

Thematic Long Term Planning – Summary of Year 1 Units

AUTUMN 1 - What can I see around me?	AUTUMN 2 - What do we know about The Great Fire of London?
<p>History: Children will begin to use simple historical vocabulary to describe events in the past. They will be able to compare homes from the past to modern day homes and identify them in the locality. Children will be able to sequence and orally retell the story of figures significant to our locality (past and present) and will be able to identify the impact that their actions have had.</p> <p>Geography: Children will begin to name the four countries of the U.K and their capital cities. They will understand their location in the U.K and will identify the features of their locality in comparison to a town centre location through a range of off-site walks. Children will be able to construct 'street view' picture maps of their journey to school, be introduced to aerial 'bird's eye-view' maps and the importance of symbols to show key landmarks.</p> <p>Art: Children will be able to hold a drawing implement accurately and will use pencil and pens to create simple line drawings of a landscape from first-hand experience. They will begin to understand the difference between portrait and landscape through observations carried out at a local art gallery.</p>	<p>History: Children will secure their use of historical vocabulary in order to describe events in the past and will be able to use a time line to place key events in history in order (before, after). They will be able to sequence and retell the key points of a historical event in a variety of ways (e.g. orally, drama, pictorially). Drawing on prior knowledge of homes in the past, children will be able to compare in detail, homes from one specific time period with their own and identify the pros and cons of this type of building. They will have a basic understanding of cause and effect and will be able to recognise that key figures, previously studied (Charles II), can feature in more than one historical event.</p> <p>Geography: Children will secure their knowledge of the countries of the U.K and will build on their understanding of settlements by recognising the features of London, a city, and the capital city of our country. Children will be able to identify key features of a city by identifying the use of symbols on an aerial map. Children will use maps to compare how a place looked in the past to now.</p> <p>Art: Children will begin to understand how we can learn about history by interrogating works of art from the past. They will be taught how to cut and tear a variety of paper-based materials accurately and place them with intent on a piece of paper in order to create a layered silhouette collage of The Great Fire of London.</p> <p>Design & Technology: Children will understand the importance of good hygiene and staying safe when cooking. They will be able to use non-standard measures in order to bake bread. Children will begin to cut accurately and safely with scissors and select, from a range provided, an appropriate material in order to join two different materials securely.</p>
SPRING 1 - Would you be an astronaut?	SPRING 2 -What lives in our world?
<p>History: Children will understand the concept of exploration and will understand the reasons why people want to explore. Children will be able to discuss the key events in the life of a significant figure from the past (Neil Armstrong) and make comparisons with a similar figure from today (Tim Peake). Children will understand the part that rockets have played in key historical events. They will be able to compare rockets and space suits from the past to now and recognise their key features.</p> <p>Geography: Children will investigate images and maps of the moon's surface and will make comparisons between its surface with images and maps of the earth.</p> <p>Art: Children will investigate the work of Alan Bean and will understand the inspiration behind and significance of his work. Children will be able to blend colours together using chalks and will use this skill in order to create an image depicting the surface of the moon, in the style of Alan Bean.</p> <p>Design & Technology: Children will investigate the features, materials and properties of a range of pneumatic pump rockets and will be able to evaluate their effectiveness. They will be able to apply their knowledge of features into designing their own rocket which will be launched.</p>	<p>Science: Children will understand the difference between herbivores, carnivores and omnivores and will be able to name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They will be able to identify the features of these groups of animals and explain why they have these body parts. They will, by carrying out a bird-spotting survey using binoculars, be able to identify the type of birds that live in our locality.</p> <p>Geography: Children will be able to locate the four countries of the U.K confidently and will be able to name different types of land use found in different U.K locations e.g. forest, beach, town, lake, matching them with the types of creatures that live there. They will study four contrasting environments around the world (jungle, arctic, sea and desert) will be able to explain the features of these locations and what might live there.</p> <p>Art: Children will understand the effect of adding black and white to a primary/secondary colour. They will be able to use a paint brush in a range of ways in order to create different effects and textures. These two skills will then be applied in creating a whole class collage in the style of their Great Artist, Henri Rousseau.</p> <p>Design & Technology: Children will evaluate a range of bird feeders, identifying their features and deciding which they feel are most successful and why. They will then be able to articulate their own bird-feeder design and, with support will decide how to put their ideas into practice.</p>

SUMMER 1 - How can I get there safely?

History: Throughout this unit, children will read and find out about significant figures in the development of transport through the ages e.g. Montgolfier Brothers, Wright Brothers, George Stephenson and Henry Ford. They will be able to discuss how transport has changed through the ages and the impact that these figures have had on our lives today including how safety measures have been added and improved over time.

Geography: Building on knowledge of locality maps, children will be able to navigate around the community identifying measures that are put in place to keep us safe e.g. road signs, signals, markings - creating their own, more detailed, maps and keys as a result.

Art: Children will be able to name the three primary colours and explain the effect of mixing them together. Children will study the abstract work of Jackson Pollock and will recreate work in his style using a range of unorthodox materials such as wheeled toys in order to make marks.

Design & Technology: Children will investigate a range of moving vehicles (toys) and will be able to explain how they move e.g. when I turn the handle the wheels go round. They will be able to explain the role that axels play in wheeled vehicles and will use this knowledge to design and make a prototype followed by their own model, selecting appropriate tools and materials from a range provided. Children will be able to make their own choices about materials that can be used to join two materials together, in order to create their own hot-air balloon model.

SUMMER 2 - What's on the other side of the world?

History: Children will understand that Captain James Cook and Willem Janszoon were explorers and will compare them with explorers previously studied. They will be able to recall the key points of the expedition on a storyboard. Children will be able to discuss the lives of aboriginal people and the importance of Dreamtime stories in their culture.

Geography: Children will begin to understand the concept of continents and will be able to name some of them. They will be able to locate Australia on different types of maps and will identify that both Australia and United Kingdom are islands surrounded by water. Using a world map, children will understand that there are different methods of travelling from England to Australia and they will be able to plot the journey taken by key explorers in the past. Children will draw on previous knowledge of landmarks to identify key landmarks in Australia and begin to understand the difference between natural forms and those that have been built. Children will be able to identify the different uses of land in Australia and the types of animals that live there. Using their knowledge of climate in Australia and their knowledge of fire from Autumn 2, they will be able to discuss how and why forest fires are so common.

Art: Children will be able to identify the features of aboriginal art and will recreate their own to match a Dreamtime story. They will be able to create their own paint through the use of natural materials (e.g. mud, berries) and by adding materials (e.g. sand) to existing paints.

Design & Technology: Children will be able to join materials together in a planned manner in order to make a didgeridoo. They will move on to more formal measuring techniques (such as $\frac{1}{2}$ a cup) to create a batch of traditional Australian lamingtons.