

Year 1 Long Term Plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts/ Stories to support learning across the curriculum	<p>English Dogger by Shirley Hughes The Everywhere Bear by Julia Donaldson</p> <p>Science Funny Bones by Janet and Allan Ahlberg Whose Bones by Gabrielle Balkan The Senses by Rhino Readers My Very Important Human Body Encyclopedia by DK</p> <p>History Lost in the Toy Museum by David Lucas You choose by Nick Sharratt Dogger by Shirley Hughes Old Bear Stories by Jane Hissey Constance in Peril by Ben Manley</p> <p>Geography Big Book of the UK by Imogen Russell Williams My Map Book by Sara Fanelli The Boy who Loved Maps by Kari Allen Me on the Map by Joan Sweeney</p>	<p>English We're Going on a Bear Hunt by Michael Rosen Farmer Duck by Martin Waddell</p> <p>Science Little Goose's Autumn by Elli Woollard Tree: Seasons Come, Seasons Go by Patricia Hegarty</p> <p>DT The Three Billy Goats Gruff</p>	<p>English Little Red Riding Hood Jack and the Beanstalk The Big Blue Whale by Nicola Davies The Blue Whale by Jenni Desmond The Storm Whale by Benji Davies The Big Book of Blue by Yuvval Zommer</p> <p>Science First Animal Encyclopedia by DK The World in Pictures: Animals by DK Wonderwise Animal Texts</p> <p>History Emma Jane's Aeroplane by Katie Haworth Little People Big Dreams: Amelia Earheart Our World in Pictures: Cars, Trains, Ships and Planes by DK Transported See inside Trains (Usborne) Look inside Trains (Usborne) The Story of Trains by Jane Bingham</p> <p>Geography The Queens Hat by</p>	<p>English It Starts With a Seed by Laura Knowles Sams Sandwich by David Pelham</p> <p>Science Eddies Garden It starts with a Seed by Laura Knowles Sam Plants a Sunflower/ Tree by Kate Petty How a Seed Grows by Helene J. Jordan</p>	<p>English The way back home By Oliver Jeffers The Darkest Dark by Chrsi Hadfield</p> <p>Science Beegu by Alexis Deacon How to build a house (Wonderwise)</p> <p>History One Giant Leap by Don Brown Little People Big Dreams Neil Armstrong Little People Big Dreams Mae Jemison</p> <p>Geography My First book of Weather by Camilla De La Bedoyere Wild Weather (Usborne) The Weather and Climate (Usborne) On the Same Day in March by Marilyn Singer</p> <p>DT Man on the Moon by Simon Bartram</p>	<p>English Dear Greenpeace by Simon James There's a Rang-Tang in my Bedroom by James Sellick One Plastic Bag by Miranda Paul</p> <p>Science Seasons by Hannah Pang Squirrels Busy Year by Martin Jenkins My First book of Weather by Camilla De La Bedoyere Wild Weather (Usborne) The Weather and Climate (Usborne)</p> <p>DT Oliver's Fruit salad by Vivian French Oliver's Vegetables by Vivian French</p>

			Steve Antony The Queens Handbag by Steve Antony Tower Bridge Cat by Tee Dobinson (England/ London) Finn MacCool and the Giants Causeway by John Dougherty (N. Ireland) Gelert the Brave by Damian Harvey (Wales) Katie in Scotland by James Mayhew (Scotland)			
English	Non Fiction: Lists, labels & captions Fiction: stories from familiar settings	Fiction: stories with predictable phrasing Non Fiction: Recount Poetry: Adjectives	Fiction: Traditional tales, character description Non Fiction: Report about animals Poetry: Adjectives	Non-fiction: Instructions how to plant plants, how to cook a disgusting sandwich Non Fiction: Report about animals WORLD BOOK DAY	Fiction: Adventure stories - Space Non-Fiction: Report about Moon Landing	Non-Fiction: persuasive writing, letters about the environment and palm oil Poetry: list poem, rhyming couplets, performance
Phonics	Majority of children complete Level 5 (16 weeks) with Level 3 activities running alongside. Extend children working with related Level 3 sounds with Level 4 words		Repeat weeks 1 to 16 giving year 1 children more time to consolidate whilst providing Level 5 extension activities with Level 1 activities running alongside. Level 3 children should work on Phase 5 simple word and sentence levelled work.		Children spend time mastering their skills, deeper learning applying all sounds and tricky words independently. Repeat plans as necessary extending and consolidating. Emphasis on incorporating grammar and punctuation has been included within the extension activities.	
Maths	Place value to 10 Addition and Subtraction.	Addition and Subtraction to 10, Shape.	Place Value to 20, Addition and subtraction to 20, Length and Height, Mass and Volume.	Place Value to 50, Length and Height, Mass and Volume.	Multiplication and Division, Fractions, Position and Direction.	Place Value to 100, Money, Time.
Science	Animals including	Plants	Animals	Plants	Everyday Materials	Seasonal Changes

	Humans (humans) Naming Body parts Senses: Sight Hearing Taste Smell Touch The Skeleton	(deciduous and evergreen trees) Seasonal changes Identify the signs of Autumn, name events that happen in autumn and winter, evergreen and deciduous trees, animal hibernation	(not including humans) Identify common animals, Begin to group animals, Carnivores, Herbivores and Omnivores	Label a plant, Understand what a plant needs, name plants and animals	What does the word material mean? I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I can describe the simple physical properties of a variety of everyday material. Man-made/natural I can find the best material to make...	Investigate what happens in Spring and Summer. Use a thermometer to measure the temperature. Explore the concept of day and night
RE	What do Jewish people remember on Shabbat? Judaism The Jewish story of creation and relate it to observing Shabbat. Jews believe in one God and that He is the creator. How Shabbat is celebrated as a weekly tradition for Jewish families. The symbolism of the key artefacts used during Shabbat.	Why does Christmas matter to Christians? Christianity The Christian belief that God became human in Jesus. The Nativity narratives are in the books of Luke and Matthew in the Bible. How incarnation and salvation relate to one another for Christians. Jesus is an important and historical figure to Christians. Christians use the nativity story to influence their actions at Christmas, e.g. thankfulness and giving.	What do my senses tell me about the world of religion and belief? Christianity/Hinduism/Judaism The five senses. Core knowledge will depend on the resources available. Worship practices, eg, Hindu Puja Visual art, eg, crucifix Artefacts, eg, prayer mat Story, eg, Parable of the Sower Music, eg, Hillsong Kids	Why does Easter matter to Christians? Christianity The Easter narrative in the Bible. Christians believe Jesus' died on a cross (crucifixion) to save people (salvation). Christians believe Jesus came back to life (resurrection). Christians believe Jesus rose from the dead so Easter gives people hope of a new life, now and in the future. Christians believe Jesus builds a bridge between God and Humans. Easter is very important	What do Jesus' parables teach Christians about belonging to the Christian family? Christianity Explore what it means to belong to a family/chosen family. Begin to discuss what it means to belong to a Christian family. The bible's teachings about belonging. The parable of the lost sheep The parable of the prodigal son	How do celebrations bring a community together? Christianity/Islam To explain how Christians celebrate Christmas/Easter. To explain how Muslims celebrate (Eid-ul-Fitr and Eid-ul-Adha). To understand how these festivals help to bring the religious communities together.

		<p>The bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke)</p> <p>Advent for Christians is a time for getting ready <i>for Jesus' coming</i></p>		<p>in the 'big story' of the bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</p>		<p>Who made the world?</p> <p>Christianity</p> <p>God created the universe The Earth and everything in it are important to God</p> <p>God has a unique relationship with human beings as their Creator and Sustainer</p> <p>Humans should care for the world because it belongs to God.</p>
History	<p>Childhood Then and Now: Toys</p> <p>Changes within living memory</p> <ul style="list-style-type: none">• What are toys like today?• What are other people's toys like?• How can we tell these toys are old? <p><i>(Trip - Museum of Norwich Toys in the Past)</i></p>	<p>History of Transport</p> <p>Aviation & The Wright brothers Wheeled Transport including George Stephenson and Henry Ford</p> <p>Events beyond living memory & the lives of significant individuals in the past.</p> <ul style="list-style-type: none">• 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?	<p>Neil Armstrong & Moon landing</p> <p>Events beyond living memory & the lives of significant individuals in the past</p> <p>Learning about significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none">• What significant thing did Neil Armstrong do?• Why did he do this?• How did he do it?• Why was the moon landing important?			
Geography	<p>Where do I live?</p> <p>Explore the school's grounds - what do they notice?</p> <p>Explore the school's grounds - what do they notice?</p>	<p>How are places different in the UK?</p> <p>Locate and explore the four countries of the United Kingdom and the surrounding seas.</p> <p>Look at the Capital Cities of these four countries.</p> <p>Locate London on a map, learn about the famous</p>	<p>What is the Weather like in the UK?</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use observational skills to log the changes in weather and seasons from spring to summer - weekly observations - map them on a table or</p>			

	Identify the human and physical features around the local area of Stibbard. Develop map skills and attempt to draw/ make maps	landmarks and find human and physical features. Contrast similarities and differences with Stibbard.	draw a weather chart. Consider wild weather from in UK and other countries			
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 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. Design and make a paper toy illusion	How can you build a strong bridge? Structures Begin to build structures, joining components together to create a finished product. Design and make a bridge for the Billy Goats.		What do you need to make a moving vehicle? Mechanisms Design a moon boogie to help Bob with his jobs on the Moon. Investigate how wheels move Evaluate moon buggy	How can you make a smoothie? Cooking and Nutrition Make a fruit salad Research favourite fruit/vegetable Evaluate product. <i>Linked to English - writing instructions</i>	
Flourish Lessons	Being Me in My World 'Who am I and how do I fit?'	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
Music	Hey You! (Old School Hip	Rhythm In The Way We Walk	In The Groove (Blues, Latin, Folk,	Round And Round (Latin Bossa Nova,	Your Imagination (Film, Pop, Musicals)	Reflect, Rewind and Replay

	<p>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>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>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>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>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>(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>Online E-safety/ Multimedia</p> <p>Use technology safely and respectfully, keeping personal information private. Use technology purposefully to create content.</p> <p>How can I log onto a an ipad? How do I open apps? How do I sign into Seesaw? How do I scan a QR code?</p>	<p>Data Handling and Grouping Data</p> <p>Use technology purposefully to create, manipulate and retrieve digital content. This unit introduces pupils to data and information. They will begin by using labels to put objects into groups, and labelling these groups. Pupils will use their ability to sort objects into different groups to answer questions about data.</p>	<p>Multimedia - Digital Paint and Photography</p> <p>Explore the world of digital art and its exciting range of creative tools with your learners. Empower them to create their own paintings, while getting inspiration from a range of other artists.</p>	<p>Technology around us</p> <p>Recognise common uses of information technology beyond school. Develop understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.</p>	<p>Programming: Moving a Robot</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs.</p>	<p>Programming an animation</p> <p>Using on-screen programming through ScratchJr, we will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.</p>
PE	<p>Multi-Skills</p> <p>-basic movements and spatial awareness -sending skills; rolling/throwing</p>	<p>Multi-Skills</p> <p>-receiving skills; catching/gathering -Sending skills; aiming/4control</p>	<p>Dance</p> <p>-shapes solo -artistry (musicality) -partnering shapes -circles solo</p>	<p>Gymnastics</p> <p>-shape -travel -shape -rotation</p>	<p>Athletics;</p> <p>-running/walking -Running over obstacles -throwing for distance</p>	<p>Athletics;</p> <p>-running/walking -Running over obstacles -throwing for distance</p>

	Yoga		-artistry (abstraction) -artistry (making)		-throwing for accuracy -jumping for height and distance -combination jumping	-throwing for accuracy -jumping for height and distance -combination jumping Tennis or Cricket
Outdoor Learning	Apple / blackberry related activities Curiosity objects Conker activities: caterpillar, conker rockets	Bird feeders Stage to perform poems/stories (puppets) Nature Land Art linked to Leaf Man We're Going on a Bear hunt activities	Den making area: sticks, bricks, straw Stories around a campfire	Potting area/ planting Bug Hotel Bug Investigation Milk Bottle Kites	Space role play area moon rocks, space landing Stories around a campfire Fire lighting skills	Large scale weaving outside using the fence Toolwork
Enrichment	Fieldwork - school grounds and village walk for mapping ?? Jewish visit about Shabbat	Fieldwork - local walk - visit the church Trip to Hunstanton Pantomime	Visit from animals ?? Hoot with Me ?? Bug Parc	World Book Day Trip to Norwich Aviation Museum or Railway	Space Day at school for start of topic	Walk to the post box - post letters to large company about palm oil