

## Lodge Farm Year 1 Long Term Plan 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Labels, lists and captions Writing simple sentences Capital Letters and Full Stops	Instructions Jolly Postman – Letters Extending sentences	Recount Narrative contemporary fiction Farmer Duck	Poetry – building vocabulary Letters – Here comes Mr Postmouse	Non-chronological report Narrative	Non-fiction instructions Poetry – free verse
<b>Class Texts</b>	A selection of picture books by Julia Donaldson and Mo Williams	A selection of picture books by Allan and Janet Ahlberg and Raymond Briggs	A selection of picture books by Jill Murphy and Martin Waddell	A selection of picture books by David McKee and Shirley Hughes	A selection of picture books by Oliver Jeffers and John Burningham	A selection of picture books by Judith Kerr, Alexis Deacon and Maurice Sendak
<b>Guided Reading</b>	<p>Throughout the year, all Guided Reading will focus on the following aspects to enable pupils to achieve ARE.</p> <p><b>Vocabulary:</b> Give/explain the meaning of words in context  <b>Infer:</b> to answer 'why' questions about the text.  <b>Predict:</b> Predict what might happen from the pictures and what they have read so far.  <b>Explain:</b> Give reasons for their ideas  <b>Retrieve:</b> Retrieve key information/key details from fiction and non-fiction.  <b>Summarise:</b> retell the key events or points.</p>					
<b>Maths</b>	Numbers to 10: subitising, part-part whole, more or less, comparison, regrouping Names and properties of 2D and 3D shapes Positional language including ordinal numbers	Numbers to 20: finding 10 and some more; finding 1 more and 1 less; doubling and halving; odd and even; addition, subtraction, part-part whole, comparing Measures: the language of comparing length, height, mass and speed Sequencing events – days of the week, months of the year	Measures – coins and combinations to 20p; non-standard measures and simple standard measures Counting in 2s, 5s and 10s. Multiplication and division: repeated additions and arrays; counting in 2s; sharing and grouping Time: o'clock and half past Fractions: sharing into equal groups; equal or unequal parts of shapes Numbers to 100: place value and digits; estimation, ordering and comparison	The lives of significant individuals in the past who have contributed to national and international achievements: Tim Peake and Neil Armstrong		
<b>History</b>	Due to our primary aim this term being to aid a smooth transition from the Early Years and closing the gaps in children's early phonic, reading, writing and maths skills, we will be starting our History curriculum later in the year.	Changes within living memory: toys and household appliances Changes beyond living Memory : household appliances	Identify hot and cold areas of the world Recognise and describe the natural environment Describe key physical and human features of a seaside location			
<b>Geography</b>	Due to our primary aim this term being to aid a smooth transition from the Early Years and closing the gaps in children's early phonic, reading, writing and maths skills, we will be starting our Geography curriculum later in the year.	Name and locate the four countries and capital cities of the UK, and its surrounding seas. Know about the features of the school and its grounds	Ongoing – identify seasonal and daily weather patterns in the UK			
<b>Art</b>	Exploring different media and textures Visual textures Poppies Material rubbing	Light and Dark Creating a patterned piece of artwork Make a tiger collage	Colour mixing Planning and creating an end piece of artwork Reflection			
Ongoing – looking at the work of Henri Matisse						

<b>DT</b>	Due to our primary aim this term being to aid a smooth transition from the Early Years and closing the gaps in children's early phonic, reading, writing and maths skills, we will be starting our Design and Technology curriculum later in the year.		<b>Textiles</b> Create a simple Easter decoration		<b>Construction – create a house to be strong enough to withstand different weather</b>	
<b>Music</b>	Singing songs to support our work in Phonics and Maths.		<b>In the Groove</b> by Joanna Mangona	<b>Round and Round – A Bossa Nova Latin Style</b>	<b>Your Imagination</b> by Joanna Mangona and Pete Readman	<b>Reflect, Rewind and Replay –</b> consolidate the learning
<b>Science</b>	<b>Animals including humans</b> Identify, name and sort a variety of common animals including fish, amphibians, reptiles, insects, birds and mammals.	<b>Animals including humans</b> Identify, name and sort a variety of common animals that are carnivores, herbivores and omnivores.	<b>Everyday materials</b> Distinguish between an object and the material it is made from and identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.	<b>Everyday materials</b> Describe the simple physical properties of a variety of everyday materials. Compare and group together materials according to their properties	<b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	<b>Plants</b> Identify, describe and label the main features of common flowering plants including trees.
	Ongoing throughout the year <b>Seasonal changes</b> Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies.					
<b>Computing</b>	<b>Online Safety and Exploring Purple Mash</b> Log in using their own log in, and log out understanding why this is important. Use some of the key icons such as save, print, open, new.	<b>Grouping and Sorting, and Pictograms</b> Successfully sort items using a range of criteria. Collect data and record the results as a pictogram and discuss what the results show.	<b>Lego Builders and Maze Explorers</b> Organise instructions for a simple recipe using an algorithm. Create a simple algorithm, using directional keys, and debug it.	<b>Animated Story Books</b> Create an e-story book that includes text, sound and additional pages.	<b>Coding</b> Explain what coding means. Design a scene with a character that will perform basic actions.	<b>Spreadsheets and Technology outside school</b> Create a spreadsheet and enter data. Understand what is meant by technology and name and record some types of technology used in and out of school.
<b>PSHE</b>	<b>Relationships</b> Families and friendship: roles of different people; families; feeling cared for Safe relationships: recognising privacy; staying safe; seeking permission Respecting ourselves and others: how behaviour affects others; being polite and respectful		<b>Living in the Wider World</b> Belonging to a community: what rules are; caring for other's needs; looking after the environment Media Literacy and Digital Resilience: using the internet and digital devices; communicating online Money and Work: strengths and interests; jobs in the community		<b>Health and Wellbeing</b> Physical Health and mental wellbeing: keeping healthy; food and exercise; hygiene routines; sun safety Growing and Changing: recognising what makes them unique and special; feelings; managing when things go wrong Keeping Safe: how rules and age restrictions help us; keeping safe online.	
<b>RE</b>	<b>Belonging</b> Belonging to a family and groups outside of school. Welcoming babies into the family. Welcoming ceremonies (christening, baptism) <b>Light</b> -Diwali (Hinduism) <b>November</b> and Hanukah (Judaism) <b>December</b> , Advent and Christingle (Christianity) <b>December</b> <b>Christmas</b> -How light is used in celebration at Christmas		<b>Thanking God for nature</b> Care of the natural world – Islam  -Biblical creation story	<b>Easter</b> Giving up something for love (stories of Jesus, Dogger by Shirley Hughes)	<b>Books and stories</b> Holy books and how they are read and handled	<b>Belonging to Religious Communities</b> Visit from people of different faiths What does it mean to belong to a religious community? How do our actions reflect our values?
Throughout the year we will be looking at celebrations in different faiths as they occur e.g. harvest						

<b>PE</b>	<p style="text-align: center;">Games</p> <p><i>Begin to perform a range of throws; receive a ball with basic control; begin to develop hand-eye coordination; travel in a variety of ways including running and jumping; participate in simple games.</i></p>	<p style="text-align: center;">TBC</p>	<p style="text-align: center;">TBC</p>
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