

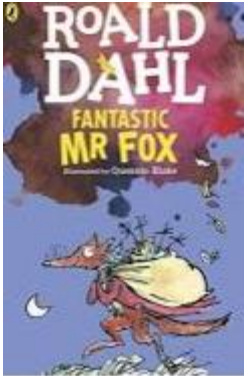
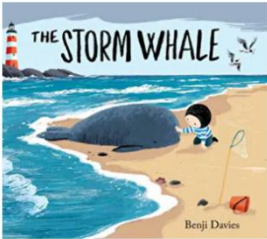
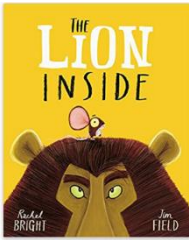



Westleigh Methodist Primary School – Year 1 Long Term Plan

With God, all things are possible – Matthew 19:26

Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



Autumn Term		Spring Term		Summer Term	
English					
Book as a Hook					
Night Pirates Audience & purpose: Explain	Cops and Robbers Audience & purpose: Narrative	Jolly Postman and other people's letters Audience & purpose: Narrative	Little Red Audience & purpose: Entertain	Somebody Swallowed Stanley Audience & purpose: Instruct	Lost and Found Audience & purpose: Recount (narrative) Write a narrative diary
Story Book					
Fantastic Mr. Fox Roald Dahl  Generosity Social Democracy	Ruby's Worry Tom Percival  Peace Social Tolerance	Storm Whale Benji Davies  Justice Cultural Mutual Respect	The Lion Inside Rachel Bright  Love Spiritual Individual Liberty	The Proudest Blue Ibtihaj Muhammad  Equality Cultural Tolerance	Little People Big Dreams Stephen Hawking Maria Isabel Sanchez Vegarav  Equality Social Tolerance
Poetry					
T'was the Night Before Christmas Clement Clarke Moore		Ning Nang Nong Spike Milligan		Oh Dear Michael Rosen	

Write poems that use pattern, rhyme and description		Write nonsense and humorous poems		Write limericks	
Mathematics					
Place Value (within 10)	Addition and Subtraction (within 10) Shape	Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50)	Place Value (within 100) Length and Height Mass and Volume	Multiplication and Division Fractions Position and Direction	Money Time
Science					
	Animals including humans	Everyday Materials		Plants	
Seasonal changes each term.					
RE					
What does it mean to belong? Christianity & Islam	Why do Christians celebrate Christmas? Christianity	What do Christians believe? Christianity	Why and how do Christians celebrate Easter? Christianity	Why do Christians love to tell stories about Jesus? Christianity	What does it mean to be part of a Jewish family? Judaism
History					
<p style="text-align: center;">Changes within memory: Toys through time</p> <p>Pupils will compare old and modern toys and describe how they have changed over time. Discuss how toys have advanced over time including the introduction of electronic toys (link to how children's childhood has changed over decades revealing aspects of change in national life). Pupils will look at a variety of toys from the last 100 years (within living memory), and can also extend this to look at Victorian toys (but explain that this is beyond living memory), and will compare and contrast toys from different decades.</p> <p>Create a timeline of toys to show how they have developed over time.</p>		<p style="text-align: center;">The Great Fire of London:</p> <p>Pupils will find out about the key events of The Great Fire of London; how the fire started, how it spread and how it stopped. Use Samuel Pepys's diary as a primary source of evidence to learn about the events of the fire. Look into what happened after the fire. Discuss how parts of the city were destroyed and how they were rebuilt. Pupils will find out about how London has changed, including its buildings, people and transport.</p> <p>Compare present day London to London in the 17th Century.</p>		<p style="text-align: center;">Space:</p> <p><u>Significant individuals: Christopher Columbus and Neil Armstrong</u></p> <p>Pupils will learn about Christopher Columbus and his discovery of the Americas. Learn about Neil Armstrong and the Apollo 11 mission to the moon. They will compare the two events and discuss the differences in aspects of life in two time periods.</p> <p>Look at how transport, travel and journeys have developed and advanced through the centuries.</p>	

Geography					
<p style="text-align: center;">The UK:</p> <p>Pupils will use maps, atlases and globes to locate the UK. They will study the 4 countries and capital cities of the UK, discovering their key human and physical features and characteristics, and its surrounding seas. Pupils will identify seasonal and daily weather patterns of the UK. They will also be Introduced to the world’s 7 continents and 5 oceans and locate these on a map</p>		<p style="text-align: center;">London:</p> <p>Pupils will carry out an in-depth study of London, looking at human and physical features and characteristics. They will study maps of the city and use compass directions and location and directional language to describe the location of features and routes on maps. Pupil will study aerial photographs of the city and plan perspectives to recognise landmarks.</p>		<p style="text-align: center;">Brazil:</p> <p>Pupil will compare prior learning about the UK with the non-European country of Brazil. They will use maps to identify Brazil and the continent of South America. Pupils will study key human and physical features (including the Amazon Rainforest) and learn about the culture and traditions of Brazil. They will also learn about the climate of Brazil and identify the location of the Equator.</p>	
Art					
<p style="text-align: center;"><u>Painting/printing – self-portraits</u></p> <p>NC: To use painting to develop and share their ideas, experiences and imagination. To use a range of art and design techniques.</p> <p style="text-align: center;">Artist influence: Picasso</p>		<p style="text-align: center;">Art: <u>Drawing – significant buildings</u></p> <p>NC: Use drawing to develop and share their ideas, experiences and imagination.</p> <p style="text-align: center;">Sketch famous London landmarks.</p> <p style="text-align: center;">Artist influence: L.S. Lowry – buildings</p>		<p style="text-align: center;">Art: <u>Collage</u></p> <p>NC: Use a range of materials creatively to design and make products. Learn about the work of a range of craft makers and designers.</p> <p style="text-align: center;">Link to Brazil.</p> <p>Artist influence: Rodrigo Franzão - mixed media textile art (geometric, abstract and constructivist art).</p>	
DT					
<p style="text-align: center;">Mechanisms Wheels & Axles Assemble vehicles with moving wheels (link to Toys History theme).</p>		<p style="text-align: center;">Structures Freestanding Structures- Link to Great Fire of London. Build a free-standing house made from wood and straw roof.</p>		<p style="text-align: center;">Food Preparing fruit & vegetables. Link to space- create a healthy meal for astronauts.</p>	
PE					
Gymnastics	Agility	Gymnastics/Dance	Games	Games	Wigan Athletic
PSHE					

PSHE 1 Me and My Relationships	PSHE 2 Valuing Difference	PSHE 3 Keeping Safe	PSHE 4 Rights and Respect	PSHE 5 Being my Best	PSHE 6 Growing and Changing
Computing E-safety unit to be taught 1 st lesson of every half term (Digital Literacy)					
Unit 1.1 Online Safety & Exploring Purple Mash (Digital literacy) Unit 1.2 Grouping & Sorting (Computer Science) Unit 1.3 Pictograms (Information Technology)		Unit 1.4 Lego Builders (Computer Science) Unit 1.5 Maze Explorers (Computer Science) Unit 1.6 Animated Story Books (Information Technology)		Unit 1.7 Coding (Computer Science) Unit 1.8 Spreadsheets (Information Technology) Unit 1.9 Technology outside school (Digital literacy)	
French					
N/A	N/A	N/A	N/A	N/A	N/A
Music					
Musicianship: Understanding Music Listening Singing		Notation Playing Instruments Creating: Improvising		Creating: Composing Perform Connecting across the Curriculum	
Enrichment – Trip/visitor		Enrichment – Trip/visitor		Enrichment – Trip/visitor	
Trip to Blackpool Zoo- Linked to Science topic Animals including Humans Wigan Museum- Loan a box to support History topic “Toys over time” Police officer visit to support Cops and Robbers- linked to safety and the wider community. Visit from priest linked to RE topic belonging/ visit to church.		Local fire service to recreate the Great Fire and discuss fire safety. Postman visit- outline their role and how they help the wider community.		A trip to The Hive in Bolton linked to science subject Plants. Visit from a chef- outline their role and how they help the wider curriculum.	