

## Year 1 Long Term Planning

	<b>First week back (4 Days)</b> Continuous provision	<b>Autumn 1 (7 weeks)</b> Continuous provision Church Visit/Harvest Festival Scootlife	<b>Autumn 2 (7 weeks)</b> Christmas sing along	<b>Spring 1 (6 weeks)</b>	<b>Spring 2 (7 weeks)</b> Singing Festival Farm visit	<b>Summer 1 (4 weeks)</b> Royal Celebration Skipping Workshop	<b>Summer 2 (7weeks)</b> Phonics Screening Check Mary Ann Evans talk Father's Day Breakfast Whitestone walk Outdoor adventurous activities Sports Day
Topic:	<b><u>Welcome Back &amp; Wellbeing</u></b>	<b><u>All aboard</u></b>	<b><u>Blast Off</u></b>	<b><u>Rainforest Explorers</u></b>	<b><u>Fun on the Farm</u></b>	<b><u>The Great in Great Britain</u></b>	<b><u>Home and Away</u></b>
Role Play	Home Corner		Home corner	Rainforest Camp	Farm Shop	Writer's Retreat	
Books Focuses	Our Class is a family and Pebble Wellbeing stories	Naughty Bus (include song) You Can't Take an Elephant on the Bus Hundred Decker Bus Stone Soup	NF Guy Fawkes Man on the moon The Way Back Home NF Lunar Landing	The Great Kapok Tree NF Rainforest animals	The Three Little Pigs NF Farming	Katie and the British Artists Katie in London The Queen's Hat	NF Julia Donaldson Biography Julia Donaldson stories NF George Eliot The Lighthouse Keepers Stories
<b>English Writing</b>	Ordering Pictures. Simple sentences. Spoken language skills.	<b><u>Focuses:</u></b> Spoken language skills Reading Retell the story of Naughty Bus. A poem for what cannot be taken on the bus. Innovated the Hundred Decker bus next. Instructions for making stone soup.  <b><u>Handwriting:-</u></b> To leave spaces between words To sit correctly at a table, holding a pencil	<b><u>Focuses:</u></b> Spoken language skills Reading Information page about Guy Fawkes. Character description of the Man on the moon A letter from Martian for The Way Back Home Report about the Lunar Landing  <b><u>Handwriting:-</u></b> To begin to form lower-case letters in the correct direction,	<b><u>Focuses:</u></b> Spoken language skills Consider different viewpoints Reading Retell the story of the Kapok Tree. Rain forest animal fact file. Poetry about a rainforest animal  <b><u>Handwriting:-</u></b> To form capital letters	<b><u>Focuses:</u></b> Spoken language skills Give well structured descriptions. Reading Description of The Big Bad Wolf Retell The Three Little Pigs. Innovate? Write a recount of the farm trip.  <b><u>Handwriting:-</u></b> To form capital letters	<b><u>Focuses:</u></b> Spoken language skills Reading Write a fact file about London. Retell The Queen's Hat. instructions for making scones. Innovate a Julia Donaldson <b><u>Handwriting:-</u></b> To understand which letters belong to which handwriting 'families'  <b><u>SPaG</u></b>	<b><u>Focuses:</u></b> Spoken language skills Reading Write a fact file about George Eliot. Write a postcard from the lighthouse keeper. The Lighthouse keeper's lunch – new adventure Seaside poem .  <b><u>Learning Intentions:</u></b> To discuss what they have written with the teacher or other pupils To read aloud their writing clearly enough to

## Year 1 Long Term Planning

		<p>comfortably and correctly To begin to form lower-case letters in the correct direction, starting and finishing in the right place Introduce letter families</p> <p><u>SPaG</u> Simple sentence structure - Capital letters, finger spaces and full stops</p>	<p>starting and finishing in the right place Introduce letter families To form capital letters To form digits 0-9</p> <p><u>SPaG</u> To know the alphabet in order Capital letters, finger spaces and full stops- To sequence sentences to from short narratives how to join words and clauses using "and" conjunction</p>	<p>To explore clear ascenders and descenders To form digits 0-9</p> <p><u>SPaG</u> <u>Nouns</u> <u>verbs</u> <u>adjectives</u> To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' To explore the prefix un To explore the suffixes ing/ed with no changes To join words and clauses using "and"</p>	<p>To explore clear ascenders and descenders To understand which letters belong to which handwriting 'families'</p> <p><u>SPaG</u> <u>Nouns</u> <u>verbs</u> <u>adjectives</u> To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <u>Grammar:-</u> To explore the prefix un To explore the suffixes ing/ed with no changes To explore Plurals 's' and 'es' To write the names of the days of the week To join words and clauses using "and"- plus additional coordinating – but , so and subordinating conjunction "because"</p>	<p><u>Adverbs</u> To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <u>Grammar:-</u> Revisit suffixes ing/ed prefix un and plurals s es To explore suffixes with no change to the root word (ing, ed, er,est) <u>Compound words</u> – eg football</p>	<p>be heard by their peers and the teacher To use letter names to distinguish between alternative spellings of the same sound <u>Handwriting:-</u> To write neatly on the line with finger spaces, awareness of ascenders and descenders. To for capital letters and lower case letters correctly To form numerals 0-9 correctly</p> <p><u>SPaG</u> Revisit all of year 1 SPaG –prefixes, suffixes, nouns, verbs, adjectives To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>
Maths	ELG statements revisit	<p>Number and place value to 20 Read and write numbers to 20 Odd and even numbers</p>	<p>Addition and subtraction Number bonds to 10 Adding single digits</p>	<p>Number and place value to 50 Compare more than less than. Continue bonds to 20</p>	<p>Number and place value to 50 Start to partition number past 50 in 10s and 1s</p>	<p>Counting forwards and backwards from a hundred. Multiplication Concrete/ pictorial</p>	<p>Using numbers to 100 One more one less Read write number Revisit addition and subtraction</p>

## Year 1 Long Term Planning

		<p>One more one less to 10 then 20 Pictorial representation of number to 20</p> <p>SSM 2D shapes and properties 3D shapes Sorting shapes by properties Patterns with shapes Quick check</p>	<p>Subtraction facts from 10 Subtraction single digit Number and place value to 20 Doubles near doubles Number bonds to 20 One more and one less to 20 Place numbers on a number line</p> <p><u>SSM</u> <u>Comparing length, weight and capacity non-standard units.</u></p>	<p>Problem solving one step</p> <p>SSM Times Days of the week, the months of the year hours minutes and seconds. O'clock half-past</p>	<p>Revisit addition and subtraction to 20 Problem solving Fractions halving and quarter</p> <p>SSM directions Half quarter shape Shape properties 2D and 3D Measure using standard measures</p>	<p>Arrays. Solve one step problems. Division and fractions Sharing circles Counting in 2s, 5s, 10s</p> <p>SSM Money coins and notes Geometry position and direction</p>	<p>SSM Half /Quarter quantity of objects.</p> <p>Revisit time</p>
<p>Science</p> <p>Seasons taught throughout</p>		<p><b>Focuses:</b> An introduction to the seasons and then a focus on Autumn. Naming and identifying trees within the school grounds. Identifying harvest foods and where they come from. Autumn Weather Look <b>NC Statement</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Focuses:</b> To sort materials. To know the properties of materials. To discover man made and natural materials. Materials investigation. <b>NC Statement</b> 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</p>	<p><b>Focuses</b> To explore common animals of the Brazilian Rainforest. To sort them considering common features. To know the animal's diets. The impact of deforestation. Winter Weather Look. <b>NC Statement</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are</p>	<p><b>Focuses</b> To explore common animals of UK farms. To sort them considering common features. To know the animal's diets. Trip to a working farm. Food we eat (PSHE link). Planting chives to use in cookery. <b>NC Statement</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>	<p><b>Focuses</b> Identify and name British birds. Conduct a bird survey Naming and labelling plants/flowers. Planting in the eco-beds. <b>NC Statement</b> Identify and name a variety of common animals including birds and mammals. Describe and compare the structure of a variety of common animals (birds) Identify and name a variety of common wild and</p>	<p><b>Focuses</b> To name and external, internal and facial body parts. Explore the senses and take part in a senses investigation. Summer Weather Look <b>NC Statement</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <b>Skills Progression</b> Name, draw and label the basic parts of the human body (feet, legs,</p>

## Year 1 Long Term Planning

		<p>Include deciduous and evergreen trees.</p> <p><b>Skills Progression</b> Observe changes across the four seasons. Name the four seasons. Observe and describe weather associated with the 4 seasons. Identify between deciduous and evergreen trees Name some deciduous trees (horse chestnut, birch, ash, oak) Name some evergreen (conifer, holly, pine) Name the leaves, branches, trunk, roots and crown of a tree. Explore foods that are harvested.</p>	<p>materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Observe changes across the four seasons. <i>Focus: Winter</i> <b>Skills Progression</b> Explain what material objects are made from and group them. (e.g. a chair is made from plastic). Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe some everyday materials. Explain why a material might be useful for a specific job. Describe the simple physical properties of a variety of everyday materials e.g. hard/soft; stretchy/stiff; shiny/dull; rough/smooth; waterproof/not waterproof; bendy/not bendy; absorbent/not absorbent; opaque/transparent.</p>	<p>carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) <b>Skills Progression</b> Identify differences between different animals. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Name some rainforest animals. Describe how an animal is suited to its environment. Classify animals by what they eat. (carnivores, herbivores and omnivores) Sort animals by what they eat. Classify common animals (fish, amphibians, reptiles, birds and mammals) Explore the purpose of a weather station.</p>	<p>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) <b>Skills Progression</b> Identify differences between different animals. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Describe how an animal is suited to its environment. Classify animals by what they eat. (carnivores, herbivores and omnivores) Sort animals by what they eat. Classify common animals (fish, amphibians, reptiles, birds and mammals) Identify what parts of the food we eat- roots, leaves, stems etc.</p>	<p>garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. <b>Skills Progression</b> Identify and name a variety of birds. Identify the months in each season. Identify and name a variety of common wild and garden plants (e.g. daisies, dandelions, oak, bluebell, sunflower, rose, grass, bramble, and primrose). Name the petals, stem, leaf and root of a plant. Name the leaves, branches, trunk, roots and crown of a tree.</p>	<p>knees, arms, shoulders, elbows, hands, fingers, neck, head) Say which part of the body is associated with each sense (sight hearing, smell, taste and touch).</p>
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## Year 1 Long Term Planning

			Sort materials into groups on the basis of their simple physical properties.				
D & T	Blanket for pebble – joining two pieces of fabric together.	<p><b>Focuses</b> Create vehicles using construction kits. Create a 2D vehicle with hinges and rotating wheels. Help to make ‘Stone Soup’</p> <p><b>NC Statement</b> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from</p> <p><b>Skills Progression</b> Continue to <i>join</i> different materials</p>	<p><b>Focuses</b> Make a clay Christmas decoration</p> <p><b>NC Statement</b> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Skills Progression</b> Use a template to mark out materials to be cut.</p>	<p><b>Focuses</b> Create a whole class display using a variety of skills/media based on ‘At One with Nature’. Computer aided design of a 3D shape. Make Salsa.</p> <p><b>NC Statement</b> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from</p> <p><b>Skills Progression</b> Roll paper to create tubes.</p>	<p><b>Focuses</b> Take a look at where a variety of food comes from (PSHE link). Design, Make and Evaluate a model of a tractor.</p> <p><b>NC Statement</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wide range of materials and components, including construction materials,</p>	<p><b>Focuses</b> Make clay flowers. Make cheese and chive scones.</p> <p><b>NC Statement</b> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from</p> <p><b>Skills Progression</b> Cut, peel, grate and chop a range of ingredients. Work safely and hygienically. Begin to assemble or cook ingredients with support. Snipping herbs in a jug with scissors. Mixing – all in one cake ingredients. Kneading. Shaping e.g. bread rolls. Glazing e.g. brushing with egg/milk. Crumbling cheese.</p>	<p><b>Focuses</b> Use treasury tags to make a character book.</p> <p><b>NC Statement</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria.</p>

## Year 1 Long Term Planning

		<p>competently e.g. glue, tape.          Use a template to mark out materials to be cut.          Cut materials safely using scissors.          Use a hole punch          Insert paper fasteners (split pins) for card linkages.          Create hinges for flaps.          To understand where food comes from (plants and animals). Cut, peel, grate and chop a range of ingredients. Work safely and hygienically.          Understand the need for a variety of foods in a diet. Continue to talk about healthy foods.          Begin to assemble or cook ingredients with support. Bridge knife technique – soft foods e.g. strawberries          Claw knife technique – soft foods e.g. cucumber.          Tearing e.g. herbs</p>		<p>Cut materials safely using scissors.          To become more confident at tearing paper.          Curl paper.          To understand where food comes from (plants and animals).          Cut, peel, grate and chop a range of ingredients.          Work safely and hygienically.          Begin to assemble or cook ingredients with support.          Bridge knife technique – soft foods e.g. strawberries          Claw knife technique – soft foods e.g. cucumber.          Tearing e.g. herbs.</p>	<p>textiles and ingredients, according to their characteristics.          Evaluate their ideas and products against design criteria.          Build structures, exploring how they can be made stronger, stiffer and more stable.          Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.          Understand where food comes from.  <b>Skills Progression</b>          Continue to <i>join</i> different materials competently e.g. glue, tape.          Cut strips of wood/dowel using hacksaw and bench hook with full support.          Cut materials safely using scissors.          Group familiar food products e.g. fruit and vegetables.          To understand where food comes from (plants and animals).</p>		<p><b>Skills Progression</b>          Use treasury tags to join.</p>
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## Year 1 Long Term Planning

					Understand the need for a variety of foods in a diet. Continue to talk about healthy foods.		
History		<p><b>Focuses</b> To learn what History is. Explore the timelines of different types of transport (bike, bus, flight). Explore 'The Wright Brothers'</p> <p><b>NC Statement</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally.</p> <p><b>Skills Progression</b> Understand the difference between things that happened in the past and the present. Understand how to put a few events or objects in order of when they happened.</p>	<p><b>Focuses</b> Learn about the significance of Guy Fawkes to the UK and write some facts. Find out about the first human mission to the moon by reading information and watching video accounts. Take a look into Neil Armstrong's life and how he became an astronaut. Look at a timeline of other missions to the moon.</p> <p><b>NC Statement</b> Events within and beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b>Focuses</b> Look at the impact of deforestation in the rainforest and understand that the events of the past impact the future. Complete a home learning project about an explorer and then compare past explorers to modern day explorers. Exhibition?</p> <p><b>NC Statement</b> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p><b>Skills Progression</b> Say why people may have acted as they did. Write in sentences things found out about the past.</p>	None	<p><b>Focuses</b> A comparison of Queen Elizabeth I and Queen Elizabeth II. A look at the royal family and their family tree.</p> <p><b>NC Statement</b> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p><b>Skills Progression</b> Know some things that happened to other people in the past. Say why people may have acted as they did. Write in sentences things found out about the past. Look at books to help find out about the past.</p>	<p><b>Focuses</b> Explore local author George Eliot and her links to Nuneaton. Learn about the significance of Grace Darling.</p> <p><b>NC Statement</b> Significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Skills Progression</b> Understand the difference between things that happened in the past and the present. Sort events or objects into groups (then and now.) Write in sentences things found out about the past. Look at books to help find out about the past.</p>

## Year 1 Long Term Planning

		Use time lines to order events or objects.	Some should be used to compare aspects of life in different periods. <b>Skills Progression</b> Look at books to help find out about the past. Have listened to stories about the past. Have found out some facts about people long ago. Have found out some facts about events that happened long ago. Write in sentences things found out about the past. Understand the difference between things that happened in the past and the present. Know some things that happened to other people in the past. Understand how to put a few events or objects in order of when they happened. Use time lines to order events or objects.	Draw pictures and write about them to tell others about the past. Look at books to help find out about the past. Have listened to stories about the past. Have found out some facts about people long ago. Know some things that happened to other people in the past.		Have listened to stories about the past. Have found out some facts about people long ago.	
Geography		<b>Focuses</b> Know what Geography is and to know that there are different places	<b>Focuses</b> As part of the moon landing topic the children will incidentally look at the locations that	<b>Focuses</b> Explore weather patterns over a matter of weeks. Look at where the Amazon Rainforest is.	<b>Focuses</b> Look at the landscape that farming requires and where food is	<b>Focuses</b> A study of the countries around the UK; identifying their	<b>Focuses</b> Use a photo of the school, playground and label human and physical features.

## Year 1 Long Term Planning

		<p>around the world and where they live in it. Embed directional language through use of transport. Know the difference between physical and human geography. Look at and compare seasonal changes and the weather. To know what a bus route and cycle route is.</p> <p><b>NC Statement</b></p> <p>Use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>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.</p> <p><b>Skills Progression</b></p> <p>Recognise geographical similarities and differences in their</p>	<p>are linked to the moon landing and Neil Armstrong.</p> <p><b>NC Statement</b></p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Skills Progression</b></p> <p>Use Google Earth atlases, maps, globes and aerial photography to locate different places. Name and locate the four countries of the UK and their capital cities. -Name capital cities and landmarks in the United Kingdom.</p>	<p>Discuss the equator. Colour and label world map with England, Amazon rainforest, equator and hot to cold areas. Compare Nuneaton to a small inhabited area in the Amazon Rainforest. Discover to layers of the rainforest. Compare Nuneaton to a location in the Amazon Rainforest. Discover the impacts of deforestation.</p> <p><b>NC Statement</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>taken/distributed after leaving the farm.</p> <p><b>NC Statement</b></p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather AND key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Skills Progression</b></p> <p>Name some types of weather and describe the weather associated with the four seasons. Describe some human features of their own locality, such as: city, town, village, house, farm, factory.</p>	<p>capital cities and key features. Exploring the seas that surround the UK. A key focus on London and its landmarks.</p> <p><b>NC Statement</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p><b>Skills Progression</b></p> <p>Identify and recognise features of their local area. Find and describe where they live on a map of the UK. Name and locate the four countries of the UK and their capital cities.</p>	<p>Create a map using symbols that relate to school. Go on a local walk in Whitestone and look for human and physical features. Compare Nuneaton to the Seaside. Orienteering.</p> <p><b>NC Statement</b></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise 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.</p> <p><b>Skills Progression</b></p> <p>Recognise geographical similarities and differences in their immediate environment and a contrasting environment.</p>
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## Year 1 Long Term Planning

		<p>immediate environment and a contrasting environment.</p> <p>-Name some types of weather and describe the weather associated with the four seasons. To explain why they would wear different clothes at different times of the year.</p> <p>Use simple observational skills to study the geography of the school and its grounds</p> <p>Use simple locational and directional language to describe location of features and routes on a map, forwards, back, left, right</p> <p>-Look at a simple map of the local area and identify and describe some specific features of their own locality</p> <p>-Observe, measure and record information about the local area surrounding their school environment and communicate their findings.</p> <p>Use directional language left, right, near and far.</p> <p>Create simple maps of routes within the local area and the school.</p> <p>To visualise the location</p>		<p><b>Skills Progression</b></p> <p>Point out the north pole and south pole are on a globe or atlas.</p> <p>To talk about appropriate clothing in hot and cold countries.</p> <p>Identify, observe and records daily and seasonal weather patterns. Compare local surroundings to other places in the world.</p> <p>Use Google Earth atlases, maps, globes and aerial photography to locate different places.</p>		<p>Name capital cities and landmarks in the United Kingdom.</p> <p>Name some types of weather and describe the weather associated with the four seasons.</p> <p>Identify physical and human features of the local area.</p> <p>Identify certain characteristics of England, Scotland, Wales and Ireland.</p> <p>Describe some human features of their own locality, such as: city, town, village, house, farm, factory.</p> <p>Use Google Earth atlases, maps, globes and aerial photography to locate different places.</p> <p>Use maps and a globe to identify the UK.</p> <p>To understand that both a map and a globe show the same thing.</p>	<p>Find and describe where they live on a map of the UK.</p> <p>Identify and recognise features of their local area.</p> <p>Identify physical and human features of the local area.</p> <p>Name key physical features associated with a town near the beach e.g. 'beach, cliff, ocean and mountain'.</p> <p>Describe some human features of their own locality, such as: city, town, village, house, farm, factory.</p> <p>Discuss things they see during an investigation of their local surroundings.</p> <p>Discuss what they like about their locality and why.</p> <p>Ask, respond and investigate relevant Geographical questions about their locality using different resources such as books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Look at a simple map of the local area and</p>
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## Year 1 Long Term Planning

		<p>of something within their immediate environment.            Draw a simple map using a bird's eye view.            To create a map to show a journey.            Talk about own maps.            Understand that a map can tell you where to go.</p>					<p>identify and describe some specific features of their own locality.            Observe, measure and record information about the local area surrounding their school environment and communicate their findings.            Use Google Earth atlases, maps, globes and aerial photography to locate different places.            Draw a simple map using a bird's eye view.            Draw a simple map, using basic symbols as a key.</p>
Computing		<p><b>Focuses</b>            Logging on and off            1.1 Purple Mash - online safety unit including the schools 8 rules.            Knowledge harvest.            1.5 Purple mash - maze explorers' unit  <b>NC Statement</b>            Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the</p>	<p><b>Focuses</b>            1.2 Purple Mash - grouping and sorting            1.4 Purple Mash - Lego builders  <b>NC Statement</b>            Use technology purposefully to create, organise, store, manipulate and retrieve digital content.            Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and</p>	<p><b>Focuses</b>            1.3 Purple Mash - Pictograms  <b>NC Statement</b>            Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  <b>Skills Progression</b>            Begin to understand what sort of data can be saved on a computer.            Talk about the different ways in which information can be shown.</p>	<p><b>Focuses</b>            1.9 Purple Mash - technology            1.6 Purple Mash - Animated stories  <b>NC Statement</b>            Recognise common uses of information technology beyond school. (HL)            Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  <b>Skills Progression</b></p>	<p><b>Focuses</b>            1.7 Purple Mash - coding  <b>NC Statement</b>            Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.            Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p>	<p><b>Focuses</b>            Use the iPad to take a photo and then manipulate the photo using a computer program.  <b>NC Statement</b>            Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  <b>Skills Progression</b>            Add information to a photograph.            Be creative with different technology tools.</p>

## Year 1 Long Term Planning

		<p>internet or other online technologies. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p><b>Skills Progression</b> Describe what happens when I press buttons Press buttons in the correct order to make a simple program Predict what will happen for a short sequence of instructions Begin to understand the main parts of a computer</p>	<p>unambiguous instructions. use logical reasoning to predict the behaviour of simple programs.</p> <p><b>Skills Progression</b> Give instructions for a friend to follow. Press buttons in the correct order to make a simple program Understand what an algorithm is. Predict what will happen for a short sequence of instructions Begin to correct mistakes in a programme (debug)</p>	<p>Use technology to collect information including photos, video and sound Begin to present information in different ways Use technology to create and present ideas Save my work and retrieve it again.</p>	<p>Begin to use software/apps to create patterns on a screen. Begin to understand what sort of data can be saved on a computer. Use technology to collect information including photos, video and sound Be creative with different technology tools. Use technology to create and present ideas. Use the keyboard on a device to enter text and begin to use capital letters. Save my work and retrieve it again. Recognise ways we use technology in our classroom. Recognise ways that technology is used at home. Begin to identify some of the benefits of using technology.</p>	<p><b>Skills Progression</b> Press buttons in the correct order to make a simple program Understand what an algorithm is. Predict what will happen for a short sequence of instructions Begin to correct mistakes in a programme (debug)</p>	<p>Use technology to create and present ideas Save my work and retrieve it again.</p>
Art & Design	Painting pebble	<p><b>NC Statement (Children will cover all of these statements in every half term):</b> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>					

## Year 1 Long Term Planning

		<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>			
<p><b>Focuses</b> An exploration of colour mixing. Explore making different lines and patterns and use different types of media and drawing on different surfaces. Explore artist Ian Cook and use his techniques. <b>Skills Progression</b> Develop representations of objects, animals and people. Colour neatly within the lines. Use appropriate lines/marks when drawing from observation. Draw on different surfaces with a range of media. Invent new shapes and patterns. Use ready mixed or powder paints to show their ideas. Make different scaled sculptures from paper, straws, card and other materials.</p>	<p><b>Focuses</b> Create a class moon collage. Decorate a clay decoration. Make a Christmas card using mono printing. <b>Skills Progression</b> Use clay, dough, plasticine to explore sculpture. Add texture to models using tools. Create Monoprints. Draw on different surfaces with a range of media. Work on different scales. Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Cut, fold, tear and overlap paper, textiles, paper and card. Make different scaled sculptures from paper, straws, card and other materials.</p>	<p><b>Focuses</b> Based around artists John Dyer and his art work 'Take One Picture' children will recreate a 3D version by painting, making printers and manipulating paper. <b>Skills Progression</b> Develop representations of objects, animals and people. Colour neatly within the lines. Use appropriate lines/marks when drawing from observation. Mix and match colours to artefacts and objects. Work on different scales. Name the primary colours. Use every day found printers to create artwork. Experience mixing primary colours to make secondary colours. Use found printers to add to artwork which has been created using a different medium.</p>	<p><b>Focuses</b> Collage of a farm animal. Mother's Day cards using printing. Easter Cards. <b>Skills Progression</b> Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc. Use every day found printers to create artwork. Add texture to models using tools.</p>	<p><b>Focuses</b> Children will explore JMW Turner's artwork. Flower sketches in different styles. <b>Skills Progression</b> Develop representations of objects, animals and people. Use appropriate lines/marks when drawing from observation. Begin to select thick and thin brushes as appropriate. Use ready mixed or powder paints to show their ideas. Paint pictures from observation. Mix and match colours to artefacts and objects. Work on different scales. Use clay, dough, plasticine to explore sculpture.</p>	<p><b>Focuses</b> Father's Day card. A study of Andy Goldsworthy's land art and an invention of own land art. Self – portrait. <b>Skills Progression</b> Work on different scales. Make different scaled sculptures from paper, straws, card and other materials.</p>

## Year 1 Long Term Planning

		<p>Create fabrics (e.g. by weaving materials, grass through twigs, carrier bags on a bike wheel).          Make weavings with fabrics or threads.          Use weaving to create a pattern.</p>		<p>Create own plate rubbings or rollers (using string, dried glue, foam etc).          Arrange and glue materials to different backgrounds.          Cut, fold, tear and overlap paper, textiles, paper and card.          Work on different scales.          Change and modify threads and fabrics by knotting, fraying, fringing, pulling threads, twisting, plaiting.</p>			
<p>Music</p>	<p><b>NC Statement (Children will cover all of these statements in every half term):</b>          Use their voices expressively and creatively by singing songs and speaking chants and rhymes.          Play tuned and untuned instruments musically.          Listen with concentration and understanding to a range of high-quality live and recorded music          Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Skills Progression (Children will cover all of these statements across the half terms):</b>          Join in with singing with a sense of the shape of a melody          Find their singing voice and use their voices confidently          Be aware of the need for silence before and after a song          Sing with an awareness of the audience changing the volume of songs          Use instruments with care and control          Explore different sounds          Play short rhythmic patterns          Change the volume of instruments          Change the tempo of playing instruments          Follow simple pictures and symbols to guide playing          Begin to name some classroom instruments          Make different sounds with their voice and instruments          Make a sequence of sounds          Understand the difference between rhythm and pitch</p>						

## Year 1 Long Term Planning

		<p>Explore symbols for sounds Talk about musical elements such as volume or tempo Talk about how a piece of music makes them feel Talk about whether they like or dislike a piece of music Name some instruments that can be heard</p>					
	Music	Charanga – Hey You  Harvest Festival	Charanga – Rhythm in the Way we walk and Banana Rap  Christmas Sing Along	Charanga – In the groove	Singing Festival	Charanga – Round and round	Charanga – Your imagination/perform
PE		<p><b>NC Statement (Children will cover all of these statements in every half term):</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.</p> <p><b>Skills Progression (Children will cover all of these statements in most half terms):</b> Begin to be aware that when I am active, changes will occur to my body. Hit, kick and throw different balls. Throw a small or medium size ball up to distance of 3m and catch it with both hands. Work with a small group to complete a task or play a game. When working as part of a team, decide where to stand to make a game difficult for the other team. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Work with a partner in throwing and catching games. Throw a ball accurately underarm to a target using increasing control. Hit a ball with control using an appropriate object(hand). Change direction while I’m running. Run for long periods of time. Run for long periods of time. Be more confident when skipping with a rope Run or jog around the field on the welly walk building up to 5 laps. Perform a range of gymnastics moves e.g., balances, jumps, and rolls. Remember a short sequence of actions or movements. Walk along a straight line. Begin to develop a gymnastics sequence with movements with a beginning, middle and end. Choose movements in dance which show I’m listening to the music.</p>					

## Year 1 Long Term Planning

		Get Set 4 PE – Ball skills unit 1  PPA (External provider) Fundamentals Scootlife	Get Set 4 PE – Dance unit 1  PPA (External provider) Gymnastics	Get Set 4 PE – Dance unit 1  PPA (External provider) Target games	Get Set 4 PE – Team building unit 1  PPA (External provider) Sending and receiving	Get Set 4 PE – Net and wall games unit 1  PPA (External provider) Athletics  Skipping workshop	Get Set 4 PE – Striking and fielding games  PPA (External provider) Fundamental consolidation  Sports Day Outdoor Adventurous Activities
RHE	Wellbeing and school expectations	<p><b>Focuses</b> Establishing school expectations. PSHE association - What is the same and different about us? No Outsiders – Unit 1.1 Elmer</p> <p><b>Skills Progression</b> Know that it is important to respect other people’s thoughts, choices or beliefs. Know how to use the internet safely, to know how to keep information private. Know who to talk to if worried about something on the internet. Talk how people in my family are special to me. (How do they show they care?)</p>	<p><b>Focuses</b> Protective Behaviours Anti-Bullying Week No Outsiders – Unit 1.2 Going to the volcano</p> <p><b>Skills Progression</b> Know that it is important to respect other people’s thoughts, choices or beliefs. How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help and advice. Recognise some of the characteristics of a good friend. Including caring, forgiving, kind, and sharing interests. – High 5 Values. Know how to seek help or advice if a friendship is causing them to be</p>	<p><b>Focuses</b> PSHE association - What can we do with money? Children’s Mental Health Awareness Week No Outsiders – Unit 1.3 My Grandpa is amazing</p> <p><b>Skills Progression</b> Know that it is important to respect other people’s thoughts, choices or beliefs.</p>	<p><b>Focuses</b> PSHE association - How can we look after each other and the world? No Outsiders – Unit 1.6 Errols Garden</p> <p><b>Skills Progression</b> Know that it is important to respect other people’s thoughts, choices or beliefs. Know how to look after our teeth, bodies, exercise/play, healthy practises, sleep etc Know what healthy food/ diet looks like. Know that drinking water is good for our bodies. Know what a healthy lunch is.</p>	<p><b>Focuses</b> PSHE association - Who helps to keep us safe? British Values No Outsiders – Unit 1.5 My world your world</p> <p><b>Skills Progression</b> Know that it is important to respect other people’s thoughts, choices or beliefs. Know what medicine is. Understand who help us stay healthy and safe, dentist, doctor, optician, police, fire services etc Know how to get help. To know how to make a clear and effective emergency call.</p>	<p><b>Focuses</b> PSHE association -What helps us stay healthy? Dentist – Healthy eating No Outsiders – Unit 1.4 Hair is a family affair</p> <p><b>Skills Progression</b> Know that it is important to respect other people’s thoughts, choices or beliefs. Know how to stay safe near the road, water, in the sun etc.</p>

## Year 1 Long Term Planning

		<p>Know that families have similarities and differences, they do not all look the same but they should all show love and care.</p> <p>Talk about respect and self-respect. To know that their body their body belongs to them and how to recognise and report unsafe feelings.</p> <p>Know how to express a wide range of emotions and do it in an appropriate way.</p> <p>Understand how we can lift our mood, how we can enjoy being outside, being with our friends and family, doing things we enjoy. (what are their interests?)</p> <p>Know who they can talk to (network hand) about their feelings.</p> <p>Know what can be done when we are stuck or do not understand how to do something. Begin to talk about resilience.</p>	<p>unhappy or uncomfortable. To know what bullying is.</p> <p>Know how to express a wide range of emotions and do it in an appropriate way.</p> <p>Understand how we can lift our mood, how we can enjoy being outside, being with our friends and family, doing things we enjoy. (what are their interests?)</p> <p>Know who they can talk to (network hand) about their feelings.</p> <p>Know what can be done when we are stuck or do not understand how to do something. Begin to talk about resilience.</p>		<p>Know there are things we should not eat/drink.</p>		
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## Year 1 Long Term Planning

RE	World view my community	<p><b>World view introduction</b></p> <p><b>Unit Ks1.1</b></p> <p><i>How might your religion or worldview be seen in the choices you make?</i></p>	<p><b>Unit KS1.1</b></p> <p><i>How might your religion or worldview be seen in the choices you make?</i></p>	<p><b>Unit K1.3</b></p> <p><i>How do people with similar religion and worldviews share and celebrate their beliefs?</i></p>	<p><b>Unit K1.3</b></p> <p><i>How do people with similar religion and worldviews share and celebrate their beliefs?</i></p>	<p><b>Unit K1.5</b></p> <p>What is most important for different people?</p>	<p><b>Unit K1.5</b></p> <p>What is most important for different people?</p>
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