

## Year 1: Long Term Planning 2023-24

|   | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
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| Topics  | <b>We're Going on a Bear Hunt!</b>   | <b>Courageous Knights and Dangerous Dragons</b>  | <b>Amazing Creatures</b>   | <b>Jumbo Giants and Beautiful Beanstalks</b>  | <b>Island Adventures</b>   | <b>Bucket full of Memories</b>   |
| English<br><br>(Phonics, Spelling, Grammar and Punctuation and Research throughout) | <p><b>Labels and lists</b> - labelling</p> <p><b>Sentence structure/noun phrases</b><br/>– Children's own teddy bears, famous bears</p> <p><b>Cumulative and Repetitive stories /Poems using senses</b> – We're Going on a Bear Hunt (Michael Rosen)</p> | <p><b>Non-Chronological Text /Research–</b><br/>Information leaflet on knights and castles</p> <p><b>Instructions</b> – writing instructions of how to make a honey sandwich for a dragon.</p> <p><b>Letter writing</b> – Christmas letters to Santa</p> | <p><b>Recount</b> – Postcard writing</p> <p><b>Non-Chronological Text /Research–</b><br/>Information book about dinosaurs</p> <p><b>Letter/Postcard writing</b><br/>– Letters to Tyrannosaurus Rex</p> | <p><b>Traditional and Fairy Tales</b> – All work based on Jack and the Beanstalk<br/>Writing alternative stories</p>            | <p><b>Fictional Writing</b><br/>Stories related to the sea</p> <p>Finding Nemo – visual literacy</p>   | <p><b>Stories in a Familiar Setting-</b> Stories related to the sea and lighthouses</p> <p><b>Instructions</b> – How to make a disgusting sandwich</p> <p><b>Labels, Lists &amp; Captions</b><br/>– Beach, Sun safety</p> <p><b>Recount:</b> TBC</p> |
| Mathematics<br>(See White Rose)<br>Problem solving throughout                       | <p><b>Number and place value (within 10)</b><br/><b>Number and addition and subtraction (within 10)</b></p>  | <p><b>Geometry: Shape</b><br/><b>Number and place value (within 10)</b></p>  | <p><b>Number and place value (within 20)</b><br/><b>Number and addition and subtraction (within 20)</b></p>  | <p><b>Number and place value (within 50)</b><br/><b>Measurement length and shape</b><br/><b>Measurement mass and volume</b></p> | <p><b>Number: Multiplication and Division (reinforce Multiples of 2, 5 and 10 included)</b><br/><b>Number: fractions</b><br/><b>Geometry: position and direction</b></p> | <p><b>Place value within 100</b><br/><b>Measurement: money</b><br/><b>Measurement: time</b></p>  |
| Science   | <p><b>Working Scientifically</b> – Investigations linked to our senses</p> <p><b>Seasonal changes</b> – weather, seasons</p>   | <p><b>Working Scientifically</b> – Investigations<br/>Which material is the strongest?</p> <p><b>Seasonal changes</b> – weather, seasons</p>   | <p><b>Working Scientifically</b> - Investigations</p> <p><b>Seasonal changes</b> – weather, seasons</p>  | <p><b>Working Scientifically</b> - Investigations</p> <p><b>Seasonal changes</b> – weather, seasons</p>                         | <p><b>Working Scientifically</b> – Investigations:<br/>Waterproofing<br/>Floating or sinking<br/>Absorbing properties<br/>bubbles</p>                                    | <p><b>Everyday materials</b> – physical properties and uses of glass, brick etc with a focus on a range of bridge/boat needs</p>   |

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|  | <b>Animals, including humans</b> – parts of the body and senses   | <b>Everyday materials</b> – physical properties identifying, sorting and comparing, purposefulness for the task | <b>Animals</b> , identifying common animals and features<br><br><b>Forest Schools</b>  | <b>Plants</b> – identifying common wild and garden flowering plants and trees<br><br><b>Forest Schools</b> | <b>Seasonal changes</b> – weather, seasons | <b>Seasonal changes</b> – weather, seasons   |
| <b>Computing (Research and e-safety throughout)</b><br><br><b>Purple Mash will be used throughout</b>                  | <b>Unit 1.1: Online Safety &amp; Exploring Purple Mash</b> Programs various (4 weeks)<br><br><b>Unit 1.2 – Grouping &amp; Sorting</b> Programs 2DIY | <b>Unit 1.3 – Pictograms</b> Programs 2 count<br><br><b>Unit 1.4 Lego Builders</b> Programs 2DIY                | <b>Unplugged computing</b> – planning/writing instructions (algorithms)<br><br><b>Unit 1.5 Maze Explorers</b> Programs 2Go   | <b>Unit 1.6 Animated Story Books</b> Programs – 2Create A Story  | <b>Unit 1.7 Coding</b> Programs – 2Code    | <b>Unit 1.8 Spreadsheets</b> Programs – 2Calculate<br><br><b>Unit 1.9 Technology outside school</b> Programs various   |
| <b>History Timeline – (Changes in living memory Days, Weeks, Months, Years and “a long long time ago!” throughout)</b> | <b>Timeline:</b> toys<br><br>Comparing old and new bears/toys   |   | <b>Timeline</b> - Placing lives of significant people from the past, achievements and events<br><br><b>Learning about</b> Mary Anning<br><br><b>Questions about the past</b> Compare fossils | <b>(cc Science)</b> bean growth<br>Sequence events and recount changes within living memory                |  | <b>Timeline</b> - Placing lives of significant people from the past, achievements and events, RNLI<br><br><b>(cc English) Learning about</b> – Grace Darling,<br><br><b>Seaside holidays in the past</b> -<br>Compare events of the past<br>Seaside artefacts<br>Identify ways of life at the seaside now and then |

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| <p><b>Geography</b><br/>(Asking simple geographical questions throughout)</p> | <p>Comparing seasonal weathers</p> <p>Making simple picture maps</p>  | <p><b>Geographical skills and fieldwork</b></p> <p>Local area walk</p> <p>Comparing similarities and differences in landscape, climate and housing in our local area</p> <p>Devise a simple map</p><br><p>Comparing seasonal weathers in Scotland and England.</p> |   | <p><b>Use simple observational skills to study the geography of the school and its grounds</b> – make a plan of the school grounds</p> <p>Look at aerial photographs of the school grounds.</p><br><p><b>To describe the changes in the school grounds over time</b></p> | <p><b>Human and physical geography</b></p> <p>Sorting physical and human features</p> <p>Looking at ordnance survey symbols and maps</p><br><p>Making simple maps and add a key.</p> <p>Use co-ordinates, directional and locational language</p><br><p><b>Locational Knowledge</b></p> <p>Naming the countries and capital cities of the United Kingdom.</p> | <p><b>Use comparisons to explain how and why they link</b></p> <p>Making maps (treasure maps)</p> |
| <p><b>Art and Design</b></p>  | <p><b>Drawing:</b> Observational drawings of teddy bears based on work by David Shepherd and Mandy Shepherd</p><br><p><b>Textiles: Templates and joining</b></p> <p>Weaving</p> |  | <p><b>Printing</b></p> <p>footprints/fossils using press prints</p><br><p><b>3D sculpture:</b> clay fossils</p> |  | <p><b>Landscapes Techniques</b></p> <p>Colour mixing sea colours</p> <p>Hot and cold colours – colour mixing</p><br><p><b>Painting in the style of:</b></p> <p>Water Colour – Monet</p>   |   |

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| <p><b>Design and Technology</b><br/>(Technical knowledge, Design, Make, Evaluate throughout)</p> |  | <p><b>Mechanisms</b><br/>Explore different levers and sliders</p> <p><b>Create simple designs for a product –</b><br/>Christmas cards and calendars</p> <p><b>Cooking and Nutrition:</b><br/>Honey Sandwiches for a Dragon</p> |   | <p><b>Say where some food comes from –</b><br/>Vegetables and fruit (cc Science)</p> <p><b>Cooking and Nutrition:</b><br/>Making a fruit salad</p> <p><b>Create simple designs for a product –</b><br/>Mother’s Day Cards<br/>Easter cards</p> |  | <p><b>Structures –</b><br/>Designing a boat and investigating, designing and building bridges</p>                                 |
| <p><b>RE</b></p>   | <p><b>Unit 1.1 Philosophy</b><br/>What do my senses tell me about the world</p>                          | <p><b>Unit 1.2 Human and Social Science</b><br/>How does a celebration bring a community together?</p>   | <p><b>Unit 1.3 Theology</b><br/>What do Jewish people remember on Shabbat?</p>  | <p><b>Unit 1.4 Theology</b><br/>What does the cross mean to Christians?</p>  | <p><b>Unit 1.5 Philosophy</b><br/>How did the universe come to be?</p>   |   |
| <p><b>PSHE/RSHE</b></p>  | <p><b>Me &amp; My Relationships</b></p>  | <p><b>Being my best</b></p>  | <p><b>Keeping Safe</b></p>  | <p><b>Growing &amp; Changing</b></p>   | <p><b>Rights and Respect</b></p>   | <p><b>Valuing difference</b></p>  |
| <p><b>MUSIC</b></p>  | <p><b>Charanga</b><br/>How can we make friends when we sing together?</p> <p><b>Introducing Beat</b></p> | <p><b>Charanga</b><br/>How does music tell stories about the past?</p> <p><b>Adding Rhythm and Pitch</b></p>   | <p><b>Charanga</b><br/>How does music make the world a better place?</p> <p><b>Introducing tempo and dynamics</b></p> <p><b>BBC Music</b><br/>Red Riding Hood</p> | <p><b>Charanga</b><br/>How does music help us to understand our neighbours?</p> <p><b>Combining pulse, rhythm and pitch</b></p> <p><b>BBC Music</b><br/>Jack and the Beanstalk</p>   | <p><b>Charanga</b><br/>What songs can we sing to help us through the day?</p> <p><b>Having fun with Improvisation</b></p> <p><b>BBC Music</b><br/>Tiddlick</p> | <p><b>Charanga</b><br/>How does music teach us about looking after our planet?</p> <p><b>Explore sound and create a story</b></p> |

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| <p><b>PE</b><br/>See website<br/><b>GetSet4PE</b></p> | <p><b>Fundamentals</b></p> <p><b>Skipping</b></p> <p><b>Games/Ball Skills</b><br/>Netball, <i>Bouncing, catching, matches, games</i></p> | <p><b>Dance</b> – linked to Toys and weather</p> <p><b>Games/Invasion</b><br/>Hockey/Basketball<br/>Target/aiming<br/><i>Striking, passing, matches, games</i><br/><i>Underarm/overarm throwing skills</i></p> | <p><b>Gymnastics</b></p> <p><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></p> | <p><b>Gymnastics</b> linking balance/ rolls and sequences</p> <p><b>Games/Net and Wall</b> –<br/>Tennis<br/><i>Striking, passing, matches, games</i></p> | <p><b>Athletics/Tennis</b></p> <p><b>Games/Striking and Fielding</b> –<br/>Cricket/Rounders<br/><i>Underarm/overarm throwing skills, games</i></p> | <p><b>Team building/Tennis</b></p> <p><b>Games – Athletics/Target games</b><br/><i>Understanding and learning of events</i></p> |
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