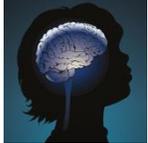


WROCKWARDINEWOOD INFANT SCHOOL AND NURSERY - KEY STAGE 1 LONG TERM PLANNING

AUTUMN TERM – YEAR 1	
<p>Brainwave 1 Week</p>  <p><i>Entry point- Children were scientist and dissected jelly brains to find out how they learn.</i></p>	<p>The Art of Learning <i>Our brain is special because it does lots of amazing things. Once we understand how our brain works and what we can do to make it work even better, then we can improve the way that we learn.</i></p> <p style="text-align: right;">E-safety</p> <p>NC:</p> <ul style="list-style-type: none"> • Introduce hectors world and hector button and story • 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 • Introduce building learning power characters <p>Healthy Living</p>
<p>Weeks 6 Super Humans</p>  <p>Science Focus <i>Your body is a bundle of bones, muscles, senses and nerves all connected together to make you a human. But do you know how these parts of your body work with your brain? Let's find out.</i></p> <p><i>Entry point- Body MOT Children checked their sight, measured height, found their pulse and played hearing games to check their</i></p>	<p style="text-align: right;">HISTORY</p> <ul style="list-style-type: none"> • NC: The lives of significant individuals in the past who have contributed to national and international achievement: • Mary Seacole <p style="text-align: right;">SCIENCE</p> <p style="text-align: center;">Engaging Science - See unit 1.2 The Animal Kingdom (only human related objectives)</p> <p><u>Working Scientifically:</u> <u>Survey/Pattern seeking:</u> How many people have brown hair? Will another class get the same results? How many more people have black hair than blond hair? Record: Using a pictogram/simple chart (see Hamilton Trust Y1 – animals including humans-session D pictograms) <u>Research/observations:</u> Can you find out which bit of your tongue tells the difference between the different tastes? (taste test) (see Hamilton Trust Y1 – animals including humans-session C senses)</p> <p>Animals including humans NC Pupils should be taught to: •identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Seasonal Changes : Autumn NC: Observe changes across the four seasons <u>Sorting and classifying</u> – sorting autumn related objects into same sets, bumpy/smooth, colours etc.</p>

<p style="text-align: center;">ART and DESIGN LINE, TONE & COLOUR Self portraits Look at self-portraits by the artists Van Gough and Picasso. NC</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p style="text-align: center;">Collage : Giuseppe Arcimboldo</p>	<p style="text-align: center;">PHYSICAL EDUCATION GAMES See Val Sabin Parachute Games GYMNASTICS See Val Sabin Unit D 'Flight, Bouncing, Jumping, landing. Healthy Living</p>
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<p>From 'Wood to Wool' 7 Weeks</p>  <p>Materials are all around us. Everything we touch is made up of a material: wood, plastic,</p>	<p style="text-align: center;">SCIENCE Engaging Science - See unit 1.3 Materials</p> <p>Working Scientifically: <u>Identifying and classifying</u> – sorting objects using properties. Record using a simple branching diagram. (see Hamilton Trust Y1 – materials-session B properties)</p> <p>Fair Testing- What are the best materials for an umbrella? Observe closely and record observations. (see Hamilton Trust Y1 – materials-</p>	<p style="text-align: center;">PSHE/JIGSAW</p> <p style="text-align: center;">ROAD SAFETY WEEK - Transport</p> <p>Celebrating Difference Piece 1: The same as Piece 2: Different from Piece 3: What is bullying Piece 4: What do I do about bullying. Piece 5: Making new friends Piece 6: Celebrating difference, celebrating me</p> <p>See Jigsaw planning</p>	<p style="text-align: center;">COMPUTING</p> <p>E-safety: ABC Searching NC:</p> <ul style="list-style-type: none"> 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
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<p>fabric, glass, gold, steel, etc. We use different materials to make different objects. Why? Because each material has its own special quality (or property) and we are going to find out what this is.</p> <p>Entry point- Children to go on a trip to 'Blist hill' to make a candle and a tile out of different materials. Children to have hands on experience experimenting with materials.</p>	<p>session F best materials).</p> <p>Everyday Materials</p> <p>NC:</p> <ul style="list-style-type: none"> 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 <p>Energy/Water</p>	<p>GEOGRAPHY</p> <p>Place knowledge:</p> <p>NC:</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>(Walk of the local area and find out what different features are made from. Sort human and physical features of local area)</p>	<p>technologies</p> <p>See common sense media planning.</p> <p>IT</p> <p>Using the computer to find out information about materials and continue with creating pictures.</p> <p>NC:</p> <p>*use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>
<p>Exit point- Parents to come and see theme books and children to show their DT project and their blanket that they have made to their parents.</p>	<p>DESIGN AND TECHNOLOGY</p> <p>Textiles</p> <p>Templates and joining techniques</p>	<p>RE</p> <p>Special Stories: What can we learn?</p> <p>(Christian and Muslims)</p> <p>Extra: Christmas story</p> <p>See Telford and Wrekin SACRE plan</p>	<p>MUSIC</p> <p>Performing, Composing, Listening and Appraising linked to the IPC unit.</p>
	<p>HISTORY – Visit to Blist Hill (entry point)</p> <p>NC: Significant historical places in own locality:</p> <p>Ironbridge</p> <p>Briefly discuss industrial revolution – “When people stopped working in the fields and moved to the factories”</p> <p>5th November: Bonfire Night – NC: Significant event beyond living memory:</p> <p>Gunpowder Plot and Guy Fawkes</p> <p>THIS UNIT OF WORK IS TAUGHT IN DETAIL IN YR 2 BUT DOES NEED TO</p>		<p>PHYSICAL EDUCATION</p> <p>CREATIVE DANCE</p> <p>See Primrose Dance</p>

	<p>BE INCLUDED IN PLANNING ON THIS DAY</p> <ul style="list-style-type: none">• Communicate information acquired from historical source (books)• Recognise that historical sources can stimulate and help answer questions.• Understand that stories may be about real people or fictional characters.• Identify differences between experiences of Bonfire night, past and present.	<p>'The senses' OWL Outdoor Wonder and Learning.</p> <p>Healthy Living</p>
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