

Templemoor Infant and Nursery School – Long Term Plan 2016-17



Year	1	Teachers	Mrs Saint, Mrs Ree and Mrs Thorpe
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English skills	Cross-curricular Maths skills	Science skills	Geography skills	History skills	Art skills	Design technology skills	Computing skills	PE skills	PSHE skills	Music skills	RE
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6					
Imaginative learning project	Superheroes	Bright Light Big Cities	Rio de Vida	Memory Box	Paws Claws and Whiskers	Enchanted Woodland					
Memorable experience	Professor Slime Day	Visit from the Queen	Brazilian Drumming Day	Sharing memories afternoon with friends and family	Blackpool Zoo	Priory Woods					
Science	<u>Our Super Senses</u> To identify, name and draw the human body. To identify and label the senses. Food tasting, touch test.	<u>Materials</u> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <u>Making Manchester palace for the Queen.</u> To distinguish between an object and the material from which it is made.	<u>Animals from around the world.</u> To compare animals from UK and Brazil. Birds, amphibians, reptiles, birds and mammals.	<u>Seasonal Changes</u> Describing weather Day length variations - Clocks changing. Daily weather log and report. Data handling.	<u>Animals and Humans</u> To identify and classify a variety of animals. Zoo and pets. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). To classify and identify carnivores, herbivores and omnivores.	<u>Plants</u> To identify and classify deciduous and evergreen trees. To look at the structure of a plant.					

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		To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.				
Geography		<p><u>Where is London?</u> Name, locate and identify characteristics of the four countries and capital cities of the UK and it's surroundings.</p>	<p><u>What is it like to live in Brazil?</u> To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas.</p> <p>To use basic geographical vocabulary (hills, forest, mountain)</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United</p>		<p><u>Where do animals live?</u> To name and locate the world's seven continents and five oceans.</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p> <p><u>Designing our own zoo.</u> To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use</p>	<p><u>What is in the woods?</u> To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>

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			Kingdom, and of a small area in a contrasting non-European country(Brazil)		and construct basic symbols in a key.	
History	<p><u>Heroes in History</u> To compare and contrast the lives of significant individuals in the past who have contributed to national and international achievements Mary Seacole and/or Florence Nightingale and Edith Cavell</p> <p><u>Real Life Superheroes.</u> Visits from Police, Firemen, Lollipop Man, Dentist, Doctors</p>	<p>Great Fire of London</p> <p>Events beyond living memory.</p> <p>To compare and contrast the lives of significant individuals in the past who have contributed to national achievements. Elizabeth I and Queen Victoria</p>		<p><u>Who am I? Why I am special?</u></p> <p>Changes within living memories. Visit from grandparents and other children to share their own memories.</p>		
Art	<p><u>Superhero badges</u></p> <p>To use a range of materials creatively</p> <p>To design and make</p>		<p><u>Making Brazilian Carnival masks</u></p> <p>To develop a wide range of art and design</p>		<p><u>Animal Art</u> Discussing contemporary Artist. Representations of animals by Van Gough, Monet</p>	<p><u>Looking at artists who use natural materials</u></p> <p>To talk about the work of a range of</p>

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	products.		techniques in using colour, pattern, texture, line, shape, form and space .		and DaVinci <u>To make animal prints and collage animals.</u> Use wider range of art and design techniques using pattern, texture and line.	artists and describing the differences and similarities between different practices and disciplines. Allan Watson, Anne Bevan, Andy Goldsworthy.
Design and Technology	<u>Superhero Badges</u> select from and use a range of tools and equipment to perform practical tasks evaluate their ideas and products against design criteria	<u>Building Manchester home for the queen</u> To build structures, exploring how they can be made stronger, stiffer and more stable. Links to Science and materials)		<u>Making memory box</u> To design purposeful, functional, appealing products for themselves and other users based on design criteria. To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to		

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				their characteristics.		
Computing	We are treasure hunters	We are TV chefs	We are painters	We are collectors	We are storytellers	We are celebrating
PE	Fundamental Skills 1 Outdoor Continuous Provision	Gymnastics Skills 1 Fundamental Skills 2	Fundamental Skills 1 Dance - Circus	Gymnastics Skills 2 Target Games 2	Dance – puppets Athletics 2	Fundamental Skills 1 Fundamental Skills 1
PSHE	New Beginnings	Say no to bullying Getting on and falling out	Going for Goals	Good to be me	Relationships	Changes
Music	Hey you	Christmas Production	In the groove	Rhythm in the way we move and banana rap	Round and round	Rewind, replay and repeat
RE	Who is a Christian and what do they believe?		What makes some places sacred?		What does it mean to belong to a faith community?	