

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 1

Topic: Farm to Fork

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow <b>Plants: Introduction to plants</b></p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>identify plants and their features.</li> <li>recall some of the roles that flowering plant parts have.</li> <li>name some trees and their parts.</li> <li>identify similarities and differences between deciduous and evergreen leaves.</li> <li>recall that seeds and bulbs come from plants.</li> <li>recognise that seeds need water for growth.</li> </ul>	<p><b>Knowledge</b> To identify plants in the school grounds.</p> <p><b>Working scientifically</b> To plan an investigation.</p>	<p><b>Knowledge</b> To identify parts of a flowering plant.</p> <p><b>Working scientifically</b> To draw and label a diagram.</p>	<p><b>Knowledge</b> To identify and name wild and garden plants.</p> <p><b>Working scientifically</b> To sort flowers into groups.</p>	<p><b>Knowledge</b> To identify and name deciduous and evergreen trees.</p> <p><b>Working scientifically</b> To measure and compare leaves.</p>	<p><b>Knowledge</b> To recognise that new plants come from seeds and bulbs.</p> <p><b>Working scientifically</b> To recognise that observations do not always match predictions.</p>	<p><b>Science in action</b> To recognise the importance of a scientist's role.</p> <p><b>Working scientifically</b> To use observations to find answers to questions.</p>	
<p>Computing <b>Information Technology</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>know how to use technology safely and respectfully, keeping personal information private</li> <li>what makes up a computer</li> <li>use technology purposefully to create, manipulate and retrieve digital content.</li> </ul>	To understand what is expected of me in computing and am ready to learn.	To understand what is expected of me in computing and am ready to learn.	To understand what is expected of me in computing and am ready to learn.	To use technology to create, manipulate and retrieve digital content.	To logon to my computer and Purple Mash independently.	To use information technology independently.	
<p>Music <i>Charanga Scheme</i> <b>Your Imagination</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>sing in unison and in two parts</li> <li>play accurately and in time as part of the performance</li> </ul>	To listen and respond to music and describe what it makes me imagine.	To use movement and actions to show the pulse and mood of music.	To copy simple rhythm patterns on tuned percussion (glockenspiel).	To sing and play songs with expression, using my voice to show feelings.	To collaborate on a tuned percussion composition.	To perform with singing and percussion confidently as an ensemble	
<p>PSHE <i>Jigsaw Scheme</i> <b>Relationships</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>explain why they appreciate someone who is special to them</li> <li>express how they feel about them</li> </ul>	To identify members of my family and understand the different types of families.	To identify what 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 tell you why I appreciate someone who is special to me.	
<p>ART &amp; Design <i>Plan Bee Scheme</i> <b>Henri Rousseau</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>explain about the work of Henri Rousseau, describing his practices and disciplines.</li> <li>use drawing and painting to develop and share their ideas.</li> <li>Develop more of their art and design techniques using colour, pattern, texture and shape.</li> </ul>	To understand about the life of the artist Henri Rousseau.	To explore and use the skills and techniques used by Henri Rousseau.	To understand the meaning of Henri Rousseau's genre, Portrait-Landscape.	To understand about the animals in Rousseau's paintings.	To understand about the animals in Rousseau's paintings.	To use their imaginations and skills to paint their own pieces of art.	
<p>Geography <b>Farm to Fork</b></p> <p><b>Enquiry:</b> How does our food go from farm to fork?</p> <p><b>Concept:</b> Human Geography</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> <li>use basic geographical vocabulary to refer to key physical features and key human features</li> <li>Use aerial photos to identify farms and natural areas.</li> </ul>	To investigate a farm environment.		To understand the features of farms.	To investigate the link between the seasons and farming.	To investigate where food comes from.	To compare a Kenyan farm to a UK one.	

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<ul style="list-style-type: none"> <li>Complete a survey of the local area.</li> </ul>							
<p>History <b>Farm to Fork</b></p> <p><b>Enquiry:</b> How does our food go from field to fork?</p> <p><b>Concept:</b> Human Geography</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>explain changes within living memory of farms through the years.</li> </ul>		<p>To identify changes in living memory on farms.</p>					
<p>RE <i>Jigsaw RE</i> <b>Judaism</b></p> <p><b>Key question:</b> <i>Is Shabbat important to Jewish children?</i></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>tell you which is my favourite day of the week and talk about food I would like to share in a special meal</li> <li>use the right names for things that are special to Jewish people during Shabbat and explain why</li> <li>start to make a connection between being a Jewish child and decisions about behaviour or actions</li> </ul>	<p>To talk about my favourite day of the week and say why it is special</p>	<p>To retell the creation story and how it relates to the Sabbath</p>	<p>To explain how Shabbat is celebrated</p>	<p>To talk about why a Jewish family might go to a synagogue to celebrate Shabbat</p>	<p>To say what happens on Shabbat</p> <p>To say why Shabbat might be important to Jewish children</p> <p>To say what day might be special to me and explain what I might do on that day and whom I might spend it with</p>	<p>To explain why having a regular time of peace or rest might be good for me and others</p>	
<p>PE <i>PE Passport</i> <b>Object Control 2</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>travel with a ball at my feet with confidence and skill</li> <li>show increasing control over an object in kicking it</li> <li>take turns and share resources</li> <li>show increasing control over an object in throwing it</li> <li>travel around safely with my head up</li> </ul>	<p>To bend my knees when landing from jumping high</p> <p>To know how to roll a ball with accuracy</p>	<p>To know what 'Big toe, little toe' dribbling is</p> <p>To know how to dribble a ball</p>	<p>To know how to cooperate with my partner</p> <p>To know how to kick a ball</p>	<p>To bend my knee when rolling a ball</p> <p>To know how to strike a ball off a tee</p>	<p>To know how to hold a bat with a handshake grip</p> <p>To know how to dribble a ball using a hand</p>	<p>To kick a ball with my instep when shooting</p> <p>To use a simple tactic in a game</p>	
<p>PE <i>PE Passport</i> <b>Target Games 2</b></p> <p>By the end of unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>link skills to perform actions and sequences of movement</li> <li>explain what success looks like for me and my friends</li> <li>apply basic skills competently in a range of physical activities</li> </ul>	<p>To keep my eyes on the ball when catching</p> <p>To know how to bounce and catch a ball with 2 hands</p>	<p>To know how to outwit my partner when playing a game</p> <p>To know how to bounce a ball with two hands</p>	<p>To know how to outwit my partner when playing a game</p> <p>To know how to catch a bounced ball in a game</p>	<p>To know when to use a different throw in a game</p> <p>To know how to throw underarm at a target</p>	<p>To know when it is best to throw underarm and when to throw overarm</p> <p>To know how to throw a ball overarm with some accuracy at a target</p>	<p>To use my non-throwing arm to help target the throw</p> <p>To make an overarm throw at a target with power</p>	
<p><b>Forest School Summer</b></p>	<p>By the end of this unit, children will be able to:</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>know how to be safe near water</li> <li>use tools safely – construct gnomes using knives</li> <li>understand the risks and safety instructions of fire</li> </ul>						

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