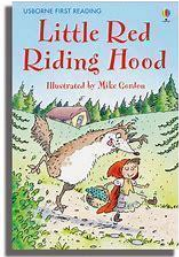
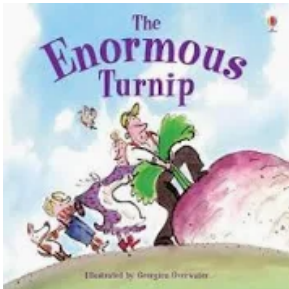
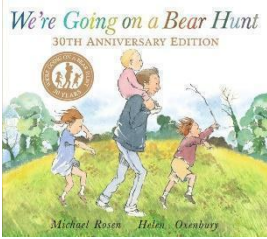

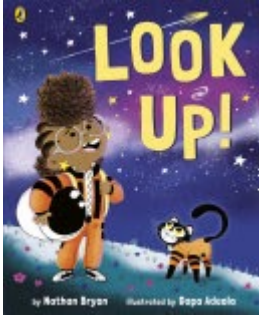
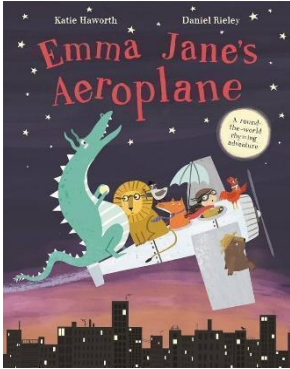
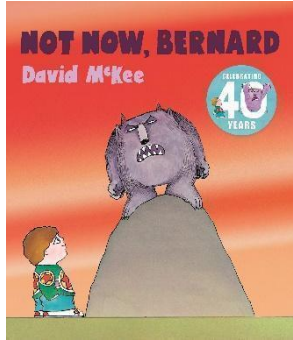

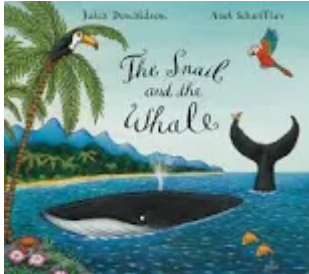
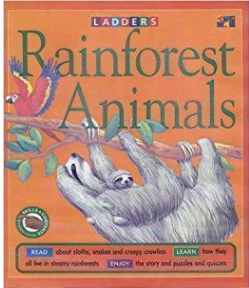
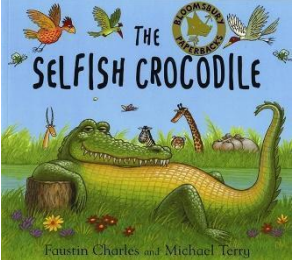


Long Term Plan- Year One

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic			Flight		Seasides	Animals / Castles
English Text	<p>Fairy Tales</p> <p>Little Red Riding Hood</p>  <p>The Enormous Crocodile Turnip</p> 	<p>We're Going on a Bear Hunt.</p>  <p>Bears</p> 	<p>Spring 1 transport- Look Up!</p>  <p>Emma Jane's Aeroplane-</p> 	<p>Not now Bernard!</p>  <p>Social Skills- How to be a kind friend</p> 	<p>Snail and the whale-</p> 	<p>Rainforest Animals</p>  <p>The Selfish Crocodile</p> 

	<p>Hansel and Gretel</p> 	<p>Superworm</p>  <p>The Hungry Caterpillar</p> 	<p>Transport</p> 	<p>The Day the Crayons Quit</p> 	<p>Lighthouse Keepers Lunch</p>  <p>Healthy Eating</p>	
<p>English</p>	<p>Traditional Tales - to recount.</p> <p>Wanted Poster – noun phrases</p>	<p>Adjectives to describe (cloud shape code)</p> <p>Nouns (oval shape code)</p>	<p>Write a postcard about Emma Jane's journey</p> <p>History of ships, lorries, trains, coaches/buses,</p>	<p>Verb use</p> <p>Sequencing a story using adverbs of time (first, next, then, finally) to recount</p>	<p>Review non-fiction features: contents page, heading, captions, labels, diagrams</p> <p>Apply knowledge of non-fiction text</p>	<p>To inform- poster between different animals</p> <p>Character description</p>

	Sequencing a story Using adverbs of time (first, next, then, finally) to recount.	Introduction of Y1 non-negotiables: capital letters, finger spaces, full stops Infer the bear's feelings (We're Going on a Bear Hunt) Character/setting description (Superworm)	cars, planes, spacecraft. Non-fiction features: contents page, heading, captions, labels, diagrams Apply knowledge of non-fiction text features to design an information leaflet.	Letter writing (from Bernard to parents about listening skills) Behaviour/ being kind-sequence and rewrite-Instruct and explain-writing rules for Bernard to behave at home.	features to design an information leaflet. Character description Create a recipe-instruct and explain	
Maths	* Place value within 10 * Addition and subtraction - within 10 using concrete manipulatives	* Place value within 20 * Addition and subtraction within 20 * 2D and 3D Shape	* Addition and subtraction within 20 * Place value within 50	* Length and height * Weight and volume	* Arrays leading to x * Division as sharing * Fractions: $\frac{1}{2}$ $\frac{1}{4}$ * Position and direction	* Place value within 100 * Money (notes and coins) * Time - half past, 'clock, morning, afternoon, evening, Days of the week, months of the year
Science	Seasonal Change: Autumn, Winter Animals including humans: the human body & 5 senses		Everyday materials	Animals including humans: animal groups (Animal workshop)	Seasonal Change: Summer Plants	

Computing and Digital Skills	<p>Online Safety & Exploring Unit 1.1 (4 lessons) 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>Grouping & Sorting Unit 1.2 (2 lessons) To sort items using a range of criteria. To begin to think logically about the steps of a process. To</p>	<p>Animated Story Books Unit 1.6 (5 lessons) 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>Pictograms Unit 1.3 (3 lessons) 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>Technology Outside School Unit 1.9 (2 lessons) To walk around the local community and find examples of where technology is used. To record examples of technology outside school.</p>	<p>Lego Builders Unit 1.4 (3 lessons) 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>Maze Explorers Unit 1.5 (4 lessons) 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>Coding Unit 1.7 (6 lessons) 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>
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	<p>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>History</p>	<p>Who are we? What can we learn about families?</p> <ul style="list-style-type: none"> • Who in my family is from the past and from the present? • How do I know about people in my family from the past? • How is my life similar and different to children in the past? • Who is the King? • How did people celebrate the coronation? • 	<p>Toys – What can we learn about toys from the past? (Honeywood Museum)</p> <ul style="list-style-type: none"> • Which toys are from the past and which are from the present? • How do I know a toy is from the past? • How are toys different and the same now compared to the past? • Do we have more time to play now than children did in the past? 	<p>Flight – Amy Johnson, Time Peake, The Wright Brothers (RAF Museum)</p> <ul style="list-style-type: none"> • Who were the Wright brothers and what were they like? • Why do we remember the Wright brothers? • How do we know that the Wright brothers were successful? • Who was Amy Johnson? • How do we know about Amy Johnson? • How were planes different in the past? • Who is Tim Peake and what did he do? • Why can we now fly into space but the Wright brothers couldn't? 	<p>Seaside – how have seaside holidays changed over 100 years?</p> <ul style="list-style-type: none"> • Learn what it was like to go to the seaside 100 years ago. • Learn what people did at the seaside 100 years ago. • Learn how we know about holidays 100 years ago (sources) • Consider: do we go to the seaside now for the same reasons as 100 years ago? • Learn how seaside holidays have changed in 100 years. 	<p>Seaside – how have seaside holidays changed over 100 years?</p> <ul style="list-style-type: none"> • Learn what it was like to go to the seaside 100 years ago. • Learn what people did at the seaside 100 years ago. • Learn how we know about holidays 100 years ago (sources) • Consider: do we go to the seaside now for the same reasons as 100 years ago? • Learn how seaside holidays have changed in 100 years. 	

Geography	Who we are – The British Isles (fact file) <ul style="list-style-type: none"> • What are the 4 countries and capital cities on the UK? • Use the 4 compass points to describe where the 4 capital cities are in relation to each other. • What are the seas around the UK called? • What are the physical features of the UK? • What are the human features of the UK? 		The British Isles and America (Croydon/Kitty Hawk) <ul style="list-style-type: none"> • Where is Croydon and where is Kitty Hawk? • What are some of the landmarks of Croydon and Kitty Hawk? • What are some of the physical and human features of Croydon and Kitty Hawk? • What is the weather like in Croydon? • What is the weather like in Kitty Hawk? • How is the weather similar and different? 	The British Isles and seashores <ol style="list-style-type: none"> 1. Where are the coasts of the UK? (skill 1 and skill 3) 2. What are the human features of the seashore? (skill 3) 3. What are the physical features of the seashore? (Skill 3) 4. Use simple compass points to describe where 4 seashore locations are in relation to London. (skill 2) 	The British Isles and seashores <ol style="list-style-type: none"> 5. Where are the coasts of the UK? (skill 1 and skill 3) 6. What are the human features of the seashore? (skill 3) 7. What are the physical features of the seashore? (Skill 3) 8. Use simple compass points to describe where 4 seashore locations are in relation to London. (skill 2)
Art and design	Chalk self portraits David Zinn Edgar Mueller Tracey Lee Stum	Family painting Georgia O’Keeffe Vincent Van Gough Claude Monet	Handprints Josef Albers Yves Klein Ad Reinhardt	Seashore landscape – collage Matisse Joaquin Sorolla Vincent Van Gough	
Design Technology	Textiles – puppets (toys) <ul style="list-style-type: none"> • Children design and make their own puppets by sewing the fabric with a needle and thread. (link to history - Toys). 		Mechanism – Hot Air Balloon (flight) <ul style="list-style-type: none"> • Children design and make their own paper mache hot air balloon and paint it. (link to history - flight) 	Structures: recycled sculptures (castles and art) <ul style="list-style-type: none"> • Experiment with construction and joining recycled, natural and manmade materials. • Use simple 2D shapes to create 3D form and build a castle. 	

Music	Ourselves and Number	Weather and Season Song link - Christmas songs (RE)	Our School and Machines	Animals and Patterns Song link - Bones	Travel and Water Song link - We all go travelling by	Story Time and Our Bodies Song link -
RE	Christianity What do Christians believe about God? Creation, God the Father as an introduction to the Trinity. (Workshop)	Christianity What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Incarnation, God the Son – continuation of introduction to the Trinity.	Judaism (Church Visit)	Christianity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Hinduism Key People – Brahma, Krishna Writings & Festival: Holi (Colour run)	Islam Key People – Prophet Mohammad Places of Worship - Mosque
PSHE	Being Me in my World <ul style="list-style-type: none"> * Feeling special and safe * Being part of a class * Rights and responsibilities * Rewards and feeling proud * Consequences * Owing the Learning Charter 	Celebrating differences <ul style="list-style-type: none"> * Similarities and differences * Understanding bullying and knowing how to deal with it * Making new friends * Celebrating the differences in everyone 	Dreams and Goals <ul style="list-style-type: none"> * Setting goals * Identifying successes and achievements * Learning styles * Working well and celebrating achievement with a partner * Tackling new challenges * Identifying and overcoming obstacles 	Healthy Me <ul style="list-style-type: none"> * Keeping myself healthy * Healthier lifestyle choices * Keeping clean * Being safe * Medicine safety/safety with household items * Road safety * Linking health and happiness 	Relationships <ul style="list-style-type: none"> * Belonging to a family * Making friends/being a good friend * Physical contact preferences * People who help us * Qualities as a friend and person * Self-acknowledgement * Being a good friend to myself 	Changing Me <ul style="list-style-type: none"> * Life cycles – animal and human * Changes in me * Changes since being a baby * Differences between female and male bodies (correct terminology) * Linking growing and learning * Coping with change * Transition

			* Feelings of Success		Celebrating special relationships	
Wellington PE	Gym: Wide, Narrow...	Ball Skills: Hands 1	Locomotion: Jumping	Ball Skills: Hands 2	Games for Understanding	Games for Understanding
	Locomotion: Running	Gym: Body Parts	Ball Skills: Feet	Dance: Growing	Team Building	Health & Wellbeing
Dublin PE	Ball Skills: Hands 1	Locomotion: Running	Gym: Body Parts	Locomotion: Jumping	Dance: Growing	Health & Wellbeing
	Gym: Wide, Narrow...	Ball Skills: Feet	Ball Skills: Hands 2	Team Building	Games for Understanding	Games for Understanding
Brasilia PE	Locomotion: Running	Ball Skills: Feet	Ball Skills: Hands 2	Dance: Growing	Health & Wellbeing	Games for Understanding
	Ball Skills: Hands 1	Gym: Wide, Narrow...	Gym: Body Parts	Locomotion: Jumping	Games for Understanding	Team Building