

**Long Term Planning 2022-23 Year: 1**

|   | <b>Autumn 1</b>   | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Summer 2</b>   |
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| <b>Topics</b>   | <b>We're Going on a Bear Hunt!</b>  | <b>Poles Apart</b>   | <b>Amazing Creatures</b>   | <b>Jumbo Giants and Beautiful Beanstalks</b>  | <b>Island Adventures</b>  | <b>Bucket full of Memories</b>  |
| <b>Science</b>  | <b>Working Scientifically –</b> Investigations<br><br><b>Seasonal changes –</b> weather, seasons<br><br><b>Animals, including humans –</b> parts of the body and senses   | <b>Working Scientifically -</b> Investigations<br><br><b>Seasonal changes –</b> weather, seasons<br><br><b>Animals,</b> identifying common animals and features<br><br><b>Everyday materials –</b> properties (Ice)                                  | <b>Working Scientifically -</b> Investigations<br><br><b>Seasonal changes –</b> weather, seasons<br><br><b>Animals,</b> identifying common animals and features<br><br><b>Forest Schools</b> | <b>Working Scientifically -</b> Investigations<br><br><b>Seasonal changes –</b> weather, seasons<br><br><b>Plants–</b> identifying common wild and garden flowering plants and trees<br><br><b>Forest Schools</b> | <b>Working Scientifically -</b> Investigations<br><br><b>Seasonal changes –</b> weather, seasons<br><br><b>Everyday Materials –</b> identifying, sorting and comparing, purposefulness for the task<br><br><b>Everyday materials –</b> physical properties and uses of glass, brick etc with a focus on a range of boat needs |   |
| <b>English</b><br><br><b>(Phonics, Grammar and Punctuation and Research throughout)</b> | <b>Labels and lists -</b> labelling<br><br><b>Sentence structure/noun phrases</b> – Children's own teddy bears, famous bears<br><br><b>Cumulative and Repetitive stories /Poems using senses</b> – We're Going on a Bear Hunt (Michael Rosen)<br><br><b>Take one book</b> TBC | <b>Recount –</b> Postcard writing<br><br><b>Non-Chronological Text /Research–</b> Penguin Information leaflet on animal and habitat<br><br><b>Instructions –</b> Making penguin sandwiches<br><br><b>Letter writing –</b> Christmas letters to Santa | <b>Recount –</b> Postcard writing<br><br><b>Fictional Writing</b> Dinosaur focus<br><br><b>Take one book</b> TBC<br><br><b>Letter writing –</b> Letters to Tyrannosaurus Rex                 | <b>Traditional and Fairy Tales –</b> All work based on Jack and the Beanstalk<br>Alternative stories<br><br><b>Take one book</b> TBC  | <b>Fictional Writing</b><br>The Storm Whale (Benji Davis))<br>Other stories related to the sea<br><br>Finding Nemo – visual literacy<br><br><b>Take one book</b> TBC<br><br><b>Recount:</b> TBC   | <b>Stories in a Familiar Setting-</b> Lighthouse Keeper's Lunch<br><br><b>Instructions –</b> How to make a seagulls disgusting sandwich<br><br><b>Labels, Lists &amp; Captions</b> – Beach, Sun safety<br><br><b>Recount:</b> TBC<br><br><b>Take one book</b> TBC |

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| <b>Mathematics</b><br>(see White Rose)   | Number and place value<br>(within 10)<br>Number and addition and subtraction (within 10)  | Geometry: Shape<br>Number and place value<br>(within 10)                                    | Number and place value<br>(within 20)<br>Number and addition and subtraction (within 20)   | Number and place value<br>(within 50)<br>Measurement length and shape<br>Measurement weight and volume | Number: Multiplication and Division (reinforce Multiples of 2, 5 and 10 included)<br>Number: fractions<br>Geometry: position and direction | Place value within 100<br>Measurement: money<br>Measurement: time   |
| <b>Computing</b><br>(Research and e-safety throughout)<br><br>Purple Mash will be used through out                           | Unit 1.1: Online Safety & Exploring Purple Mash<br>Programs various (4 weeks)<br><br>Unit 1.2 – Grouping & Sorting<br>Programs 2DIY | Unit 1.3 – Pictograms<br>Programs 2 count<br><br>Unit 1.4<br>Lego Builders<br>Programs 2DIY | Unplugged computing – planning/writing instructions (algorithms)<br><br>Unit 1.5<br>Maze Explorers<br>Programs 2Go   | Unit 1.6<br>Animated Story Books<br>Programs – 2Create A Story   | Unit 1.7<br>Coding<br>Programs – 2Code   | Unit 1.8<br>Spreadsheets<br>Programs – 2Calculate<br><br>Unit 1.9<br>Technology outside school<br>Programs various  |
| <b>History</b><br>Timeline – (Changes in living memory<br>Days, Weeks, Months, Years and “a long long time ago!” throughout) | Timeline: toys<br><br>Comparing old and new bears/toys  |   | Timeline - Placing lives of significant people from the past, achievements and events<br><br>Research – Mary Anning<br><br>Questions about the past<br>Compare fossils | (cc Science) bean growth<br>Sequence events and recount changes within living memory                   |  | Timeline - Placing lives of significant people from the past, achievements and events, RNLI<br><br>(cc English) Research – Grace Darling,<br><br>Seaside holidays in the past -<br>Compare events of the past<br>Seaside artefacts<br>Identify ways of life at the seaside now and then |

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| <b>Geography (Globes, atlases and maps, seas, capitals<br/>Ask simple geographical questions throughout)</b> | <p>Comparing seasonal weathers</p> <p>Making simple picture maps</p>                              | <b>Countries around the World</b><br>Comparing similarities and differences in landscape, climate and housing<br><br>Orienteering and direction<br><br>Comparing seasonal weathers |   | <b>Use simple observational skills to study the geography of the school and its grounds</b> – make a plan of the school grounds<br>Look at aerial photographs of the school grounds.<br><br><b>To describe the changes in the school grounds over time</b> | <b>United Kingdom</b><br>Sorting physical and natural features<br>Looking at ordinance survey symbols and maps<br><br>Making simple maps and using co-ordinates<br><br><b>Take one book</b><br>TBC | <b>Use comparisons to explain how and why they link</b><br>Making maps (treasure maps)                                     |
| <b>Art and Design</b>  | <b>Techniques</b><br>Colour/Pattern/Texture /Line/Shape/Form and Space                            | <b>Light and Dark / Shading Techniques</b><br>Colour/Pattern/Texture /Line/Shape/Form and Space<br><b>Style</b><br>Collaged background for a habitat -                             | <b>Pattern and Texture Techniques</b><br>Colour/Pattern/Texture /Line/Shape/Form and Space<br>Drawing skills<br><b>Style</b><br>TBC | <b>Observational Drawings Techniques</b><br>trees<br><b>Techniques</b><br>Colour/Pattern/Texture /Line/Shape/Form and Space<br>Materials and techniques, e.g sculpture<br><b>Style</b><br>Matisse - Snail  | <b>Landscapes Techniques</b><br>Colour/Pattern/Texture /Line/Shape/Form and Space<br>Materials and techniques in painting<br><b>Style</b><br>Colour mixing and Water Colour – Monet                | <b>Observational Drawings Techniques</b><br>Colour/Pattern/Texture /Line/Shape/Form and Space<br><b>Style</b><br>Collage - |
| <b>Design and Technology (Technical knowledge, Design, Make, Evaluate throughout)</b>                        | <b>Mechanisms</b><br>Moveable teddy bears<br>Levers<br><br><b>Textiles: Templates and joining</b> | <b>Processes – Technical Knowledge</b><br>Build Igloos<br><br><b>Create simple designs for a product –</b>   | <b>Use levers and sliders –</b><br>simple dinosaurs<br><br><b>Create simple designs for a product –</b>                             | <b>Say where some food comes from –</b><br>vegetables (cc Science)<br><br>Hot Cross Buns   |  | <b>Use levers and sliders –</b><br>pirate/ sea creature linked<br>Moving Seagulls<br><br><b>Cooking and Nutrition:</b>     |

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|   | Weaving<br><br><b>Structures – Freestanding Structures</b><br>Design a chair for Baby Bear                                   | Christmas cards and calendars<br><br><b>Cooking and Nutrition:</b><br>Fish Sandwiches for a Penguin   |   | <b>Create simple designs for a product –</b><br>Easter cards  |   | Disgusting Sandwiches for seagulls<br><br>Make vegetable soup   |
| <b>RE</b><br><b>Based around the home</b>                               | <b>Special People</b>  | <b>Special Places</b>   | <b>Special Words and Stories</b>  | <b>Special Things in Nature</b>   | <b>Special Ways of Living</b>   | <b>Special Symbols and Objects</b>  |
| <b>PSHE/RSHE</b><br><br><b>Me &amp; My Healthy Lifestyle throughout</b> | <b>Me &amp; My Relationships</b>   | <b>Being my best</b>  | <b>Keeping Myself Safe</b>  | <b>Growing &amp; Changing</b>   | <b>Rights and Responsibilities</b>  | <b>Valuing difference</b>   |
| <b>MUSIC</b>  | <b>Charanga</b><br>Hey you<br><br>Old School Hip Hop   | <b>Charanga</b><br>Rhythm in the Way We Walk and The Banana Rap<br><br>Reggae<br>Hip Hop  | <b>Charanga</b><br>In the Groove<br><br>Blues, Latin, Folk  | <b>Charanga</b><br>Round and Round<br>OR<br><b>BBC Music</b><br>Jack and the Beanstalk  | <b>Charanga</b><br>Your Imagination &<br><b>BBC Music</b><br>Tiddlick   | <b>Charanga</b><br>Reflect, Rewind and Replay<br><br>Western, Classical Music<br>OR<br><b>BBC Music</b>                 |
| <b>PE</b><br><b>See website</b><br><b>GetSet4PE</b>                     | <b>Fundamentals</b><br><b>Skipping</b><br><br><b>Games/Ball Skills</b><br>Netball, <i>Bouncing, catching, matches, games</i> | <b>Dance</b> – linked to Penguins (Top Dance – Penguin Small)<br>The Snowman – Raymond Briggs<br><br><b>Games/Invasion</b><br>Hockey/Basketball<br>Target/aiming<br><i>Striking, passing, matches, games</i><br><i>Underarm/overarm throwing skills</i> | <b>Gymnastics</b><br><br><b>Games/Sending and Retrieving</b> –<br>Rolling/Throwing games, Tag Rugby, Football<br><i>Underarm/overarm throwing skills, games</i><br><i>Foot skills, bouncing, catching, matches, games</i> | <b>Dance</b><br><br><b>Gymnastics</b> linking balance/ rolls and sequences<br><br><b>Games/Net and Wall</b> –<br>Tennis<br><i>Striking, passing, matches, games</i> | <b>Athletics/Tennis</b><br><br><b>Games/Striking and Fielding</b> –<br>Cricket/Rounders<br><i>Underarm/overarm throwing skills, games</i> | <b>Team building/Tennis</b><br><br><b>Games – Athletics/Target games</b><br><i>Understanding and learning of events</i> |