# Timu Academy Trust: Long Term Plan
## Year 1

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| **Topic Title** | **All around us** | | **Times they are a-changing** | | **Weather experts** | **Walk the plank** |
| **WOW/ Showcase/ Visit/Visitor** | Environmental walk | | Victorian WOW day | Meet the Queen | Weather Experiments | Pirate day! |
| **English genre and text** | Familiar settings: *Alien School, Snuffle Bunny* Traditional Tales | | Myths Fairy Tales | | Fantasy | Traditional Tale from another culture |
| | Invitations, Lists, captions and labels Instructions | | Newspaper reports Persuasive advert Letters | | Instructions | Recount Non Chronological Reports |
| | Repeating patterns | | Humorous poems | | Rhyme *Sensational: poems inspired by the Five Senses chosen by Roger McGough* | Chants |
| **Science** | **Plants** 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 | | **Everyday materials** 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 | | **Animals including humans** 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 | | | | Identify daily weather patterns in the UK Locate UK on a map Use basic geographical vocabulary to refer to: | |

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| | Key human features: city, town, village, farm, house, office, harbour, shop<br>Use simple compass directions and locational and directional language to describe the location of features and routes on a map<br>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<br>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 | | Key physical features: beach, cliff, coast, hill, mountain, sea, ocean, season and weather<br>Key human features:, harbour, shop |
| **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<br>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<br>*Create a portrait of a grandparent or great grandparent based on an old photograph.* | To use a range of materials creatively to design and make products<br>To use drawing, painting and sculpture to develop and share their ideas and imagination<br>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br>Know about the work of a range of artist<br>*Sunset paintings, clouds, seasonal trees* |
| **DT** | To generate, develop, model and communicate their ideas through drawing<br>*Make a park/playground model* | To select from and use a range of tools and materials<br>Design purposeful, functional, appealing products based on design criteria<br>Generate, develop, model and communicate ideas | To design purposeful, functional, appealing products based on design criteria<br>*Sun-catchers kites* | To build structures, exploring how they can be made stronger, stiffer and more stable<br>*Modroc desert island, pirate ship* |

| **Music** | To use their voices expressively and creatively by singing songs and speaking chants and rhymes<br>To experiment with, create, select and combine sounds using the inter-related dimensions of music | | | | | |
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| | Our school/Ourselves – exploring sound<br>Number - beat | Weather – exploring sounds | Machines - beat | Pattern - beat | Our bodies – beat<br>Seasons – pitch | Water/Animals – pitch<br>Pattern – exploring sounds |
| **RE** | What does it mean to belong to a faith community? | How and why do we celebrate specials and sacred times? | Who is a Christian and what do they believe? | | What makes some places sacred? | |
| **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<br>To participate in team games, developing simple tactics for attacking and defending<br>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<br>Numbers to 12<br>Age | Colours<br>More on numbers<br>Christmas in France | Epiphany in France<br>Animals -<br>Questions and answers | Months introduced<br>Birthdays | Classroom objects<br>Some fruit | Food- What do you like to eat? Introduce likes and dislikes. |
| **Additional suggested linked texts** | The Naughty Bus<br>Lost and found<br>Kipper's Birthday<br>Jolly Postman | | My grandmothers toy box<br>This is my house | | Little cloud - Eric Carle<br>Down comes the rain<br>Cloudy with a chance of meatballs  - J Barrett | Famous Pirates, Pirate Stories, Pirate Legends: Pirate's Realm |