

Great Kingshill CE Combined School
Long Term Planning

Year Group: 1

Topic: On The High Seas

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow Animals: Comparing animals</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Name and describe the physical features of a range of animals. Sort animals into groups based on their similarities and differences. Identify characteristics specific to mammals, birds, reptiles, amphibians and fish. Recall the diets of carnivores, herbivores and omnivores. 	<p>Knowledge To identify and group animals.</p>	<p>Knowledge To describe a variety of animals.</p>	<p>Knowledge To compare the features of animals.</p>	<p>Knowledge To identify animals that are carnivores, herbivores and omnivores.</p> <p>Working scientifically To research using non-fiction texts.</p>	<p>Knowledge To recognise animals that make suitable pets.</p> <p>Working scientifically To gather and record data to help in answering questions.</p>	<p>Knowledge To describe and compare the structure of animals.</p> <p>Science in action To know about famous scientists throughout history.</p>	
<p>Computing Computer Science</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions use logical reasoning to predict the behaviour of a simple program create and debug simple programs. 	<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> Round and Round</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> find the pulse identify five different music styles sing together and in time as part of the music compose a simple melody using simple rhythm 	<p>To listen and respond to Latin-style music and identify different sounds within a song.</p>	<p>To find and keep a steady pulse while singing, moving and playing.</p>	<p>To copy and perform simple rhythm patterns accurately.</p>	<p>To sing songs with clear words and accurate pitch.</p>	<p>To improvise simple musical phrases using tuned percussion (glockenspiels)</p>	<p>To perform songs and musical patterns confidently as part of a group.</p>	
<p>PSHE <i>Jigsaw Scheme</i> Healthy Me</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> know why their body is amazing and can identify some ways to keep it safe and healthy recognise how being healthy helps them to feel happy 	<p>To know some ways to keep myself healthy.</p>	<p>To know how to make healthy life choices.</p>	<p>To know how to keep myself clean and healthy and know how germs cause disease/illness.</p>	<p>To know that medicines can help me and how to use them safely.</p>	<p>To know how to keep safe when crossing the road and who can help me stay safe.</p>	<p>To identify ways to keep my body safe and healthy.</p>	
<p>Design Technology <i>Plan Bee Scheme</i> Seaside Snacks</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> generate, develop and communicate their ideas through talking and drawing. select from and use a wide range of materials and components, including ingredients. explore and evaluate a range of existing products. evaluate their ideas and products against design criteria. 	<p>To follow instructions to make savoury snacks.</p> <p>To design a 'seaside wrap' with savoury foods.</p>	<p>To make edible boats.</p> <p>Discuss food hygiene and what we need to do before handling foods.</p>	<p>To make fruit sculptures.</p> <p>To name and describe fruits using the 5 senses.</p>	<p>To make edible cake decorations.</p>	<p>To create frozen seaside snacks.</p> <p>To identify how we stay hydrated.</p>	<p>To design a seaside picnic.</p>	
<p>Geography On The High Seas</p> <p>Enquiry: How has the seaside changed over time?</p> <p>Concept: Place knowledge</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> identify the countries and capital cities on a map of the UK including surrounding seas. identify human and physical features of beaches and their locations. use simple compass directions. 			<p>To make a map using symbols in a key.</p> <p>To describe the location of human and physical features and routes on a map.</p>	<p>To identify the countries and capital cities in the United Kingdom.</p> <p>Discuss the UK as an island, the countries and their capital cities.</p> <p>Recap the points of the compass.</p>	<p>To identify human and physical features of a seaside location.</p> <p>Research different seaside locations around the UK.</p>		

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<p>History On The High Seas</p> <p>Enquiry: How has the seaside changed over time?</p> <p>Concept: Place knowledge</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> explain changes within living memory of Victorian seaside. Discuss the lives of significant individuals (pirates) in the past. 	<p>To learn about the golden age of pirates and some of the most famous pirates.</p>	<p>To identify parts and types of ships.</p>				<p>To compare Victorian and modern day seascapes.</p>	
<p>RE <i>Jigsaw RE</i> Christianity</p> <p>Key question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> talk about a person I admire recall parts of the Easter story and I can recognise some symbols in the story start to show understanding that Jesus is special to Christians and say why 	<p>To think about qualities in people I admire</p>	<p>To explain why Jesus might have been special or important to the people around him</p>	<p>To retell some of the Easter story (Before and during Palm Sunday)</p>	<p>To retell some of the Easter story (Palm Sunday to Easter Sunday)</p>	<p>To talk about a person I admire</p> <p>To recall parts of the Easter story and I can recognise some symbols in the story</p> <p>To start to show understanding that Jesus is special to Christians and say why</p>	<p>To talk about a person I admire and say why I admire them</p>	
<p>PE <i>PE Passport</i> Yoga Storybook</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> Experiment with different ways of moving Practice some appropriate safety measures without direct supervision. Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<p>To perform a butterfly pose.</p> <p>To perform a lion pose.</p> <p>To know the importance of good breathing whilst I exercise.</p>	<p>To pose like creatures and features that can be found in The Arctic.</p> <p>To know about some of the creatures and features of The Arctic.</p>	<p>To think imaginatively</p> <p>To stretch high and retain my balance.</p> <p>To know some facts about space.</p>	<p>To perform a tree pose</p> <p>To perform a downward dog pose.</p> <p>To know how to use my arms to help me balance.</p> <p>To know what a V shape is.</p>	<p>To hold poses which depict Romans and Roman life.</p> <p>To know more about The Romans.</p>	<p>To hold poses which depict life at sea.</p> <p>To know more about the features and life at seas.</p>	
<p>PE <i>PE Passport</i> Net and Wall Game Skills 2</p> <p>By the end of unit pupils will be able to:</p> <ul style="list-style-type: none"> Link skills to perform actions and sequences of movement Communicate effectively and work well with others Demonstrate understanding and interpretation of rules and accept decisions given 	<p>To send and receive a ball with some degree of accuracy.</p> <p>To move quickly into good positions to catch.</p> <p>To know what a position of readiness looks like.</p> <p>To track the flight of the ball with my eyes.</p>	<p>To strike a ball with some degree of accuracy.</p> <p>To volley a ball by getting in line and underneath it.</p> <p>To know which is the best technique to return a ball.</p>	<p>To send a ball with increasing accuracy</p> <p>To keep a rally going with a partner.</p> <p>To know that I have to get under the ball sufficiently to strike it upwards and over a net.</p>	<p>To develop a good grip and stance.</p> <p>To begin to strike with more consistency and accuracy on the forehand.</p> <p>To know how to form a ready position</p> <p>To know what a T shape is.</p>	<p>To return a ball, after one bounce, that has been thrown to me by a partner.</p> <p>To begin to rally a few shots with more success.</p> <p>To know that the ball has to go over the net, and land in the court on the other side.</p> <p>To know what I need to move quickly, to get into good positions to return the ball.</p>	<p>To strike a backhand from my own feed.</p> <p>To play a game against an opponent using a variety of shots.</p> <p>To move fluently around the court.</p> <p>To know to play a game of short tennis against an opponent.</p> <p>To try and get back to the center of the court after each shot.</p>	
<p>Forest School Spring</p>	<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> know the rules and routines of Forest School identify seasonal changes– Trees, Plants, Weather use natural materials to construct shelters and art– Mini beast shelters, mud faces understand the risks and safety instructions of Fire – make popcorn safely 						

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