

Inmans Y1 LTP

What is special about our area? (School, Hedon)	Is the Xbox more fun than toys/games from the past?	What did Flat Stanley do when he went to London?	Where do animals and plants come from?	How easy is it to fly?
<p>Knowledge and Understanding of the world</p> <p>Learn about significant historical events, people and places in their own locality.</p> <p>Use basic geographical vocab to refer to: Key features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>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.</p> <p>Key human features, including: city, town, village, factory, farmhouse, office, port, harbour and shop</p>	<p>Knowledge and Understanding of the world</p> <p>Learn about – changes within living memory.</p>	<p>Knowledge and Understanding of the world</p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Knowledge and Understanding of the world</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Knowledge and Understanding of the world</p> <p>Significant historical events, people and places in their own locality</p> <p>Focus on events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>
<p>RE & SMSC</p>	<p>RE & SMSC</p>	<p>RE & SMSC</p>	<p>RE & SMSC</p>	<p>RE & SMSC</p>

<p>Looking at, looking at you.</p> <p>Key Question: What makes us special?</p> <p>Jigsaw – Being me in my world</p>	<p>Christmas Unit</p> <p>Jigsaw – celebrating difference</p>	<p>Caring for the world</p> <p>Key Question: How can we keep the world special?</p> <p>Jigsaw – dreams and goals</p>	<p>Worship & festivals</p> <p>Key Question: What happens in a place of worship?</p> <p>Jigsaw – healthy me</p>	<p>Worship & festivals</p> <p>Key Question: What happens in a place of worship?</p> <p>Jigsaw – relationships (elements of appropriate changing me unit also)</p>
<p><u>Creative Development</u></p> <p><u>Art</u> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shapes, form and space</p> <p><u>Music – Hey You</u> Use their voices expressively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments</p>	<p><u>Creative Development</u></p> <p><u>Art</u> Use a range of materials creatively to design and make products</p> <p><u>Music – Your Imagination</u> Experiment with sounds using the inter-related dimensions of music.</p> <p>Play tuned and untuned instruments</p>	<p><u>Creative Development</u></p> <p><u>Art</u> Use a range of materials creatively to design and make products</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p><u>Music – In the Groove / The Banana Rap</u></p> <p>Listen with concentration to a range of high-quality live and recorded music</p> <p>Use their voices expressively by singing songs and speaking chants and rhymes</p>	<p><u>Creative Development</u></p> <p><u>Art</u> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shapes, form and space</p> <p><u>Music – Round and Round</u> Experiment with sounds using the inter-related dimensions of music.</p> <p>Play tuned and untuned instruments</p>	<p><u>Creative Development</u></p> <p><u>Art</u> Use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p><u>Music – Reflect</u> Listen with concentration to a range of high-quality live and recorded music</p>
<p><u>Physical Development</u> Pupils will be taught to: Master basic movements including running, jumping,</p>	<p><u>Physical Development</u> Pupils will be taught to: Master basic movements including running, jumping,</p>	<p><u>Physical Development</u> Master basic movements including running, jumping, throwing and catching, as well</p>	<p><u>Physical Development</u> Master basic movements including running, jumping, throwing and catching, as well as</p>	<p><u>Physical Development</u> Master basic movements including running, jumping, throwing and catching, as well as</p>

<p>throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p>	<p>throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>Perform dances using simple movement patterns.</p>	<p>as developing balance agility and coordination, and begin to apply these in a range of activities</p>	<p>developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>
<p>Scientific & technological understanding</p> <p>Computing 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</p> <p>Science distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p>	<p>Scientific & technological understanding</p> <p>Computing Use technology purposefully to create, organise, store, manipulative and retrieve digital content</p> <p>D&T – Peg Doll design purposeful, functional products for themselves and other users</p> <p>generate and model their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>use a range of materials and components, including</p>	<p>Scientific & technological understanding</p> <p>Computing Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p>	<p>Scientific & technological understanding</p> <p>Computing Use logical reasoning to predict the behaviour of simple programs Create and debug simple programs</p> <p>D&T – Cooking and nutrition use the basic principles of a healthy diet to prepare dishes</p> <p>understand where food comes from.</p> <p>Science identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>	<p>Scientific & technological understanding</p> <p>Computing Recognise common uses of information technology beyond school</p> <p>Science 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>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>construction materials and ingredients</p> <p>evaluate a range of existing products</p> <p>evaluate their ideas and products</p> <p>Science 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>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>		<p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	
---	---	--	---	--