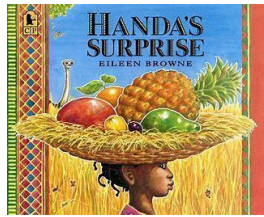


# Long Term Plan- Year One

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
English Text	<p>We're Going on a Bear Hunt</p> 	<p>The Gingerbread Man</p> 	<p>Walking Through the Jungle</p> 	<p>Transport</p> 	<p>Rainforest Animals</p> 	<p>Clean Up!</p> 	
	<p>All about Bears</p> 	<p>Little Red Riding Hood</p> 	<p>Not Now, Bernard</p> 	<p>Emma Jane's Aeroplane</p> 	<p>The Selfish Crocodile</p> 	<p>Peep Inside the Seashore</p> 	
	<p>Superworm</p> 	<p>The Three Billy Goats Gruff</p> 					
	<p>Handa's Surprise</p>					<p>Seaside Poems</p> 	



<b>English</b>	<p>Adjectives to describe (cloud shape code)</p> <p>Nouns (oval shape code)</p> <p>Introduction of Y1 non-negotiables: capital letters, finger spaces, full stops</p> <p>Infer the bear's feelings (We're Going on a Bear Hunt)</p> <p>Character/setting description (Superworm)</p> <p>Write an adapted version of Handa's Surprise</p>	<p>Traditional Tales - to recount.</p> <p>Wanted Poster – noun phrases</p>	<p>Verb use</p> <p>Sequencing a story using adverbs of time (first, next, then, finally) to recount</p> <p>Letter writing (from Bernard to parents about listening skills)</p>	<p>History of ships, lorries, trains, coaches/buses, cars, planes, spacecraft.</p> <p>Non-fiction features: contents page, heading, captions, labels, diagrams</p> <p>Apply knowledge of non-fiction text features to design an information leaflet.</p>	<p>Review non-fiction features: contents page, heading, captions, labels, diagrams</p> <p>Apply knowledge of non-fiction text features to design an information leaflet.</p> <p>Character description</p>	
<b>Maths</b>	<p>* Place value within 10</p>	<p>* Place value within 20</p>	<p>* Addition and subtraction within 20</p>	<p>* Length and height</p> <p>* Weight and volume</p>	<p>* Arrays leading to x</p> <p>* Division as sharing</p>	<p>* Place value within 100</p>

	* Addition and subtraction - within 10 using concrete manipulatives	* Addition and subtraction within 20  * 2D and 3D Shape	* Place value within 50		* Fractions: $\frac{1}{2}$ $\frac{1}{4}$  * Position and direction	* Money (notes and coins)  * Time - half past, 'clock, morning, afternoon, evening, Days of the week, months of the year
<b>Science</b>	<b>Seasonal Change: Autumn, Winter</b>  <b>Animals including humans</b>		<b>Everyday materials</b>  <b>Seasonal Change: Winter, Spring</b>		<b>Seasonal Change: Summer</b>  <b>Plants</b>	
<b>Computing and Digital Skills</b>	<p><b>Online Safety &amp; Exploring Unit 1.1 (4 lessons)</b></p> <p>To log in safely. To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple Mash to find resources. To become familiar with the icons and types of resources available in the Topics section. To start to add pictures and text to work. To explore the Tools and Games section of Purple Mash. To learn how to open, save and print. To understand the importance of logging out.</p> <p><b>Grouping &amp; Sorting Unit 1.2 (2 lessons)</b></p> <p>To sort items using a range of criteria. To begin to think logically about the steps of a process. To sort items on the computer using the 'Grouping' activities in Purple Mash. To introduce the term 'algorithm' to describe logically following a process</p>	<p><b>Animated Story Books Unit 1.6 (5 lessons)</b></p> <p>To introduce e-books and the 2Create a Story tool. To add animation to a story. To add sound to a story, including voice recording and music the children have composed. To work on a more complex story, including adding backgrounds and copying and pasting pages. To share e-books on a class display board.</p>	<p><b>Pictograms Unit 1.3 (3 lessons)</b></p> <p>To understand that data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the results of an experiment.</p> <p><b>Technology Outside School Unit 1.9 (2 lessons)</b></p> <p>To walk around the local community and find examples of where technology is used. To record examples of technology outside school.</p>	<p><b>Lego Builders Unit 1.4 (3 lessons)</b></p> <p>To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result.</p>	<p><b>Maze Explorers Unit 1.5 (4 lessons)</b></p> <p>To understand the functionality of the direction keys. To understand how to create and debug a set of instructions (algorithm). To use the additional direction keys as part of an algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity. To set challenges for peers. To access peer challenges set by the teacher as 2Dos.</p>	<p><b>Coding Unit 1.7 (6 lessons)</b></p> <p>To understand what instructions are and predict what might happen when they are followed. To use code to make a computer program. To understand what object and actions are. To understand what an event is. To use an event to control an object. To begin to understand how code executes when a program is run. To understand what backgrounds and objects are. To plan and make a computer program.</p>

<p><b>History</b></p>	<p><b>Who are we? What can we learn about families?</b></p> <ul style="list-style-type: none"> <li>• Who in my family is from the past and from the present?</li> <li>• How do I know about people in my family from the past?</li> <li>• How is my life similar and different to children in the past?</li> <li>• Who is the King?</li> <li>• How did people celebrate the coronation?</li> <li>•</li> </ul>	<p><b>Toys – What can we learn about toys from the past?</b> (Honeywood Museum)</p> <ul style="list-style-type: none"> <li>• Which toys are from the past and which are from the present?</li> <li>• How do I know a toy is from the past?</li> <li>• How are toys different and the same now compared to the past?</li> <li>• Do we have more time to play now than children did in the past?</li> </ul>		<p><b>Flight – Amy Johnson, Time Peake, The Wright Brothers</b> (Brooklands Museum)</p> <ul style="list-style-type: none"> <li>• Who were the Wright brothers and what were they like?</li> <li>• Why do we remember the Wright brothers?</li> <li>• How do we know that the Wright brothers were successful?</li> <li>• Who was Amy Johnson?</li> <li>• How do we know about Amy Johnson?</li> <li>• How were planes different in the past?</li> <li>• Who is Tim Peake and what did he do?</li> <li>• Why can we now fly into space but the Wright brothers couldn't?</li> </ul>		<p><b>Seaside – how have seaside holidays changed over 100 years?</b> (Seaside Trip)</p> <ul style="list-style-type: none"> <li>• Learn what it was like to go to the seaside 100 years ago.</li> <li>• Learn what people did at the seaside 100 years ago.</li> <li>• Learn how we know about holidays 100 years ago (sources)</li> <li>• Consider: do we go to the seaside now for the same reasons as 100 years ago?</li> <li>• Learn how seaside holidays have changed in 100 years.</li> </ul> <p><b>Seaside – how have seaside holidays changed over 100 years?</b></p>
<p><b>Geography</b></p>	<p><b>Who we are – The British Isles (fact file)</b></p> <ul style="list-style-type: none"> <li>• What are the 4 countries and capital cities on the UK?</li> <li>• Use the 4 compass points to describe where the 4 capital cities are in relation to each other.</li> <li>• What are the seas around the UK called?</li> <li>• What are the physical features of the UK?</li> <li>• What are the human features of the UK?</li> </ul>	<p><b>The British Isles and America (Croydon/Kitty Hawk)</b></p> <ul style="list-style-type: none"> <li>• Where is Croydon and where is Kitty Hawk?</li> <li>• What are some of the landmarks of Croydon and Kitty Hawk?</li> <li>• What are some of the physical and human features of Croydon and Kitty Hawk?</li> <li>• What is the weather like in Croydon?</li> <li>• What is the weather like in Kitty Hawk?</li> <li>• How is the weather similar and different?</li> </ul>	<p><b>The British Isles and Seasides</b></p> <ol style="list-style-type: none"> <li>1. Where are the coasts of the UK? (skill 1 and skill 3)</li> <li>2. What are the human features of the seaside? (skill 3)</li> <li>3. What are the physical features of the seaside? (Skill 3)</li> </ol>			

					Use simple compass points to describe where 4 seaside locations are in relation to London. (skill 2)	
<b>Art and design</b>	<p align="center"><b><u>Drawing- Self portraits</u></b></p> <p align="center"><i>David Zinn, Edgar Mueller, Tracey Lee Stum , Claude Monet</i></p>		<p align="center"><b><u>Painting – Hand Prints</u></b></p> <p align="center"><i>Artist Josef Albers, Yves Klein, Ad Reinhardt</i></p>		<p align="center"><b><u>Collage and painting – Seaside</u></b></p> <p align="center"><i>Henri Matisse, Joaquin Sorolla, Vincent Van Gough</i></p>	
<b>Design Technology</b>	<p><b>Textiles – puppets (toys)</b></p> <ul style="list-style-type: none"> <li>Children design and make their own puppets by sewing the fabric with a needle and thread. (link to history - Toys).</li> </ul>		<p><b>Mechanism – Hot Air Balloon (flight)</b></p> <ul style="list-style-type: none"> <li>Children design and make their own paper mache hot air balloon and paint it. (link to history - flight)</li> </ul>		<p><b>Structures: recycled sculptures (castles and art)</b></p> <ul style="list-style-type: none"> <li>Experiment with construction and joining recycled, natural and manmade materials.</li> <li>Use simple 2D shapes to create 3D form and build a castle.</li> </ul>	
<b>Music</b>	<b>Ourselves and Number</b>	<b>Weather and Season</b>	<b>Our School and Machines</b>	<b>Animals and Patterns</b>	<b>Travel and Water</b>	<b>Story Time and Our Bodies</b>
		Song link - Christmas songs (RE)		Song link - Bones	Song link - We all go travelling by	Song link -
<b>RE</b>	<p><b>Christianity Key People</b></p> <p>What do Christians believe about God? <b>(JIGSAW)</b></p> <p><b>Harvest</b> Little Red Hen</p>	<p><b>Christianity Festivals</b></p> <p>What gifts might a Christian in my town have given Jesus if he had been born here rather than in Bethlehem? <b>(JIGSAW)</b></p>	<p><b>Christianity Places</b></p> <p>Where do Christians worship? <b>(Sutton SACRE)</b></p> <p><b>Church Visit</b></p>	<p><b>Judaism Key People</b></p> <p>Who is God to Jews? <b>(JIGSAW)</b></p> <p><b>Christianity Festivals</b></p>	<p><b>Hinduism Key People</b></p> <p>Who is God to Hindus? <b>(JIGSAW)</b></p> <p><b>Festival (Holi)</b></p>	<p><b>Islam Key People</b></p> <p>Who is God to Muslims? <b>(JIGSAW)</b></p> <p><b>Places (Mosque)</b></p>

				Why was Jesus welcomed like a king or celebrity on Palm Sunday? <b>(JIGSAW)</b>		
<b>PSHE</b>	<b>Being Me in my World</b> <ul style="list-style-type: none"> <li>* Feeling special and safe</li> <li>* Being part of a class</li> <li>* Rights and responsibilities</li> <li>* Rewards and feeling proud</li> <li>* Consequences</li> <li>* Owning the Learning Charter</li> </ul>	<b>Celebrating differences</b> <ul style="list-style-type: none"> <li>* Similarities and differences</li> <li>* Understanding bullying and knowing how to deal with it</li> <li>* Making new friends</li> <li>* Celebrating the differences in everyone</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>* Setting goals</li> <li>* Identifying successes and achievements</li> <li>* Learning styles</li> <li>* Working well and celebrating achievement with a partner</li> <li>* Tackling new challenges</li> <li>* Identifying and overcoming obstacles</li> <li>* Feelings of Success</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>* Keeping myself healthy</li> <li>* Healthier lifestyle choices</li> <li>* Keeping clean</li> <li>* Being safe</li> <li>* Medicine safety/safety with household items</li> <li>* Road safety</li> <li>* Linking health and happiness</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>* Belonging to a family</li> <li>* Making friends/being a good friend</li> <li>* Physical contact preferences</li> <li>* People who help us</li> <li>* Qualities as a friend and person</li> <li>* Self-acknowledgement</li> <li>* Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>* Life cycles – animal and human</li> <li>* Changes in me</li> <li>* Changes since being a baby</li> <li>* Differences between female and male bodies (correct terminology)</li> <li>* Linking growing and learning</li> <li>* Coping with change</li> <li>* Transition</li> </ul>
<b>Wellington PE</b>	<b>Gym: Wide, Narrow...</b>	<b>Ball Skills: Hands 1</b>	<b>Locomotion: Jumping</b>	<b>Ball Skills: Hands 2</b>	<b>Games for Understanding</b>	<b>Games for Understanding</b>
	<b>Locomotion: Running</b>	<b>Gym: Body Parts</b>	<b>Ball Skills: Feet</b>	<b>Dance: Growing</b>	<b>Team Building</b>	<b>Health &amp; Wellbeing</b>
<b>Brasilia PE</b>	<b>Locomotion: Running</b>	<b>Ball Skills: Feet</b>	<b>Ball Skills: Hands 2</b>	<b>Dance: Growing</b>	<b>Health &amp; Wellbeing</b>	<b>Games for Understanding</b>

	<b>Ball Skills:</b> Hands 1	<b>Gym:</b> Wide, Narrow...	<b>Gym:</b> Body Parts	<b>Locomotion:</b> Jumping	<b>Games</b> for Understanding	<b>Team Building</b>
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