



Y1 Anston Hillcrest Primary Long Term Plan Cycle 2 (2022 – 2023)



	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (5 weeks + 1 week transition)
Learning Journey Title	Historical Study/significant person (adventures and breaking barriers - Shackleton /Amelia Earheart) (Altruistic - Florence Nightingale/ Mary Seacole (conflict) (community links). What makes an inspirational person?		Is Africa a country? A focus on Local Area and Kenya		Oceans / Pollution What impact do humans have on our oceans? How can we make a difference?	
Links to key Drivers	Reading Recognise the difference that others have made and look at the difference we can make.		Reading Making a difference to our bodies (keeping healthy) sustainability (seasonality) improving the school grounds and local green space (linked to fieldwork)		Reading Sustainability Inspirational person: Greta & David Attenborough	
Launch Day	Transition back into school.		Scavenger hunt (School grounds and local area)		BBC Launch – Plastic in the ocean – Call to action	
Visit/Visitors	Recordings of a variety of people who have inspired others. Green Space Rangers		Super market virtual tour or visit		Sculptor Council representative - reduce, reuse and recycle Sea life expert	
Learning Showcase		A showcase of inspiration		Developing the school grounds – growing vegetables Adopt a green space – what can we do to improve it?		Reduce, reuse and recycle campaign. Carnival float.
English	Narrative (3 weeks) Recount (2 weeks)	Report (2 weeks) Poetry (1 week) acrostic Recount (2 weeks)	Narrative (3 weeks) Persuasion (2 weeks) Poetry (1 week) pattern and rhyme	Report (3 weeks) Instructions (2 weeks)	Instructions (2 weeks) Narrative (3 weeks) Report (2 weeks)	Recount (2 weeks) Persuasion (2 weeks) Poetry (1 week)



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<p>Science</p>	<p>Plants and seasonal change (continuous – introduction)</p> <p>Trees – Deciduous and Evergreen</p> <p>SC1.Observe changes across the four seasons SC2.Observe and describe weather associated with the seasons and how the day length varies</p>	<p>Animals (inc humans)</p> <p>AH1.Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>AH2.Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>AH3.Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Animals (inc humans)</p> <p>AH4.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>Plants School Gardening</p> <p>P1. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees P2. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Animals (inc humans)</p> <p>AH1.Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>AH2.Identify and name a variety of common animals that are carnivores, herbivores and omnivores AH3.Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Everyday materials</p> <p>M1.Distinguish between an object and the material from which it is made M2.Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock M3.Describe the simple physical properties of a variety of everyday materials M4.Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>
<p>Science Investigation</p>	<p>Seasonal change</p> <p>Observing changes over time</p> <p>Working Scientifically Do: Observe over time and record data to help in answering questions</p> <p>Conceptual Knowledge Observe changes across the four seasons</p>	<p>Animal classification</p> <p>Identifying and Classifying things</p> <p>Working Scientifically Review: Identify and classify</p> <p>Conceptual Knowledge Identify and name common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name common animals that are carnivores, herbivores and omnivores</p>	<p>Body parts</p> <p>Pattern and relationship seeking</p> <p>Working Scientifically Review: Use observations and ideas to suggest answers to questions</p> <p>Conceptual Knowledge Identify basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Plant structure</p> <p>Identifying and classifying</p> <p>Working Scientifically Do: Observe closely using simple equipment</p> <p>Conceptual Knowledge Identify and describe the basic structure of a plant and a tree.</p>		<p>Floating and sinking</p> <p>Fair Testing</p> <p>Working Scientifically Do: Perform simple tests to compare and group</p> <p>Conceptual Knowledge Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Reflection</p> <p>Researching and using secondary sources</p> <p>Working Scientifically Plan: Recognise that sorting questions can be answered in different ways and research</p>



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						reflective materials and what they are used for Conceptual Knowledge Describe properties of materials
Geography (See LTPs)	World Geography Linked to where people lived / travelled (Maps, places, hot, cold continents).		Contrasting locality A country in Africa and the local area (Local Study and field work - attractive and unattractive areas)		World Geography Sustainability and oceans Maps, atlases and globes, human, impact, ocean, recycling focus.	
History (See LTPs)	Historical Study/significant person (adventures and breaking barriers - Shackleton /Amelia Earhart) (Altruistic - Florence Nightingale/ Mary Seacole) (conflict) (community links).					
Computing	<u>Area of Study</u> Using school computers	<u>Area of Study</u> Introduction to Algorithms 1	<u>Area of Study</u> How do I present data using pictures?	<u>Area of Study</u> Introduction to Algorithms 2	<u>Area of Study</u> Recording Sound and Pictures	<u>Area of Study</u> What is a program?
Internet Safety	What should/shouldn't be shared online? What is personal information?	What is a computer programmer?	Jessie and Friends – Episode 1	Jessie and Friends – Episode 2	Why do we ask permission before sharing images?	Jessie and Friends – Episode 1
Art (See LTP)			Tinga Tinga – drawing (oil pastel), printing and colour theory (paint)		Sculpture	
Design & Technology (See LTP)	Introduce structures (Lots of investigations linked to stronger, stiffer and more stable). This will be used and applied in the summer term when making the float) Applying knowledge of a strong structure (Green Space Rangers)		Cooking: Making a plant based product		Mechanisms: designing and making a carnival campaign float for the Harthill festivals (axel and wheels) incorporating a stronger, stiffer and stable structure to showcase their information.	
PE	Real PE Unit 1 Personal Football	Real PE Unit 2 Social Dance – Louise Wells	Real PE Unit 3 Cognitive Gymnastics	Real PE Unit 4 Creative Matball	Real PE Unit 5 Physical 10 Base Rounders	Real PE Unit 6 Health and Fitness Athletics



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Music Charanga	Hey You!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
RE Rotherham RE Syllabus	Who am I? Belonging and Believing	How do Christians celebrate Christmas?	What festivals do Jewish people celebrate?	What makes some places special? Churches and synagogues	Stories about Moses	The power to make a difference – what can we learn from stories of Jesus?
PSHCE See Jigsaw Planning	Being me in My world 1. Feeling special and safe. 2. Being part of a class. 3. Rights and responsibilities. 4. Rewards and feeling proud. 5. Consequences 6. Owning the Learning Charter.	Celebrating Differences 1. Similarities and differences. 2. Understanding bullying and knowing how to deal with it. 3. Making new friends 4. Celebrating the differences in everyone.	Dreams and Goals 1. Setting goals 2. Identifying successes and achievements. 3. Learning styles 4. Working well and celebrating achievement with a partner. 5. Tackling new challenges. 6. Identifying and overcoming obstacles. 7. Feelings of success.	Healthy Me 1. Keeping myself healthy. 2. Healthier lifestyle choices. 3. Keeping clean 4. Being safe 5. Medicine safety/safety with household items. 6. Road safety 7. Linking health and happiness.	Relationships 1. Belonging to a family. 2. Making friends/being a good friend. 3. Physical contact preferences. 4. People who help us. 5. Qualities as a friend and person. 6. Self-acknowledgement. 7. Being a good friend to myself. 8. Celebrating special relationships	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2