

Padnell Infant School Long Term planning Document – Year 1

Year 1 2019/20	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Journeys	Fire Fire	Go wild in Africa	Turrets and Tiaras	Space	Splish, splash, splosh
English Topic text drivers	Mrs Armitage Little Red Hen	The Rabbit that Stole the Fire Firework poetry	Tinga Tanga The Ugly Five	Jack and the Beanstalk	The man on the moon Secret of the Cardboard Rocket	Floatsom Commotion in the ocean
Science	Longitudinal study - Seasonal Changes	Animals including humans Everyday Materials	Animals	Plants	Everyday Materials	Longitudinal study - Seasonal Changes Animals
History	Transport			Castles	Space Exploration	
Geography	Local area – Fieldwork – human and physical features	Locational knowledge Geographical skills and fieldwork	Place knowledge Human and physical Geography			Human and physical Geography
Art		Journey-artist – Van Gough drop in- Matisse ICT link		Journey- Artist- Paul Klee		Journey Artist- David Wiesner
DT	Harvest – Bread	Christmas textiles	Tasting + cooking Rice bowl		Space Buggies	
Computing	Online safety Computing Skills	Online safety Paint Art	Online safety Word Processing Green Screen	Online safety Programming Toys	Online safety Digital Programming	Online safety Using and applying
R.E.	Symbol Bread	Journey' End	Change	Water	Special things	Creation
Music	Harvest festival songs	As cold as Ice	African drums	The Castle	The Man on the Moon	Jolly Roger
PE	Real PE – Unit 1 (Personal)	Real PE – Unit 2 (Social) Gym (apparatus, benches and boxes)	Real PE – Unit 3 (Cognitive)	Real PE – Unit 4 (Creative) Dodgeball Inter-Schools Sport Festival	Real PE – Unit 5 (Physical) Sports day (outside)	Real PE – Unit 6 (Health and Fitness) Dance – Country Dancing
PSHE and safeguarding	SCARF programme maps out topics and skills progression within each unit.					

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Science	<p><u>Forces (Hampshire Key idea)</u></p> <ul style="list-style-type: none"> Things can move in different ways. <p><u>Seasonal Changes (Longitudinal study)</u></p> <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>Animals, including humans</u></p> <ul style="list-style-type: none"> Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. <p><u>Everyday materials</u></p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. 	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (Focus: reptiles, birds, mammals) 	<p><u>Plants</u></p> <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p><u>Everyday materials</u></p> <ul style="list-style-type: none"> Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals (Focus: fish and amphibians) <p><u>Longitudinal study:</u></p> <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.
Forest School	<p>Teach</p> <ul style="list-style-type: none"> Animals - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Local environment throughout the year to explore and answer questions about animals in their habitat, understand how to take care of animals) Plants - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat – observe growth of flowers and veg they planted) 					
History	<ul style="list-style-type: none"> Changes within living memory that are used to reveal aspects of change in national life. (Transport) 			<ul style="list-style-type: none"> Significant historical event, person, place in their own locality. 	<ul style="list-style-type: none"> Lives of significant individuals in the past who have contributed to international achievements. (Compare Neil Armstrong and Tim Peaks) 	
Geography	<ul style="list-style-type: none"> Use basic Geographical vocabulary to refer to - key physical features (season and weather, hill) - key human features (town, house, shop, factory, office) Use fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. To directional language to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> Name locate and identify characteristics of the four countries and capital cities of the united kingdom Use world maps, atlases and globes to identify the United Kingdom and its countries. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human (village, town and farm) and physical geography (season and weather, mountain) of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Local area and area in Africa) Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage. Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles. 			<ul style="list-style-type: none"> Use basic Geographical vocabulary to refer to - key physical features (season and weather, sea, ocean, cliff, beach and coast) - key human features (harbour, city and port)
Forest School	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. Use fieldwork and observational skills to study the geography of their school and its grounds. (Human and physical features) 					
Art		<ul style="list-style-type: none"> About the work of an artist, describing the difference and similarities between different practices and disciplines, and making links to their own work. To use painting to develop and share their ideas, experiences and imagination. 		<ul style="list-style-type: none"> About the work of an artist, describing the difference and similarities between different practices and disciplines, and making links to their own work. To use drawing to develop and share their ideas, experiences and imagination. 		<ul style="list-style-type: none"> About the work of an artist, describing the difference and similarities between different practices and disciplines, and making links to their own work. To develop a wide range of art and design techniques using form and space.

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		<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour and pattern. 		<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, shape, line. 		
DT	<ul style="list-style-type: none"> Explore and evaluate a range of existing products. Design purpose, functional, appealing products for themselves and other users based on design criteria. 	<ul style="list-style-type: none"> Select from and use a wide range of materials and components, including textiles according to their 	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare diets. Understand where food comes from. Select from and use a wide range of materials and components, including construction materials and ingredients according to their characteristics. Evaluate their ideas and products against Design Criteria. 		<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks. Explore and use mechanisms in their products (Wheels and axles) 	
Forest School	<ul style="list-style-type: none"> Identify where food comes from. Use a range of tools and equipment to perform practical tasks. 					
Computing	E-safety	<ul style="list-style-type: none"> To use technology safely and respectfully. 	<ul style="list-style-type: none"> To use technology safely and respectfully. 	<ul style="list-style-type: none"> To use technology safely and respectfully. 	<ul style="list-style-type: none"> To use technology safely and respectfully. 	<ul style="list-style-type: none"> To use technology safely and respectfully.
	Unit objectives	<ul style="list-style-type: none"> To use technology purposefully to create, organise, store, manipulate and retrieve. 	<ul style="list-style-type: none"> To use technology purposefully to create and manipulate. To use logical reasoning to predict the behaviour of simple programmes. 	<ul style="list-style-type: none"> To recognise common uses of information technology beyond school. To use technology purposefully to create, organise, store, manipulate and retrieve. 	<ul style="list-style-type: none"> To know what algorithms are and how they are implemented as programmes on digital devices. To know about programs and how to execute them by following precise and unambiguous instructions. To use logical reasoning to predict the behaviour of simple programs. To use technology purposefully to create, organise and retrieve. 	<ul style="list-style-type: none"> To know what algorithms are and how they are implemented as programmes on digital devices. To know about programs and how to execute them by following precise and unambiguous instructions. To use logical reasoning to predict the behaviour of simple programs
R.E.	Taught using 'Living Difference 3' concept based enquiry cycle.					
Music	<ul style="list-style-type: none"> Use their voices expressively an creatively by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. Play un-tuned instruments musically. 	<ul style="list-style-type: none"> Play un-tuned instruments musically. 	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. Play un-tuned instruments musically. 	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. Play un-tuned instruments musically. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
PE	<ul style="list-style-type: none"> Master basic movements including balance, and co-ordination. 	<ul style="list-style-type: none"> Master basic movements including jumping and landing as well as developing balance. 	<ul style="list-style-type: none"> Master basic movements including balance and co-ordination. 	<ul style="list-style-type: none"> Master basic movements including co-ordination (ball skills) and counter balance Participate in team games 	<ul style="list-style-type: none"> Master basic movements including coordination (sending and receiving) and agility Engage in competitive physical activities. (sports day) 	<ul style="list-style-type: none"> Master basic movements including agility (ball chasing) and static balance Perform dances using simple movement patterns.

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**PSHE and
Safeguarding**

Key aims for each unit mapped out in SCARF programme of study and Safeguarding Curriculum overview