

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 1

Topic: Enchanted Woodlands

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow <b>Making connections: Science through stories</b></p> <p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>identify the typical weather associated with each season.</li> <li>describe animal features.</li> <li>recognise similarities and differences between animals in the same animal group.</li> <li>build an animal home with natural materials.</li> <li>explain the difference between carnivores, herbivores and omnivores.</li> </ul>	<p><b>Knowledge</b> To observe changes across the seasons.</p> <p><b>Working scientifically</b> To spot patterns in data.</p>	<p><b>Knowledge</b> To describe and compare the features of animals.</p> <p><b>Working scientifically</b> To carry out research to find specific information.</p>	<p><b>Knowledge</b> To identify differences in animal features.</p> <p><b>Working scientifically</b> To use a ruler to measure.</p>	<p><b>Knowledge</b> To describe the properties of everyday materials.</p> <p><b>Working scientifically</b> To plan how to carry out a test.</p>	<p><b>Knowledge</b> To identify animals that are carnivores, herbivores and omnivores.</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>Reflect, Rewind and Replay</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>discuss pieces of music and instruments used.</li> <li>prepare and perform a song.</li> </ul>	To listen and identify instruments in music.	To listen and identify instruments in music; to keep a steady pulse while exploring and rehearsing musical ideas.	To listen and identify instruments in music; to create and develop simple rhythm and melody ideas to use in a composition.	To listen and identify instruments in music; to create and develop simple rhythm and melody ideas to use in a composition.	To listen and identify instruments in music; to build a piece of music over time by adding and improving musical sections.	To listen and identify instruments in music; to perform a composed piece of music and talk about the choices made.	
<p>PSHE <i>Jigsaw Scheme</i> <b>Changing Me</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>identify changes that have happened in their life.</li> <li>know some ways to cope with changes.</li> </ul>	<p>To understand life cycles of humans and animals.</p> <p>To understand that changes happen as we grow and that this is OK.</p>	<p>To identify how I have changed and stayed the same.</p> <p>To know that changes are OK and that sometimes they will happen whether I want them to or not.</p>	<p>To understand how my body has changed since I was a baby.</p> <p>To understand that growing up is natural and that everybody grows at different rates.</p>	<p>To identify the parts of the body that makes boys different to girls and use the correct names for these.</p> <p>To respect my body and understand which parts are private.</p>	<p>To understand every time I learn something I change a little bit.</p> <p>To enjoy learning new things.</p>	<p>To describe changes that have happened in my life.</p> <p>To know some ways to cope with changes.</p>	
<p>Design Technology <i>Plan Bee Scheme</i> <b>Moving Minibeasts</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>design purposeful and functional products for themselves and other users based on design criteria.</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>evaluate their ideas and products against design criteria.</li> </ul>	To create a sliding mechanism.	To use levers and pivots to create a moving mechanism.	To create a wheel mechanism.	To design a moving picture with a mechanism.	To make a minibeast-themed moving picture.	To evaluate a moving minibeast picture.	
<p>Geography <b>Enchanted Woodlands</b></p> <p><b>Enquiry:</b> Why are woodlands so special to our local area?</p> <p><b>Concept:</b> Geographical skills and field study</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>compare woodlands in our local rural area to an urban area.</li> <li>use aerial photos to identify woodlands and describe physical and human features.</li> <li>use basic geographical vocabulary to refer to key physical features and key human features</li> <li>to complete a survey of our local area.</li> </ul>	<p>To understand what a woodland is.</p> <p>To identify a nearby woodland area and the benefits from it.</p> <p>To identify a nearby woodland on an aerial map.</p>		<p>To survey my local area.</p> <p>To identify trees on a map.</p> <p>To use a map of our school.</p>		<p>To compare our local area to a city.</p> <p>To use maps to describe the physical and human features.</p>	<p>Trip to Mop End FSC Amersham.</p>	

Term: Summer 2

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<p>History <b>Enchanted Woodlands</b></p> <p><b>Enquiry:</b> Why are woodlands so special to our local area?</p> <p><b>Concept:</b> Geographical skills and field study</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 woodlands through the years including how deforestation due to HS2.</li> <li>explain how Roald Dahl is a significant person in our local area.</li> </ul>		<p>To understand changes in living memory to local woodland.</p> <p>To use Digimaps to look at maps of past and present.</p> <p>To identify changes to the local area and changes to woodlands.</p>		<p>To investigate the history of the local area and Roald Dahl.</p> <p>To identify the events in Roald Dahl's life.</p>			
<p>RE <i>Jigsaw RE</i> <b>Judaism</b></p> <p><b>Key question:</b> <i>Who is God to Jews?</i></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>explain why agreements are important and why they should be kept</li> <li>tell a story about Abraham and Moses and say why these men are important to Jewish people today</li> <li>talk about an agreement Jewish people make with God and begin to explain why this is important</li> </ul>	<p>To identify a promise and understand that trust is important when making an agreement</p>	<p>To say how some important Jewish beliefs began</p>	<p>To retell the story of how Judaism began and say that Jews believe in one God</p>	<p>To talk about the Ten Commandments and explain the rules that Jews believe God wants us to live by</p>	<p>To explain why agreements are important and why they should be kept</p> <p>To tell a story about Abraham and Moses and say why these men are important to Jewish people today</p> <p>To talk about an agreement Jewish people make with God and begin to explain why this is important</p>	<p>To create a set of rules to help us live a happy life</p>	
<p>PE <i>PE Passport</i> <b>Athletics 2</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>warm up safely prior to exercise and can sustain performance over periods of time.</li> <li>comment on the work of others using some technical language.</li> <li>demonstrate sporting values.</li> </ul>	<p>To retain my focus</p> <p>To know the importance of a good start</p> <p>To show a sense of anticipation to begin work</p> <p>To react quickly</p>	<p>To cushion my knees when landing</p> <p>To know the technique for different types of jump</p> <p>To jump in a variety of ways</p> <p>To coordinate a run with a jump</p>	<p>To know how to improve my technique to increase the height and distance of my jumps</p> <p>To know the difference between a leap and a jump</p> <p>To discover and develop different styles of jumping</p> <p>To leap, jump and hop</p>	<p>To know how to increase the distance of my jumps</p> <p>To know why it is important to warm up</p> <p>To jump in a variety of ways competently</p> <p>To add a short run up to my jump</p>	<p>To know to keep others safe when I am throwing</p> <p>To know how to increase the distance</p> <p>To throw with good technique</p> <p>To throw with a run up</p>	<p>To know how to share equipment and take turns</p> <p>To demonstrate the school games values</p> <p>To help a peer improve their performance with good feedback</p> <p>To demonstrate a variety of athletic techniques competently</p>	
<p>PE <i>PE Passport</i> <b>Locomotion 2</b></p> <p>By the end of unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>work safely within a defined space.</li> <li>practice some appropriate safety measures without direct supervision.</li> <li>run skillfully and negotiates space.</li> <li>travel with confidence and skill around, under, over and through.</li> </ul>	<p>To use flat hands when travelling on hands and feet</p> <p>To know how to travel by skipping around an area</p>	<p>To release the ball near the floor when rolling an object</p> <p>To know how to jump for distance</p>	<p>To bend my knees when landing from a jump</p> <p>To know how to dodge when playing a game</p>	<p>To know the difference between side galloping and galloping</p> <p>To know how to gallop</p>	<p>To push off in a different direction when dodging</p> <p>To know how to jump for height</p>	<p>To have opposite foot to throwing hand when throwing in a game</p> <p>To know how to side gallop</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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