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 Shoes  The Everywhere Bear  Super Douper You! | Dogger  I love you Blue Kangaroo  We’re going on an elf hunt | Peace At Last  Six Dinner Sid  A House On Every Street  Private Parts are Private | Good Little Wolf  The Three Billy Goats Gruff  Troll  Billy and the Beast  Chicken Clicking | Where The Wild Things Are  The Kings Pants  Superpower Like Mine  Almost Anything | The go-Away Bird  Carribean Dream  Cops and Robbers  Look up!  It’s A No Money Day |
| Literacy | Speech Bubbles  List writing  Simple Narrative  Personal Descriptions  Autumn Poems | Instructions  Recounts  Simple Narrative: Writing an alternative ending  Character 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 fairytale  Traditional Tales  -Character descriptions  Traditional Tales  -T4W - innovate  Traditional Tales  -T4W independent | Fantasy settings & Characters  Castle 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 Past  Changes 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 Castles  Events 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 Catching  Team 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 |  |