

Skegness Infant Academy – Long Term Planning Year 1 2021/22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Academy Theme	Time Travellers	Above and Beyond	Telling Tales	A World Apart	Blue Planet	This is Me
Y1 Focus	Grandparents	Light	Traditional tales	Lost and found	Stranded / Endangered	My world
Wow Events	Roald Dahl Day	Nativity Read other Christmas texts Parent workshops – Christmas	World book day Number Day	Easter craft workshop		Transition Clean up the beach HSBC event Sports day
Picture Books	Grandad's Island Grandma bird Katie Morag and the two grandmothers.	Coming home – Michael Morpurgo Orion and the dark Men on the moon	Little red hen Cinderella Little red riding hood Mr Wolf's pancakes – Pancake day	Beegu Lost and found	Storm whale Storm whale in winter Big blue whale Snail and the whale	Somebody swallowed Stanley What a waste Clean up!
Reading for pleasure	How to babysit a grandma.	The owl who was afraid of the dark	Dick –King Smith novels The wolf's story – Toby Forward			Harry saves the oceans Marley's tangled tale
Film	MACE	Baboon on the moon Coming home Snow – film trailer		Lost and found	David Attenborough clips	
Non Fiction	Islands	Fact file about the moon – Baboon on the moon.	NF book about wolves Recipe for pancakes - go to the shop and buy ingredients.	Animal fact files and descriptions	Fact file about whales Instructions - How to look after whale	Leaflet – plastic pollution Poster
Poetry	Phone Gran – Micheal Rosen	Fears and worries poems Silver – Walter de la Mare Snow - Walter de la Mare			Storm/ sea poetry Music from a storm – create an acrostic storm poem Storm whale	A great big cuddle
Text Types: Write to Entertain Write to Explain Write to Inform Audience?	Postcards Lists Labels Poem How to look after birds	Letter to Orion – Orion and the dark List making – baboon on the moon Recount of Baboons day Writing about personal experience – Orion and the dark	Retelling of a traditional tale Wolves non-fiction text – send them to red riding hood. Bullet points / headings Are they really carnivores? Would they eat pancakes??	Recount of what has happened from Beegu's point of view. Joining with and Goodbye letter to Beegu Lost and found – stopping the film and finding out about penguins in geography. How to look after penguins – instructions Orally retelling their stories from Beegu's point of view.	Character description – describe the character of Noi. Poetry writing. Diary Entry – writing from a character's point of view. Fact file – writing a fact file about whales including labelled diagrams. Instruction writing – how to care for a whale. Moral story telling	Story retell – retelling the story of 'Somebody swallowed Stanley.' Leaflet writing – To inform Postcard writing – To entertain Letter to the headteacher – outlining our recycling concerns.
Maths	Number - Place value Partitioning Calculation – Addition and subtraction	Number - Place value Calculation – Addition and subtraction Securing number facts Geometry - shape	Calculation - Addition and Subtraction Number - Place value	Number - Place value Measures - Length, Mass and Volume	Calculation – Multiplication and Division Number - Fractions	Geometry – Position and Direction Number - Place value Measures – Money Measures - Time
Science	Seasonal Change Seasons – birds - going on a journey Migration Observe and describe weather associated with the seasons and how day length varies Working scientifically	Material Keeping warm – materials Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including	Working scientifically Ask simple questions Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions	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.	Animals Explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study	Animals including humans Senses Human body 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>wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Working scientifically</p>	<p>Gather and record data to help in answering questions.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	Working scientifically	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</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> <p>Working scientifically</p>	Working scientifically
History	<p>Local history – lifeboat station, clock tower</p> <p>Changes within living memory</p> <p>Grandparents</p> <p>Changes in music / TV</p> <p>Vocabulary related to time.</p> <p>Sequence objects / events on a timeline</p> <p>Compare adults / grandparents memories to what learnt.</p>	Events Beyond Living memory – invention of the lightbulb		<p>Grace Darling – Lost and found – consider why she is important</p> <p>Vocabulary related to time and the passage of time</p> <p>Difference between past and present in own lives</p> <p>Recounting episodes from stories about the past (historical figures)</p>	<p>Local history – whale stranded on Skegness beach</p> <p>Identify similarities and differences</p> <p>Explore cause and effect of events covered</p> <p>Ask and answer historical questions</p> <p>Gain information from different sources – written, artefacts, oral sources, etc.</p>	-
Geography	<p>Comparison between Skegness and Scotland</p> <p>Seasons – Scottish Island Katie Morag books (2 grand mothers)</p> <p>Islands /maps – non- fiction text</p> <p>Britain as an Island</p> <p>Investigate their surroundings</p> <p>Name and locate the four countries in the UK and their capital cities</p> <p>Name some places within / around the UK</p> <p>Seasonal and daily weather in the UK</p> <p>Location of hot and cold areas of the World</p> <p>Physical features e g beach, cliff, etc.</p>	<p>Seasons</p> <p>Google Earth – looking at Africa (Baboon on the moon)</p> <p>Geographical similarities and difference between an area of the UK and Non-European country</p> <p>Use infant atlas to locate and name the oceans</p> <p>Aerial photos</p>	<p>Name and locate the world’s seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</p> <p>Locating where wolves live on a map</p> <p>Use infant atlas to locate the oceans</p> <p>Geographical similarities and difference between an area of the UK and Non-European country</p> <p>Seasonal and daily weather in the UK</p> <p>Location of hot and cold areas of the World</p> <p>Human features eg house, farm, shop, town. Etc.</p>	<p>Lost and found – Antarctica</p> <p>Penguins</p> <p>Use an infant atlas to name and locate the 5 oceans</p> <p>Use a picture map to identify land and seas/oceans</p>	<p>Use a picture map to identify land and sea/oceans</p> <p>Identify seasonal and daily weather in the UK</p> <p>Locate the hot and cold areas of the World</p> <p>Name and locate the world’s seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Labelling geographical language</p> <p>geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Make observation about where things are within school or local area</p> <p>Follow directions</p> <p>Draw picture maps for imaginary places and from stories</p> <p>Use own symbols on imaginary maps</p> <p>Use a simple picture map to move around school</p>
Religious Education	<p>Christianity – God</p> <p>Old testament stories</p> <p>New testament stories and Jesus</p>	<p>Christianity – Community</p> <p>Shared practises</p> <p>Celebrations</p>	<p>Islam – God</p> <p>Allah in the Qur’an</p>	<p>Islam – Community</p> <p>Shared practises</p> <p>Celebrations in Islam</p>	<p>Places of worship</p> <p>Judaism</p>	<p>Places of worship</p> <p>Christianity, Islam and Judaism</p>
Art	<p>Drawing, pattern and collage</p> <p>Collage – Paul Klee</p> <p>Illustrator – Benji Davies</p> <p>Henry Rousseau – tiger in tropical storm</p> <p>Different patterns</p> <p>Different pictures and settings.</p> <p>Artists paintings of storm scenes.</p> <p>Use a range of techniques</p> <p>Use a wide range of media</p> <p>How to thread a needle, cut, glue and trim material</p>	<p>Primary colour, mood, drawing, printing, collage</p> <p>Georgia O’Keefe – ladder to the moon</p> <p>James Whistler - The falling rocket</p> <p>George Seurant – stars pointillism</p> <p>Use a variety of tools, media and techniques– pastels, charcoal, paint, collage, etc.</p>		<p>Sculpture – making a space ship</p> <p>Recyclable materials</p> <p>Experiment with, construct and join recycled, natural and man-made materials</p> <p>Evaluate and improve what they have done</p>	<p>Colour mixing, secondary colours</p> <p>Sculpture</p> <p>Hokusa – Great wave</p> <p>Andy Goldsworthy – natural sculptures</p> <p>Winslow Holmer – storm mood</p> <p>Use a variety of tools and techniques</p> <p>Mix secondary colours and shades using different types of paint</p>	<p>Textiles, collage, primary colours, drawing</p> <p>Pablo Picasso</p> <p>Giacometti</p> <p>Explore the similarities and differences between artists / designers wok in different times and cultures</p> <p>Review what they and others have done</p> <p>Explore the use of line, shape and colour</p>

	Manipulate clay in a range of ways					
DT		<p>African masks – baboon on the moon Draw on their own experience to help generate ideas Understand the development of products – what they are for and how they work, etc. Assemble, join and combine materials and components Use simple finishing techniques to improve the appearance of a product Explain way they like / dislike a product</p>	<p>Double DT! Food fun – pancakes, bread Understand that food comes from plants and animals Food can be farmed, grown or caught Name and sort food into the 5 groups Understand that everyone should have at least 5 portions of fruit and veg each day Prepare simple dishes safely and hygienically know how to use techniques such as cut, peel and grate Prop making to retell their story – Explore and use mechanisms Use tools Start to evaluate their products – Does it work well in relation to the design criteria? What could be better? How could we improve it?</p>	<p>Design and Make project - A spaceship for Beegu Explain what they are going to do Identify intended target group Develop ideas by talking and drawing Make a mock up / template of their ideas Use appropriate techniques to make the product Build structures Explore tools Assemble, join and combine materials and components Use techniques to improve appearance Evaluate the product and suggest improvements Explain what they like / dislike about a product</p>		<p>Recycling a plastic bag = Make a parachute, make a kite Make a design using appropriate techniques With help measure, mark out, cut and shape material Explore and use tools Use simple finishing techniques to improve appearance Evaluate their product Explain what they like / dislike about a product and identify possible improvements</p>
PSHE	<p>School value of Resilience Jigsaw – Being me in my World Celebrating differences – British values</p>	<p>School value of Independence Big bag of worries Jigsaw - Celebrating Difference Safety in the dark</p>	<p>School Value of Creativity Jigsaw – Dreams and Goals Safety on the internet</p>	<p>School Value of High Aspirations Jigsaw - Healthy Me Staying safe – Getting lost People who help us</p>	<p>School Value of Exceptional Jigsaw - Relationships</p>	<p>School Value of Responsibility Jigsaw - Changing Me Uniqueness / individuality</p>
Computing	Technology all around us	Digital writing	<p>esafety Introduction to animation</p>	Data and information	<p>Moving a robot Coding</p>	Digital painting
Music	<p>Charanga - Hey you Music styles - Old school hip hop Termly school song Harvest songs</p>	<p>Charanga - Rhythm in the way you walk and Banana Rap Music styles - Reggae, Hip hop Termly school song Christmas songs</p>	<p>Charanga - In the grove Music styles - Blues, latin, folk, funk, baroque, bhangra Termly school song</p>	<p>Charanga – round and round Music styles – Film music, big band jazz, latin Termly school song</p>	<p>Charanga – your imagination Music style - pop Termly school song</p>	<p>Charanga - Reflect rewind and replay Music style – Western classical music Termly school song</p>
Physical Education	<p>Bat and ball skills - Tennis Yoga Maths on the move</p>	<p>Bat and ball skills – Football Dance</p>	<p>Gymnastics Boxercise</p>	<p>Gymnastics Team Games</p>	<p>Athletics Team games</p>	<p>Multiskills Dance</p>