

## Year 1: Long Term Planning 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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>
<b>English</b>  <b>(Phonics, Spelling, Grammar and Punctuation and Research throughout)</b>  <b>Reading practice sessions daily</b>  <b>T4W 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>Discussions</b> developing inference skills	<b>Non-Chronological Text</b> Poster – How to look after a dragon  <b>Instructions</b> – writing instructions of how to make a honey sandwich for a dragon.  <b>Letter writing</b> – Christmas letters to Santa  <b>Discussions</b> developing inference skills	<b>Recount</b> – Postcard writing  <b>Non-Chronological Text /Research</b> – Information book about dinosaurs  <b>Letter/Postcard writing</b> – Letters to Tyrannosaurus Rex  <b>Discussions</b> developing inference skills	<b>Traditional and Fairy Tales</b> – All work based on Jack and the Beanstalk Writing alternative stories  <b>Discussions</b> developing inference skills	<b>Fictional Writing</b> Stories related to the sea  Finding Nemo – visual literacy  <b>Discussions</b> developing inference skills Environmental issues involving the sea and sea creatures	<b>Stories in a Familiar Setting-</b> Stories related to the sea and lighthouses  <b>Labels, Lists &amp; Captions</b> – Water, Beach, Sun safety  <b>Discussions</b> developing inference skills Environmental issues involving the sea and sea creatures  <b>Recount:</b> TBC
<b>Mathematics (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</b> (reinforce Multiples of 2, 5 and 10 included) <b>Number:</b> fractions <b>Geometry:</b> position and direction	<b>Place value within 100</b> <b>Measurement:</b> money <b>Measurement:</b> time
<b>Science</b>	<b>Working Scientifically</b> – Investigations linked to our senses	<b>Working Scientifically</b> – Investigations Which material is the strongest?	<b>Working Scientifically</b> - Investigations	<b>Working Scientifically</b> - Investigations	<b>Working Scientifically</b> – Investigations: Waterproofing Absorbing properties	<b>Everyday materials</b> – physical properties and uses of glass, brick etc

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

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						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 Arctic 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 ordinance 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 Cutting techniques		<b>Art week:</b> TBC  <b>Printing</b> footprints/fossils using press prints  <b>3D sculpture:</b> clay fossils		<b>Landscapes Techniques</b> Colour mixing sea colours Hot and cold colours – colour mixing  <b>Painting in the style of:</b> Vincent Scarpace	

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

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<p style="text-align: center;"><b>PE</b> See website <b>GetSet4PE</b></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>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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