## The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Year 2020-2021 Shalfleet Year 1: Sunshine Class

|  |  |  |  |  |  |  |
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|  | AUTUMN | | SPRING | | SUMMER | |
| Title/Duration | Fire Fire! | | Where do I live? | | Marvellous Medicine! | |
| Half Term Split | Autumn 1 | Autumn2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Focus Curriculum Principle | **Promotes independence and curiosity**  **Valuing all children, learning is accessible to all**  **Broad, relevant and balanced-Local, Mainland, Global** | | **Broad, relevant and balanced-Local, Mainland, Global**  **Promotes independence and curiosity**  **Valuing all learning is accessible to all**  **Coherent learning links and pathways** | | **Strong working partnerships**  **Promotes independence and curiosity**  **Coherent learning links and pathways**  **High quality outcomes, deep learning** | |
| English  (Focus Texts/Writing Opportunities) | Mr Fawkes the King and the Gunpowder Plot | The Lost Words | Lost and Found | The Lighthouse Keepers Lunch | Georges Marvellous Medicine | Georges Marvellous Medicine  Hoorah for Mary Seacole |
| Maths | Number: Place value within 10  Number: Addition and subtraction within 10. | Geometry: Shape  Number: Place value within 20. | Number: Addition and subtraction within 20.  Number: Place value within 50. | Measurement: Length and height  Measurement: Weight and volume. | Number: Multiplication and division.  Number: Fractions  Geometry: Position and direction | Number: Place value within 100  Measurement: Money  Measurement: Time |
| Science | **Seasonal Changes**  Observe seasonal changes and the weather associated with the seasons. Make observations of the length of the day during this season.  **Everyday Materials**  To distinguish between an object and the material from which it is made.  Identify a number of common everyday materials.  To identify the properties of everyday materials and group materials by their properties. | **Seasonal Changes**  Observe seasonal changes and the weather associated with the seasons. Make observations of the length of the day during this season.  **Everyday Materials**  To distinguish between an object and the material from which it is made.  Identify a number of common everyday materials.  To identify the properties of everyday materials and group materials by their properties. | **Seasonal Changes**  Observe seasonal changes and the weather associated with the seasons. Make observations of the length of the day during this season.  **Plants**  To identify a number of common trees, wild and garden plants.  To make the distinction between evergreen and deciduous trees.  Describe the basic structure of a variety of common flowering plants, including trees. | **Seasonal Changes**  Observe seasonal changes and the weather associated with the seasons. Make observations of the length of the day during this season.  **Plants**  To identify a number of common trees, wild and garden plants.  To make the distinction between evergreen and deciduous trees.  Describe the basic structure of a variety of common flowering plants, including trees. | **Seasonal Changes**  Observe seasonal changes and the weather associated with the seasons. Make observations of the length of the day during this season.  **Animals including humans**.  Identify parts of the body.  Identify senses and parts of the body associated with them. | **Seasonal Changes**  Observe seasonal changes and the weather associated with the seasons. Make observations of the length of the day during this season.  **Animals including humans.**  Identify common animals and compare their structure. Distinguish between animals who are carnivores, herbivores and omnivores. |
| History | **Historical Interpretation**  *Start to compare two versions of a past event*  **Chronological Understanding-**  **Timeline**  Study and comparison of artefacts  *Order dates from earliest to latest on simple timelines*  *Sequence artefacts and events that are close together in time.* | **Historical Interpretation**  *Observe and use pictures and artefacts to find out about the past.*  In-depth study of Guy Fawkes  *To distinguish between what is fact and what is fiction.*  Research and exploration of motives for actions: Guy Fawkes and Catesby  *Start to compare two versions of a past event*  Compare opposing accounts of event. | **Knowledge and Understanding of events, people and changes in the past**  *Identify local and National landmarks/places of significance and famous figures associated with them.*  Visit/study Yarmouth Castle- Henry VIII and local Tudor life | **Knowledge and Understanding of events, people and changes in the past**  *Identify local and National landmarks/places of significance and famous figures associated with them.*  Study Tower of London  Westminster Abbey | **Knowledge and Understanding of events, people and changes in the past**  In-depth study of influential nurses:  Florence Nightingale and Mary Seacole.  Study and compare historical medical challenges with challenges faced by nurses of today. (Include and link to 2020 COVID-19 experiences). | **Knowledge and Understanding of events, people and changes in the past** In-depth study offamous explorers: Christopher Columbus, Neil Armstrong  Study and compare their achievements and obstacles overcome.  Link to medical advances throughout history.  *Understand that there are reasons why people in the past acted as they did.*  *Describe significant individuals from the past.* |
| Geography | **Locational knowledge**  Create a simple map of the school and grounds with a key.  Plot and explore features of school environments and surrounding area. | **Place Knowledge**  Key physical features: Houses of Parliament and the surrounding area. Observe on a map.  Virtual tour to note features | **Locational/Place knowledge**  Map study: countries and major cities of the UK.  Study and compare the Isle of Wight to the rest of the UK. | **Human and Physical**  **Identify seasonal and daily weather patterns in the United Kingdom**  Isle of Wight weather comparison to an Island in Scotland | **Geographical Skills and Fieldwork**  Explore oceans of the world using maps and globes.  Link to the travels of Mary Seacole. | **Geographical Skills and Fieldwork**  Explore oceans of the world using maps and globes.  Link to the travels of Mary Seacole. |
| Art | Andy Goldsworthy  Sculpture, collage, sketching. Nature art.  Portraits | Painting firework art.  Kandinsky artwork. | Paint postcards of the Isle of Wight.  Katie Morag art | Clay lighthouses.  Weather and lighthouse art. | Self-portraits in the style of Quentin Blake.  Design potion labels | Painting rainbows (art therapy).  Banksy (Southampton Hospital)  Street dots (Pac Man) |
| Design and Technology | Design a rocket. What it will look like when it explodes? | Design, build and evaluate Father Christmas’ sleigh | Design and make an umbrella with moving parts and waterproof material. (Science link) | Federation Island lighthouse Challenge with use of pulleys for the lighthouse keeper.  Mrs Grainger to judge. | Make a potion bottle. | Healthy food plates.  Make bowls and food. |
| Music | Clapping songs-play and clap Aye Diddle Diddle  The sailor went to sea sea sea  Alley alley O  The Lost Words spell songs: The Bramble, Acorn, Dandelion, fern, ivy  To clap out rhythms that use different durations | Firework sounds  Create a firework display by sound only  Bangs, whistles,  To play untuned instruments  Drums, tambourines, maracas, rain sticks, blocks, castanets. | Lost and found music  Music from the past  To sing familiar songs, rhymes and chants using expression  To listen to local musicians and their music inspired by locality.  Visitors: Paul Armfield & others tbc. | Sea Shanties –  To sing familiar songs, rhymes and chants using expression | Carisbrooke Castle travelling minstrel musicians.  Instrument making workshop.  To compose simple songs of celebration  To sing familiar songs, rhymes and chants using expression | Isle of Wight artists.  To listen to a variety of live and recorded music.  Music with space and exploration theme:  Holst  Bowie & other contemporary artists |
| Computing |  |  |  |  |  |  |
| PE | Multi skills  Team Games | Games  Dance | Games  Athletics | Athletics  Multi skills  Gymnastics | Athletics  Multi skills  Sports Day | Athletics  Team Games |
| RE | **Thanking**  Harvest and Sukkot | **Journey’s end**  Nativities Journey | **Remembering** | **Welcoming**  Palm Sunday | **Authority**  Key events in Jesus’ death | **Special**  Special places |
| SMSC/PSHE | Staying safe | Being kind to others  Friendships | Conservation  Looking after the environment | Environment  Rainforests  Forests | Goals and Achievements | Moving on: New Challenges |
| Trips/Events/Visitors/Risk Day |  |  | Blue Reef Sea life Centre Southsea  Shared trip with Yarmouth & Freshwater | Yarmouth Castle  Shared trip with Yarmouth & Freshwater | Visit from a Nurse or Midwife | Roald Dahl Museum  Buckinghamshire.  Shared trip with Yarmouth & Freshwater |