

St Ursula's E-ACT Academy

Year: one

Long term planning

Year / Theme	8 weeks	7 weeks	6 weeks	5 weeks	6 weeks	7 weeks
Theme	We're going on holiday	Celebrations	The things that people do	I'm alive	How people see the world	Once upon a time

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<p>Context</p>	<p>Role Play corner - Travel Agents We will be thinking about the holidays where we have been and would like to go. We will looking at famous landmarks around the world and finding holiday destinations on a world map. We will be sending postcards, writing letters and making our own passports. We will also be looking at different modes of transport and imagining our own trip to space.</p>	<p>Role Play corner A special Place We will be looking at the ways in which different religions celebrate. Using RE as a starting point we will explore Christmas, Eid, Divali and Hanika. The children will bring their differing experiences from home and introduce their peers to new customs and traditions. Children will create art, perform the nativity, eat traditional food</p>	<p>Role Play corner A Fire Station Using parents and grandparents we will explore the different occupations people do. We will look at the skills required to be in the police, fire brigade, be a plumber, builder etc and how they help our community. The children will think about what they would like to be when they are older and write instructions on how to be a teacher.</p>	<p>Role Play corner A Jungle Children will recognise the difference between dead, alive and never alive. They will look at their own bodies, label diagrams, watch plants and animals grow and observe the changing world around them. They will write information texts about real and imaginary creatures and create art based on the natural world.</p>	<p>Role Play corner An Art Gallery Using local artists we will look at a selection of art styles and explore how different people see the word. We will write a selection of poetry and perform to the class.</p>	<p>Role Play Corner A cottage in the woods. We will be looking at a selection of fairy stories. Re writing them, writing reports from the view points of different characters. We will use a trip to the Aardman Studos to create our own digital movies using iPads and design and make own characters for cartoons. We will also material and collage to design our own puppets.</p>
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Visits and visitors	Out of Space visitor Train Journey	Christmas through the key hole	Trip to BBC	Puxton Park	Artist workshop	A special Place
Key text(s)	Meerkat mail Recounts of holidays (3 wks) Poetry (2 wks)	Rumplestiltskin Non-Chronological reports on celebrations Explanations on how different people celebrate (1 wk)	The magic porridge pot Instructions for making porridge	How the tortoise got his shell Non-Chronological reports about the flying tortoise	Nadira and the Pirate Poetry (1 wk) Instructions (2 wks)	Goldilocks and the three bears The three little pigs Recount (3 wks) Poetry (1 week)
Focus artefact or image	Post box	Religious items	Walkie talkies	Plants	Pirate Ship, Pirate costume	Wallace and Gromit
Stories and poems (Pie Corbett) Talk for writing	Meerkat mail	Rumplestiltskin	The magic porridge pot	How the tortoise got his shell	Nadira and the Pirate	Goldilocks and the three bears The three little pigs

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<p style="text-align: center;">Non-fiction genre + Writing outcome</p>	<p>Recounts of holidays (3 wk) Week 1- Recount of a holiday</p> <p>Week 2- Recount of a fantasy holiday</p> <p>Week 3- Recount of a fantasy trip to space</p> <p>Poetry (2 wks) Week 1- Writing a poem using our senses Performance poetry</p> <p>Week 2- Writing a shape poem of a shell</p>	<p>Non- Chronological reports on celebrations Week 1- Non-chronological report on Goblins</p> <p>Week 2- Non-chronological report for innovated goblin</p> <p>Week 3- Non chronological report on a celebration on Christmas</p> <p>Explanations on how different people celebrate (1 wk)</p> <p>Week 1- Explanation text on how different people celebrate across the world</p>	<p>Instructions for making porridge Week 1-Instructions for making porridge</p> <p>Week 2- Instructions for how to turn your teacher in to a frog</p> <p>Week 3- Instructions for how to be a teacher</p>	<p>Non- Chronological reports about the flying tortoise Week 1-Non-chronological reports about the flying tortoise</p> <p>Week 2- Non-chronological reports about an innovated character</p>	<p>Poetry (1 wk) Week 1- Rhyming poetry</p> <p>Instructions (2 wks) Week 1- Instructions for how to catch a pirate</p> <p>Week 2- Instructions for how to catch a sea monster</p>	<p>Recount (3 wks) Week 1- A recount from the pigs perspective</p> <p>Week 2- A recount from the wolf's perspective</p> <p>Week 3- A newspaper report on from the travellers perspective</p> <p>Poetry (1 week)</p> <p>Week 1- Performance poetry and tongue twisters</p>
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<p>Mathematics</p>	<p>Block A Unit 1 Counting, partitioning and calculating x 3 weeks. Block B unit 1 Securing number facts and understanding shape x 3 Block C Unit 1 Handling data and measures. x 2</p>	<p>Block D unit 1 Calculating, measuring and understanding shape. x 3 weeks Block E unit 1 Securing number facts, calculating and identifying relationships. x 3 weeks. Block A unit 2 Counting, partitioning and calculating x 1 week.</p>	<p>Block A Unit 2 Counting, partitioning and calculating x 1 weeks. Block B unit 2 Securing number facts and understanding shape x 3 Block C Unit 2 Handling data and measures. x 2</p>	<p>Block D unit 2 Calculating, measuring and understanding shape. x 3 weeks Block E unit 2 Securing number facts, calculating and identifying relationships. x 3 weeks.</p>	<p>Block A unit 3 Counting, partitioning and calculating x 2 week. Block B unit 3 Securing number facts and understanding shape x 3 Block C Unit 3 Handling data and measures. x 1</p>	<p>Block C Unit 3 Handling data and measures. x 1 Block D unit 3 Calculating, measuring and understanding shape. x 3 weeks Block E unit Securing number facts, calculating and identifying relationships. x 3 weeks.</p>
<p>ICT</p>	<p>Beginning to Present Information Making ebooks on types of different holidays</p>	<p>Storing and Retrieving Information Photograph project - children to take photos of their day, storing them and being able to retrieve them to show others later.</p>	<p>E-safety. Think you Know programme. Personal information, how to stay safe</p>	<p>Gathering Information. Link to Geography. Making weather diaries, gathering and inputting information into tables and creating graphs.</p>	<p>Using Instructions to Make Things Happen Navigate a Bee-Bot around an island to complete a pre-determined route</p>	<p>Animation Using our Aardman clay models to animate using iPad programme.</p>

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<p>Science</p>	<p>Distinguish between objects and material. Identify the name of common materials. Describe properties. Compare and contrast material. Look at different materials and choose different ways to classify. Plan and carry out an investigation to see which material is waterproof.</p> <p>To observe the weather associated with the season</p>	<p>Identify, name and label basic and say which parts of the body are associated with each sense.</p>	<p>Physics - Weather Link to Geography</p> <p>To observe the weather associated with the season</p>	<p>Biology - Identify plants, identify & compare common animals, identify & name body plants.</p> <p>Plant beans and do a bean diary. Match baby animals with their parents & draw our bodies & add our parts.</p>	<p>Asking simple questions, performing simple tests using their observations and ideas to suggest answers to questions.</p>	<p>To observe the weather associated with the season and how day length varies.</p>
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<p>History</p>		<p>Changes in living memory (linked to aspects of national life where appropriate) Events of local importance Key events -Bonfire night</p>	<p>Lives of significant historical figures, including comparison of those from different periods Significant local people -Prime minister -Queen</p>			<p>Changes in living memory (linked to aspects of national life where appropriate) -Animation</p>
<p>Geography</p>	<p>Name & locate the four countries of the UK and capital cities using atlases and globes Topic work - finding places we have been on a world map and Uk map.</p>			<p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world. Making a weather diary and using ipads to make graphs. Making our own sundials</p>	<p>Use four compass directions and simple vocal. Use basic geographical vocal to refer to local & familiar features. Link to Nadira Making treasure maps and using compass's to find the treasure.</p>	

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Art and Design			Use drawing, painting & sculpture Develop techniques of colour, pattern, texture, line, shape form and space Shades of colour and colour wheels, looking at lines and composition in nature.	Use drawing, painting & sculpture Develop techniques of colour, pattern, texture, line, shape form and space Shades of colour and colour wheels, looking at lines and composition in nature.	Learn about a range of artists. Banksy, Claris Cliff, Pollack Imitating styles in creating our own masterpieces	
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<p>Design and Technology</p>	<p>Build and improve structure and mechanisms</p> <p>Building land marks from capital cities in the UK.</p>	<p>Understand where food comes from</p> <p>Making christmas biscuits, look at the ingredients and where they come from</p>			<p>Design purposeful, functional and appealing products</p> <p>Evaluate existing products and own ideas</p> <p>Business week, children to come up with a product to sell</p>	<p>Use a range of tools and materials to complete practical tasks</p> <p>Making a musical instrument using different materials</p>
<p>Music <i>Music Express</i></p>	<p>Play tuned and untuned instruments musically</p> <p>-creating music in groups for going on a journey to different places</p>	<p>Make and combine sounds musically</p> <p>-christmas play</p> <p>Sing songs</p> <p>-christmas play</p>	<p>Listen and understand live and recorded music</p> <p>-thinking about the job of a musician</p>	<p>Listen and understand live and recorded music</p> <p>-making instruments from junk</p> <p>- listening to sounds outside/ recognising different sounds</p>	<p>Sing songs</p> <p>-learning pirate songs</p> <p>-Writing our own pirate songs</p> <p>Play tuned and untuned instruments musically</p> <p>-creating sounds to written songs using instruments</p>	<p>Make and combine sounds musically</p> <p>-making and recording music for our animated videos.</p>

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PE	Balance Co-ordination Create and copy basic dance actions	Dance Gymnastics Movement skills	Dance Gymnastics movement skills	Racquet skills Team building exercises	Racquet skills team building exercises	Athletics Running, throwing and jumping skills
MFL French	Presenting yourself Numbers Show and Tell for European day of languages	Colours Christmas songs	Daily routine Food and eating Key vocabulary La Chandeleur (crepes) 2nd February	Daily routine Bedtime Basic vocabulary Getting dressed Talk about what you are wearing 'je porte'	Animals Farm animals Garden animals Key vocabulary	Animals continued Wild animals Water creatures Learning through songs, rhymes, stories and activities

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<p>RE Bristol SACRE</p>	<p>UNIT 7 Why are some places special? Focus Areas: C & D Featured rel's: Hinduism Supplementary questions: a) What places are special to me? Why are they special? b) What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home) c) What do these buildings that are special to religious or belief communities look like? <ul style="list-style-type: none"> • Do they have special places, objects, pictures or symbols? • How are these used? • What do they tell us about what people believe? </p>		<p>UNIT 8 Why is our world special? Focus Areas: A & E Featured rel's: Christianity & Hinduism Supplementary questions: a) How do I feel about the natural world? (E.g. wonder, amazement, mystery, worry, sadness) b) What do songs, poems, prayers and stories say about God as the Creator? c) What different ways can I use to show what I think and believe about our world? d) How do people show they care / don't care about our world?</p>		<p>UNIT 5 How do we celebrate our journey through life? Focus Areas: C & E Featured rel's: Christianity, Hinduism, Islam & Judaism Supplementary questions: a) How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death) b) How do members of a religious faith celebrate these milestones in the journey of life? c) What artefacts, symbols and ceremonies are used at significant times? d) Why are some times in life significant or special?</p>	
<p>Skills for Life and Learning (SEAL aspects only on here)</p>	<p>New beginnings</p>	<p>Getting on and falling out</p>	<p>Bullying</p>	<p>Going or goals</p>	<p>Good to be me</p>	<p>Relationships Transisition</p>

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