



Inmans Y1 LTP

What is special about our area? (School, Hedon)	What makes the Xbox more fun than toys/games from the past?	What did Paddington Bear do when he went to London?	Where do animals, dinosaurs and plants come from?	How easy is it to fly?
<p>Knowledge and Understanding of the world</p> <p>Use basic geographical vocab to refer to: Key features, including: town, school, local attractions, field, houses, traffic</p> <p>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> <p>Key human features, including: city, town, village, factory, farmhouse, office, port, harbour and shop</p> <p>Use world maps, atlases and globes to identify the UK and its countries.</p>	<p>Knowledge and Understanding of the world</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Knowledge and Understanding of the world</p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>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</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Knowledge and Understanding of the world</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocab to refer to: Key features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Knowledge and Understanding of the world</p> <p>Significant historical events, people and places in their own locality</p> <p>Focus on events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>



<p>RE & SMSC</p> <p>Unit 1.1 Belonging <u>Who belongs?</u> <u>Religion focus: Christianity and Hinduism</u></p> <p>Summary Looking at:</p> <ul style="list-style-type: none"> personal relationships among family, friends and in school life. what makes a family, exploring different models, including marriage belonging to a faith family looking at the pattern of a faith life and what it means to believe and belong shared values rules for family, school, friendship and faith groups the importance of keeping promises when making a commitment items faith members might wear/own to show their faith and learn about their meaning; explore why faith members might find it important to wear particular items at certain times 	<p>RE & SMSC</p> <p>Unit 1.1 Belonging <u>Who belongs?</u> <u>Religion focus: Christianity and Hinduism</u></p> <p>Summary Looking at:</p> <ul style="list-style-type: none"> personal relationships among family, friends and in school life. what makes a family, exploring different models, including marriage belonging to a faith family looking at the pattern of a faith life and what it means to believe and belong shared values rules for family, school, friendship and faith groups the importance of keeping promises when making a commitment items faith members might wear/own to show their faith and learn about their meaning; explore why faith members might 	<p>RE & SMSC</p> <p>Unit 1.2: Worship <u>Why worship?</u> <u>Religion focus: Christianity and Hinduism</u></p> <p>Summary Looking at how people worship in different Christian traditions: What is worship? Where can people worship? At home? At a place of worship? What places of worship are in the community/wider area? Why is music often important to worship? What happens in a church? What happens in a Hindu place of worship? Who goes there? Why? Who looks after the place of worship? Who leads worship? What do they wear? What do they do? How do they prepare for worship? What objects do you find in a church? What objects do you find in another place of worship? How are sacred texts treated?</p> <p><u>Easter unit-Year 1 focus</u></p> <p>Summary a simple version of the Easter story, focusing on Holy Week</p>	<p>RE & SMSC</p> <p>Unit 1.3: What a wonderful world <u>Key Question: Why is the world special?</u> <u>Religion focus: Christianity and Hinduism</u></p> <p>Summary Explore and appreciate the natural world; listen to Hindu/Christian views about how the world came into being; discuss traditional and contemporary creation stories and consider ways in which we can all help care for the world.</p> <p>Jigsaw</p> <p>Relationships (elements of appropriate changing me unit also)</p> <p>To discuss why they appreciate someone who is special to them and express how they feel.</p>	<p>RE & SMSC</p> <p>Unit 1.3: What a wonderful world <u>Key Question: Why is the world special?</u> <u>Religion focus: Christianity and Hinduism</u></p> <p>Summary Explore and appreciate the natural world; listen to Hindu/Christian views about how the world came into being; discuss traditional and contemporary creation stories and consider ways in which we can all help care for the world.</p> <p>Jigsaw</p> <p>Changing Me</p> <p>To identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. Children show they respect their bodies and understand which parts are private.</p>
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<ul style="list-style-type: none"> • video clips showing how people mark important times in life - baptism, naming ceremonies and welcoming a baby, wedding • stories from sacred texts that contain 'golden' rules for living • rules for living within the Bible and other sacred texts and identify links between religious rules and rules in school. <p>Key Question: What makes us special?</p> <p><u>Jigsaw</u></p> <p>Being Me in My World</p> <p>To cover the rights and responsibilities as a child and what it means to be safe and looking how my actions can lead to consequences</p>	<p>find it important to wear particular items at certain times</p> <ul style="list-style-type: none"> • important times in life - baptism, naming ceremonies and welcoming a baby, wedding • stories from sacred texts that contain 'golden' rules for living • rules for living within the Bible and other sacred texts and identify links between religious rules and rules in school. <p>Key Question: What makes us special?</p> <p><u>Christmas unit-How do Christian families prepare for Christmas?</u></p> <p><u>Summary</u> <u>Year 1 focus:</u> the story of the nativity</p> <ul style="list-style-type: none"> • what happens at Christmas (sending cards, buying presents) • using the senses to explore Christmas – sights, sounds, tastes, touch and smells • how Christian and non-Christian families prepare for 	<p>and Jesus coming back to life • using the senses to explore artefacts and symbols associated with Eastertime - Shrove Tuesday (pancakes) - Ash Wednesday (ash crosses) - Lent (giving things up) - Mothering Sunday (cards and gifts for Mum) - Palm Sunday (palm crosses) - Good Friday (hot cross buns) - Easter Day (chocolate eggs)</p> <p><u>Jigsaw</u></p> <p>Dreams and Goals</p> <p>To explain how they felt when they have experienced success in a new challenge and how they can celebrate it knowing how to store the feelings of success in their internal treasure chest</p> <p>Healthy Me To discuss why they think their body is amazing and to identify some ways to keep it safe and healthy. Children can</p>		
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	<p>Christmas both at home and at church</p> <ul style="list-style-type: none"> • traditional festive celebration <p><u>Jigsaw</u></p> <p>Celebrating Difference</p> <p>To explain some ways, they are different from their friends and to understand these differences make them all special and unique.</p>	<p>recognise how being healthy helps them to feel happy.</p>		
<p><u>Creative Development</u></p> <p><u>Art- Portraits</u> Drawing self-portraits using pencils. Start to think about proportion and shapes.</p> <p><u>Music – pulse and rhythm</u></p> <ul style="list-style-type: none"> – To know that rhythm means a pattern of long and short notes. – To know that pulse is the regular beat that goes through music. – To understand that the pulse of music can get faster or slower. – To know that a piece of music can have more than 	<p><u>Creative Development</u></p> <p><u>Art- Landscapes</u> Create a landscape painting of the local area and school grounds. Explore colour and brush techniques.</p> <p><u>Music –Christmas songs</u></p> <p>Use their voices expressively by singing songs and speaking chants and rhymes</p>	<p><u>Creative Development</u></p> <p><u>Art- Colour, pattern, texture, line, shape, form and space</u> Use printing to create a famous London landmark.</p> <p><u>Music – fairy tales</u></p> <ul style="list-style-type: none"> – To know that an instrument or rhythm pattern can represent a character in a story. – To know that my voice can create different timbres to help tell a story. – To know that Sergei Prokofiev wrote ‘Peter and the Wolf’ for children in 1936. 	<p><u>Creative Development</u></p> <p><u>Art- Sculpture</u> Create salt dough 3D animals. Use paint to decorate these.</p> <p><u>Music – classical music - animals</u></p> <ul style="list-style-type: none"> – to understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo. – To know that sounds can help tell a story. – To know that tempo is the speed of the music. – To know that dynamics means how loud or soft a sound is. 	<p><u>Creative Development</u></p> <p><u>Art- Famous Artists</u> Vincent Van Gogh- Starry Night. Artist study. Evaluate artwork. Recreate art.</p> <p><u>Music – musical vocabulary under the sea</u></p> <ul style="list-style-type: none"> – To understand that pitch means how high or low a note sounds. – To know that ‘timbre’ means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.



<p>one section, e.g. a verse and a chorus.</p>		<p>Music – pitch and tempo</p> <ul style="list-style-type: none"> – To understand that tempo can be used to represent mood or help tell a story. – To understand that ‘tuned’ instruments play more than one pitch of notes. – To know that following a leader when we perform helps everyone play together accurately. 		<ul style="list-style-type: none"> – To know that music has layers called ‘texture’.
<p>Physical Development</p> <p>1.1 Multi- Skills 1.1 Boot Camp</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>	<p>Physical Development</p> <p>1.2 Story Time Dance 1.2 Mighty Movers Running</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>	<p>Physical Development</p> <p>1.3 Groovy Gymnastics 1.3 Skip to the Beat</p> <p>Perform dances using simple movement patterns.</p>	<p>Physical Development</p> <p>1.5 Throwing and Catching 1.5 Cool Core (Strength)</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>	<p>Physical Development</p> <p>1.6 Active Athletics 1.6 Fitness Frenzy</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>
<p>Scientific & technological understanding</p> <p>Computing:</p> <p>Unit 1.9</p>	<p>Scientific & technological understanding</p> <p>Computing:</p> <p>Unit 1.1 and 1.3 Use technology safely and respectfully, keeping</p>	<p>Scientific & technological understanding</p> <p>Computing:</p> <p>Unit 1.4 and 1.5 Understand what algorithms are, how they are implemented</p>	<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 1.6 Use technology purposefully to create, organise, store,</p>	<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 1.2 Use technology purposefully to create, organise, store,</p>



<p>Recognise common uses of information technology beyond school. Simply explain that digital technology can be used to communicate and connect with others locally and globally. Save work using familiar word as a filename e.g. child's name/keyword.</p> <p>Science Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Design Technology</p> <p>Mechanisms – Sliders & Levers: Pop-up book</p> <p>Design Explore levers and sliders understanding that there are mechanisms. Different mechanisms use different kind of movements To know that levers and sliders can make things move. To use the words: up, down, left, right, vertical and horizontal to describe movement. Explore a range of existing books that use simple sliders and levers</p> <p>Make Know the steps needed to create a moving model that uses levers and sliders Explore different mechanisms Different tools that can be used and how to use these safely</p>	<p>as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Follow a sequence of steps to solve a problem e.g. predict and explain what actions are needed to make something happen.</p> <p>Break down a problem into separate parts to make it easier to understand.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Unit 1.7 and 1.8 Recognise common uses of information technology beyond school.</p> <p>Create and debug simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</p>	<p>manipulate and retrieve digital content.</p> <p>Science Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>manipulate and retrieve digital content.</p> <p>Design Technology</p> <p>Making Flying machines</p> <p>Make a variety of paper based flying machines – cutting, folding, sticking etc.</p> <p>Design Explore a variety of paper/ fabric flying machine designs. E.g paper aeroplane, paper circular fliers & parachutes.</p> <p>Make Make a variety of paper/ fabric flying using cutting, gluing & other fixing methods (e.g. staples)</p> <p>Evaluate Evaluate each flying machine based on ease of construction, distance flown etc.</p> <p>Science <u>Identify, name, draw and label the basic parts of the human body and say which part of the</u></p>
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	<p><u>Evaluate</u> Know how to evaluate a product</p> <p><u>Science</u> Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p><u>Design Technology</u></p> <p><u>Food - Preparing Fruit: Fruit Kebab</u></p> <p><u>Design</u> Experience common fruit undertaking sensory activities i.e. appearance, taste and smell. Understand where a range of fruits come from. Understand and use the basic principles of a healthy and varied diet.</p> <p><u>Make</u> Know how to use simple utensils and equipment to prepare food safely (e.g. peel, cut, slice, squeeze, grate).</p> <p><u>Evaluate</u> Know how to evaluate ideas and finished products against the design criteria, including intended user and purpose.</p> <p><u>Science</u> <u>To be able to know and name a variety of common wild and garden plants.</u></p>		<p><u>body is associated with each sense.</u></p>
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