



Balby Central Primary Long Term Plan 2016-2017
Year: 1

Term	1(6weeks)	2 (7 weeks)	3 (7 weeks)	4 (6 weeks)	5 (5 weeks)	6 (7 weeks)
Subject focus	History / DT	Geography / Art	History / Art	DT	ART	Geography / DT
Theme/Topic heading	Great and Ghastly Events	Amazing Places and spaces (in the UK) Countries and the capital cities	Great and Ghastly Events	Post a Pringle	Artist Study - Matisse	From field to fork
Question / Statement	How do we protect ourselves from fire?	City living	Why go to the moon?	Handle with care	What do <u>you</u> see?	Where does our food come from?

<p>Learning Objectives for Subject focus</p>	<p>To build an overview of world history</p> <ul style="list-style-type: none"> Describe historical events. <p>(Including historical work in own locality and nationally/ globally)</p> <p>To investigate and interpret the past</p> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> Describe historical events. Recognise that there are reasons why people in the past acted as they did. <p>To understand chronology</p> <p>To communicate historically</p>	<p>To investigate places:</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>To communicate geographically:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop 	<p>To build an overview of world history</p> <ul style="list-style-type: none"> Describe historical events. <p>(Including historical work in own locality and nationally/ globally)</p> <p>To investigate and interpret the past</p> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> Describe historical events. Recognise that there are reasons why people in the past acted as they did. <p>To understand chronology</p> <p>To communicate historically</p>	<p>To design, make, evaluate and improve</p> <p>To take inspiration from design throughout history</p> <p>To master techniques : Materials</p> <ul style="list-style-type: none"> Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <p>To master techniques : Construction</p> <ul style="list-style-type: none"> Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. 	<p>To develop ideas</p> <p>To take inspiration from the greats (classic and modern)</p> <p>To master techniques : Printing</p> <ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. <p>To master techniques : Collage</p> <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 	<p>To investigate places:</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>To communicate geographically:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop.
<p>Continuous Provision</p>	<p>ICT To Connect</p>					

	<p>To Communicate To Collect</p> <p>ART To master techniques - drawing and painting</p> <p>Physics To understand the Earth's movement in space Seasonal changes / Weather</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies <p>Geography 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>
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Core Subjects

English Book Theme	Dogger Exploring and understanding of feelings and expression. Themes of kindness, loss and family.	RWI book themes Pie Corbett Year 1 Story time books	RWI book themes Pie Corbett Year 1 Story time books	RWI book themes Pie Corbett Year 1 Story time books	RWI book themes Pie Corbett Year 1 Story time books	RWI book themes Pie Corbett Year 1 Story time books
Maths	<p><u>Unit 1 (3weeks)</u> Number and place value Addition and subtraction Geometry (properties of shape)</p> <p><u>Unit 2 (3weeks)</u> Addition and subtraction Measurement (length and height)</p>	<p><u>Unit 3 (3 weeks)</u> Multiplication and Division Number and place value Geometry (position and Direction)</p> <p><u>Unit 4 (3 weeks)</u> Multiplication and Division Number and place value Fractions Measurement (time)</p> <p><u>Unit 5 (1 week)</u> Number and place value</p>	<p><u>Unit 5 (2 weeks)</u> Addition and Subtraction Geometry (properties of shape)</p> <p><u>Unit 6 (3 weeks)</u> Multiplication and Division Number and place value Measurement (mass)</p> <p><u>Unit 7 (2 weeks)</u> Addition and subtraction</p>	<p><u>Unit 7 (1week)</u> Measurement (time)</p> <p><u>Unit 8 (3weeks)</u> Number and place value Fractions Measurement (volume and capacity)</p> <p><u>Unit 9 (2weeks)</u> Number and place value Addition and subtraction</p>	<p><u>Unit 9 (1 Week)</u> Geometry (position and value)</p> <p><u>Unit 10 (3 weeks)</u> Multiplication and Division Number and place value Measurement (length and height)</p> <p><u>Unit 11 (1week)</u> Addition and subtraction</p>	<p><u>Unit 11 (2weeks)</u> Addition and subtraction Geometry - properties of shape</p> <p><u>Unit 12 (3weeks)</u> Multiplication and Division Number and place value Fractions Measurement (time</p>

Science	<p>To work scientifically should be covered in each topic.</p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions <p>To understand the Earth's movement in space</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies
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	<p>To understand animals and humans:</p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<p>To understand movement, forces and magnets:</p> <p>Notice and describe how things move, using simple comparisons such as faster and slower</p> <p>Compare how different things move.</p>	<p>To understand light and seeing:</p> <p>Observe and name a variety of sources of light, including electric lights, flames and the sun, explaining that we see things because light travels from them to our eyes</p> <p>To understand sound and hearing:</p> <p>Observe and name a variety of sources of sound, noticing that we hear with our ears</p> <p>To understand the Earth's movement in space:</p> <p>Observe the apparent movement of the Sun during the day</p>	<p>To investigate materials</p> <ul style="list-style-type: none"> 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. 	<p>To understand electrical circuits:</p> <p>Identify common appliances that run n electricity</p> <p>Complete a simple series electrical circuit</p>	<p>To understand plants</p> <ul style="list-style-type: none"> Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
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Schemes

SMSC - Jigsaw	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE - Provided by Pulse	Basketball - hand eye co-ordination	Hockey Handball reactions assessment	Netball Small sided games balance assessment	Cricket/ Rounders Hand eye assessment	Football/Rugby Reactions assessment	Athletics Balance assessment
RE - Discovery	Does God want Christians to look after our world? Creation Story	What gift would I have given Jesus if he had been born in my town not Bethlehem? Christmas Story	Was it always easy for Jesus to show friendship? Jesus as a friend	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Easter - Palm Sunday	Is Shabbat important to Jewish children? Shabbat	Does celebrating Chauhah make Jewish children feel close to God? Chanukah
Music - Charanga	Hey You!	Little Angel Gets Her Wings/Nativity	In the Groove	Rhythm in the Way We Walks and Banana Rap	Round and Round	Reflect Rewind and Replay
Enrichment Please complete this for each half term	Fire service visit	Local walk	Science dome visit to school	DARTS - Sculpture Sculpture park	DARTS - Artist in residence	Tesco farm to fork visit Farm visit