



Templemoor Infant and Nursery School – Year 1 Long Term Plan

Year	1	Teachers	Miss Salisbury and Mrs Drinkwater
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English skills	Cross-curricular Maths skills	Science skills	Geography skills	History skills	Art skills	Design technology skills	Computing skills	PE skills	PSHE skills	Music skills	RE
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6					
Imaginative learning project	Superheroes	Bright Light Big Cities	Enchanted Woodland	Rio de Vida	Paws, Claws and Whiskers	Dinosaur Planet					
Memorable experience	Professor Slime Day	Visit from the Queen	Priory Woods	Brazilian Drumming Day	Blackpool Zoo	Dinosaur Dome					
Science	Our Super Senses To identify, name and draw the human body. To identify and label the senses. Food tasting, touch test.	Materials - Making Manchester palace for the Queen To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	Plants To identify and classify deciduous and evergreen trees. To look at the structure of a plant.	Animals from around the world. To compare animals from UK and Brazil. Birds, amphibians, reptiles, birds and mammals.	Seasonal Changes Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Describing weather Day length variations - Clocks changing. Daily weather log and report. Data handling.	Seasonal Changes Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Describing weather Day length variations - Clocks changing. Daily weather log and report. Data handling.					



Geography		<p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>To use simple 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.</p>	<p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Name and locate the world's seven continents and five oceans.</p>
		<p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European</p>	<p>Describe the location of features and routes on a map.</p>	



		Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.		country (Brazil).		
History	To compare and contrast the lives of significant individuals in the past who have contributed to national and international achievements (Mary Seacole)	<p>Events beyond living memory that are significant nationally or globally (Great Fire Of London).</p> <p>To compare and contrast the lives of significant individuals in the past who have contributed to national achievements (Samuel Pepys).</p> <p>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</p>				Learn about events beyond living memory that are significant nationally or globally.
Art			Making clay boggarts. Making clay sculptures of woodland animals.	Making Brazilian masks. To use a range of	Making animal prints and collage animals.	



			<p>Observational painting of plants.</p> <p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To talk about the work of a range of artists and describing the differences and similarities between different practices and disciples, and making links to their own work (Georgia O'Keefe).</p>	<p>materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To talk about the work of a range of artists and describing the differences and similarities between different practices and disciples, and making links to their own work (Henri Rousseau).</p>	
Design and Technology	<p>Making a superhero snack with fruit to keep you super healthy.</p> <p>To use the basic principles of a healthy and varied diet.</p> <p>Design, make, evaluate.</p>	<p>Building a street scene as in Pudding Lane.</p> <p>To build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Design, make, evaluate.</p>				<p>Mechanisms: sliders and levers. Making a moveable dinosaur for an information booklet.</p> <p>Design, make, evaluate.</p>



Computing	Superhero Profiles	London information leaflets	Algorithms	We are celebrating	We are collectors	We are collectors
PE	Gymnastics Skills	Dance	Gymnastics Skills We are Adventurers	Invasion Games We are Adventurers	Net and Wall Game	Athletics We are Adventurers
PSHE	What makes me special? What are my superhero qualities?	Say no to bullying Getting on and falling out	Teamwork (We are Adventurers)	Teamwork (We are Adventurers)	Relationships	Teamwork (We are Adventurers)
Music	Hey You	Christmas Production	In the groove	Rhythm in the way we move and banana rap	Little Drummers – Trafford Music Service	Little Drummers – Trafford Music Service
RE	Life of Jesus	Life of Jesus	The Bible and special books.	The Bible and special books.	Believing, Belonging and Joining.	Believing, Belonging and Joining.
UNICEF Rights Respecting	Article 12 Right to express views, feelings and wishes	Article 28 Right to Education	Article 31 Right to relax, play and take part in a range of cultural and artistic activities	Article 24 Right to best possible health	Article 29 Education should teach children to respect the natural environment.	Article 19 I have the right to be protected from harm