

## Year 1 Long Term Plan

<b>Topic</b>	<b>Sense Patterns</b>	<b>Toys</b>	<b>Castles</b>	<b>Growing Plants</b>	<b>Weather Watch</b>	<b>A World of Animals</b>
<b>The Big Question</b>	<b>What do we use our senses for?</b>	<b>How can we sort toys?</b>	<b>Why and how were castles built?</b>	<b>How can we can tell plants apart?</b>	<b>How is the weather different and how do we know?</b>	<b>How do scientists sort animals?</b>
<b>Key Text(s)</b>	<b>Happy</b> By Nicola Edwards and Katie Hickey  <b>Orion and the Dark</b> By Emma Yarlett	<b>The Adventures of Egg box Dragon?</b> By Richard Adams  <b>Lost in the Toy Museum</b> By David Lucas	<b>Castles</b> By Maggie Freeman  <b>After the fall</b> By Dan Santat  <b>Rapunzel</b> (Traditional Tales)	<b>The Little Gardener</b> By Emily Hughes	<b>Poles Apart</b> By Liz Miles  <b>Storm</b> By Catherine Baker  Poetry (various texts)	<b>Amazing Animal Survivors</b> By John Townsend  <b>Hey Frog</b> By Piet Grobler
<b>Visits/Experiences</b>	<b>Sign Language Visit</b>	<b>Toy Visit</b>  <b>Christmas Experience: Panto</b>	<b>Battle of Hastings Day</b>	<b>Willow Weaving</b>	<b>Greens windmill</b>	<b>White Post Farm (internal)</b>  <b>Chicken Hatching</b>  <b>Nottingham Liberal Synagogue</b>
<b>Exploratory and Role Play</b>	<b>Health centre Senses area – what’s in the box</b>	<b>Toy shop Toy investigation centre</b>	<b>Castle – to defend Fire to tell stories around Construction to make castles</b>	<b>Collection of leaves, cones etc to sort and investigate Garden centre</b>	<b>Weather vane</b>	<b>Vets Animal research centre</b>
<b>Science</b>  <b>Ongoing- Observe changes across the 4 seasons and weather</b>	<b>Animals including humans – all about me</b>	<b>Exploring everyday materials 1</b>	<b>Exploring everyday materials 2</b>	<b>Plants</b>	<b>Seasonal Changes</b>	<b>Animals including humans – all about animals</b>

associated with each season						
<b>Geography</b>	<b>Identifying the UK and its countries</b>	<b>Human vs physical features – Paddington hunt</b>  <b>Land use of the school playground</b>  <b>Using maps for the first time</b>	<b>Capital cities of the UK</b>  <b>Settlements of castles – where and why.</b>  <b>Fieldwork – Is the field a good place to build a castle?</b>	<b>Land use and settlement</b>  <b>Fieldwork – Which area of school has the most plants?</b>	<b>Using measuring equipment</b>  <b>Comparing hot and cold places</b>  <b>Fieldwork – Which area of school is the warmest/coldest?</b>  <b>Fieldwork – How much does it rain in Hucknall?</b>	<b>Compare animals in hot and cold places</b>  <b>Introducing rivers – Thames vs Trent (locational knowledge)</b>  <b>Fieldwork – which bird feeder attracts the most birds?</b>
<b>History Knowledge</b>	<b>Lives of significant individuals and the contribution to national and international achievements</b> Louise Braille  Granville T. Woods/Lewis Latimer/Thomas Edison	<b>Changes within living memory</b>  Toys over time	<b>Significant historical events, people and places in the locality</b> <b>Look at the chronology and explore.</b>  Castles	<b>Significant historical events, people and places in the locality</b>  Robin Hood	<b>Lives of significant individuals and the contribution to national and international achievements</b>  Inventors and their achievements	<b>Changes within living memory</b>  Working animals over time
<b>Computing</b>	<b>Esafety – SMART rules</b> <b>Logging on</b> <b>Use an art package on a digital device to create an image.</b> <b>Select purposefully and use a variety of tools in a painting package eg the straight line, geometric shapes and flood fill tools.</b> Use 2 draw to design their own jigsaw puzzle. Make the design using 2draw, print, stick on to card and then make into a puzzle using a pattern	<b>Finding Out – Collect data and use 2graph to input the data and present as a bar chart.</b> Use senses information like favourite smells, colours etc Create bar charts vertically and horizontally using 2graph. Interpret the data <b>Use simple navigation tools including hyperlinks, menus, index, forward and back buttons e.tc to explore pre-selected digital information sources purposefully.</b>	<b>Communicating – producing, editing and showing –</b>  <b>Text can be entered and corrected.</b> <b>Text, images and sound may be changed to suit a purpose.</b> Using 2create a story. Set a background and use draw tools to set a scene. Input text, edit and modify. Some may move on to adding sound  Safer internet day (whole school)	<b>Computing Models, simulations, control and programming</b> <b>An algorithm is a sequence of instructions which can control a device.</b> <b>Algorithms are implemented as programs on digital devices.</b> Begin with giving clear instructions to a partner. Use to 2go to input instructions through the maize (1 gives instructions and the partner inputs). <b>Select purposefully and use a variety of tools in a painting package eg the</b>	<b>Digital simulation</b> <ul style="list-style-type: none"><li>• Software and apps can be used to create and edit images.</li><li>• Digital simulation allows users to explore options and make choices.</li></ul> <b>Digital devices aid the drawing of more complex shapes and designs.</b> Using 2DIY the children will invent their own computer game	<b>. Computing Models, simulations, control and programming</b> <b>An algorithm is a sequence of instructions which can control a device.</b> <b>Algorithms are implemented as programs on digital devices.</b> <b>A digital device may be used to simulate a wide range of environments and situations.</b> <b>.Digital simulation allows users to explore options and make choices.</b> Using 2code (first 4 activities) children explore giving clear instructions and

	Shoe box appeal - Create a design for the packaging. 1 square between 2 collaged together to stick on the box	<b>Select programs and apps, navigate screens and menus.</b> <b>Use a search engine.</b> Find out about guide dogs using a search engine and then <a href="https://www.guidedogs.org.uk">https://www.guidedogs.org.uk</a> using the menu bar and the search option		<b>straight line, geometric shapes and flood fill tools</b> Make tree patterns and add a character to the wood Revelation Natural Art.		correcting incorrect or incomplete instructions.
<b>DT</b>	<b>Select from a range of tools and equipment, explaining their choices</b>  Moving toys using simple mechanisms.		<b>Build structures, exploring how they can be made stronger, stiffer and more stable</b> 3D structures Free standing structure – walls and towers. <b>Explore and use mechanisms</b> Make a moving wheelbarrow  Simple mechanism		<b>Prepare simple dishes safely and hygienically, without using a heat source</b>  Healthy diet Preparing healthy menu Healthy lunchbox Picnic on field	
<b>Art</b>	<b>To develop art and design techniques Colour, texture, pattern, shape form and space</b>  Collage – texture and layering Look at the work of Kandinsky 2d shape patterns Piet Mondrian Broadway Boogie Woogie Compare Islamic geometrical patterns, Indian art, paisley designs, tartan, Peruvian fabric design Learn about the colour wheel and practise different colour combinations	<b>To know about the work of a range of artists, and making links to their own work.</b>  Drawing – Children’s Games by Pieter Bruegel the Elder Zoom in and make their own drawings to fit in the picture. Compare with Helen Bradley ‘And Miss Carter Wore Pink’. Draw action figures from stick men. Photography – taking pictures of children playing at playtime and create a photo montage of Beardall in a modern style of Bruegel. Practise use of composition, posing figures	<b>To develop art and design techniques Colour, texture, pattern, shape form and space</b>  Painting – Rapunzel paintings  Sketching and drawing skills  J. W. Turner – castle paintings  PreRaphaelites – John Waterhouse – Fair Rosamund Arthur Rackham – Rapunzel  Rachel Christine Nowicki – Rapunzel	<b>To use a range of materials creatively to design and make products.</b>  3D/Textile – Local artists to come in Weaving with willows? Andy Goldsworthy – natural art using found materials Simple weaving skills Weaving with natural materials; grasses, twigs, etc. Georgia O’Keefe – flowers Working on a large scale; small paper size but big art – replicate in fabric, sewing, painting on fabric.	<b>To use a range of materials creatively to design and make products.</b>  Printing – Graphic design of medals Logos – eg Scotland, Wales etc Pop Art – Roy Lichtenstein Salvador Dali – Chuppa Chups Logo Find out about logos and symbols, design own logo/medal/badge Print using simple potato printing – draw into potato to create a negative design. Use similar technique on SafePrint (polystyrene squares) to develop detail on design.	<b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b>  3D - Clay animals Birds  Look at animal sculptures of Picasso, Elizabeth Frink, North American Totems  Use playdough to practise skills of moulding, shaping, rolling, joining  Use clay to develop shape of animals  Use sketchbooks to plan, design and shape animals.
<b>PE</b>	<b>Dance</b>  <b>Running and jumping</b>	<b>Gymnastics</b>  <b>Multi skills</b>	<b>Dance</b>	<b>Multi skills stations 1-5</b>	<b>Gymnastics</b>	<b>Multi skills stations 6-10</b>

			<b>Attacking and defending</b>	<b>Throwing and Catching</b>	<b>Invasion games</b>	<b>Multi skills stations racket skills</b>
<b>Music</b>	<p><b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></p> <p>How can we make friends when we sing together? Singing</p> <p>Key: C</p> <p>Vocabulary: Crotchets, note, key</p> <p>Musically draws together listening/appraising, composing/improvising and performing skills</p>	<p><b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></p> <p><b>How does music tell songs from the past?</b></p> <p>Christmas Presentation Unit for FS/KS1</p> <p>Singing and performing</p> <p>All children from FS/KS1 involved in learning and performing a 30 minute presentation which includes singing, optional instrumental parts, acting, movement and dance</p>	<p><b>Listen with concentration and understanding to a range of high-quality live and recorded music.</b></p> <p><b>Play tuned and untuned instruments musically.</b></p> <p>How does music make the world a better place?</p> <p>In the Groove Glockenspiel and percussion</p> <p>Key: C</p> <p>Vocab: Crotchets, note, key</p> <p>Improvisation and Composition: Notes C,D and E</p>	<p><b>Identify different groups of instruments. Perform together and follow instructions that combine the musical elements. Choose sounds and instruments carefully and make improvements to their own and others' work</b></p> <p>How does music help us to understand our neighbours? Round and Round Glockenspiel and percussion</p> <p>Key : D minor</p> <p>Vocab: Semibreves, crotchets and minims</p> <p>Improvisation and composition: D, E</p>	<p><b>Identify different groups of instruments. Perform together and follow instructions that combine the musical elements. Experiment with, create, select and combine sounds using the inter-related dimensions of music</b></p> <p>What songs can we sing to help us through the day?</p> <p>Ukulele Course</p> <p>Step – 1 to 4</p> <p>Learn to hold a ukulele Learn to strum an open chord Learn to pluck open strings Learn the names of each string</p> <p>Learn chord: C</p>	<p><b>Experiment with, create, select and combine sounds using the inter-related dimensions of music</b></p> <p>Singing How does music teach us about looking after our planet?</p> <p>Key: C</p> <p>Vocab: Semibreves, crotchets and minims</p> <p>Improvisation and composition: C, D – using instruments and/or clap and sing</p>
<b>PSHE</b>	<b>Relationships</b>		<b>Living in the wider world</b>		<b>Health and wellbeing</b>	
	<p>Roles of Different People; families and feeling cared for Recognising privacy; staying safe; seeking permission How behaviour affects others; being polite and respectful</p>		<p>What rules are; caring for other's needs; looking after the environment Using the internet and digital devices; communicating online Strengths and interests; jobs in the community</p>		<p>Keeping healthy; food and exercise; hygiene and sun safety Recognising what makes them unique and special; feelings; managing when things go wrong How rules and age restrictions help us; keeping safe online</p>	

<b>RE</b>	Caring for myself and others Unit 1.2	Celebrations and Festivals Unit 1:1  (Christmas progression is within this unit)	Beliefs and Teachings Unit 1.3	Easter Progression	Symbols in religious worship and practice Unit 1.4
-----------	---------------------------------------	--	--------------------------------	--------------------	--