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| M:\Year 6 Planning\Parent Meeting\Logo.pngM:\Year 6 Planning\Parent Meeting\Logo.png**College Town Primary School - Year 1 Long Term Plan** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Working Scientifically** | *Ask simple questions and recognise that they can be answered in different ways.*  *Use simple equipment to observe closely*  *Perform simple tests*  *Identify and classify*  *Use his/her observations and ideas to suggest answers to questions*  *Gather and record data to help in answering questions* | | | | | |
| **Seasons** | Observe changes across the four seasons  *Observe and describe weather associated with the seasons and how day length varies* | | | | | |
| **Science** | **Everyday Materials**  *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*  *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* | **Everyday Materials**  *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*  *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* | **Animals including Humans**  *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense* | **Animals**  *Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals*  *Group animals according to what they eat*  *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 (fish, amphibians, reptiles, birds and mammals, including pets)* | **Plants**  *Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees*  *Identify and describe the basic structure of a variety of common flowering plants, including trees* | **Revision and Expansion** |
| **Art** | **Create postcards**  *Use artwork to record ideas, observations and experiences*  *Experiment with different materials to design and make products*  *Explain what he/she likes about the work of others*  *Know the names of tools, techniques and elements that he/she uses* |  | **Great Fire of London**  *Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.*  *Explore mark-making using a variety of tools*  *Make marks in print using found objects and basic tools and use these to create repeating patterns* |  |  | **Ten Pieces Project**  *Use artwork to record ideas, observations and experiences*  *Explain what he/she likes about the work of others*  *Know the names of tools, techniques and elements that he/she uses*  *Make marks in print using found objects and basic tools and use these to create repeating patterns* |
| **Computing** | **E- Safety**  *Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies*  *Recognise common uses of information technology in the home and school environment* |  | **Login**  *Recognise common uses of information technology in the home and school environment*  *Use technology purposefully to create digital content* |  |  | **Programming**  *Predict the behaviour of simple programs*  *Understand what algorithms are and how they are implemented on digital devices* |
| **Design Technology** |  | **Create a Moving Picture**  *Create simple designs for a product*  *Use pictures and words to describe what he/she wants to do*  *Make structures by joining simple objects together*  *Use a range of simple tools to cut, join and combine materials and components safely*  *Build structures, exploring how they can be made stronger, stiffer and more stable*  *Use wheels and axles in a product* |  | **Design London Bridge**  *Explain what he/she likes about the work of others*  *Use pictures and words to describe what he/she wants to do*  *Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.*  *Create simple designs for a product*  *Ask simple questions about existing products and those that he/she has made* | **Make a Fruit Salad**  *Talk about what he/she eats at home and begin to discuss what healthy foods are*  *Say where some food comes from and give examples of food that is grown*  *Use simple tools with help to prepare food safely* |  |
| **History** | **Holidays then and now**  *Find answers to some simple questions about the past from simple sources of information*  *Describe some simple similarities and differences between artefacts*  *Talk, draw or write about aspects of the past*  *Understand key features of events*  *Find answers to some simple questions about the past from simple sources of information*  *Place known events and objects in chronological order* |  | **Great Fire of London**  *Find answers to some simple questions about the past from simple sources of information*  *Ask and answer relevant basic questions about the past*  *Talk, draw or write about aspects of the past*  *Understand key features of events*  *Identify some similarities and differences between ways of life in different periods* |  | **Local History Study - Sandhurst**  *Place known events and objects in chronological order*  *Sequence events and recount changes within living memory*  *Use common words and phrases relating to the passing of time*  *Sort artefacts from 'then' and 'now'*  *Relate his/her own account of an event and understand that others may give a different version* |  |
| **Geography** |  | **Map Makers**  *Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes*  *Use simple maps of the local area e.g. Large scale, pictorial etc.*  *Make simple maps and plans e.g. pictorial place in a story*  *Use simple observational skills to study the geography of the school and its ground.* |  | **Capital Cities in the UK**  *Ask simple geographical questions e.g. What is it like to live in this place?*  *Understand how some places are linked to other places e.g. roads, trains*  *Name, describe and compare familiar places* |  | **Town and Country**  *Ask simple geographical questions e.g. What is it like to live in this place?*  *Link their homes with other places in their local community*  *Know about some present changes that are happening in the local environment e.g.at school.*  *Suggest ideas for improving the school environment.* |
| **Music** | **Hey You!**  *Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture*  *Find the pulse whilst listening to music and using movement*  *Recognise different instruments*  *Listen to, copy and repeat a simple rhythm or melody* | **Rhythm in the way we walk and The Banana Rap**  *Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture*  *Learn and perform chants, rhythms, raps and songs*  *Use the correct musical language to describe a piece of music*  *Discuss feelings and emotions linked to different pieces of music* | **In the Groove**  *Use the correct musical language to describe a piece of music*  *Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse*  *Understand that pitch describes how high or low sounds are* | **Round and Round**  *Understand that tempo describes how fast or slow the music is*  *Understand that dynamics describe how loud or quiet the music is* | **Your Imagination**  *Learn to follow the conductor or band leader*  *Use the correct musical language to describe a piece of music* | **Reflect, Rewind and Replay**  *Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture*  *Use the correct musical language to describe a piece of music* |
| **RE** | **Christianity**  ***Retell a range of religious stories and explain how they link to the core beliefs and practices.***  ***Why do symbols and stories play important roles in religions?***  *Recount Elements Of Religious Stories.*  *Recognise Religious Objects/Places/ People/Practices.*  *Recognise Some Religious Symbols And Use Some Religious Vocabulary Correctly.*  *Express His/hers Own Experiences And Feelings, Recognising What Is Important In His/hers Own Life.*  *Recognise Interesting/ Puzzling Aspects Of Life.*  *Express What Is Of Value And Concern To Himself/Herself And Others In Relation To Matters Of Right And Wrong.* | **Christianity**  ***Describe some festivals, celebrations and practices and say how they reflect the core beliefs.***  ***Why are religious celebrations important to some people but not to others?***  *Recount Elements Of Religious Stories.*  *Recognise Religious Objects/Places/ People/Practices.*  *Recognise Some Religious Symbols And Use Some Religious Vocabulary Correctly.*  *Express His/hers Own Experiences And Feelings, Recognising What Is Important In His/hers Own Life.*  *Recognise Interesting/ Puzzling Aspects Of Life.*  *Express What Is Of Value And Concern To Himself/Herself And Others In Relation To Matters Of Right And Wrong.* | **Judaism**  ***Recognise the roles of religious leaders and sacred texts.***  ***Why do some people follow religious leaders and teachings?***  *Recount Elements Of Religious Stories.*  *Recognise Religious Objects/Places/ People/Practices.*  *Recognise Some Religious Symbols And Use Some Religious Vocabulary Correctly.*  *Express His/hers Own Experiences And Feelings, Recognising What Is Important In His/hers Own Life.*  *Recognise Interesting/ Puzzling Aspects Of Life.*  *Express What Is Of Value And Concern To Himself/Herself And Others In Relation To Matters Of Right And Wrong.* | **Judaism**  ***Describe some festivals, celebrations and practices and say how they reflect the core beliefs.***  ***Why are religious celebrations important to some people but not to others?***  *Recount Elements Of Religious Stories.*  *Recognise Religious Objects/Places/ People/Practices.*  *Recognise Some Religious Symbols And Use Some Religious Vocabulary Correctly.*  *Express His/hers Own Experiences And Feelings, Recognising What Is Important In His/hers Own Life.*  *Recognise Interesting/ Puzzling Aspects Of Life.*  *Express What Is Of Value And Concern To Himself/Herself And Others In Relation To Matters Of Right And Wrong.* | **Christianity**  ***Recognise the roles of religious leaders and sacred texts.***  ***Why do some people follow religious leaders and teachings?***  *Recount Elements Of Religious Stories.*  *Recognise Religious Objects/Places/ People/Practices.*  *Recognise Some Religious Symbols And Use Some Religious Vocabulary Correctly.*  *Express His/hers Own Experiences And Feelings, Recognising What Is Important In His/hers Own Life.*  *Recognise Interesting/ Puzzling Aspects Of Life.*  *Express What Is Of Value And Concern To Himself/Herself And Others In Relation To Matters Of Right And Wrong.* | **Christianity**  ***Recognise and give simple accounts of the core beliefs.***  ***How do some people’s religious beliefs encourage them to care for the world?***  *Recount Elements Of Religious Stories.*  *Recognise Religious Objects/Places/ People/Practices.*  *Recognise Some Religious Symbols And Use Some Religious Vocabulary Correctly.*  *Express His/hers Own Experiences And Feelings, Recognising What Is Important In His/hers Own Life.*  *Recognise Interesting/ Puzzling Aspects Of Life.*  *Express What Is Of Value And Concern To Himself/Herself And Others In Relation To Matters Of Right And Wrong.* |
| **PSHE** | **Being Me in My World**  *To feel safe and special in my class*  *To understand the rights and responsibilities as a member of my class*  *To recognise feelings.*  *To contribute my own views and ideas*  *British Values Covered*  *Democracy*  *Rule of Law*  *Individual Liberty*  *Mutual Respect*  *Tolerance of those of different faiths and beliefs* | **Celebrating Differences**  *To identify similarities between people in my class*  *To identify differences between people in my class*  *To understand what ‘bullying’ is*  *To know how to make new friends*  *To explain how I am different from my friends.*  *British Values Covered*  *Democracy*  *Rule of Law*  *Individual Liberty*  *Mutual Respect*  *Tolerance of those of different faiths and beliefs* | **Dreams and Goals**  *To set simple goals and try to achieve it*  *To understand how to work well with a partner*  *To tackle a new challenge and stretch my learning*  *To identify obstacles*  *To succeed in a new challenge*  *British Values Covered*  *Democracy*  *Individual Liberty*  *Mutual Respect*  *Tolerance of those of different faiths and beliefs* | **Healthy Me**  *To understand the difference between healthy and unhealthy.*  *To know how to make healthy lifestyle choices.*  *To know how to keep myself clean and healthy.*  *To understand how to use medicine safely.*  *To know how to cross the road safely.*  *To explain why my body is amazing*  *British Values Covered*  *Rule of Law*  *Individual Liberty*  *Mutual Respect* | **Relationships**  *To understand there are different types of families*  *To identify what being a good friend means to me.*  *To know appropriate ways to greet my friends.*  *To know who can help me in my school community.*  *To recognise my qualities as a person and friend*  *To explain why I appreciate someone special to me*  *British Values Covered*  *Democracy*  *Rule of Law*  *Individual Liberty*  *Mutual Respect*  *Tolerance of those of different faiths and beliefs* | **Changing Me**  *To understand the life cycles of animals and humans.*  *To understand that changes are ok.*  *To identify parts of the body*  *To understand changes occur.*  *British Values Covered*  *Rule of Law*  *Individual Liberty*  *Mutual Respect*  *Tolerance of those of different faiths and beliefs* |
| **PE** | **Multi Sports (Outside)**  *Catch a large ball.*  *Throw a large ball overarm, using the correct technique*  *Hit a large ball, using the correct technique* | **Dance**  Link skills and actions in different ways to suit different activities    Establish sequences of actions and skills which have a clear beginning, middle and ending  Describe and comment on performance | **Gymnastics**  Hold a balance whilst walking along a straight line  Establish sequences of actions and skills which have a clear beginning, middle and ending  Describe and comment on performance | **Racket and Ball Skills**  *Catch a large ball.*  *Throw a large ball overarm, using the correct technique*  *Hit a large ball, using the correct technique* | **Athletics**  *Zig zag through a series of markers spaced evenly, about 2m apart*  *Hop on the spot using the same foot*  *Jump for distance, Jump for height*  *Catch a bean bag* | **Athletics**  *Zig zag through a series of markers spaced evenly, about 2m apart*  *Hop on the spot using the same foot*  *Jump for distance, ump for height*  *Catch a bean bag* |