Year 1 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Key texts	Have you filled a bucket today Old Bear Percy The Park Keeper stories	Woodland Animals – nonfiction texts The Owl Who Was Afraid of the Dark Owl Babies	Winter poetry Arctic Animals non- fiction texts Henry's Holiday Meerkat Mail Lost and found	Animal information texts The Tiger who came to tea Animal poetry Performance poetry	Katie Morag Traditional tales	Traditional tales (alternative versions) Bird and plant information books The Ning Nang Nong The Acorn
Cross Curricular Maths	Counting Adding 2d shapes (drawing woodland animals)	3d shapes – building Link to computing – positional language and instructions. Beebots	halves and quarters link fruit salad Technology		Position, direction and movement.	Solve practical problems
Science	**Materials** **Percy the Park Keeper** - what materials should Percy use to build a shelter? ⬜ 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.	**Why is Plop afraid of the dark?** Bird feeders ⬜ 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.	**Why are humans not like tigers?** **The children will;** ⬜ 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.		**What birds and plants would Little Red Riding Hood find in the park?** **The children will;** ⬜ 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,	

Seasonal changes: trees and weather
What happens in Percy's park during the four seasons?

▢ Observe changes across the four seasons.
▢ Observe and describe weather associated with the seasons and how day length varies.

History/ Geography			

What has changed since our grandparents were young?
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
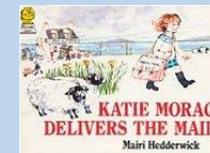

Where do the leaves go in winter? (linked to Science)
A geography based theme in which the children will;
Explain how the weather changes throughout the year and name the seasons.
Suggest why we wear different clothes at different times of the year.

Why can't meerkats live at the North Pole?
A geography based theme in which the children will;
▢ identify weather patterns in a non UK location
▢ explain the features of a hot and cold place
▢ identify the location of the Equator, North and South Poles

Where does Katie Morag live and is it more exciting to Menston
Use simple compass direction (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; describe a simple map; and use and construct basic symbols in a key.
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.
Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

	Significant historical events, people and places in their own locality (Guy Fawks, Remembrance Day)				Identify seasonal and daily weather patterns in the United Kingdom Use world maps, atlases and globes to identify the United Kingdom and its countries.	
Computing	**Information Literacy** -Access information comes from a variety of different sources and understand technology allows quick access to these resources. -Explore a variety of digital information as part of a given topic. - Find / access information using technology.	**Computer Science Programming** -Understand what an algorithm is. -Understand that digital devices work using algorithms. -Control devices through a series of clear and accurate algorithms to achieve a predefined outcome.	**Information Technology - Data Handling** -Sort, organise and classify objects based on their properties. -Represent and interpret simple data as pictograms.	**Computer Science** Recap-Control devices through a series of clear and accurate algorithms to achieve a predefined outcome. -Recognise common uses of technology beyond school. For example programming Sky box or using a washing machine or microwave.	**Core skills/Media** -Communicate simple ideas through the use of text, images and sounds. -Understand sound and music can be created using a range of simple technology. -Record sound using simple technologies and play back the recordings. -Create an image/animation in a simple graphics application. -Capture images using a range of technologies and share with others. Children will format use a computer keyboard to write and punctuate sentences, save and print work.	
E-Safeguarding	**My online community** -Identify trusted adults and ensure a trusted adult knows what they are doing online and inform them if online content makes them feel sad, scared or confused.		**Show respect online** - Behave in a kind and considerate way to others in the real and virtual world.		**Stay safe online** - Understand that the internet is fun but just like there are rules in the real world to keep you safe there are rules for keeping them safe in the online world. -	
PSHE	**Working well together** -know the school and classroom rules and how they help them -agree rules for their class or group -co-operate with others in work and play, sharing and taking turns -contribute to a discussion or conversation -put their views forward clearly and appropriately	**Other people are special too** -know the different groups to which they belong: families, friends, school, etc -recognise worth in others -make positive statements about other people -understand the effect bullying can have on others and know who to tell in the event of experiencing or observing bullying	**Caring for myself** -own their own feelings, making "I" statements -carry out personal routines -develop skills for maintaining personal hygiene, cleaning teeth, washing hands -be motivated to be clean and healthy -think about what can go on their body and in their body and that some substances can be harmful	**Caring for others** -begin to accept everyone as an individual appreciate the difference between *needs* and *wants* -respect others' needs, feelings and opinions -value other people's achievements -understand the needs of plants and animals -begin to take some responsibility for self and	**Keeping safe** -think about what they are keeping safe from indoors and outdoors, and whose job it is to keep them safe -know places that are safe -follow simple safety rules and instructions appreciate the need to take care and the need for safe actions -know some of the rules for keeping safe, eg: medicines,	**Looking forward** -perform tasks independently value their achievements and talents, want to do well, and make the most of opportunities review their progress and recognise personal achievement, strengths and weaknesses -identify personal goals for improvement

		-show respect by listening to what other people say -understand that other people have needs -consider the value of being a friend and having friends -show a willingness to care for others -recognise the ways their own behaviour affects other.	-begin to understand how infections are passed	others, eg: in the classroom, playground, school visits -identify jobs in the classroom and school and know what contribution they make to the life of the class and school -consider the value of being part of different groups and communities	tablets, household substances, fire, water	-know some of the things that can cause different emotions be able to talk about a range of emotions and feelings.
Art	**Materials** The children will; ▢ use a range of materials creatively Cut roll and coil materials ▢ develop printing techniques ▢ use printing to develop and share their ideas, experiences and imagination. Create a repeating pattern in print		**Painting** The children will; ▢ Create moods in art work. Name primary and secondary colours ▢ Describe what I can see and give an opinion about the work of an artist I can ask questions about a piece of art.		**Drawing: self-portraits** The children will look at a range of self-portraits by known artists and create a self-portrait in response. They will; Show how people feel in paintings and drawings. I can use pencils to create lines of different thickness in drawings. I can use IT to create a picture	
DT	**Make a pop up toy** I can describe how something works I can explain to someone else how I want to make my product		**3D Modelling** I can use my own ideas to make something I can choose appropriate resources and tools I can make a simple plan I can cut food safely to make a fruit salad – Link to maths halves and quarters		Linking to Geography The children will make a moving toy. They will; ▢ design and develop their ideas ▢ select the tools and equipment they will need to; cut, shape and join components ▢ select from a range of materials ▢ make a product that moves	
MFL	Greetings, saying how you feel, colours, transport	Numbers to 12, going to school in France, familiar stories, Christmas	Landmarks, celebrations, family members.	Days of the week, saying how old you are, April fool's day	Ordering food and drink in a café, ordering ice creams, familiar stories in French	Summer holidays, Bastille Day
Music	Focus: exploring sounds Focus: beat	Focus: pitch Focus: Exploring sounds	Pitch: Beat Pitch: Pitch	Focus: Exploring sounds Focus: Beat	Focus: Exploring sounds Focus: Beat	Focus: Performance Focus: Pitch
PE	FOMS – Agility, balance and co-ordination FMS - travelling	FOMS – Agility, balance and co-ordination FMS - jumping	FMS – sending FMS – receiving	FMS – striking FSS – Gymnastics	FSS – dance FSS – Invasion games	FSS – Athletics FSS – striking and fielding
RE	Myself (Christianity and Hinduism) What is important to you?	Myself (Christianity and Hinduism) Why do Christians celebrate Christmas?	Special Days	Special Days	Special People	Special People
Outdoor learning	Den building for Percy and his animals	Observe changes as season change from Autumn to Winter Maths – positional language	Seasons - Winter to Spring Use foam blocks to build an igloo	Planting - link to PSHE – caring for others / things	Seasons – Spring to Summer Pond dipping Bird identification Walk around the village	Tree identification Common flowers
Curriculum enrichment	Ilkley Toy museum Visit to Church Harvest festival assembly	Christmas production		Easter assembly	Health Week	Harlow Carr Gardens End of year assembly