

Year 1 Long Term Plan

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Key question:	<u>What materials should Percy use to build a shelter?</u> <u>What happens in the Park during the four seasons?</u> <u>What has since our grandparents were young?</u>				<u>Why are humans not like tigers?</u> <u>Why can't meerkats live at the North Pole?</u>				<u>What birds and plants would Little Red Riding Hood find in the park?</u> <u>Where does Katie Morag live and is it more exciting than Devon?</u> <u>What would you like to have in your picnic?</u>			
Babcock English Text	Boas Bad Birthday Lord of the Forest		Knock Knock – Open the Door Stuck		Penguins How to hide a lion at school		Tell me a Dragon I love Bugs!		Dear Mother Goose Don't Spill the Milk		Reptiles Oxford Traditional Tales	
Cross curricular English	Have you filled a bucket today? Who's our new teacher? Old Bear Percy the Park Keeper		Woodlands Animals The Owl who was afraid of the dark Owl babies		Winter Poetry Arctic animals –non-fiction texts Henry's Holidays Meerkat Mail Lost and Found		Animal information texts The tiger who came to tea Meerkat Mail Animal Poetry Performance Poetry		Katie Morag Traditional Tales		Traditional Tales Bird and plant information books The Ning Nang Nong The Acorn	
White Rose Maths	Place Value (within 10)	Addition and Subtraction (within 10)	Geometry: Shape	Place Value (within 20)	Addition and Subtraction (within 20)	Place Value (within 50) Multiples of 2,5, 10 to be included	Measurement: Length and Height	Measurement: Weight and Volume	Multiplication and Division Multiples of 2,5, 10 to be included	Fractions Geometry: Position and Direction	Place Value (within 100)	Measurement: Money and Time
Cross curricular Maths	Adding Counting Positional Language				2D shapes 3D shapes Comparing Length Comparing Height		Solving problems Division Multiplication Describing Positions Describing Movement		Fractions – making halves and quarters Time		Money Volume and Capacity Mass	
Science	Materials <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Which materials are waterproof? Working Scientifically: <ul style="list-style-type: none"> Ask simple scientific questions. Use simple equipment to make observations. Carry our simple tests. Suggest what I have found out. 				Animals <ul style="list-style-type: none"> Identify and name a variety of common animals including birds, fish, amphibians, reptiles, mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Working Scientifically: <ul style="list-style-type: none"> Ask simple scientific questions. 				Plants <ul style="list-style-type: none"> 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. Identify and name a variety of common animals that are birds, 			

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	<ul style="list-style-type: none"> Use simple data to answer questions. <p>Seasonal Changes Trees and Weather</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe the weather associated with the season and how day and length varies. 	<ul style="list-style-type: none"> Use simple equipment to make observations. Carry our simple tests. Suggest what I have found out. Use simple data to answer questions. <p>Linked to Geography</p> <ul style="list-style-type: none"> Observe and comment on changes in the seasons. Name the seasons and suggest the type of weather in each season. Explain how the weather changes throughout the year and name the seasons. 	
History/Geography	<ul style="list-style-type: none"> Can they use words and phrases like: old, new and a long time ago? Do they know that some objects belonged to the past? Do they appreciate that some famous people have helped our lives be better today? (Alexander Graham Bell) <ul style="list-style-type: none"> Can they begin to identify the main differences between old and new objects? Can they identify objects from the past, such as vinyl records? Can they ask and answer questions about old and new objects? <ul style="list-style-type: none"> Can they answer questions using a artefact/ photograph provided? <p>Seasonal Changes Trees and Weather</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe the weather associated with the season and how day and length varies. Suggest why we wear different times of the year. 	<ul style="list-style-type: none"> Can they begin to explain why they would wear different clothes at different times of the year? Can they tell something about the people who live in hot and cold places? <ul style="list-style-type: none"> Can they explain what they might wear if they lived in a very hot or a very cold place? Can they point out where the equator, north pole and south pole are on a globe or atlas? Can they answer questions about the weather? Can they keep a weather chart? Do they appreciate that some famous people have helped our lives be better today? (David Attenborough) 	<ul style="list-style-type: none"> Can they say what they like about their locality? Can they sort things they like and don't like? Can they answer some questions using different resources, such as books, the internet and atlases? Can they think of a few relevant questions to ask about a locality? Can they identify the four countries making up the United Kingdom? Can they name some of the main towns and cities in the United Kingdom?
Computing	<p>Communicating</p> <ul style="list-style-type: none"> Can they create a simple series of instructions - left and right? Can they record their routes? Do they understand forwards, backwards, up and down? Can they put two instructions together to control a programmable toy? Can they begin to plan and test a Bee-bot journey? 	<p>Data Retrieving and ORGANISING</p> <ul style="list-style-type: none"> Can they capture images with a camera? Can they print out a photograph from a camera with help? Can they record a sound and play it back? Can they enter information into a template to make a graph? Can they talk about the results shown on a graph? 	<p>Algorithms and Programs</p> <ul style="list-style-type: none"> Can they create a simple series of instructions - left and right? Can they record their routes? Do they understand forwards, backwards, up and down? Can they put two instructions together to control a programmable toy? Can they begin to plan and test a Bee-bot journey?

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	E-Safeguarding curriculum taught at the start of each term, embedded throughout the year.					
PSHE	<p>WE'RE ALL STARS! • Community</p> <ul style="list-style-type: none"> • Rights and responsibilities • Getting to know each other • Working together 	<p>BE FRIENDLY, BE WISE</p> <ul style="list-style-type: none"> • Making and sustaining friendships • Conflict resolution • Anti-bullying • Keeping safe at home 	<p>DEAR DIARY</p> <ul style="list-style-type: none"> • Comfortable and uncomfortable feelings • Problems in relationships • Anti-bullying • Help and support 	<p>DARING TO BE DIFFERENT</p> <ul style="list-style-type: none"> • Identity and self esteem • Difference and diversity • Peer influence and assertiveness 	<p>JOINING IN AND JOINING UP</p> <ul style="list-style-type: none"> • Needs and responsibilities • Participation • Local democracy • Voluntary groups • Fund-raising activities 	<p>LIVING LONG, LIVING STRONG</p> <ul style="list-style-type: none"> • SRE: Growing & caring for ourselves; Valuing difference & keeping safe; Puberty • Healthy eating and exercise • Goal-setting and motivation
Art	<p>Printing</p> <ul style="list-style-type: none"> • Can they print with sponges, vegetables and fruit? • Can they print onto paper and textile? • Can they design their own printing block? • Can they create a repeating pattern? 	<p>Drawing</p> <ul style="list-style-type: none"> • Can they communicate something about themselves in their drawing? • Can they create moods in their drawings? • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil? 	<p>Painting</p> <ul style="list-style-type: none"> • Can they communicate something about themselves in their painting? • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? • Can they name the primary and 	<p>3D</p> <ul style="list-style-type: none"> • Can they add texture by using tools? • Can they make different kinds of shapes? • Can they cut, roll and coil materials such as clay, dough or plasticine? 	<p>Collage</p> <ul style="list-style-type: none"> • Can they cut and tear paper and card for their collages? • Can they gather and sort the materials they will need? 	<p>Textiles</p> <ul style="list-style-type: none"> • Can they sort threads and fabrics? • Can they group fabrics and threads by colour and texture? • Can they weave with fabric and thread?
	<p>Use of ICT</p> <p>Can they use a simple painting program to create a picture? • Can they use tools like fill and brushes in a painting package? • Can they go back and change their picture?</p> <p>Knowledge</p> <p>• Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they ask sensible questions about a piece of art?</p>					
DT	<p>Can I make a pop up toy?</p> <ul style="list-style-type: none"> • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan? <p>Use of materials</p> <ul style="list-style-type: none"> • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be? 	<p>Can I make a 3d model?</p> <ul style="list-style-type: none"> • Can they explain what they are making? • Can they explain which tools are they using? • Can they describe how something works? • Can they talk about their own work and things that other people have done? • Can they make a structure/model using different materials? 	<p>Can I make picnic?</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Can they cut food safely? • Can they describe the texture of foods? • Do they wash their hands and make sure that surfaces are clean? • Can they think of interesting ways of decorating food they have made, eg, cakes? 			

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	Construction <ul style="list-style-type: none"> • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? 		<ul style="list-style-type: none"> • Is their work tidy? • Can they make their model stronger if it needs to be? • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts? 			
Music (Charanga)	Hey you	My stories	Everyone	Our World	Big Bear Fung	Reflect, Rewind ,Replay
<p>Performing • Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they use instruments to perform? • Do they look at their audience when they are performing? • Can they clap short rhythmic patterns? • Can they copy sounds?</p> <p>Composing • Can they make different sounds with their voice? • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they change the sound? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures?</p> <p>Appraising • Can they respond to different moods in music? • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns? • Can they follow instructions about when to play or sing?</p>						
RE	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewish and how do they live?		Who do Christians say made the world?	How should we care for the world and for others, and why does it matter?
PE	Dance <ul style="list-style-type: none"> • Can they move to music? • Can they copy dance moves? • Can they perform some dance moves? • Can they make up a short dance? • Can they move around the space safely? 		Gymnastics <ul style="list-style-type: none"> • Can they make their body tense, relaxed, curled and stretched? • Can they control their body when travelling? • Can they control their body when balancing? • Can they copy sequences and repeat them? • Can they roll in different ways? • Can they travel in different ways? • Can they balance in different ways? • Can they climb safely? • Can they stretch in different ways? • Can they curl in different ways? 		Games <ul style="list-style-type: none"> • Can they throw underarm? • Can they roll a piece of equipment? • Can they hit a ball with a bat? • Can they move and stop safely? • Can they catch with both hands? • Can they throw in different ways? • Can they kick in different ways? 	
<p>Acquiring and developing skills • Can they copy actions? • Can they repeat actions and skills? • Can they move with control and care?</p> <p>Evaluating and improving • Can they talk about what they have done?</p> <p>Health and fitness • Can they describe what other people did? • Can they describe how their body feels before, during and after an activity?</p>						
Global	Embedding Rights Respecting Action Plan.					
		Children in Need		Comic Relief World Book Day		
Outdoor Learning	Den building for Percy	Observing changes of seasons	Observing changes of seasons	Planting	Observing changes of seasons Pond Dipping Bird and Plant identification Local environment walk	
Curriculum Enrichment	Harvest festival	Christmas Production	Zoo trip	Picnic in the Park		

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