

Year 1 Long term Plan: This plan covers all subject content for Science, history, geography, music and DT, Art and design (Scottish boarders) from 2014 Primary curriculum. The statutory subject content for each year group has been organised across each year, and into the most meaningful topic combinations.

Topic	Year 1 Statutory Content National Curriculum: What do I need to teach?	Year 1 Non-statutory guidance/ topic related objectives	Year 1 <u>How could I teach it?</u> <u>Possible resource links/ ideas</u>	Notes/ ideas (Teachers)
Term 1 Autumn 1 Who am I?	<p>History: chronology/ changes within living memory, where appropriate, these should be used to reveal aspects within national life</p> <p>Significant historical events, people and places in their own locality</p> <p>Use their voices to expressively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use drawing, painting and sculpture to share their ideas, experience and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Where do I live? Special places for me</p> <p>Personal timelines</p> <p>My family long ago – what was it like for mum/gran to be 6?</p> <p>How can we find out?</p> <p>Family names</p> <p>Significant historical building – my school, place of worship</p> <p>Chronological report</p>	<p>Inspire Curriculum:</p> <p>Music express</p> <p>Scottish boarders planning</p>	
Term 1 Autumn 1 The Big Build	<p><u>Everyday Objects</u></p> <p>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 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>Notes and guidance (non-statutory) Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent;</p>	<p>Inspire Curriculum: Autumn 1 the Big Build</p> <p>Twinkl: Year 1 Everyday materials</p>	

	<p>Use aerial photographs and plan perspectives recognise landmarks and basic physical features; devise a simple map: and use and construct basic symbols in a key.</p> <p>Use their voices expressively by singing songs and speaking chants and rhymes</p> <p>Experiment with, create, select and combine sounds using their inter-related dimensions of music</p> <p>DT Design</p> <ul style="list-style-type: none"> ● design purposeful, functional, appealing products for themselves and other users based on design criteria ● generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ● select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ● select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ● explore and evaluate a range of existing products ● evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ● build structures, exploring how they can be made stronger, stiffer and more stable <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>opaque/transparent. Pupils should explore and experiment with a wide variety of materials.</p> <p>Explore and identify people's 'Big Builds' as seen from the air and on plan.</p> <p>Exploring own locality through aerial photographs, maps; understanding the differences and similarities between the two</p> <p>Making miniature 3d layouts</p> <p>DT: investigate simple shell and frame structures in terms of strength and joins</p> <p>Construction kits</p> <p>Hinges and designs</p> <p>Make and test the secret hinge mechanism</p> <p>Art and design: study of Native American wolf masks</p>		
Term 1 Autumn 2	<p>History: chronology/ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>History: consider how events have been celebrated in the past</p>	Truro museum topic box for	

<p>Let's Celebrate!</p>	<p>Events beyond living memory that are significantly locally or globally (eg: the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) Significant historical events, people and places in their own locality</p> <p>Music: Use their voices expressively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically</p> <p>DT Design</p> <ul style="list-style-type: none"> ● design purposeful, functional, appealing products for themselves and other users based on design criteria ● generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ● select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ● select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ● explore and evaluate a range of existing products ● evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ● build structures, exploring how they can be made stronger, stiffer and more stable 	<p>They compare and contrast birthdays now and then They also consider the history of aspects linking to Christmas such as Christmas trees Other national or international celebrations can also be explored Guy Fawkes, Diwali Toys in the past</p> <p>Applied Maths: money, problem solving with values below 10</p>	<p>one week: Old toys box 1</p> <p>Research, design and make jelly for a class party.</p>	
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	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.			
Term 2 Spring term Animal Allsorts/	<p><u>Art - 3D</u></p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>-</p> <p><u>DT</u></p> <p><u>Design</u></p> <p>DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u></p> <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><u>Evaluate</u></p>	<ul style="list-style-type: none"> - recognise different forms of art - describe what a sculpture is - name some materials sculpture could be made from - use a drawing pencil to design my animal sculpture - make my own sculpture following a design using sculpting tools and salt dough. - investigate and evaluate a range of hand puppets - identify the features and how it is made - practise skills needed to make a fabric hand puppet - design and make a puppet - use a template & develop sewing skills - - - - 	Scottish Borders	

	<p>DT1/1.3a explore and evaluate a range of existing products</p> <p>DT1/1.3b evaluate their ideas and products against design criteria</p> <p>-</p> <p><u>Music</u> use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music</p> <p><u>RE</u></p> <p><u>Computing</u></p> <p><u>Science</u> Animals including humans Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Sc1/2.2d 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>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>Caring for Others</p> <ul style="list-style-type: none"> ● looking after each other ● Raksha Bandhan (Hinduism) ● The Good Samaritan (Christianity) ● Langar ● Be My Guest ● The Monkey King <p>Purple Mash Planning</p>	<p>Music Express planning</p> <p>Twinkl planning</p> <p>Visit to Feadon Farm.</p> <p>Visit by a veterinary nurse with small pets</p> <p>Visit by a horse.</p>	
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The Potting Shed				
Term 3 Summer 2 Where shall we go? Posting places				
Term 3 Summer 2 Pirates (Seaside) To the rescue!				