



Long Term Plan

2021/2022

Year 1

Subject	Autumn Term 1	Autumn Term 2		Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Ocean Life	Julia Donaldson	Autumn	Superheroes	Plants and Gardens	Colour, light and dark	
Festivals	Bonfire Night	Christmas		Chinese New Year Easter Mother's Day		Father's Day	
English	Animals in traditional tales and fairy tales. <i>Three Little Pigs.</i> <i>Red Riding Hood.</i> <i>Goldilocks and the Three Bears.</i>	Non Fiction: Information Texts		Imaginary and fantasy worlds	Non Fiction: Instructions Imaginary and fantasy worlds Stories in familiar settings	Poetry	Stories from other cultures
Science	<p>Animals including humans 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) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Seasonal Changes- Autumn Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>		<p>Materials 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.</p> <p>Seasonal Changes- Spring Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>		<p>Plants 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.</p> <p>(Plant a marigold or nasturtium).</p>		<p>Working Scientifically- Use topic work to emphasise the use of working scientifically</p> <p>Seasonal Changes- Summer Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>
Geography	<p>Weather & Seasons (Links to Science) Identify seasonal and daily weather patterns in the United Kingdom. Use maps to identify the UK.</p>		<p>Weather & Seasons (Links to Science) Identify seasonal and daily weather patterns in the United Kingdom. Use maps to identify the UK.</p>		<p>Geographical Skills Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human</p>		<p>Introduction to the United Kingdom Use world maps, atlases and globes to identify the United Kingdom and its countries,</p>

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				and physical features of its surrounding environment.		as well as the countries, continents and oceans studied at this key stage ☑ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
History	Our Own History.	Bonfire Night Festival Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.	Queen Elizabeth II The lives of significant individuals in the past who have contributed to national and international achievements. Events beyond living memory that are significant nationally or globally.		Great Fire of London Events beyond living memory that are significant nationally or globally.	Sir John Barrow Significant historical events, people and places in their own locality.
Art (Art is carried out throughout topic)	Animal Clay Models To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Yayoi Kusama Exploration of shape and pattern.	The Hoard Sculptures To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Andy Warhol Pop art and printing techniques using a variety of colours and tones.	Links with topic. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Matisse 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. Children will explore different paper cutting skills.
DT	Smoothies Design purposeful, functional, appealing products for themselves and other users based on design criteria	Christmas Stocking Stitching Select from and use a wide range of materials and components, including construction		Dioramas Understand and use mechanical systems in their products [for example, gears, pulleys,		

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	<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p> <p>Scenery- Julia Donaldson Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>materials, textiles and ingredients, according to their characteristics.</p>		<p>cams, levers and linkages]</p>		
<p>Computing</p>	<p>'I' Compute</p> <p>iAlgorithm</p> <ul style="list-style-type: none"> -understand what algorithms are; how they are how implemented as programs on digital device -understand that programs execute by following precise and unambiguous instructions -use logical reasoning to predict the behaviour of simple programs create and debug simple program 		<p>'I' Compute</p> <p>iData</p> <ul style="list-style-type: none"> -use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>iProgram</p> <ul style="list-style-type: none"> -understand what algorithms are; how they are how implemented as programs on digital devices. -recognise common uses of information technology beyond school 		<p>'I' Compute</p> <p>iModel</p> <ul style="list-style-type: none"> -use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>iSafe</p> <ul style="list-style-type: none"> -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 	

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	iWrite -To recognise that text can be created in a number of ways -To use word processing software to create text -To understand that a computer can be connected to a printer -To select and insert text into a word processing application -To open and save a word processing document -To understand the value of using a word processor to produce text		-understand that programs execute by following precise and unambiguous instructions -use logical reasoning to predict the behaviour of simple programs -create and debug simple programs		-identify a range of ways to report concerns about content and contact	
PE	Gym		Dance		Games	
PSHE	Healthy eating		Relationships		Living in the wider world	
Music Charanga	Hey You, Rhythm in the way we walk. Banana Rap Christmas Show		In the groove Round and round		Your imagination Reflect, rewind and replay	
RE	Bible Story: <i>Jonah and the Whale.</i> Open the Book (Bible Stories).	Bible Stories: <i>The Nativity</i> Christian Worship. Visit to a church.	Open the Book (Bible Stories).	Bible Story: <i>The Easter Story.</i> Open the Book (Bible Stories).	Bible Story: <i>David and Goliath.</i> Open the Book (Bible Stories).	Buddhism Religious and cultural practices 'In the life of...' A visit to Conishead Priory. Celebrations.