

## Long Term Plan

**Year: 1**

Term	Term 1	Term 1	Term 2	Term 2	Term 3	Term 4	Term 5	Term 6	Term 6
<b>Topic</b>	Settling into KS1	Me and my town	The Great fire of London	Artists study	Significant people in history	Moving Toys	The environment around us	Healthy Living	Castles
<b>Subjects Covered</b>	PSHE and citizenship	Geography	History Criminal Responsibility	Art and Design	History	Science, Humanities and Design and Technology	Science, humanities, art and design	Science, Geography, art and design and DT	Citizenship and Literacy
<b>Driving Question(s)</b>	What makes a good friend?	Why should people visit Banbury?	How could the Great Fire of London have been prevented?	How could we, as Year 1 artists, create a masterpiece to be enjoyed by others in an art gallery?	How can we improve our school to make sure everyone's health is looked after?	Could we, as designers, build a toy that moves for EY children?	How could we, as scientists, prove that shadows exist?	How can we encourage people to lead a healthy lifestyle?	Why are castles important to Britain?
<b>Aspirations Condition</b>	Belonging Consideration	Confidence to Take Action Resilience	Respect	Fun & Excitement Motivation	Heroes Respectful	Curiosity & Creativity Imaginative	Horley Visit	Confidence to take Action	Spirit of Adventure Bravery
<b>21st Century skills</b>	Communication, resilience, collaboration	Sense making, communication, creative and adaptive thinking	Sense making Collaboration	Productivity / accountability, resilience, sense making	communication, cross-cultural competency, cognitive load management	collaboration, creative & adaptive thinking, resilience	productivity / accountability, transdisciplinary, sense making	Resilience Sense making transdisciplinary	Collaboration, media literacy, entrepreneurialism
<b>Business/Careers links</b>					Fireman/police/nurse visit				
<b>National Trust experience</b>				Wild art Visit forest	Barefoot walk	Fly a kite	Climb a tree Build a den Camp night Forest school		Planting seeds
<b>Community link</b>					Fireman/police/nurse visit				
<b>Trip/Visitor (inc. cost)</b>		Local Walk and Trip to the Park Free	Fire Service	Library Trip Salcey Forest Trip £4.50	Local visits & visitors in – police, firemen etc Free	Museum trip £4.50	Horley Trip £2.00	Talking to Karen to cook about how she ensures the food is healthy	Warwick Castle
<b>SMSC</b>	Social, moral:	Cultural-	Moral and	Spiritual:	Moral: being	Being curious	Appreciation of	Respect for our	Spiritual:

	being honest	difference in our community	social	appreciating work of others and work of artists	kind and treating others with respect	and technology and how it works	the world around us	bodies and food from different cultures	reflecting on how things have changed and why?
<b>British Values</b>	Rule of law- following rules in school and our class	Respect and tolerance of others in our community	Respecting fire service and their bravery - appreciation	Individual liberty: Making choices about their own art	Respect and treating everybody fairly and equally	Democracy- working together to share ideas	Respecting the environment around us	Responsibility to keep ourselves healthy	Rule of law in the castles
<b>Maths</b>	Number place value to 10	Place value Addition and subtraction	Geometry: shape	Number place value to 20	Addition and subtraction to 50 Length and height	Multiples of 2,5 and 10 Measurement for length, height, weight and volume	Multiplication and division Fractions	Geometry: position and direction Number place value to 100	Money Time
<b>English Writing</b>	Revisit ELG writing statements -Short burst writing linked to text (basic sentences)	Write a problem and resolution story: The Noisy Boat Poetry: If I had Wings		To write a Journey Story:The Gruffalo	To write an information text:People who help us	Write an explanation: How to make a moving toy Poetry	Write a Warning Story: Little Red Riding Hood		Write a defeating a Monster: Jack and the Beanstalk Write a recount
<b>English Reading</b>	Revisit ELG reading objectives - reading sentences from text and in guided reading	Funny Bones by Allan Ahlberg	The Day the Crayons Quit by Oliver Jeffers		Non fiction: People who help us ???	Dogger - Shirley Hughes	The True Story of the Three Little Pigs by Jon Scieszka		Non fiction: Fruit and Vegetables by Izzi Howell
<b>Class Novel/ texts</b>	Julia Donaldson texts	Julia Donaldson texts	Where the wild things are Things are lost and found Traditional tales	Where the wild things are Things are lost and found Traditional tales	The tiger who came to tea Beegu	The story tree Fairy tales	The puffin book of fantastic poems	The Twits	The Twits
<b>Phonics</b>	Review set 2 (ay, ee, igh, ow, oo,oo, ar, or, air, ir, ou, oy)	Introduce Set 3 (ai, ea, oa, ew)	Introduce Set 3 (oi, ow, aw, er, ur)	Introduce Set 3 (oe, ie, au, ey (e), ey (a), y, e, ph, wh)	Introduce Set 3 (a-e, e-e, i-e, o-e, u-e)	Introduce Set 3 (are, ire, ear, ure, tious, cious, tion)	Review Set 2 and 3 (Phonics Screening Check)	Recap and Learn Set 1,2,3, Red Words	Recap and Learn Set 1,2,3, Red Words
<b>Science</b>		Name the seasons and identify weather Name trees Introduce senses	(Discuss materials linked to buildings)	Name and classify different animal groups	Label the parts of the Human Body that we can see and its senses	Materials and properties	How trees have changed over time -science of seasons and weather		Investigating materials linked to properties comparing

									Plant and tree names and features
<b>ForestSchool</b>	Animals, plants, seasons focus								
<b>Computing</b>		Programming: Plan a journey for a toy <b>E-safety:</b> Keeping passwords safe.		Programming: Create instructions <b>E-safety:</b> age appropriate games	Using a keyboard to type and use websites to find out information <b>E-safety:</b> knowing who to go to if they feel unsafe online	Saving and retrieving digital content <b>E-safety:</b> Keep personal information private	Using technology to Collect information including photos, videos and sounds <b>E-Safety:</b> consequences		Using technology to create ideas <b>E-safety</b> dealing with pop up and search engines safely
<b>History</b>		Banbury Cross	The Great Fire of London:Event beyond living memory		Study of Florence Nightingale and her achievements: fact and opinion	Toys in the past:Recognise the difference between past and present objects	(recap Great fire of London linked to materials)		Castles including kings and Queens: Crime and Punishment Dungeons in the Tower of London (recap Kings and Queens and The Great Fire of London)
<b>Geography</b>	Locating where Monkeys come from and the climate in those countries	<b>Map Skills:</b> Using and drawing basic maps Locating and investigating key physical and human features of the local environment and the countries and capital cities that make up the United Kingdom. <b>Field Work:</b> locating features	Recap capital of England and locate on map.	Locate countries on a globe or map linked to artists  <b>Field Work:</b> Tree observations seasonal changes	Using a globe/atlas to locate countries involved in the Crimean War	<b>Field Work:</b> Tree observations seasonal changes	Seasons Weather investigation (2 weeks separate block including ICT,weather symbols, countries and capital cities in the UK)  Recap four countries and capital cities of the UK and weather patterns/symbols	Where does your food come from?  <b>Map Skills:</b> Can locate the countries on a globe/atlas  <b>Field Work:</b> Tree observations seasonal changes	Physical features: hill, cliff, river and sea  Links to capital cities  <b>Map Skills:</b> Devising maps and using keys  Recap and compare of castles in capital cities of the UK

		Tree observations seasonal changes							
<b>Art &amp; Design</b>		Self portraits: line drawing  Leaf printing and rubbings  Autumn tree observations	Colour mixing and sketching	<b>Artist Study:</b> Andy Goldsworthy: shape, space <b>and texture</b> and Van Gogh: Painting and colour Winter tree observations		Spring tree observations (budding)		Summer tree observation  Drawing trees observational line drawing: pattern and line (Recap Van Gogh- trees)	
<b>DT</b>	Design and make a hat that fits your head		Design and build a building		Explore properties of materials to create a model of a lamp	<b>Mechanisms:</b> Design and make a product that moves	<b>Structures</b> Design and make a house:	<b>Cooking and nutrition:</b> Healthy eating - balanced diet	Design and make a castle
<b>PE</b>	<b>Games:</b> throwing and catching Focus: Teamwork	<b>Games:</b> throwing and catching Focus: coordination <b>Gymnastics:</b> travelling and balancing on different ways Focus: Balance		<b>Games:</b> Throwing, kicking and catching with control Focus: Team games - attacking and defending <b>Dance:</b> composing a short dance routine with control	<b>Games:</b> bat and ball games <b>Dance:</b> Moving to music with control using space safely	<b>Games:</b> defending tactics <b>Gymnastics:</b> rolling, curling, balancing and travelling in different ways Focus: Balance and agility	<b>Games:</b> batting skills <b>Gymnastics:</b> composing a short sequence, perform and evaluate Focus: Agility, balance and coordination		<b>Athletics:</b> speed bounce, vortex, sprinting <b>Dance:</b> showing a contrast in movements and plan and perform a short sequence Focus: Agility, balance and co-ordination <b>Swimming:</b> water confidence
<b>Music</b>	Using voices to learn songs and chants e.g walking through the jungle	Use body percussion and instruments to sequence sounds for a composition		Experiment with different sounds with their voices and instruments	Group compositions	Respond to different moods in music	Choose sounds to represent meaning		Group compositions
<b>MfL</b>	Listening to Spanish	Locate Spain on globe/atlas		Numbers to 5	Numbers to 10		Colours		What is your name? My name is...
<b>PSHE/SRE</b>	Listening to each other Getting to know you activities	What makes us special? Managing our feelings in	Strategies to solve disagreements Understanding similarities and		Being a kind and caring person Recognise unkind	The importance of money: spending and saving	Keeping ourselves physically safe	Keeping oursel  Keeping ourselves fit	

