

Year 1 Long Term Plan



	Autumn		Spring		Summer	
Topic:	What can we find in our world?		What amazing animals can we learn about?		Is it living or non-living?	
English	<p>Autumn 1:</p> <p>Lost and Found by Oliver Jeffers</p> <p>Outcome - Fiction: adventure story based on the structure of the text</p> <p>Autumn 2:</p> <p>Nibbles the Book Monster by Emma Yarlett</p> <p>Outcome - Recount: diary entry</p>		<p>Spring 1:</p> <p>The Lion Inside by Rachel Bright</p> <p>Outcome - Fiction: story based on the structure of the text</p> <p>Spring 2:</p> <p>The Curious Case Of The Missing Mammoth by Ellie Hattie</p> <p>Outcome - Fiction: story based on the structure of the text</p>		<p>Summer 1:</p> <p>Toys in Space by Mini Grey</p> <p>Outcome - Fiction: story based on the structure of the text</p> <p>Summer 2:</p> <p>Goldilocks and Just The One Bear. by Leigh Hodgkinson</p> <p>Outcome - Fiction: story based on the structure of the text</p>	
Maths	<p>Autumn 1</p> <p>Place value (within 10)</p> <p>Addition and subtraction (within 10)</p>	<p>Autumn 2</p> <p>Shape</p> <p>Place value (within 20)</p>	<p>Spring 1</p> <p>Addition and subtraction (within 20)</p> <p>Place value (within 50)</p> <p>2,5,10 times tables</p>	<p>Spring 2</p> <p>Length and height</p> <p>Weight and volume</p>	<p>Summer 1</p> <p>Multiplication and division</p> <p>Fractions</p> <p>Position and direction</p>	<p>Summer 2</p> <p>Place value within 100</p> <p>Money</p> <p>Time</p>
Science	<p>Seasonal Changes (Autumn Winter)</p> <p>Observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>	<p>Everyday Materials</p> <p>Distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including 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>Animals including Humans</p> <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>Animals including Humans</p> <p>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</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Seasonal Changes (Spring Summer)</p> <p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>

History	<p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</p> <p>Sequence events in their own lives and the lives on monarchs studied.</p> <p>Begin to position monarchs/ the time period during which they reigned on a simple timeline.</p> <p>Become familiar with phrases to support chronological understanding eg. 30-40 years ago = around the time my parents were born, etc.</p>	<p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</p> <p>Famous explorers</p>	<p>Changes in Living history- Toys changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p> <p>Sort & sequence objects (ie. Toys) from distinctly different periods of time.</p> <p>Match objects to people from different ages.</p>		
Geography	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use basic geographical vocabulary to refer to: Key physical features, including forest, hill, mountain, soil, vegetation. Key human features, including city, town, village, factory, farm, house, office.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to direct toys (Beebots)</p>	<p>Use basic geographical vocabulary to refer to: Key physical features, including season and weather Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>		

D&T	<p>Structures (Create model of British landmark)</p> <p>Design -Select appropriate materials -use pictures to show what you aim to design/make.</p> <p>Make -select tools from a provided range. -consider which materials are needed from provided range.</p> <p>Evaluate -discuss existing products -begin to consider what changes need to be made</p> <p>Technical Knowledge -join appropriately with support using glue/tape</p>		<p>Food - (fruit kebabs)</p> <p>Design -verbally discuss ideas beginning to consider how these will link to the principles of a healthy lifestyle.</p> <p>Make -use tools safely and select tools based on needs. - select ingredients after verbal discussion about needs/design criterion.</p> <p>Evaluate -research existing products and talk about their success -begin to adjust products based on other products on the market</p> <p>Technical Knowledge -develop a food vocabulary taste and smell. -begin to group familiar foods e.g. fruit and vegetables. - understand where food comes from</p>		<p>Mechanisms (Make moving toy)</p> <p>Design -Create a design criterion based on ideas verbally discussed -begin to use drawings/pictures to record verbal ideas.</p> <p>Make -begin to confidently explain products and materials - join materials using a range of tools e.g. glue, scissors, tape.</p> <p>Evaluate -discuss existing products and begin to verbalise how these may impact own product. -discuss throughout project which changes need to be made.</p> <p>Technical Knowledge -use mechanisms, such as wheels and axles to create movement in product.</p>	
	Art	<p>(Drawing) - portraits</p> <p>Observe and encourage accurate drawings of people and/ or objects. Sketch objects in both the natural and man-made world. Use a variety of tools inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape & colour building on previous experience.</p>		<p>(Pattern)</p> <p>Awareness and discussion of patterns around them – pattern hunt. Experiment creating repeating patterns on paper using drawing or printing of own design. Use a variety of media and techniques from previous experiences.</p>		<p>(Printing)</p> <p>Create patterns of increasing complexity and repetition and pictures by printing from objects using more than one colour. Develop impressed images with some added pencil or decorative detail. Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Use equipment and media correctly, to produce clean image. Use appropriate language to describe tools, process, etc.</p>
Music		<p>Jolly music Level 1</p> <p>Autumn term: Lessons 1-5</p>	<p>Jolly music Level 1</p> <p>Autumn term: Lessons 6-10</p>	<p>Jolly music Level 1</p> <p>Spring term: Lessons 1-5</p>	<p>Jolly music Level 1</p> <p>Spring term: Lessons 6-10</p>	<p>Jolly music Level 1</p> <p>Summer term: Lessons 1-5</p>
PSHE	<p>Growing and changing: Change, loss and getting older; names of main body parts (including</p>	<p>Keeping safe: What goes into our bodies; rules for keeping physically and emotionally safe; personal</p>	<p>Valuing difference: Attributes: kindness/fairness; sharing and respecting opinions;</p>	<p>Taking care of the environment: improvements and harm to local environments;</p>	<p>Rights and responsibilities : contributing to life in the classroom; constructing and following rules;</p>	<p>Money matters: sources of money; uses for money; spending and saving; role of money in their</p>

	external genitalia); personal identity; likes; choices; strengths	identity: family networks; people who are responsible for keeping us safe	recognising and respecting similarities and differences	ways of looking after local environments	awareness of needs of people and other living things; belonging to communities and groups	lives; managing money and keeping it safe; choices about spending; influences on spending choices
Computing	Rising Stars Computing Scheme	Rising Stars Computing Scheme	Rising Stars Computing Scheme	Rising Stars Computing Scheme	Rising Stars Computing Scheme	Rising Stars Computing Scheme
PE	Fundamental Attacking & Defending- Football Fundamental Throwing & Catching	Athletics Fundamental Equipment handling skills	Gymnastics Tag Rugby (SS)	Fundamental Ball Skills & Boccia Fundamental Attack & Defence- uni-hoc	Fundamental Throwing & Catching Fundamental Ball Skills football	New age Curling Athletics
RE	Christianity Does God want Christians to look after the world? Creation	Christianity What gifts are important to Christians at Christmas? Christmas	Christianity Was it always easy for Jesus to show friendship? Friendship	Christianity Why was Jesus welcomed on Psalm Sunday? Psalm Sunday	Judaism Why is Shabbat important to Jews? Shabbat	Christianity Why do some Christians baptise their children? Infant Baptism