
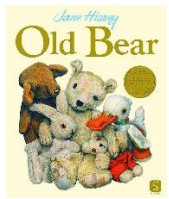
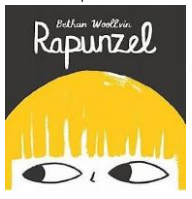
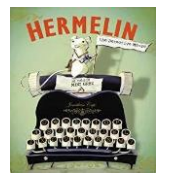


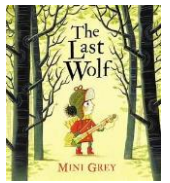

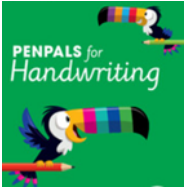







Black Horse Hill Infant School Long Term Plan Year 1

Half Term	Autumn 1	Autumn 2	Spring 1	March	Spring 2	Summer 1	June	Summer 2	July
<p>English</p> 	<p>Old Bear</p>  <p>Discovery Narrative Recount Messages</p>	<p>Rapunzel</p>  <p>Traditional Tale Instructions</p>	<p>Hermelin</p>  <p>Detective Narrative Letters</p>	<p>Book Week</p>	<p>Where the Wild Things Are</p>  <p>Portal Story Non-chronological report</p>	<p>The Secret of Black Rock</p>  <p>Return Story Postcards</p>	<p>Health y Body, Health y Mind Week</p>	<p>The Last Wolf</p>  <p>Hunting Story Recipes</p>	<p>Coast to Country Environment Project</p>
<p>Phonics</p> 	<p>Phase 3/4 review + 4 Phase 5 GPCs ay,ou,oy and ea</p> <p>Tricky words: to into I no go of the she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>	<p>Phase 5 graphemes ir, ie, ue, u, o, i, a, e, a-e, i-e, o-e, u-e, e-e, ew, ie(shield), aw.</p> <p>Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p> <p>Tricky words: their people oh your Mr Mrs Ms ask could would should Our house mouse water want</p>	<p>Phase 5 graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p> <p>Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p> <p>Tricky words: any many again who whole where two school</p>		<p>Phase 5 graphemes /ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch match /ch/ ture adventure /ar/ al half*</p> <p>/ar/ a father* /or/ a water</p> <p>Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science</p> <p>Schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p> <p>Tricky words: once laugh because eye</p>	<p>Review Phase 5 GPCs for phonics screening check ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant</p> <p>No new tricky words</p>		<p>Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more review</p> <p>Tricky words: busy beautiful pretty hour move improve parents shoe</p>	





			call different thought through friend work					
<p>Handwriting</p> 	<p>Practising long-legged giraffe letters</p> <p>Writing words with ll</p> <p>Introducing capitals for long-legged giraffe letters</p> <p>Practising one-armed robot letters</p>	<p>Introducing capitals for one-armed robot letters</p> <p>Practising curly caterpillar letters</p> <p>Writing words with double ff</p> <p>Writing words with double ss</p> <p>Introducing capitals for curly caterpillar letters</p>	<p>Practising long-legged giraffe letters, one armed robot letters and curly caterpillar letters</p> <p>Practising zig-zag monster letters</p> <p>Writing words with double zz</p> <p>Mixing all the letter families</p> <p>Practising all the capital letters</p>		<p>Practising all the numbers 0-9</p> <p>Writing words with qu and ck</p> <p>Practising long vowel phonemes: ai, igh, oo</p> <p>Practising vowels with adjacent consonants: ee, oa, oo</p>	<p>Numbers 10-20</p> <p>Practising ch unjoined</p> <p>Introducing diagonal join to ascender: ch</p> <p>Practising ai unjoined</p> <p>Introducing diagonal join, no ascender ai</p>		<p>Practising wh unjoined</p> <p>Introducing horizontal join to ascender: wh</p> <p>Practising ow unjoined</p> <p>Introducing horizontal join, no ascender: ow</p>
<p>Maths</p> 	<p>Place Value (within 10)</p> <p>Addition and Subtraction (within 10)</p>	<p>Geometry : Shape</p> <p>Place Value (Within 20)</p>	<p>Addition and Subtraction (Within 20)</p> <p>Place Value (within 50)</p>		<p>Measurement :Length and Height</p> <p>Measurement : Weight and Volume</p>	<p>Multiplication and Division</p> <p>Fractions</p> <p>Geometry Position and Direction</p>		<p>Place Value (within 100)</p> <p>Measurement : Money</p> <p>Measurement: Time</p>
<p>Science</p>	<p>Humans</p> <p>Observe seasonal change and different weather</p>	<p>Animal parts</p> <p>Observe seasonal change and different weather</p>	<p>Seasonal Change</p> <p>Observe seasonal change and different weather</p>		<p>Plants</p> <p>Observe seasonal change and different weather</p>	<p>Materials</p> <p>Observe seasonal change and different weather</p>		<p>Consolidation and Coast to Country Eco Project.</p>
<p>Computing</p> 	<p><u>Online safety</u></p> <p>Children learn to log in to Purple Mash, save their work, open their existing work and also how to protect themselves whilst using Purple Mash and the wider internet.</p>	<p><u>Pictograms</u></p> <p>This unit is an introduction to pictograms and looking at how they can be used to represent data.</p> <p><u>Grouping and sorting</u></p> <p>In this unit, the children will sort items by different criteria away from the computer.</p>	<p><u>Lego Builders</u></p> <p>In this unit children are introduced to programming, algorithms and programs.</p> <p><u>Maze Explorers</u></p> <p>In this unit children develop further their understanding of algorithms, programming, debugging and further programming.</p>		<p><u>Technology</u></p> <p>This unit encourages the children to consider how technology is used outside of the school environment.</p> <p><u>Spreadsheets</u></p> <p>In this unit children will learn about what spreadsheets look like. They also will learn to manipulate clip art images in their spreadsheet.</p>	<p><u>Animated stories</u></p> <p>The series of lessons will provide an opportunity for the children to develop the skills to create, organise, store, manipulate and retrieve digital content through the creation of their own animated story book.</p>		<p><u>Coding</u></p> <p>This unit entails children learning to code and use their developing programming skills.</p>
<p>Humanities</p>	<p>Childhood - History</p>	<p>Bright Lights Big City - Geography</p>	<p>School Days – History</p>		<p>Weather Watchers! - Geography</p>	<p>Moon Zoom! - History</p>		<p>Where are we in the world? - Geography</p>



<p>(History and Geography)</p>	<p>Changes within living memory)</p> <ul style="list-style-type: none"> -Explore the stages of life and family trees. -Discover what everyday life was like in the 1950s. -Learn about Queen Elizabeth II as a significant person and the event of her coronation. -Discuss similarities or differences between childhood today and childhood in the 1950s (Debate) 	<p>To know where our school is located.</p> <p>To know what an aerial map is by finding our school.</p> <p>To draw a simple map using a key.</p> <p>Learn about our nearest city Liverpool and the landmarks that we will find there.</p> <p>To know the 4 countries of the United Kingdom</p> <p>To know the capital cities of each of the 4 countries of the UK.</p> <p>Learn about human and physical features.</p>	<p>To learn about significant historical events in the life of the school.</p> <p>Learn about the differences between schooling in the Victorian era and schooling today.</p> <p>Learn about objects found in a Victorian classroom and how they were used.</p> <p>The children will learn how photographs and artefacts can help us understand life in the past</p> <p>They will research Samuel Wilderspin, (significant person) an important figure in the development of schooling for young children in the Victorian era, whose ideals are reflected in schooling today.</p> <p>They will learn to describe the passage of time through study of past, present and future tense vocabulary.</p>		<p>The children will learn about the four seasons. They will learn about seasonal and daily weather patterns in the UK</p> <p>They will learn about the equator, the north and south poles and the location of hot and cold areas of the world.</p>	<p>The children will learn about the lives of significant people such as; Yuri Gagarin, Valentina Tereshkova, Neil Armstrong, Buzz Aldrin, Michael Collins, Tim Peake, Katherine Johnson, The Hidden figures and Mae Jemison and how they have contributed to international achievements.</p>		<p>The children will learn the names and positions of the continents and oceans of the world. They will study maps to learn the names, capital cities and positions of the four countries of the United Kingdom.</p> <p>The children will use simple compass directions and locational and directional language to describe the location of features on a map,</p>	
<p>DT/Art and Design</p>	<p>Mixed Media Collage (Self-portrait)</p>	<p>Introduction to weaving (Christmas Decorations)</p>	<p>Introduction to painting (colour wash; blending; stippling; pointillism)</p>		<p>Introduction to Sculpture (Art/DT – made a woodland sculpture)</p>	<p>Introduction to drawing (James Rizzi)</p>		<p>Healthy Layered Dessert (design and make a dessert)</p>	
<p>Music</p> 	<p>Manage a cumulative structure and remember the order of events</p> <p>Work with others to give a performance with props</p> <p>Use dynamics to enhance the mood of a song</p> <p>Mark rests with sound-makers</p>	<p>Maintain a rhythmic ostinato during a performance</p> <p>Identify and follow a simple song structure and rhyme pattern</p> <p>Chant rhythmically, keeping together as a group, marking rests accurately</p> <p>Create and perform a new rap</p>	<p>Play a clapping game while singing sing a song</p> <p>Sing a song, recognising changing speeds</p> <p>Invent new lyrics and clapping patterns</p>		<p>Add a pitched melody to a song</p> <p>Play a three-note accompaniment accurately</p> <p>Use provided rhymes to make up new lyrics and moves</p>	<p>Sing a traditional song set in a minor key</p> <p>Remember the counting pattern and fit the long narrative lines accurately to the music</p> <p>Perform a dance to accompany the song</p>		<p>Understand the terms verse and chorus in the context of a song</p> <p>Mark the pulse throughout the song</p> <p>Sing a song that involves a time change</p> <p>Create a performance incorporating singing and percussion</p>	



	Sing a verse in a small solo group							
	Dance	Gymnastics	Gymnastics		Games	Athletics		Games
	Being me in my World	Celebrating Differences	Dreams and Goals		Healthy me	Relationships		Changing me
RE	What do Christians believe they need to do in order to lead a good life?	The story of Christmas	<p>What is it like to follow a Jewish way of life in Britain today?</p> <p>Life from the perspective of a Jewish child</p>		Why does Easter matter to a Christian child?	Special places: The Jewish home		Belonging – What does it mean to belong?
Enrichment activities	Visit from person who was a child in the 1950s	Trip to Liverpool to visit a Museum and the Radio City Tower.	Victorian experience/ Victorian day		Ness Gardens	Eureka		