

Year 1 Long Term Plan



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driving Theme	All about me!	Weather Patterns	Toys through time	Where we Live	The Monarchy	Our World
Enquiry Question	How am I making history?	What is the weather like in the UK?	How have toys changed?	What is it like to live here?	What is a Monarch?	What is Shanghai like?
Role play/canopy	Health Centre to include opticians, dentist and doctors	Fairy Tales	Toy shop Teddy bears picnic	Animal Habitats	Castles	Explorers/travel
Core Books	Old Bear Jane Hissey	Rapunzel Bethan Woollvin	Hermelin Mini Grey	Where the Wild Things Are Maurice Sendak	Secret of Black Rock Joe Todd-Stanton	Last Wolf Mini Grey
WOW	"Time Capsule" Creation Each child adds something personal: a drawing, photo, letter to their future self, or a small object representing who they are. We will bury or seal the capsule with the plan to open it in a future year (e.g., Year 6)	Meet the Meteorologist ! Children will have the opportunity to ask questions and hear about the wonderful world of weather	Toys through time museum Children will create a classroom museum with sections for different eras, displaying old toys and writing labels or fact cards for each exhibit	Earl Shilton Walking tour Children will take a local walking tour of Earl Shilton, visiting key sites and using clipboards and sketch maps to make observations for their own "Earl Shilton Map Guides"	Step into the shoes of a Monarch Children will dress as kings, queens, princes, or princesses and take part in a royal parade and mini coronation. They will design crowns and coats of arms, write royal decrees, and enjoy a banquet with themed games	Cultural Exchange Day Children will explore Chinese crafts, learn basic Mandarin, and compare traditions with local customs. They'll taste Shanghai-inspired food and may try a simple cooking activity. A guest speaker or videos from Shanghai children might also be included
Maths	<u>Number:</u> Place value within 10 <u>Number:</u> Addition and subtraction within 10	<u>Number:</u> Addition and subtraction within 10 <u>Number:</u> Place value within 20. <u>Geometry:</u> Shape	<u>Number:</u> Addition and subtraction within 20 <u>Number:</u> Place value within 50	<u>Number:</u> Place value within 50 <u>Measurement:</u> length and height <u>Measurement:</u> weight and volume	<u>Number:</u> Multiplication and division <u>Number:</u> fractions <u>Geometry:</u> Position and direction	<u>Number:</u> Place value within 100 <u>Measurement:</u> Money <u>Measurement:</u> Time
English	Finding story sentences Message sentences	Traditional tale sentences Trap sentences	Detective narrative Letter	Portal narrative Information text	Return narrative Diary	Hunting story sentences Recipe sentences

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RE	<u>What do Christians believe God is like?</u> Identify what a parable is. Give an account of what the story means to Christians	<u>Why does Christmas matter to Christians?</u> Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians	<u>What is the 'good news' Christian say Jesus brings?</u> Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news	<u>Who is Muslim and how do they live?</u> Think, talk about and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control	<u>Who is Muslim and how do they live?</u> Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say about them too	<u>What makes some places sacred to believers?</u> Recognise that there are special places where people go to worship and talk about what people do there. Think, talk and ask questions about what happens in a church, synagogue and mosque
Science	<u>Animals including humans</u> Identify, name, draw and label the basic parts of the human body	<u>Plants</u> Identify and name a variety of common plants. Identify ever green and deciduous trees	<u>Everyday materials</u> Distinguish between the object and the material it is made from	<u>Animals including humans</u> Identify and name a variety of common animals. Identify and name common animals who are carnivores, herbivores and omnivores	<u>Seasonal change</u> Observe changes across the four seasons and look at the length of the day through the seasons	<u>Plants</u> Identify and describe the basic structure of a variety of common flowering plants, including trees
History	<u>All about me!</u> Know the difference between past and present in their own life		<u>Toys through time</u> Find answers to questions about the past, through toys		<u>The Monarchy</u> Exploring the role of the Monarch and past and present Monarchs	
Geography		<u>What is the weather like in the UK?</u> Explain how the weather changes with each season		<u>What is it like here?</u> Locate school on an aerial photograph Locate key features of the classroom and playground Draw simple maps		<u>What is Shanghai like?</u> Identify physical and human features of a non European country and to describe what it is like in Shanghai

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Design and Technology	Cooking and Nutrition - Smoothies	Textiles – Puppets (link to Christmas)	Mechanisms – Moving Story Book		Structures – Pencil Pot	Cooking and Nutrition - Smoothies
Art and Design	Painting and Mixed Media – Colour Splash	Drawing – Make Your Mark	Sculpture & 3D – Paper Play (change lesson 4 & 5 to a Teddy Bear)	(Kapow mixed age 1/ 2 cycle A) Drawing – Exploring Line and Shape	Craft and Design – Woven Wonders	
Computing	<u>Computing Systems and Networks - Technology around us</u> Becoming more familiar with the different components of a computer	<u>Creating Media - Digital Painting</u> Exploring the world of digital art and its exciting range of creative tools	<u>Creating Media - Digital writing</u> Begin to understand the various aspects of using a computer to create and change text	<u>Data and Information – Grouping Data</u> Introducing data and information, grouping objects based on their different properties	<u>Programming A - Moving a robot</u> Introducing early programming concepts	<u>Programming B - Introduction to animation</u> Exploring on-screen programming through Scratch Jr
Music	<u>Keeping the pulse – my favourite things.</u> Children explore keeping the pulse together through music and movement, by exploring their favourite things	<u>Tempo the snail and the mouse.</u> In this unit, children use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focusing on fast and slow	<u>Dynamics (seaside)</u> - In this new unit, children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside	<u>Sound patterns - Fairytales</u> This new unit uses fairytales to introduce children to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale	<u>Pitch superheroes</u> - This unit helps the children learn how to identify high and low notes and to compose a simple tune to represent a superhero	<u>Musical symbols - (Under the sea)</u> Children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds
RSE & Health Education	World Mental Health Day Family and relationships	Anti-bullying week Health and Well-being	Safety and the changing body	Citizenship	Economic wellbeing	Healthy schools week Identity and body image
Physical Education	Games - Ball Skills Gymnastics - Flight	Games - Throwing and catching Gymnastics - Points and patches	Dance Jump rope - speed, agility and training	Dance Gymnastics - Rocking and rolling	Games - Bat and ball Athletics	Gymnastics - wide-narrow-curved Games - Partner work