

Year 1 Long Term Plan

| | Term 1A | Term 1B | Term 2A | Term 2B | Term 3A | Term 3B |
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| Texts/ Story | <p>Dogger by Shirley Hughes</p> <p>The Everywhere Bear by Julia Donaldson</p> <p>We're Going on a Bear Hunt by 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 Billy Goats Gruff</p> <p>The Dancing Tiger by Malachy Doyle</p> <p>Surprising Sharks by nicola davies</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 align="center">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 to 10, Addition and subtraction.</p> | <p>Addition and Subtraction to 10, Shape.</p> | <p>Place Value to 20, Addition and subtraction to 20, Length and Height, Mass and Volume.</p> | <p>Place Value to 50, Length and Height, Mass and Volume.</p> | <p>Multiplication and Division, Fractions, Position and Direction.</p> | <p>Place Value to 100, Money, Time.</p> |
| Science | <p>Animals including Humans (humans)</p> | <p>Plants (deciduous and evergreen trees)</p> | <p>Animals (not including humans)</p> | <p>Plants Label a plant,</p> | <p>Everyday Materials What does the word</p> | <p>Seasonal Changes Investigate what happens in Spring and Summer.</p> |

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| | <p>Senses: sight, hearing, taste, smell, touch, Naming Body parts, The Skeleton</p> <p>Linked to RE - senses</p> <p>Text: Funny Bones</p> | <p>Seasonal changes</p> <p>Identify the signs of Autumn, name events that happen in autumn and winter, evergreen and deciduous trees, animal hibernation</p> <p>Text: Little Goose's Autumn Tree: Seasons Come, Seasons Go</p> | <p>Identify common animals, Begin to group animals, Carnivores, Herbivores and Omnivores</p> <p>Text: Above and Below</p> | <p>Understand what a plant needs, name plants and animals</p> <p>Text: Eddies Garden It starts with a Seed</p> <p>(? Trip to nature reserve/ zoo with North Elmham)</p> | <p>material mean? I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>I can describe the simple physical properties of a variety of everyday material. Man-made/natural</p> <p>I can find the best material to make...</p> <p>Text: Beegu</p> | <p>Use a thermometer to measure the temperature. Explore the concept of day and night</p> <p>Text: Seasons Squirrels Busy Year</p> |
| RE | <p>Philosophy</p> <p>What do my senses tell me about the world of religion and belief?</p> <p>Christian, Hindu, Jewish</p> | <p>Human/Social Science</p> <p>How does a celebration bring a community together?</p> <p>Muslim, Christian</p> | <p>Theology</p> <p>What do Jewish people remember on Shabbat?</p> <p>Jewish</p> | <p>Theology</p> <p>What does the cross mean to Christians?</p> <p>Christian</p> | <p>Philosophy</p> <p>How did the universe come to be?</p> <p>Hindu, Christian</p> | <p>What does Jesus' parables teach Christians about belonging to the Christian family?</p> <p>Christian</p> |
| History | <p>Childhood then and now: Toys</p> <p>Changes within living memory</p> <p>What are toys like today? What are other peoples toys like? How can we tell these toys are old?</p> <p>Text: Lost in the Toy Museum / you choose</p> <p>(Trip - Museum of Norwich Toys in the</p> | <p>Why do we celebrate Remembrance day?</p> <p>Events beyond living memory that are significant nationally/ internationally</p> <p>Why do we wear poppies to remember? What happens on Remembrance Day? What can we discover from visiting our local war memorial?</p> <p>Nurturing Nurses: Edith</p> | <p>What was the home like when my grandparents were young?</p> <p>Events beyond living memory</p> <p>Discover how clothes, technology and school have changed over the century?</p> <p>What was life like for my grandparents?</p> <p>Text: When I was young</p> | <p>Who were the first people to fly?</p> <p>Aviation & The wright brothers</p> <p>Events beyond living memory & the lives of significant individuals in the past.</p> <p>What do inventors do? Who were the first people to fly</p> <p>When was the first aeroplane</p> | <p>Neil Armstrong & Moon landing</p> <p>Learning about significant individuals in the past who have contributed to national and international achievements.</p> <p>What significant thing did Neil Armstrong do? Why did he do this? How did he do it? Why was the moon landing important?</p> | <p>History of Wheeled Transport</p> <p>How has travel changed from past to present? sort the pictures of different types of transport and place them onto their own timeline into chronological order</p> <p>Who was George Stephenson and what did he contribute?</p> <p>Discuss how the</p> |

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| | Past) | Cavell Know about the life of Edith Cavell who lived locally in Norfolk | | flight, how were they inspired? What changes has this invention made to our world? Text: Emma Jane's Aeroplane Little People Big Dreams: Amelia Earheart | Text: Little People Big Dreams, Neil Armstrong Mae Jemison Events beyond living memory & the lives of significant individuals in the past | invention of trains changed the lives of people in Britain in the 19th century. Text: If I built a car |
| 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. <i>Link to RE & Science: Senses</i> | What is our local area like? Place Knowledge & Fieldwork Observe human and Physical features of a familiar environment : (Stibbard & Fakenham.) <i>Link to RE - Christianity, visit the local church</i> | 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 <i>Link to DT: Bridges/landmarks</i> | 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. <i>Link to British Values - celebrations</i> | 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 at symbols, universe</i> | How does the weather change? Identify seasonal and daily weather patterns in the United Kingdom (link to story of Jesus calming the storm) <i>Link to science: seasons</i> |
| Art | Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks | Simple Printmaking Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry | Playful making Exploring materials and intention through a playful approach | Exploring watercolour Exploring watercolour and discovering we can use accidental marks to help us make art. | Making birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird | Inspired by Flora and Fauna Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork |
| DT | How can you make a paper toy? Construction | How can we feed the birds during Autumn and winter? | How can you build a strong bridge? Structures | How can you build a strong bridge? Structures | What do you need to make a moving vehicle? Mechanisms | How can you make a smoothie? Cooking and Nutrition |

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| | <p>Learn to use scissors to cut along lines and cut out shapes. Evaluate a range of paper toys and learn to fold accurately to create a paper toy.</p> <p>Design and make a paper toy illusion</p> | <p>Construction</p> <p>Bird Feeders Research different bird feeders. Explore how to recycle objects.</p> <p>Make a design.</p> <p><i>Linked with Science topic.</i></p> | <p>Begin to build structures, joining components together to create a finished product.</p> <p>Text: The three Billy Goats Gruff</p> | <p>Begin to build structures, joining components together to create a finished product.</p> <p>Text - The three Billy Goats Gruff</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>Make a smoothie((including fruit salad) Research favourite fruit/vegetable Evaluate product.</p> <p>Text: Oliver's Fruit salad & Oliver's Vegetables.</p> <p><i>Linked to English - writing instructions</i></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. 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. 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> |

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| Computing | E-safety/Multimedia Use technology safely and respectfully, keeping personal information private. Use technology purposefully to create content. | Data Handling Use technology purposefully to create, manipulate and retrieve digital content. | Multimedia photography & audio Use technology purposefully to create, manipulate and retrieve digital content | Technology in our Lives Recognise common uses of information technology beyond school | Programming Understand what algorithms are; how they are implemented as programs on digital devices. | Programming Create and debug simple programs. |
| 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 | Fieldwork - school grounds Life Skill - set the dinner table, use knife and folk | Fieldwork - local walk - visit the church Stories around a campfire Trip to Museum of Norwich Life Skill - scissors skills | Life Skill - fasten buttons on clothes, zip up coat. | Book Week Trip to Norwich Aviation Museum Life Skill - cross the road safely | Send class letter to NASA Life Skill - tie simple knots | World Ocean Day Litter Picking Team Contact Norfolk River trust - pick washed up plastic on beaches https://docs.google.com/document/d/1f34vcut55OAI-NdyV-XnFpzomChit6lXmROHvalp3OQ/edit Life Skill-tie shoelaces |