Year 1 Long Term Planning 2023-24

| Term | Autumn A (7) |  Autumn B (8) | Spring A (6) | Spring B (5) | Summer A (6) | Summer B (7) |
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| Theme | My World and Me | Toys through Time | Brilliant Bedlington | Through the Keyhole | Medieval Madness | Barnaby’s Big Adventure |
| Story Stimulus | The Tiger who Came to Tea | Traction Man | Beegu | Fairytales: Cinderella, Billy Goats Gruff, The Big Bad Wolf | The Paperbag Princess |  |
| Additional Stories  | Pete the Cat: Rocking in my School ShoesThe Everywhere BearSuper Douper You!  | Dogger I love you Blue Kangaroo We’re going on an elf hunt | Peace At Last Six Dinner SidA House On Every StreetPrivate Parts are Private | Good Little WolfThe Three Billy Goats GruffTrollBilly and the BeastChicken Clicking | Where The Wild Things AreThe Kings PantsSuperpower Like MineAlmost Anything | The go-Away BirdCarribean DreamCops and Robbers Look up!It’s A No Money Day |
| Literacy | Speech Bubbles List writing Simple Narrative Personal Descriptions Autumn Poems | InstructionsRecountsSimple Narrative: Writing an alternative endingCharacter Description Letters  | Beegu: Simple sentence writing Beegu: Instruction Writing Beegu: Sentences about Bedlington Beegu: Setting description using artwork to describe.  | Traditional Tales-Conventions of a fairytaleTraditional Tales-Character descriptionsTraditional Tales-T4W - innovateTraditional Tales-T4W independent | Fantasy settings & CharactersCastle Diary Entry: A day in the life of Non-Chronological Reports: Castle | Stories from other cultures: Caribbean  |
| Maths |  |  |  |  |  |  |
| Science | Our Bodies & Seasonal Changes***Working Scientifically*** *\*Identifying and Classifying* *\*Using observations and ideas to suggest answers to questions**•Observing closely, using simple equipment**\*Gathering and recording data to help in answering questions**\*Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.* | Everyday Materials***Working Scientifically*** *\*Identifying and Classifying* *\*Perform simple tests**\*Using observations and ideas to suggest answers to questions* *\*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 materials* *\*Compare and group together a variety of everyday materials on the basis of their simple physical properties.* | Seasonal Changes***Working Scientifically*** *•Observing closely, using simple equipment**\*Gathering and recording data to help in answering questions**\*Observe changes across the four seasons and describe weather associated with the seasons and how day length varies.* | Animals & Seasonal Changes***Working Scientifically*** *\*Identifying and Classifying* *\*Using observations and ideas to suggest answers to questions**•Observing closely, using simple equipment**\*Gathering and recording data to help in answering questions*\*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 carnivores, herbivores and omnivores\*Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) |  | Plants & Seasonal Changes***Working Scientifically*** *\*Asking simple questions and recognising that they can be**answered in different ways**•Observing closely, using simple equipment**• Performing simple tests**\*Using observations and ideas to suggest answers to questions**\*Gathering and recording data to help in answering questions* *\*Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees* *Identify and describe the basic structure of a variety of common flowering plants, including trees.* |
| History |  | Toys in the PastChanges in living memory*Historical Skills**\*Identify similarities and differences* *\*Wide vocabulary of historical terms**\*Develop an awareness of the past**\*Ask and answer questions**\*Understand how we find out about the past**\*Understand Chronological order* |  | Homes in the Past *Historical Skills**\*Identify similarities and differences* *\*Wide vocabulary of historical terms**\*Develop an awareness of the past**\*Ask and answer questions using known sources**\*Understand how we find out about the past* | Medieval CastlesEvents beyond living memory and the lives of significant people*Historical Skills**\*Identify similarities and differences* *\*Wide vocabulary of historical terms**\*Develop an awareness of the past**\*Ask and answer questions**\*Understand how we find out about the past**\*Understand Chronological order* |  |
| Geography  |  |  | Our Local Area ***Geographical skills and fieldwork****\*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.**\*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* | Homes around the World***Human and Physical Geography******\*****Understand geographical similarities and differences* *\*Identify and compare UK weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles**\*Use basic geographical vocabulary to describe human and physical features* |  | Comparing the UK and the Caribbean***Locational Knowledge****\*Name and locate the world’s seven continents and five**oceans**\*Name, locate and identify characteristics of the four****countries*** *and capital cities of the United Kingdom and its**surrounding seas****Place Knowledge*** *\*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* |
| Computing | Seasonal Changes Photography (Revisited in each season)*Use technology purposefully to create, organise, store, manipulate and retrieve digital content* | Jit Pictures*Use technology purposefully to create, organise, store, manipulate and retrieve digital content* |  | Fairytale Moving Picture Clip art*Use technology purposefully to create, organise, store, manipulate and retrieve digital content* | E-Safety *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 internet or other online technologies.* | Beebot Algorithms*\*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*  |
| Art & Design | Self-Portrait Calendars ***Art Skills***  | Nature Sculpture ***Art Skills*** *To use a range of materials creatively to design and make products* *• Use sculpture to develop and share their imagination • to develop a wide range of art and design techniques in, shape, form and space •**\*About the work of a range of artists and craft makers* Christmas Cards | Colour Chaos***Art Skills*** *To use a range of materials creatively to design and make products* *• to use drawing and painting to develop and share their ideas and experiences* *• to develop a wide range of art and design techniques in using colour, 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.* |  |  | Bernard Hoyes Dancing Lady***Art Skills*** *To use a range of materials creatively to design and make products* *• to use drawing and painting to develop and share their ideas and experiences* *• to develop a wide range of art and design techniques in using colour, 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.* |
| D.T |  |  |  | Fairytale Moving Pictures ***Design****\*Design purposeful, functional based on a design criteria* ***Technical Knowledge****\*Explore and use mechanisms in their products* ***Make*** *\*Select from and use a range of tools and equipment to perform practical tasks****Evaluate*** *\*Explore and evaluate a range of existing products \*Evaluate their ideas and products against design criteria* | Medieval Castle Structure***Design***\*Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups***Make*** *\*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****Technical Knowledge****\*Build structures, exploring how they can be made stronger, stiffer and more stable****Evaluate*** *\*Evaluate their ideas and products against design criteria* | Caribbean Fruit Salads ***Design*** *\*Design purposeful, functional, appealing products for themselves and other users based on design criteria****Cooking and Nutrition*** *\*Use the basic principles of a healthy and varied diet to prepare dishes**\*Understand where food comes from****Make*** *\*Select from and use a range of tools and equipment to perform practical tasks****Evaluate*** *\*Evaluate their ideas and products against design criteria* |
| P.E | Multiskills*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* | Nutcracker Ballet Dancing*Perform dances using simple movement patterns.* | Gymnastics *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* | Throwing and CatchingTeam Games*Master basic movements including throwing and catching, as well as developing agility and co-ordination, and begin to apply these in a range of activities* | Ball skills & Athletics*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* | Football skills & Sports Day*Perform dances using simple movement patterns.* |
| PSHE (See Long Term Plan for more detail) | Caring Friendships/ Respectful Relationships | Mental & Physical Wellbeing | Economic Wellbeing | Families and Keeping Safe  | Online Safety/Online Relationships | Keeping Safe/Shared Responsibility  |
| Music |  |  |  |  |  |  |
| R.E | 1.10 What does it mean to belong to a faith community?  | 1.1 What do Christians believe God is like?  | 1.7 Who is Jewish and how do they live?  |  | 1.2 Who do Christians say made the world?  | 1.9 Why should we care for the world and why does it matter? |
| Curriculum enhancement/Events  | Super Douper You Day! | Xmas Nativity | Writing Week When I Grow Up Day |  | Medieval Day |  |