

## Year 1: Long Term Planning 2023-24

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

	<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  <b>Forest Schools</b>	<b>Plants</b> – identifying common wild and garden flowering plants and trees  <b>Forest Schools</b>	<b>Seasonal changes</b> – weather, seasons	<b>Seasonal changes</b> – weather, seasons
<b>Computing</b> <b>(Research and e-safety throughout)</b>  <b>Purple Mash will be used throughout</b>	<b>Unit 1.1: Online Safety &amp; Exploring Purple Mash</b> Programs various (4 weeks)  <b>Unit 1.2 – Grouping &amp; Sorting</b> Programs 2DIY	<b>Unit 1.3 – Pictograms</b> Programs 2 count  <b>Unit 1.4 Lego Builders</b> Programs 2DIY	<b>Unplugged computing</b> – planning/writing instructions (algorithms)  <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  <b>Unit 1.9 Technology outside school</b> Programs various
<b>History</b> <b>Timeline – (Changes in living memory Days, Weeks, Months, Years and “a long long time ago!” throughout)</b>	<b>Timeline:</b> toys  Comparing old and new bears/toys		<b>Timeline</b> - Placing lives of significant people from the past, achievements and events  <b>Research</b> – Mary Anning  <b>Questions about the past</b> Compare fossils	<b>(cc Science)</b> bean growth Sequence events and recount changes within living memory		<b>Timeline</b> - Placing lives of significant people from the past, achievements and events, RNLI  <b>(cc English) Research</b> – Grace Darling,  <b>Seaside holidays in the past</b> - Compare events of the past Seaside artefacts Identify ways of life at the seaside now and then

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

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

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