



Timu Academy Trust: Long Term Plan



Year 1

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-------------------------------------|--|-----------------|--|-------------------|--|-----------------------|
| Topic Title | All around us | | Times they are a-changing | | Weather experts | Walk the plank |
| WOW/ Showcase/ Visit/Visitor | Environmental walk | | | | | Pirate day! |
| Literacy genre and text | Familiar settings: | | Traditional Tales Fairy Tales | | Traditional Tale from another culture Myth | |
| | Invitations, Lists, captions and labels | | Non-chronological reports Persuasive advert | | Instructions | Recount |
| | Senses: <i>Sensational: poems inspired by the Five Senses chosen by Roger McGough</i> Repeating patterns | | Rhyme | | Chants | |
| Science | <u>Plants</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees | | <u>Everyday materials</u> 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 | | <u>Animals including humans</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of common animals (fish, amphibians, reptiles birds and mammals, including pets) Identify, name, draw and label basic parts of the human body is associated with each sense | |
| Computing | Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulative and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies | | | | | |
| | We are treasure hunters | We are TV chefs | We are painters | We are collectors | We are storytellers | We are celebrating |
| Geography | Use basic geographical vocabulary to refer to: Key physical features: hill, sea, river, soil, season, weather, forest, valley, vegetation Key human features: city, town, village, farm, house, office, harbour, shop Use simple compass directions and locational | | | | Identify daily weather patterns in the UK Locate UK on a map Use basic geographical vocabulary to refer to: Key physical features: beach, cliff, coast, hill, mountain, sea, ocean, season and weather Key human features:, harbour, shop | |

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| | and directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct symbols in a key To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | | | | | |
| History | Significant historical places in their own locality | | Changes within living memory (reveal aspects of change in national life) | | | |
| Art | /To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use a range of materials creatively to design and make products | | To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <i>Create a portrait of a grandparent or great grandparent based on an old photograph.</i> | | To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Know about the work of a range of artist <i>Sunset paintings, clouds, seasonal trees</i> | |
| DT | To generate, develop, model and communicate their ideas through drawing <i>Make a park/playground model</i> | | To select from and use a range of tools and materials Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate ideas | | To design purposeful, functional, appealing products based on design criteria <i>Sun-catchers kites</i> | To build structures, exploring how they can be made stronger, stiffer and more stable <i>Modroc desert island, pirate ship</i> |
| Music | To use their voices expressively and creatively by singing songs and speaking chants and rhymes To experiment with, create, select and combine sounds using the inter-related dimensions of music | | | | | |
| | Our school/Ourselves – exploring sound Number - beat | Weather – exploring sounds | Machines - beat | Pattern - beat | Our bodies – beat Seasons – pitch | Water/Animals – pitch Pattern – exploring sounds |
| RE | <u>Christianity:</u> Creation story Does God want Christians to look after the world? | <u>Christianity:</u> Christmas story What gift would I have given Jesus if he had been born in my town and not Bethlehem? | <u>Christianity:</u> Jesus as a friend Was it always easy for Jesus to show friendship? | <u>Christianity:</u> Easter – Palm Sunday Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | <u>Judasim:</u> Shabbat Is Shabbat important to Jewish children? | <u>Judaism:</u> Chanukah Does celebrating Chanukah make Jewish children feel closer to God? |
| PSHE | Me and my feelings | Me and my relationships | Making a positive contribution | Growing and changing | Healthy lifestyles | Me and keeping safe |
| PE | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co- ordination, and begin to apply these in a range of activities To participate in team games, developing simple tactics for attacking and defending To perform dances using simple movements | | | | | |

| | Co-ordination PE skills | Movement/dance | Gymnastics | Multi-skills/invasion games | Athletics | Striking and fielding games |
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| French | Greetings Numbers to 12 Age | Colours More on numbers Christmas in France | Epiphany in France Animals - Questions and answers | Months introduced Birthdays | Classroom objects Some fruit | Food- What do you like to eat? Introduce likes and dislikes. |