

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 1

Topic: Heroes and Heroines

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow <b>Animals: Sensitive bodies</b></p> <p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Draw and label human body parts.</li> <li>Identify the body parts associated with each sense.</li> </ul>	<p><b>Knowledge</b> To name parts of the human body.</p> <p><b>Working scientifically</b> To sort body parts into groups.</p>	<p><b>Knowledge</b> To name the body parts used for each sense.</p> <p><b>Working scientifically</b> To spot patterns in data.</p>	<p><b>Knowledge</b> To identify the body parts used for the sense of taste and touch.</p> <p><b>Working scientifically</b> To use the senses to make observations.</p>	<p><b>Knowledge</b> To identify the body parts used for the sense of smell and sight.</p> <p><b>Science in action</b> To recognise that scientists are always making new discoveries.</p>	<p><b>Knowledge</b> To identify the body part used for the sense of hearing.</p> <p><b>Working scientifically</b> To investigate how sound changes as you move further away.</p>	<p><b>Knowledge</b> To recognise how the senses are used in everyday life.</p> <p><b>Science in action</b> To recognise the importance of the senses in certain jobs.</p>	
<p>Computing <b>Computer Science</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>use logical reasoning to predict the behaviour of a simple program</li> <li>create and debug simple programs.</li> </ul>	<p>To create instructions verbally.</p> <p>To define an algorithm.</p>	<p>To say why it's important to be precise when writing an algorithm.</p>	<p>To create instructions to program a person like a computer.</p>	<p>To program a Bee-Bot to move.</p>	<p>To debug a Bee-Bot.</p>	<p>To use logical reasoning to predict the behaviour of simple programs.</p>	
<p>Music <i>Charanga Scheme</i> <b>In The Groove</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>identify 5 different music styles</li> <li>sing together and in time as part of the music</li> <li>compose a simple melody using simple rhythm</li> </ul>	<p>To listen and respond to music from different styles and talk about what I hear.</p>	<p>To find and keep a steady pulse in music from different genres.</p>	<p>To copy and perform simple rhythms accurately using untuned percussion (drum).</p>	<p>To sing songs with increasing accuracy of pitch and expression.</p>	<p>To compose simple musical rhythms using untuned percussion (drum).</p>	<p>To perform songs and musical patterns confidently as part of a group.</p>	
<p>PSHE <i>Jigsaw Scheme</i> <b>Dreams and Goals</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>say how I felt when I succeeded in a new challenge and how I celebrated it</li> <li>know how to store the feelings of success in their internal treasure chest</li> </ul>	<p>To set simple goals.</p>	<p>To set a goal and work out how to achieve it.</p>	<p>To understand how to work well with a partner.</p>	<p>To tackle a new challenge and understand this might stretch my learning.</p>	<p>To identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.</p>	<p>To tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p>	
<p>ART &amp; Design <i>Plan Bee Scheme</i> <b>African Art.</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>use drawing and painting to develop and share their ideas.</li> </ul>	<p>To explore Africa, its colours, shapes, and patterns.</p>	<p>To explore Maasai jewellery and culture.</p>	<p>To explore and make African masks.</p>	<p>To explore African sunsets.</p> <p>To make animal silhouettes to create an African sunset.</p>	<p>To explore African water jars.</p>		
<p>History <b>Heroes and Heroines</b></p> <p><b>Enquiry:</b> Can anyone be a hero or heroine?</p> <p><b>Concept:</b> Significant People</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify events beyond living memory that are significant nationally or globally</li> <li>explore the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Know significant historical events, people and places in their own locality.</li> </ul>	<p>To develop an understanding of what makes a real-life hero and the job roles they do.</p>	<p>To be able to explain who Florence Nightingale and Mary Seacole were and how they influenced modern nursing.</p> <p>Real Life Heroine: Florence Nightingale Mary Seacole</p>	<p>To explain who Professor Sarah Gilbert is and how she has influenced modern medicine to keep us safe.</p> <p>Real Life Heroine: Professor Sarah Gilbert</p>	<p>To explain who Louis Braille was and how he impacted reading for blind children.</p> <p>Real Life Hero: Louis Braille</p>	<p>To learn about the work Marcus Rashford has done to support the lives of children in the modern day.</p> <p>Real life hero: Marcus Rashford</p>	<p>To explain how the work carried out by Greta Thunberg and Sir David Attenborough impacts the planet.</p> <p>Real life heroes: Greta Thunberg Sir David Attenborough</p>	
<p>RE <i>Jigsaw RE</i> <b>Islam</b></p> <p><b>Key question:</b> <i>Who is God to Muslims?</i></p> <p>By the end of the unit, children will be able to:</p> <ul style="list-style-type: none"> <li>tell you how I might show respect for other people</li> </ul>	<p>To explain how to show respect</p>	<p>To consider some attributes that Muslims might believe that Allah has</p>	<p>To explain the meaning of some of the 99 names of Allah</p>	<p>To explain the ways a Muslim might show respect to Allah in their lives</p>	<p>To tell you how I might show respect for other people</p> <p>To describe some of the attributes (names) of Allah and what these might mean</p>	<p>To say what I do to show people who are special to me that I care</p>	

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<ul style="list-style-type: none"> <li>describe some of the attributes (names) of Allah and what these might mean</li> <li>explain how Muslims might show respect for these in their daily lives</li> </ul>					<p>To explain how Muslims might show respect for these in their daily lives</p>		
<p>PE <i>PE Passport</i> <b>Net and Wall Game Skills 1</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>Show increasing control over an object in throwing and catching it</li> <li>Communicate effectively and work well with others</li> <li>Demonstrate understanding of, and interpretation of, rules and accept decisions given</li> <li>Show increasing control over an object in pushing and patting it</li> </ul>	<p>To send a ball with some degree of accuracy.</p> <p>To receive a ball by moving swiftly into the right position.</p> <p>To know what a 'ready position' looks like.</p>	<p>To strike a ball, with one hand, whilst it is airborne.</p> <p>To play passive and then active rallies by striking over a net with my hand.</p> <p>To call my name when playing doubles if the ball is between me and my partner.</p> <p>To leave a ball which is going to land out.</p>	<p>To strike and volley a ball with some degree of accuracy.</p> <p>To dig a ball by getting underneath it.</p> <p>To know that a good high dig gives more time for teammates to set up our own attack.</p>	<p>To strike a ball using an open palm and move into position to receive it back.</p> <p>To know what a T position is and how it can help me.</p>	<p>To strike a small ball with my open palm with some accuracy.</p> <p>To keep a rally going with a partner.</p> <p>To move to the line of the ball and to get into a T position.</p> <p>To know that the ball needs to be struck over the net.</p>	<p>To throw with accuracy and power.</p> <p>To keep my eye on the ball at all times.</p> <p>To know not to turn my back on the ball.</p> <p>To know how to throw for accuracy and power.</p>	
<p>PE <b>Dance – Under the Sea</b> <i>PE Passport</i></p> <p>By the end of unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>perform simple movement patterns</li> <li>Demonstrates agility, balance, and coordination</li> <li>follow simple movement patterns at different levels</li> <li>communicates effectively and works well with others</li> <li>start to link skills to perform actions and sequences of movement</li> <li>comment on the work of others using some technical language</li> </ul>	<p>To use my body and create theme related shapes, movements and actions.</p> <p>To know how to contribute key words to a theme related mind map.</p> <p>To know how to translate words/ideas into theme related shapes, movements and actions.</p>	<p>To use my body to express simple theme related shapes, movements and feelings.</p> <p>To show good listening skills.</p> <p>To know how to contribute key words to a theme related mind map.</p> <p>To show to translate words/ideas into theme related shapes, movements and action.</p>	<p>To travel safely and creatively in space.</p> <p>To show different levels when I travel.</p> <p>To know that we need to look forwards to safely move around in space.</p> <p>To know that we need to control our speed to ensure safety.</p>	<p>To know how to communicate effectively with a partner.</p> <p>To use pictures to create shapes, movements and actions.</p> <p>To know to turn what I see into ways of moving.</p> <p>To know how to listen to other people's ideas and vocalise my own thoughts.</p>	<p>To communicate effectively with a partner.</p> <p>To use poems to create shapes, movements and actions.</p> <p>To know how to turn what I read/hear into ways of moving.</p> <p>To know how to link ideas and movements together so that they start to flow.</p>	<p>To remember and perform a simple sequence of movement.</p> <p>To identify what good looks like and give feedback to help my partner improve.</p> <p>To know how to use simple technical language to give constructive and useful feedback.</p>	
<p><b>Forest School Spring</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, Plants, Weather</li> <li>use natural materials to construct shelters and art– Minibeast shelters, mud faces</li> <li>understand the risks and safety instructions of Fire – make popcorn safely</li> </ul>						

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