**Perry Hall Primary School**

**Long Term Planning 2020-21**

**Year 1**

Skills and knowledge objectives

|  |  |  |  |  |  |  |
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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Title** | **A voyage into Year 1** | **Fun and Games** | **Jetsetters** | | **Castles** | |
| **Key Question** |  |  |  | |  | |
| **Books that link** | Tin Forest  Lost and Found  Monkey Puzzle | **Dogger**  **The Velveteen Rabbit**  Lost in the Toy Musuem: An adventure  Toys in Space  Pinocchio (clips or abridged text)  Peepo | **Peace at Last**  **Whatever Next!**  Mr Grumpy’s Motor Car  **Journey – Alan Becker**  The Great Balloon Hullabaloo  The Story of the Car  William Bee’s Wonderful World of Trains and Boats and Planes | | **Zog**  **The Cook and the King**  The Queen’s Hat  The Queen – Richard Brassey  Katie in London | **Knight in Training: Combat at the Castle**  The Princess and the Pea  The Princess and the frog |
| **Experiences / opportunities to enhance learning** |  | Bantock Park Museum, Sudbury Museum of childhood | Dudley Canal Trust |  | Tamworth Castle |  |
| **Subjects** |  |  |  |  |  |  |
| **Science** | Seasonal Changes (explicitly taught)  Weather  1,2 | Seasonal Changes (Winter update)  1,2  Properties of materials – linking material properties in with materials of toys  1,4,5 | Seasonal Changes (Spring update)  1,2  Plants – types of trees, plants etc around the world  1,3,4,5,6 | Animals including humans – types of animals around the  *sound – STEM* world  1,2,4,5,6  *Light and week focus for investigation* | *Forces (pushes and pulls, levers etc.)*  *STEM - Castle drawbridge,etc* | Seasonal Changes (Summer update) |
| **Geography** | Continents  Environmental awareness  1,2,4,5,10 | Local physical and human geography comparison to the seaside – puppet shows, pier games  2, 5, 6 | Barnaby Bear’s journeys around the world – comparing local area (‘home’) to where he’s been.  1, 2, 3, 7 | | UK locations of the royal palaces (Balmoral, Holyrood, Buckingham Palace, Llywynwermod, Hillsborough Castle, Tamarisk)  2, 7 | |
| **Art** | Tin forest Display.  Design a sea creature  Link to lost and found 1,2 | Painting pictures of toys old and new  1,2,3 |  | Canal boat Art  Castles and Roses  Possible  1,2,3,4 | A castle at night - Paul Klee Artist including a castle at night.  1,2,3,4 | |
| **DT** | Floating and sinking design and make a floating boat  1,2,3,4,5 | Design, make and evaluate a wooden spoon puppet – Punch and Judy  1,2,3,4,5 | Design, make and evaluate a wind powered car  1,2,3,4,5 | Design, make and evaluate a lunchbox for a journey  1,2,3,4,5 | Design, make and evaluate a catapult / drawbridge (springs, pulleys)  1,2,3,4,5 | |
| **Music** | CHARANGA  Autumn 1  Unit: Hey You!  Style: Old-School Hip Hop  Topic and cross-curricular links: Make up (compose) your own rap or words to the existing rap, that c link to this half-terms topics e.g., art (sea creatures).  123 | CHARANGA  Autumn 2  Unit: Rhythm In The Way We Walk and Banana Rap  Style: Reggae, Hip Hop  Topic and cross-curricular links: Action songs that link to the foundations of music  Links to other units:  Hey You! - KS1/ages 5-7 (Scheme Year 1)  1,2,3 | CHARANGA  Spring 1  Unit: In The Groove  Style: Blues, Latin, Folk, Funk, Baroque, Bhangra  Topic and cross-curricular links: Six different styles of music that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.  123 | CHARANGA  spring 2  Unit: Round And Round  Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion  Topic and cross-curricular links: Countries from around the world. Historical context of musical styles.  Links to other units:  In The Groove - Year 1 - KS1/ages 5-7 (Scheme Year 1)  1,2,3 | CHARANGA  Summer 1  Unit: Your Imagination  Style: Pop    1,2,3 | CHARANGA  Summer 2  Unit: Reflect, Rewind and Replay  Style: Western Classical Music and your choice from Year 1  Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.  Links to other units: All Year 1 units  123 |
| **PE** | Cooperative games and play | Physical cooperative team game skills such as passing, dribbling etc.  1, 2, 4 | How we journey with our bodies –journeying with our body (running, throwing, catching)  3, 4 | | Dance – royal party  Cross curricular to creative arts  Cross curricular links to History in the form of medieval dancing  5, 6 | |
| **PSHE** | SCARF  Me and My Relationships  R4, R9, L3, H12 | SCARF  Valuing Differences  R8, L8, L9 | SCARF  Keeping Myself Safe  H2, H11 | SCARF  Rights and Responsibilities  H6, L1, L6 | SCARF  Being my best  R1, H12 | SCARF  Growing and Changing  H8,R3 |
| **Computing** | PURPLE MASH  Unit 1  Online Safety  4 weeks  Unit 2  Grouping and sorting  2 weeks  Comparing animal journeys  use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies  3, 4 | PURPLE MASH  Unit 2  Grouping and sorting  3 weeks  Unit 3  Pictograms  3 weeks  Celebrating our individual likes and dislikes to create pictograms.  recognise common uses of information technology beyond school  3,4 | PURPLE MASH  Unit 1.7 Coding  6 weeks  2,3 | PURPLE MASH  1.8  Spread sheets  2,3 | PURPLE MASH  Unit 4  Lego builders  3 weeks  Unit 5  Maze explorers  3 weeks  Build castle inspired settings to navigate through.  use logical reasoning to predict the behaviour of simple programs  create and debug simple programs  1,2,3 | PURPLE MASH  Unit 6 animated stories  1 week  Unit 7  Coding  3 weeks  use logical reasoning to predict the behaviour of simple programs  create and debug simple programs  recognise common uses of information technology beyond school  ,1,2,3 |
| **History** |  | **Toys and Games**(comparing past and present)    *Building on prior learning in Reception from exploration of toys*  1, 2, 3, 4, 8 | **History of transport**(comparing past and present around the world) – local links to canals and steam trains    *Building on prior learning in Reception from Severn Valley experience.*  1, 3, 4, 5, 8 | | **The Royal Family and their homes** (royal family tree, Royal celebrations – birthday, anniversary of the coronation, comparison to past monarchs)  1, 3, 4, 6, 7 | |
| **RE** | Places of worship  2,3 | Christmas and gift giving festivals (Christmas, Diwali, Ramadan, Passover gifts for Seder)  SACRE 1.6 – Beginning to learn Sikhism (Diwali link)  1, 2, 3 | Religious journeys finish with Jesus’ journey to Jerusalem.  SACRE 1.3 – What can we learn from stories about prayer  1, 2, 3 | | Royal family celebrations, births, marriage  4, 5, 6  SACRE 1.4 – Questions that puzzle us | |
| **MFL - Spanish** | Greetings. Colours. Numbers to 10. Pets. 1,2 | | | | | |
| **Opportunities for outdoor learning** | Forest school activities  Open ended resources |  |  |  |  |  |