

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 1

Topic: Terrific Toys

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow</p> <p><b>Materials: Everyday materials</b></p> <p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Name objects and identify the materials they are made from.</li> <li>Recognise that objects are made from materials that suit their purpose.</li> <li>Recall that a property is how a material can be described.</li> </ul>	<p><b>Knowledge</b> To identify everyday materials.</p> <p><b>Working scientifically</b> To sort objects into groups based on the materials they are made from.</p>	<p><b>Knowledge</b> To recognise the difference between objects and materials.</p>	<p><b>Knowledge</b> To describe the properties of materials.</p>	<p><b>Knowledge</b> To group materials based on their properties (absorbency).</p> <p><b>Working scientifically</b> To make observations and record data.</p>	<p><b>Knowledge</b> To group materials based on their properties (waterproofness).</p> <p><b>Working scientifically</b> To plan a test and suggest what might happen.</p>	<p><b>Knowledge</b> To group materials based on their properties (toughness).</p> <p><b>Working scientifically</b> To answer questions based on results.</p>	
<p>Computing <b>Digital Literacy</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>use technology safely and respectfully, keeping personal information private</li> <li>identify where to go for help and support if I have any concerns</li> <li>recognise common uses of information technology beyond the classroom.</li> </ul>	To pause and think online.	To understand how technology may make me feel.	To know how to stay safe online.	To understand how to stay safe online.	To find and understand examples of where technology is used in school.  To define what technology is.	To record examples of technology used outside of the classroom.	To review my knowledge of technology and using it safely.
<p>Music <i>Charanga Scheme</i> <b>Rhythm In The Way We Walk and the Banana Rap</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>find the pulse</li> <li>recognise and name 2 instruments they hear</li> <li>copy and clap back rhythms</li> <li>rap and sing in time with the music</li> <li>start to understand that pitch is high and low sounds.</li> </ul>	To listen and respond to music, identifying the pulse and rhythm within songs.	To find, keep and move to the steady pulse in a range of songs and musical activities.	To copy, clap and perform simple rhythms using words and phrases.	To sing songs with clear words and an awareness of pitch.	To create and perform my own simple rhythm patterns using my body and percussion instruments.	To perform songs and rhythm patterns confidently as part of a group.	To learn and enjoy performing Christmas songs.
<p>PSHE <i>Jigsaw Scheme</i> <b>Celebrating Differences</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>explain how we are different and how we are the same as other people in our classroom</li> <li>say who they can talk to if they are sad.</li> <li>understand our differences make us all special and unique</li> </ul>	To identify similarities between people in class.	To identify differences between people in class.	To understand how being bullied might feel.	To know the people who I could talk to if I was feeling unhappy or being bullied.	To know how to make new friends.	To know I am different from my friends and understand these differences make us all special and unique.	
<p>Design Technology <i>Plan Bee Scheme</i> <b>Delightful Decorations</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing hanging decoration for themselves and other users</li> <li>select from and use a range of tools and equipment to perform practical tasks</li> <li>evaluate their ideas and products against design criteria</li> </ul>	To explore different decorations.	To practise cutting skills.	To practise sewing skills.	To design a decoration.	To make a decoration.	To make a decoration	To evaluate a decoration.
<p>History <b>Terrific Toys</b></p> <p><b>Enquiry:</b> What were toys like in the past compared to today?</p> <p><b>Concept:</b> Similarities and differences</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify changes within living memory.</li> <li>Identify events beyond living memory.</li> </ul>	To draw and describe my favourite toy.  To explain how we can find out about the past.	To find out about toys today.  To use sources to help ask and answer questions about toys from the past.	To compare similar toys from different times.	To compare Victorian toys with modern toys.	To recognise how toys have changed over time.	To use words relating to the passing of time.	Toy Workshop with Classroom Adventures
<p>RE <i>Jigsaw RE</i> <b>Christianity</b></p> <p><b>Key question:</b> <i>What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?</i></p>	To talk about choosing meaningful gifts or presents for different people	To remember some of the Christmas story	To say why the gifts given to Jesus might have been meaningful in Bethlehem	To retell the Christmas story and consider how gifts might be different today	To talk about a gift that is special to me  To remember some of the Christmas story	To talk about the feelings of giving and receiving meaningful gifts	

Term: Autumn 2

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 1

Topic: Terrific Toys

<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>talk about a gift that is special to me</li> <li>remember some of the Christmas story</li> <li>suggest a gift a Christian might give to Jesus</li> </ul>					<p>To suggest a gift a Christian might give to Jesus</p>		
<p>PE <i>PE Passport</i> <b>Tri Golf</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>Work safely within a defined space</li> <li>Communicate effectively and work well with others</li> <li>Show awareness of boundaries and rules</li> </ul>	<p>To grip a golf club appropriately and adopt a stance to strike a ball.</p> <p>To putt a ball towards a target.</p> <p>To share the equipment.</p> <p>To know to keep myself and others safe</p> <p>To know how far to draw the club back when putting</p>	<p>To putt a ball towards a target with some accuracy.</p> <p>To change the amount of force I putt with depending if putting uphill or downhill.</p> <p>To know what a back swing is</p> <p>To hit the ball more firmly if putting uphill and more gently if putting downhill</p>	<p>To strike the ball consistently with an iron.</p> <p>To set up to play an iron shot.</p> <p>To know why we a tee when hitting irons at the start.</p> <p>To keep my eye on the ball in my swing.</p>	<p>To get some height with my iron shots.</p> <p>To know what the tick-tock technique is.</p>	<p>To drive for distance</p> <p>To strike the ball with increasing accuracy.</p> <p>To know the importance of keeping my head still and not trying to hit the ball too hard.</p> <p>To know which club to use and when.</p>	<p>To play a round safely and keeping score</p> <p>To wait patiently and share equipment.</p> <p>To demonstrate the school games values.</p> <p>To know terminology associated with golf.</p>	
<p>PE <i>PE Passport</i> <b>Fundamental Movement Skills 2</b></p> <p>By the end of unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate agility, balance and coordination</li> <li>Be self-motivated and display self-confidence</li> <li>Apply basic skills competently in a range of physical activities</li> </ul>	<p>To know what to do to keep still when balancing on one foot</p> <p>To know how to catch an object with my hands</p>	<p>To know that I need to keep my eyes on the ball when catching</p> <p>To know how I can skip with some rhythm</p>	<p>To what I need to do when throwing an object at different distances</p> <p>To know how I can side gallop</p>	<p>To travel around the space being aware of other children sharing it with me</p> <p>To know how to dodge and change direction when playing a game</p>	<p>To know what I need to do to avoid someone in a game</p> <p>To know how to throw an object underarm</p>	<p>To know that a punt is a kick from my hands</p> <p>To know how to kick a ball with my laces</p>	
<p><b>Forest School</b> <b>Autumn</b></p>	<p><b>By the end of this unit, children will be able to:</b></p> <ul style="list-style-type: none"> <li>know the rules and routines of Forest School</li> <li>identify seasonal changes – Trees and Plants within our local area, Weather</li> <li>explore living things in our forest on a scavenger hunt – Trees, Plants, Minibeasts</li> <li>understand the risks and safety instructions of fire – make S’mores safely</li> </ul>						