Hollingwood Primary School – Long Term Plan – This is a working document and subject to updating and change				Year 1 – 2021/2022	
HT1	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
English					
Studied Texts – All About Me **Avocado Baby** **The Growing Story** **From Head to Toe** **Funny bones** **Class read – How to Catch a Star by Oliver Jeffers** **Skill Development** **Focussing on:** ***finger spaces** ***capital letters** ***full stops** ***neat handwriting and letter formation** ***sentence construction** ***oral setntence construction**	**Studied Texts – Traditional Tales** **Aladdin (inc. Panto visit)** **Rapunzal (and Bethan Woollvin).** **Little Red Riding Hood** **The Ugly Duckling** **Skill Development** **Focussing on:** ***traditional tales themes** ***adjectives** ***verbs** ***finger spaces** ***capitals letters (including for proper nouns)** ***full stops** ***asking questions** ***using question marks**	**Studied Texts – Footprints in the Snow** **Footprints in the Snow** **Over and Under the Snow** **Stick Man** **Snowflakes** **Skill Development** **Focussing on:** ***writing recounts of a paragraph or more *using connectives to join phrases together** ***adjectives** ***verbs** ***suffixes 'ed' and 'ing'** ***rhyme**	**Studied Texts – Journeys** **Amelia Earheart (Little People Big Dreams).** **Paddington** **A Visit to Paris** **Skill Development** **Focussing on:** ***writing lists** ***sequencing** ***time connectives** ***adjectives** ***fiction** ***Non-fiction** ***contents pages** ***indexes** ***headings** ***Paragraphs** ***using the prefix 'un'**	**Studied Texts – Plant a Seed** Into the Forest Jack and the Beanstalk Jim and the Beanstalk Gruffalo Plants (Amazing Science) **Skill Development** Focussing on: *rhyme *word patterns *Non-fiction *contents pages *indexes *non-fiction vocabulary *headings *Paragraphs *lists	**Studied Texts – Oceans and Seas** Flotsam Dear Greenpeace A First Book of the Sea Greta Thunberg and David Attenborough (Little People Big Dreams). The Snail and the Whale The Coral Kingdom One Day On Our Blue Planet: In the Ocean **Skill Development** Focussing on: *letter writing *diary writing (recounts) *rhyme *stories form other cultures
Maths					
Number: Place Value ***Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.** ***Count, read and write numbers to 10 in numerals and words.** **Given a number, identify one more or one less.** ***Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.**	**Number: Addition and Subtraction** ***Represent and use number bonds and related subtraction facts within 10** ***Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.** ***Add and subtract one digit numbers to 10, including zero.** ***Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.** **Geometry: Shape** ***Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)** ***Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)**	**Number: Addition and Subtraction** ***Represent and use number bonds and related subtraction facts within 20** ***Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.** ***Add and subtract one-digit and two-digit numbers to 20, including zero.** ***Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = _ – 9** **Place Value** ***Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.** ***Count, read and write numbers to 50 in numerals.** ***Given a number, identify one more or one less.** *** Identify and represent numbers using objects and pictorial representations including the number line, and use the**	**Place Value** ***Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.** ***Count, read and write numbers to 50 in numerals.** ***Given a number, identify one more or one less.** *** Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.** ***Count in multiples of twos, fives and tens.** **Measurement: Length and Height** ***Measure and begin to record lengths and heights.** ***Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)**	**Number: Multiplication and Division** *Count in multiples of twos, fives and tens. *Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher **Number: Fractions** *Recognise, find and name a half as one of two equal parts of an object, shape or quantity. *Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Geometry: position and direction** *Describe position, direction and movement, including whole, half, quarter and three quarter turns	**Number: Place Value** *Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. *Count, read and write numbers to 100 in numerals. *Given a number, identify one more and one less. *Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. **Measurement: Money** *Recognise and know the value of different denominations of coins and notes. **Measurement: Time** *Sequence events in chronological order using language *Recognise and use language relating to dates, including days of the week, weeks, months and years.

		language of: equal to, more than, less than (fewer), most, least. ***Count in multiples of twos, fives and tens.**	**<u>Measurement: Weight and Volume</u>** ***Measure and begin to record mass/weight, capacity and volume.** ***Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]**		*Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. *Compare, describe and solve practical problems for time *Measure and begin to record time
Science					
<u>Working Scientifically</u> ***asking simple questions and recognising that they can be answered in different ways** ***observing closely, using simple equipment** *** performing simple tests** *** identifying and classifying** *** using their observations and ideas to suggest answers to questions** ***gathering and recording data to help in answering questions.** **We will take a seasonal walk around the local area to observe the changes that happen to places we know.** **Daily weather chart to discuss the seasons and the weather patterns.** **<u>Animals: Including humans</u>** ***identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.** **We do this by:** **Looking at baby photos;** **Observing and talk about changes;** **Naming and label body parts;** **Using our senses and which part of the body they are associated with.**	**<u>Working Scientifically</u>** ***asking simple questions and recognising that they can be answered in different ways** ***observing closely, using simple equipment** *** performing simple tests** *** identifying and classifying** *** using their observations and ideas to suggest answers to questions** ***gathering and recording data to help in answering questions.** **We will take a seasonal walk around the local area to observe the changes that happen to places we know.** **<u>Everyday Materials</u>** ***distinguish between an object and the material from which it is made** ***identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock** ***describe the simple physical properties of a variety of everyday materials** *** compare and group together a variety of everyday materials on the basis of their simple physical properties** **We do this by:** **naming different materials;** **investigating the properties of different materials;** **testing materials for specific purposes: observing and recording what happens; answering questions**	**<u>Working Scientifically</u>** ***asking simple questions and recognising that they can be answered in different ways** ***observing closely, using simple equipment** *** performing simple tests** *** identifying and classifying** *** using their observations and ideas to suggest answers to questions** ***gathering and recording data to help in answering questions.** **We will take a seasonal walk around the local area to observe the changes that happen to places we know.** **<u>Seasonal changes</u>** ***observe changes across the four seasons** ***observe and describe weather associated with the seasons and how day length varies.** **We do this by:** **Making a class weather book and weather station;** **Observing and describing weather associated with the seasons and how day length varies;** **Gathering and recording data to help in answering questions;**	**<u>Working Scientifically</u>** ***asking simple questions and recognising that they can be answered in different ways** ***observing closely, using simple equipment** *** performing simple tests** *** identifying and classifying** *** using their observations and ideas to suggest answers to questions** ***gathering and recording data to help in answering questions.** **We will take a seasonal walk around the local area to observe the changes that happen to places we know.** **<u>Plants</u>** ***identify and name a variety of common wild and garden plants, including deciduous and evergreen trees** *** identify and describe the basic structure of a variety of common flowering plants, including trees.** **We do this by:** **Planting seeds and observing them grow into seedlings and plants;** **Label the parts of trees and plants;** **Growing plants and seeds in different conditions – predict/investigate by testing** **Identifying a wide range of wild/garden plant and evergreen and deciduous trees.** **Watching the changes to plants we have been growing over time.**	**<u>Working Scientifically</u>** *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions. **We will take a seasonal walk around the local area to observe the changes that happen to places we know.** **<u>Animals: Including humans</u>** *identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals *identify and name a variety of common animals that are carnivores, herbivores and omnivores *describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) **We do this by:** Identifying common animals that live in different water-linked habitats; Looking for animals and mini-beasts in a range of habitats Comparing the structure of different water-linked animals Identifying and classifying –mammals/fish/amphibians/herbivores/carnivores.	**<u>Working Scientifically</u>** *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions. **We will take a seasonal walk around the local area to observe the changes that happen to places we know.** **Consolidation of all science taught this year.** **Following and investigating children's interests.**
Block Teaching					

Art: **Learn abut the work of a range of artists and making links to their own work:** **Vincent Van Gogh;** **Frida Kahlo.** **To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape.(Self-portraits/portrait of a friend – painting).** **Music:** **To learn Harvest songs by learning to sing and to use their voices.** **Understand and explore how music is created.** **Use their voices expressively and creatively by singing songs and speaking chants and rhymes.** **Play tuned and untuned instruments musically.** **Listen with concentration and understanding to a range of high-quality live and recorded music.** **Experiment with, create, select and combine sounds using the inter-related dimensions of music.**	**Learning about toys from the past – changes within living memory.** **Designing and building Aladdin's magic flying carpet.** **Building houses for Tom Thumb.** **Making fairy-tale puppets.** **Identify and name every day materials.** **Different materials toys in the past and the toys today.** **Properties of toys in the past and toys today.**	**Daily calendar and weather chart.** **Observe seasonal changes – winter walk.** **Winter clothing – differences between winter/summer.** **Wool – How is it made? Knit a class scarf.** **Winter landscapes/observational drawings – Monet, Vincent van Gogh, and Gaugain.**	**Daily calendar and weather chart.** **Consider the weather changes and how the day length varies.** **Oceans and seas.** **Use geographical vocabulary.** **Name and locate the world's seven continents and five oceans.** **Music block teaching:** ● **perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.** ● **learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.** ● **understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.**	Daily calendar and weather chart. Look at and evaluate Andy Goldsworthy art. Make our own nature art (large scale art). Scavenger nature hunt – design a minibeast hotel. British artist focus: David Hockney, Henry Moore and Barbara Hepworth.	Learn about Grace Darling history and significance – link with Filey visit and seaside safety. Daily calendar and weather chart. Filey visit. Look at geographical and physical features on maps and aerial photos of Filey. Use geographical language to label key physical and human features of Filey. Use simple compass directions (N,S,E,W). Look at map describe routes/features and locations of different places. Use geographical vocabulary to talk about Filey. Shoe-box dioramas.
PSHE					
<u>Physical health and wellbeing</u> **To understand that a healthy lifestyle involves exercise, rest, healthy eating and looking after our teeth and bodies** **Learning the correct anatomical names of body parts including our private parts**	**<u>Keeping safe and Managing risk</u>** **Pupil learn about safety in familiar situations.** **Pupils learn about personal safety.** **Pupil learn about people who keep them safe outside the home.**	**<u>Going for Goals</u>** **Thinking about how to play and work together and what to do if there are any disagreements**	**<u>What do we put into and on to bodies?</u>** ● **about what can go into bodies and how it can make people feel.** ● **about what can go on to bodies and how it can make people feel.**	**<u>Getting on and falling out</u>** To recognise how their behaviour affects others and that people's bodies and feelings can be hurt	**<u>Changes</u>** To look at the environment and discuss what harms and improves it. To recognise that money comes from different sources and can be spent and saved. *Transition*
PE					

Multi skills ***develop movement capabilities and fitness levels. Work on skills and techniques required to play a range of games, activities or sports. Look to build confidence and relationships (teams/groups).** **Moving safely and balancing** ***develop balance, agility and co-ordination,** ***perform dances using simple movement patterns.**	**Dance** ***provide opportunities for pupils to become physically confident in a way which supports their health and fitness.** ***developing balance, agility and co-ordination, and begin to apply these in a range of activities** *** perform dances using simple movement patterns.** ***Perform dances by keeping to a basic rhythm.**	**Gymnastics** ***exploring shapes/moving safely with changes of speed, levels and directions** ***Copy/create/link movements** ***Move apparatus safely** ***Recognise how their body changes with exercise** ***evaluate the performances of themselves and others** ***Traditional dancing from each country** **Football** **Aiming to develop ball mastery, the ability to use both feet to move the ball and pass. As well understanding the concepts of invasion/space recognition in tag/dribbling games.**	**Multi-skills** ***hold a racket correctly and use it to hit a ball with control;** **• hit a ball to a target with increasing accuracy;** **• throw a ball underarm showing some accuracy when aiming for a partner's racket;** **• hit a ball that has been thrown to them, showing some control of the direction;** **• combine their skills to play a competitive game against a partner;** **• apply a practised tactic to help them to win a competitive game;** **• hold a cricket bat correctly and use it to control and hit a ball to a target;** **• use the correct technique to roll a ball accurately to a partner;** **• use a cricket bat to hit a ball that has been rolled to them, controlling the direction of the hit;** **• use the correct overarm technique to throw a ball forwards;** **• watch a partner, describe what they are doing well and identify an area for improvement;** **• cooperate with others to play a team game, taking on different roles within the game.** **Basketball** ***develop travelling with a ball, moving and bouncing at the same time.** ***Improve coordination through dribbling games and develop space recognition. *Use passing activities to develop weight and distance when passing to partners or teammates.**	**Dance** *pondlife poem, Music – Disney-April Showers, Song of spring – Michel Simone, Folk – Washday blues/Mrs Huddledee * develop response to music through dance, contrasts of speed, shape, direction and level. *develop control, co-ordination, balance poise, and elevation in travelling, jumping, turning stillness. *Evaluate and improve fitness. **Quad kids** *measuring and recording pupil's times/distances in different athletic events.	**Games** (sports day preparation) *skipping, running races, obstacle races *explore skills, actions and ideas with increasing understanding * remember and repeat simple skills and actions with increasing control and coordination. *to recognise and describe how their bodies feel during different activities *travel with, send and receive a ball and other equipment in different ways **OAA** *outdoor activities that challenge the pupil's body and mind. Grasp basic concepts of navigating to and from different points.