Name **Would the Beatles Win the X-Factor?**

Knowledge, Skills and Understanding

History

- I can recognise that a story that is read to them happened a long time ago?
- I can explain how they have changed since they were born?
 - I appreciate that some famous people have helped our lives be better today?
- I can spot old and new things in a picture?
- I can answer questions using an artefact/ photograph provided?
- I can give a plausible explanation about what an object was used for in the past?
- Do they appreciate that some famous people have helped our lives be better today?

Mastery

I can demonstrate a deep knowledge understanding of the skills I have learnt and apply them in a variety of contexts.

Maths

Favourite pop bands- graph

Cost of itunes

English

Recount of Sir Paul visit

Wow Moment

Visit from Sir Paul McCartney

Outdoor Learning

Photos outside for front cover of records

Term Two

Topic Name

Which materials should the Three Little Pigs have used to build their house?

Knowledge, Skills and Understanding

Science

DT

- Can they show their work using pictures, labels and captions?
 - Can they put some information in a chart or table?
 - Can they describe materials using their senses?
 - Can they explain what material objects are made from?
 - Can they explain why a material might be useful for a specific job?
 - Can they name some different materials?
 - Can they sort materials into groups by a given criteria?
- Investigate- which building houses/ structures is best for a little pigs house?

- Can they think of some ideas of their own?
 - Can they explain what they want to do?
 - Can they explain what they are making?
 - Which tools are they using?
 - Can they make a structure/model using different materials?
 - Is their work tidy?
 - Can they make their model stronger if it needs to be?
- Design and make- building paper bridges- Three Billy Goat Gruff

Mastery

I can demonstrate a deep knowledge understanding of the skills I have learnt and apply them in a variety of contexts.

Maths

Measuring sticks
Lots of bricks
Direction- house to house.
maps

English

Retell stories
Alternative to three little pigs

Outdoor Learning

Looking at bricks and building materials around school in and out.
Den building

Wow Moment

Building 3 little pigs houses
Building bridge for the three billy goats gruff

<u>Term Two- done along side Meerkat topic.</u>	
Topic Name	<u>Where do the leaves go to in winter?</u>
<u>Knowledge, Skills and Understanding</u>	
<u>Geography</u>	
<p>I can identify seasonal and daily weather patterns in the United Kingdom</p> <ul style="list-style-type: none"> •Can they answer some questions using different resources, such as books, the internet and atlases? •Can they answer questions about the weather? •Can they keep a weather chart? •Can they explain how the weather changes with each season? •Can they begin to explain why they would wear different clothes at different times of the year? •Can they say something about the people who live in hot and cold places? •Can they explain what they might wear if they lived in a very hot •Can they point out where the equator, north pole and south pole are on a globe or atlas? 	
<u>Mastery</u>	
I can demonstrate a deep knowledge understanding of the skills I have learnt and apply them in a variety of contexts.	
<u>Maths</u> Weather chart Measuring rainfall temperature	<u>English</u>
<u>Outdoor Learning</u> <u>Observing weather</u> Record weather for a week	<u>Wow Moment</u> Polar bear blubber test

Above as an on-going theme through year as seasons change- so no set topic, it filters into our learning.

Term Three

Topic Name

Why are Tigers NOT like Humans?

Knowledge, Skills and Understanding

Science

- I can talk about what they see, touch, smell, hear or taste?
- I can identify and classify things they observe?
- I can think of some questions to ask? Zoo Keeper
- I can answer some scientific questions? Blubber test.
- I can give a simple reason for their answers?
- I can explain what they have found out?
- I can point out some of the differences between different animals? Animal group / Carnivore/herbivore/omnivore
- I can sort photographs of living things and non-living things?
- I can classify common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)
- I can describe how an animal is suited to its environment?
- I can name the parts of the human body that they can see?
- I can identify the main parts of the human body and link them to their senses?
- I can name the parts of an animal's body?
- I can name a range of domestic animals?
- I can classify animals by what they eat? (carnivore, herbivore, omnivore)
- I can compare the bodies of different animals?
- I can sort some animals by body covering, eg, scales, fur and skin?

Art and Design

- I can communicate something about themselves in their drawing? Self-Portrait
 - I can create moods in their drawings?
 - I can draw using pencil and crayons?
 - I can draw lines of different shapes and thickness, using 2 different grades of pencil?
- Cooking- cakes for when the tiger comes to tea.

Dance

- I can explore and perform basic body actions?
- I can use different parts of the body singly and in combination?
 - I can show some sense of dynamic, expressive and rhythmic qualities in their own dance?
 - I can choose appropriate movements for different dance ideas?
 - I can remember and repeat short dance phrases and simple dances?
 - I can move with control?
 - I can vary the way they use space?
 - I can describe how their lungs and heart work when dancing?

<u>Mastery</u> I can demonstrate a deep knowledge understanding of the skills I have learnt and apply them in a variety of contexts.	
<u>Maths</u> Graphs Counting in 2s Time of day	<u>English</u> Animal fact file Recount of trip / Alfie visit
<u>Outdoor Learning</u> Sensory walk in and out of school.	<u>Wow Moment</u> Knowsley Safari Park trip Alfie visit- looking after pets

<u>Term Three</u>		
Topic Name	Where do, and did, the wheels on the bus go?	
<u>Knowledge, Skills and Understanding</u>		
<u>History</u>	<u>Geography</u>	<u>DT</u>
<ul style="list-style-type: none"> •Can they put up to three objects in chronological order (recent history)? •Can they use words and phrases like: 'old', 'new' 	<ul style="list-style-type: none"> •Can they say what they like about their locality? •Can they answer some questions using 	<ul style="list-style-type: none"> •Can they make a structure/model using different materials?

<p>and 'a long time ago'?</p> <ul style="list-style-type: none"> • Can they recognise that a story that is read to them happened a long time ago? • Do they know that some objects belonged to the past? • Can they ask and answer questions about old and new objects? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past? 	<p>different resources, such as books, the internet and atlases?</p> <ul style="list-style-type: none"> • Can they tell someone one their address? • Can they describe <a locality> using words and pictures? • Can they name key features associated with a village, eg, church, farm, shop, and house? • Can they identify the four countries making up the United Kingdom? • Can they name some of the cities in the United Kingdom? • Can they name key features associated with a town or village, eg, factory, detached house, semi-detached house, terrace house? • Can they name a few towns in the south and north of the UK? 	<ul style="list-style-type: none"> • Is their work tidy? • Can they make their model stronger if it needs to be? • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts? • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? <p>Design and Make vehicles.</p>
<p><u>Mastery</u> I can demonstrate a deep knowledge understanding of the skills I have learnt and apply them in a variety of contexts.</p>		
<p><u>Maths</u> Traffic survey Measuring distance</p>	<p><u>English</u> Magic vehicle-narrative</p>	
<p><u>Outdoor Learning</u> Egerton village walk Testing vehicles-distance</p>	<p><u>Wow Moment</u> Visit village- local area Making moving models</p>	

Term Three

Topic Name

Why can't a Meerkat live in the North Pole?

Knowledge, Skills and Understanding

Geography

- Can they answer some questions using different resources, such as books, the internet and atlases?
- Can they think of a few relevant questions to ask about <a locality>?
- Can they answer questions about the weather?
- Can they keep a weather chart?
- Can they explain the main features of a hot and cold place?
- Can they describe <a locality> using words and pictures?
- Can they explain how the weather changes with each season?
- Can they begin to explain why they would wear different clothes at different times of the year?
- Can they say something about the people who live in hot and cold places?
- Can they explain what they might wear if they lived in a very hot or a very cold place?
- Can they point out where the Equator, North Pole and South Pole are on a globe or atlas?

Mastery

I can demonstrate a deep knowledge understanding of the skills I have learnt and apply them in a variety of contexts.

<u>Maths</u> Counting 2s and 5s Temperatures of North Pole compared to Egerton Measuring rainfall	<u>English</u> Meerkat Mail Book review
<u>Outdoor Learning</u> Weather-weather station. Rainfall temperature	<u>Wow Moment</u> <u>Zoo Lab visit</u>