

Year 1 Long Term Plan

	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Texts/ Story	<p>Lost in the Toy Museum by David Lucas</p> <p>We're Going on a Bear Hunt - Michael Rosen</p>	<p>A First Book of Nature By Nicola Davies</p> <p>Farmer Duck by Martin Waddell</p> <p>Can't you sleep Little Bear? by Martin Waddell</p>	<p>Little Red Riding Hood</p> <p>Billy Goats Gruff</p> <p>The Dancing Tiger by Malachy Doyle</p> <p>Surprising Sharks by nicola davis</p> <p>Ice Bear by Nicola Davies.</p>	<p>It Starts With a Seed By Laura Knowles</p> <p>Eddie's Garden By Sarah Garland</p>	<p>The way back home By Oliver Jeffers</p> <p>Beegu By Alexis Deacon</p> <p>The Darkest Dark by Chrsi Hadfield</p> <p>One Giant Leap by Don Brown</p>	<p>The day the crayons quit. By Oliver Jeffers</p> <p>Captain Green and the Plastic Scene by Evelyn Bookless</p> <p>One Plastic Bag by Miranda Paul</p>
English	<p>Non Fiction: Lists, labels & captions</p> <p>Fiction: stories with predictable phrasing</p>	<p>Fiction: stories from familiar settings</p> <p>Non Fiction: Recount</p> <p>Poetry: Adjectives, rhyming couplets</p>	<p>Fiction - Traditional tales, character description</p> <p>Non Fiction - Report - animals</p> <p>Poetry: Adjectives, rhyming couplets</p>	<p>Non-fiction: Instructions - Plants, cooking</p> <p>BOOK WEEK</p>	<p>Fiction: Adventure stories - Space</p> <p>Non-Fiction: Report - Moon Landing</p>	<p>Non-Fiction: persuasive writing, letters - Environment</p> <p>Poetry: list poem, rhyming couplets, performance</p>
Phonics	<p>Majority of children complete Phase 5 (16 weeks) with Phase 1 activities running alongside. Extend children working with related Phase 3 sounds with Phase 4 words</p>		<p>Repeat weeks 1 to 16 giving year 1 children more time to consolidate whilst providing Phase 5 extension activities with Phase 1 activities running alongside. Phase 3 children should work on Phase 5 simple word and sentence levelled work, e.g a-e words such as Caveman Dave</p>		<p>Children spend time mastering their skills, deeper learning applying all sounds and Tricky Troll Words independently. Repeat plans as necessary extending and consolidating. Emphasis on incorporating grammar and punctuation has been included within the extension activities.</p>	
Maths	<p>Place value, Addition and subtraction.</p>	<p>Shape, Place value, Multiplication & division, Proportionality, Time, Addition and subtraction</p>	<p>Addition and subtraction, position & direction, Place value, Multiplication & division, proportionality.</p>	<p>Money, algebra, Addition and subtraction, statistics</p>	<p>Addition, subtraction, Multiplication & division, shape.</p>	<p>Position & direction, place value, proportionality, length, height, mass, volume, capacity, addition, subtraction, Multiplication & division, shape</p>
Science	<p>Animals including humans (humans)</p> <p>Senses, body</p> <p>Linked to RE - senses</p>	<p>Plants (deciduous and evergreen trees)</p> <p>Seasonal changes</p> <p>(Text -Tree: Seasons</p>	<p>Animals (not including humans)</p> <p>(Text: above and below)</p>	<p>Plants</p> <p>(Text: Eddies Garden)</p>	<p>Everyday Materials</p> <p>What does the word material mean?</p>	<p>Seasonal Changes</p>

	Poem 'Going to catch a piggy-wig'	Come, Seasons Go)				
RE	Philosophy What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	Human/Social Science How does a celebration bring a community together? Muslim, Christian	Theology What do Jewish people remember on Shabbat? Jewish	Theology What does the cross mean to Christians? Christian	Philosophy How did the universe come to be? Hindu, Christian	What does Jesus' parables teach Christians about belonging to the Christian family? Christian
History	Childhood then and now Changes within living memory TEXT: Lost in the Toy Museum / you choose	Why do we celebrate Remembrance day? Events beyond living memory that are significant nationally/ internationally Significant people in the past Famous Queens - Elizabeth 11	What was the home like when my grandparents were young? Events beyond living memory Nurturing Nurses: Edith Cavell Know about the life of Edith Cavell who lived locally in Norfolk (Trip - Gressenhall - Life in the 1950s)	Who were the first people to fly? Events beyond living memory & the lives of significant individuals in the past. <i>Grace Darling</i> <i>Know about the heroic life of Grace Darling</i> How did Grace Darling become famous? Why do we remember Grace Darling? What can we learn from Grace Darling's example??	Aviation & The wright brothers Events beyond living memory & the lives of significant individuals in the past What do inventors do? Who were the first people to fly When was the first aeroplane flight, how were they inspired? What changes has this invention made to our world?	Neil Armstrong & Moon landing Learning about significant individuals in the past who have contributed to national and international achievements. What significant thing did Neil Armstrong do? Why did he do this? How did he do it? Why was the moon landing important?
Geography	What is this place like? My class, My School, My Road Geographical skills & Fieldwork in the context of the school. Use simple observation skills to study a familiar environment. Link to RE & Science:	What is our local area like? Place Knowledge & Fieldwork Observe human and Physical features of a familiar environment : (Stibbard & Fakenham.) Link to RE - Christianity, visit the	How are places different in the UK? Place Knowledge / Human and Physical Geography: Comparing two UK regions City & Countryside, compare and contrast: Stibbard and London Link to DT:	What are the 4 countries in the UK called? Locational Knowledge Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas. Link to British Values -	Why is the map of the world green and blue? Locational Knowledge: Identify the seas that surround the uk. Develop knowledge of the oceans of the world. <i>Linked to RE - Looking</i>	How does the weather change? Identify seasonal and daily weather patterns in the United Kingdom (link to story of Jesus calming the storm) Link to science: seasons

	Senses	local church	Bridges/landmarks	celebrations	<i>at symbols, universe</i>	
Art	<p>How are colours used within Art?</p> <p>Painting</p> <p>Exploring Colour - Primary & Secondary, tints & shades.</p> <p>Artists - Rothko,</p>	<p>What type of lines can you use to create a drawing from the natural world?</p> <p>Drawing</p> <p>Observational drawing of Autumn objects - leaves, pine cones, branches.</p>	<p>How can you manipulate paper to create a sculpture?</p> <p>Sculpture</p> <p>Use different tools and experiment to achieve different effects.</p> <p>Paper Sculptures</p> <p>Sculptor - Alexander Cader</p>	<p>How can I use printing to represent plants and vegetables?</p> <p>Printing</p> <p>Exploring printing using Plants and vegetable, Plasticine Printmaking</p> <p>Artist - Lottie Day (local artist)</p>	<p>How can I use collage to show what I know about the artist Matisse?</p> <p>Collage</p> <p>Collaborative art- explore scale. Abstract</p> <p>Artist - Matisse</p>	<p>How can I use weaving techniques in the style of Jo Athorton?</p> <p>Textiles</p> <p>Weaving - plastic bags, resauble</p> <p>Artists: Jo Athorton</p>
DT	<p>How can you make a moving picture?</p> <p>Mechanisms</p> <p>Using paper and card explore making sliders, leaver and pivots and wheel mechanisms.</p> <p>Text - The Great Nursery Rhyme Disaster by David Conway</p>	<p>How can we feed the birds during Autumn and winter?</p> <p>Construction</p> <p>Bird Feeders</p> <p>Research different bird feeders. Explore how to recycle objects.</p> <p>Make a design.</p> <p>Linked with Science topic.</p>	<p>How can you build a strong bridge?</p> <p>Structures</p> <p>Begin to build structures, joining components together to create a finished product.</p> <p>Text - The three Billy Goats Gruff</p>	<p>How can you make a smoothie?</p> <p>Cooking and Nutrition</p> <p>Make a smoothie((including fruit salad) Research favourite fruit/vegetable Evaluate product.</p> <p>Text - Oliver's Fruit salad & Olver's Vegetables.</p> <p>Linked to English - writing instructions</p>	<p>What do you need to make a moving vehicle?</p> <p>Mechanisms</p> <p>Design a moon boogie to help Bob with his jobs on the Moon. Investigate how wheels move</p> <p>Text: Man on the moon</p>	<p>How can you make a fabric keyring?</p> <p>Textiles</p> <p>Sew a sea picture e.g. a fish, boat, crab etc</p> <p>Explore different fabrics. Sew and join fabrics using running stitch.</p> <p>Linked to English - looking after the planet</p>
PSHE	<p>New Beginnings</p> <p>Our Happy School Nurturing as a sense of belonging, recognising diversity and establishing class rules and rewards.</p>	<p>Good to be me</p> <p>Healthy body Healthy minds</p> <p>Developing personal responsibility and teamwork.</p>	<p>Relationships</p> <p>Focus on relationships with friends.</p> <p>Recognise one's own and others feelings</p>	<p>Getting on and Falling out</p> <p>Learning to consider others feelings. Give and receive compliments.</p>	<p>Going for Goals Looking Forward</p> <p>Discuss different things children enjoy and how they like to learn. Explore jobs people do, with a focus on goal setting.</p>	<p>Changes Ready steady go</p> <p>Children begin to explore everyday changes and their feelings about them.</p> <p>View change positively.</p>

Music	<p>Hey You! (Old School Hip Hop)</p> <p>Using untuned percussion instruments focus on the musical element pulse/ beat (the speed of musicThe heartbeat or steady beat of a song/piece of music.)</p>	<p>Rhythm In The Way We Walk Banana Rap (Reggae, Hip Hop)</p> <p>Christmas songs and carols linked to production</p> <p>Using untuned percussion instruments focus on the musical elements tempo (the speed of music to describe how fast/slow the music goes)</p>	<p>In The Groove (Blues, Latin, Folk, Funk, Baroque, Bhangra)</p> <p>Using untuned percussion instruments focus on the musical element pitch (The range of high and low sounds.)</p> <p>Appraise a range of songs</p>	<p>Round And Round (Latin Bossa Nova, Big Band, Jazz, Latin Fusion)</p> <p>Using untuned percussion instruments focus on the musical element rhythm (The combination of long and short sounds to make patterns.)</p> <p>Appraise a range of songs</p>	<p>Your Imagination (Film, Pop, Musicals)</p> <p>Understand that sounds can be made and described using given and invented signs and symbols including shapes and marks. Leading to a performance next half term</p> <p>focus on the musical element dynamic (How loud or quiet the music is.)</p>	<p>Reflect, Rewind and Replay (Western Classical)</p> <p>Consolidate: recap and build on musical vocabulary from the year</p> <p>Performance inspired by the music this year</p> <p>Recap pulse, tempo, pitch, rhythm, dynamic</p>
Computing	<p>E-safety/Multimedia</p> <p>Use technology safely and respectfully, keeping personal information private. Use technology purposefully to create content.</p>	<p>Data Handling</p> <p>Use technology purposefully to create, manipulate and retrieve digital content.</p>	<p>Multimedia photography & audio</p> <p>Use technology purposefully to create, manipulate and retrieve digital content</p>	<p>Technology in our Lives</p> <p>Recognise common uses of information technology beyond school</p>	<p>Programming</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices.</p>	<p>Programming</p> <p>Create and debug simple programs.</p>
MFL	Greetings, phrases and instruction in a range of languages throughout the year					
Outdoor learning	Stage to perform poems/stories	Bird feeders Nature Land Art.	Den making area, sticks, bricks, straw	Potting area, Bug hotels, wormery.	Space role play area moon rocks, space landing	Instruments outside Large scale weaving outside using the fence
Enrichment	<p>Fieldwork - school grounds</p> <p>Life Skill - set the dinner table, use knife and folk</p>	<p>Fieldwork - local walk - visit the church</p> <p>Stories around a campfire (invite parents. hot chocolate)</p> <p>Life Skill - scissors</p>	<p>Trip to Norwich - Synagogue & Forum (Library)</p> <p>Trip to Gresson Hall - Home in the 1950s</p> <p>Life Skill - fasten</p>	<p>Book Week</p> <p>Trip to Norwich Aviation Museum</p> <p>Life Skill - cross the road safely</p>	<p>Send class letter to NASA</p> <p>Life Skill - tie simple knots</p>	<p>World Ocean Day Litter Picking Team</p> <p>Contact Norfolk River trust - pick washed up plastic on beaches https://docs.google.com/document/d/1f34vcut55OAI-NdyV-</p>

		skills	buttons on clothes, zip up coat.			XnFpzomChit6lXmROHva lp3OQ/edit Life Skill-tie shoelaces
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