



## Emmbrook Infant School Long Term Planning Year 1

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<b>Overarching Topic</b>	<b><u>Bears</u></b>	<b><u>Festivals of Light</u></b>	<b><u>Bridges and Tunnels</u></b>	<b><u>Mapping</u></b>	<b><u>Growing</u></b>	<b><u>Time and Place</u></b>
<b>Questions</b>	<b>Why don't bears live in England?</b>	<b>What brings light into your world?</b>	<b>Could we live without bridges? Why?</b>	<b>Help I'm lost! What can I do?</b>	<b>Why am I an animal?</b>	<b>Was it ever fun being a Victorian child?</b>
<b>Key Questions</b>	<p><i>Where in the world do we live?</i></p> <p><i>What is a bear?</i></p> <p><i>What do you know about bears?</i></p> <p><i>Where in the world do bears live?</i></p> <p><i>Why are they suited to their different habitats?</i></p> <p><i>What is the climate like where different bears live?</i></p>		<p><i>What is a bridge?</i></p> <p><i>How have bridges changed over time?</i></p> <p><i>Why are there different types of bridges?</i></p> <p><i>Can a bridge be famous?</i></p> <p><i>Can you make a strong bridge?</i></p> <p><i>Who is Isambard Kingdom Brunel?</i></p>	<p><i>What is a map?</i></p> <p><i>What can I see on a map?</i></p> <p><i>What is a compass point?</i></p> <p><i>What is a bird's eye view?</i></p> <p><i>Can you make a bird's eye view of the classroom?</i></p> <p><i>Can you make a map and describe your journey?</i></p> <p><i>Why does a map need a key?</i></p>	<p><i>What is an animal?</i></p> <p><i>What is a plant?</i></p> <p><i>Can you name the parts of a plant?</i></p> <p><i>How do plants grow?</i></p> <p><i>Can you sort animals into different groups?</i></p> <p><i>Can you name the features of different groups groups?</i></p> <p><i>How do animals grow?</i></p> <p><i>Whish animals have live babies?</i></p> <p><i>Which animals lay eggs?</i></p> <p><i>What does an egg/animal need to survive?</i></p> <p><i>Will it be a chicken?</i></p>	<p><i>Why were they called Victorians?</i></p> <p><i>Who was Queen Victoria?</i></p> <p><i>What did Victorian children do at school?</i></p> <p><i>What were Victorian toys like?</i></p> <p><i>What was a Victorian home like?</i></p> <p><i>What happened on a Victorian wash day?</i></p>
	<p><i>What is a season?</i></p> <p><i>Which months are in which season?</i></p> <p><i>What happens in each season?</i></p> <p><i>Are there four seasons all over the world?</i></p> <p><i>Can you describe and record the weather?</i></p> <p><i>Is it always light outside when you have your</i></p>		<p><i>What does material mean?</i></p> <p><i>What is it made from?</i></p> <p><i>How do you know it is wood?</i></p> <p><i>Can you sort these objects?</i></p> <p><i>Can you name the features and their opposites?</i></p>		<p><i>Where is Emmbrook?</i></p> <p><i>Why is it called Emmbrook?</i></p> <p><i>Can you describe Emmbrook?</i></p> <p><i>Where is Ghana in the world?</i></p> <p><i>Can you describe Ghana?</i></p> <p><i>What is it like to be a child in Ghana?</i></p>	



	tea?				<i>Is there home like mine?          How is there climate different?          How does the physical environment affect their daily life?          Where would you most like to live? A village in Ghana or Emmbrook? Why?</i>	
<b>Core Values</b>	<b>Respect</b> <b>Resilience</b> <b>Empathy</b> <b>Patience</b>		<b>Independence</b> <b>Curiosity</b> <b>Honesty</b>		<b>Self-discipline</b> <b>Confidence</b> <b>Teamwork</b>	
<b>PSHE/Jigsaw</b>	Celebrating Difference	Healthy Me	Dreams and Goals	Relationships	Changing me	Transition
<b>Literacy themes and authors</b>	We're going on a bear hunt (narrative) Goldilocks (narrative) Bear poems/non-fiction	Firework poems The Gruffalo The Nativity	Bridges poems/non-fiction.	The three little pigs The three Billy goats gruff All about chicks-non	Jasper's beanstalk Growing poems Growing beans-non fiction instructions	Victorian wash day The school day Victorians (non fiction./recounts)
<b>Literacy</b> Poetry/narrative/non fiction focus each term	Non-fiction – Bears around the world (Labels and captions)  Instructions (making porridge/sandwiches)  Repetitive stories – We're going on a Bear hunt, Goldilocks, The Gruffalo  Repetitive Poems (fireworks)  <b>Learning Objectives:</b> Saying out loud what they are going to write about.	Narrative (Stories from other cultures: Diwali story)  <b>Learning Objectives:</b> Sequencing sentences to form short narratives.  Saying out loud what they are going to write about.  Leaving spaces between words.  Joining words and joining clauses using and.	Non-fiction – Bridges (Labels and Captions, newspaper reports, diary, poster)  Poetry on a theme - bridges  <b>Learning Objectives:</b> Saying out loud what they are going to write about.  Leaving spaces between words.  Joining words and joining clauses using and, because.  Beginning to punctuate	Narrative - Traditional stories (3 Little Pigs, Billy Goats Gruff)  <b>Learning Objectives:</b> Composing a sentence orally before writing it.  Sequencing sentences to form short narratives.  Re-reading what they have written to check that it makes sense.  Joining words and	Instructional/chronological texts (Bean Diary) Non-chronological texts (animal Poster)  Poetry on a theme - animals  Narrative in a familiar setting (Jasper's Beanstalk)  <b>Learning Objectives:</b> Joining words and joining clauses using and, because, but, so. Punctuate sentences correctly.	Non-fiction: Victorians  <b>Learning Objectives:</b> Use question marks to pose questions. Read aloud their writing clearly enough to be heard by their peers and teacher.  Narrative: Fantasy Worlds <b>Learning Objectives:</b> Consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>planning or saying out loud what</li> </ul>



	<p>Leaving spaces between words. Joining words and joining clauses using and.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Writing for different purposes. Writing down ideas and/or key words, including new vocabulary.</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p>	<p>Beginning to punctuate sentences using a capital letter and a full stop.</p>	<p>sentences using a capital letter, full stop, exclamation mark.</p>	<p>joining clauses using and, because, but, so.</p> <p>Beginning to punctuate sentences using question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. □</p>		<p>they are going to write about</p> <ul style="list-style-type: none"> <li>writing down ideas and/or key words, including new vocabulary □</li> </ul>
	<b>Speaking and listening</b>	<b>Punctuation</b>		<b>Handwriting</b>	<b>Writing composition Grammar</b>	
<b>Grammar and Vocab</b>	<p>Say out loud what they are going to write (hold a simple sentence)</p> <p>Retell a simple story</p> <p>Listen and respond appropriately to an adult and TP</p> <p>Ask a relevant question</p> <p>Use role play to try out language they have listened to.</p> <p>Introduce alliteration</p> <p>Similes-; like a...</p> <p>Adjectives to describe in noun phrases" a fluffy, ginger cat"</p> <p>Discuss terminology-verb, conjunction, prefix "un"</p>	<p>Full stops</p> <p>Capital letters</p> <p>Capital letters for names (proper nouns)</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Bullet points</p> <p>Speech bubbles</p>		<p>Correct sitting position and pencil grip.</p> <p>Starting each letter correctly on the line</p> <p>Form lower and upper case letters</p> <p>Sit writing on the line</p> <p>Consistent use of size</p> <p>Begin to join</p> <p>Diagonal arm join</p> <p>Horizontal washing line join</p>	<p><b><u>Sentence openers.</u></b> Once upon a time, first, then, next, but, so, finally, happily ever after, early one morning.</p> <p><b><u>When openers.</u></b> After that, next morning, one day, in the end, now, as soon as, at that moment</p> <p><b><u>Conjunctions to link</u></b> Because, or, so that, then, that, while, when, until,</p> <p><b><u>How-adverbs.</u></b> Suddenly, fortunately, luckily</p> <p>Consolidate simple and</p>	



	Develop wider vocabulary linked to topic					compound sentences. Introduce complex sentence forms Question marks Exclamation marks. Prepositions -under, along, above, between, before. Discuss power verbs for effect Singular and plural nouns (s-es) <b><u>Write simple labels and captions/sentences</u></b> Sequence sentences to form a short narrative Provide a variety/ 5 openers for the children to use Once upon a time/one day/suddenly/luckily/in the end...to try out. Begin to organize work under headings
<b>Maths</b> Counting, calculating. Handling data & measures. Shape & Measures Number, relationships and calculating.	Counting & calculating focus	Counting & calculating focus	Counting & calculating focus  Shape & Measures focus	Counting & calculating focus  Handling data	Counting & calculating focus  Handling data & measures focus	Counting & calculating focus  Calculating, measuring & understanding shape focus
<b>Science</b> SC.1 ongoing	Seasonal Changes – LO: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.		Everyday Materials – LO: Distinguish between and object and the material from which it is made. Identify and name a variety or everyday materials, including wood, plastic, glass, metal, water and rock. Describe simple Physical properties of every day materials. Compare and group a variety of everyday materials based on physical properties.  <b>Activities – Choose suitable materials to make a bridge.</b>	Animals including humans – LO: Identify and name common animals including fish, amphibians, reptiles, birds and mammals.  Identify a variety of common animals that are carnivores, herbivores and omnivores.  Describe and compare the structure of a variety of animals (fish, amphibians, reptiles, birds and mammals)  Identify, name, draw and label the basic parts of the human body and say which part is associated with which sense.		



				Name and identify a range of plants and insects.
<b>History</b>	<p>Old and New bear toys/ Guy Fawkes – LO: Events beyond living memory that are significant nationally or globally.</p> <p>Changes in living memory.</p>	<p>Isambard Kingdom Brunel – LO: Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p>		<p>Victorians (Queen Victoria) – L.O: Learn about the lives of significant individuals in the past who have contributed to national and international achievements. (Victorian wash day)</p>
<b>Geography</b>	<p>Plotting bears on maps by where they live –: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans/Name and locate the world’s seven continents. Locate hot and cold areas of the world in relation to the equator and the North and South Poles.</p>	<p>Weather – Identify seasonal weather patterns in the United Kingdom, and the location of hot and cold climates in relation to the Equator and the North and South Poles. Where do bears live?</p>	<p>Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and contrast basic symbols in a key, study human and physical features.</p> <p>Activities: Aerial perspectives, following routes on a map, giving directions, using locational and directional language, devising a story map, map of classroom, map of school.</p>	<p>Here and there – understand geographical similarities and differences through studying the human physical geography of small area of United Kingdom and small area of contrasting country.</p> <p>Compare Emmbrook with a small town in Ghana. Human and physical features, maps, artefacts, compare homes, the day of a child and climates.</p>
<b>ICT</b> (Wokingham ICT scheme)	<ul style="list-style-type: none"> <li>- Typing Practice</li> <li>- Draw a bear using 2Paint – save work observed by an adult</li> <li>- Draw a simple picture of Goldilocks and type a sentence describing it</li> <li>- Saving work</li> <li>- E-safety – information poster</li> </ul>	<ul style="list-style-type: none"> <li>- Coding in the context of beebots – to move the beebot purposefully to a destination and edit their code.</li> <li>- Data storage – data can be collected stored and analysed – favourite fruit. (statistics)</li> <li>- Bridge fact posters (import images) and type facts (save, retrieve and</li> </ul>	<ul style="list-style-type: none"> <li>- Espresso and Science Simulations – using safe search engines to research growing plants</li> <li>- Drawing and labelling a detailed picture of a flower using 2Paint</li> <li>- Coding – revise and consolidate coding terms and principles using a range of purple mash coding games</li> </ul>	



	<ul style="list-style-type: none"> <li>- Rangoli patterns – 2 Simple</li> <li>- Firework pictures – 2Paint – save and retrieve work</li> <li>- 2Code – debugging coding – focus on e-safety</li> <li>- 2Animate to draw and animate a Christmas picture – evaluate their work</li> <li>- IPad maths/phonics</li> </ul>	<ul style="list-style-type: none"> <li>- I-pad – exploring educational apps – e-safety focus</li> <li>- Barnaby bears walkabout – coding (mapping skills from geography)</li> <li>- Using Comic Strip - 3 Little Pigs – draw a character picture - thought or speech bubble (independent work and brave spelling)</li> <li>- 2Publish poster importing photos of chicks hatching and adding text</li> <li>- IPad maths/phonics</li> </ul>	<ul style="list-style-type: none"> <li>- Design wall paper for Victorian house – explore a pattern program – 2Simple Pattern</li> <li>- IPad maths/phonics</li> </ul>			
<b>R.E.</b>	The Creation Story Harvest	The Christmas Story Diwali	Jesus as a friend	Easter- palm Sunday	Judaism -Shabbat Sikhism- Vaisakhi	Judaism -Chanukah
<b>P.E.</b>	Gym Circuits Football	Dance Tag Rugby Netball	Gym Basketball Hockey	Dance Golf Orienteering	Gym Cricket	Sports day- athletics Dance
<b>Art &amp; Design</b>	<p>Painting skills: Using different paint brushes and mixing colours.</p> <p>Collage: Use a range of materials to collage a bear habitat.</p> <p>Mechanisms: split pin bear</p> <p>Make porridge- food and hygiene</p>	<p>Sculpture: Clay Diva lamps</p> <p>Fabric: Design and sew a Christmas stocking.</p>	<p>Drawing: Observational drawings of bridges, line technique.</p> <p>Printing: Print patterns of materials of bridges.</p> <p>Make bridges with pulleys</p>	Scale: Giant pictures	<p>Painting like other artists: Van Gogh Sunflowers,</p> <p>Food Technology: Giuseppe fruit faces</p> <p>Collage: Sunflowers</p>	<p>Sketching using a range of media: Charcoal, chalk, pencil sketching of Victorian artefacts.</p> <p>Observational Drawings: Portraits of Queen Victoria and themselves.</p> <p>D+T – Make Victorian room</p>
<b>Music</b>	Duration/Long & short	Christmas production Singing/performance	composition	Beat and tempo	Rhythm & pattern	