

Year 1

2023-2024 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Experience	Forest schools	Making fire Christmas play	Dragon dancing workshop	Easter egg hunt Visit to Bodelwyddan Castle	Church visit	Sport's Day Manchester Airport French day
English	<p><u>Fiction</u></p> <p>Nibbles the Book Monster Goldilocks and the three bears Little Red Riding Hood Jack and the Beanstalk The Gruffalo</p> <p><u>Shared Reading</u></p> <p>Goldilocks and just the one bear Where the wild things are Bog Baby</p>	<p><u>Fiction</u></p> <p>Vlad and the Great Fire of London Once upon a dragon's fire</p> <p><u>Non-fiction</u></p> <p>The Great Fire of London</p> <p><u>Additional English through History opportunities</u></p> <p>Guy Fawkes Great Fire of London Christmas story</p> <p><u>Shared Reading</u></p> <p>I'm the fire engine driver How rabbit stole the fire Mog's Christmas Calamity</p>	<p><u>Fiction</u></p> <p>The Runaway Wok Goldyluck and the three pandas The Great Race Winnie and Wilbur at Chinese New Year</p> <p><u>Non-fiction</u></p> <p>Chinese New Year</p> <p><u>Geography through English</u></p> <p>China</p> <p><u>Shared Reading</u></p> <p>Lin Yi's Lantern How to catch a dragon Non-fiction China texts</p>	<p><u>Fiction</u></p> <p>Little Elizabeth – the young princess who became queen The Queen's Handbag What the ladybird heard on holiday</p> <p><u>Non-fiction</u></p> <p>London Text</p> <p><u>Shared Reading</u></p> <p>Tower Bridge cat Paddington at the Tower London Text</p>	<p><u>Fiction</u></p> <p>Tad Bloom The Tin Forest The growing story</p> <p><u>Non-fiction</u></p> <p>Plants and growing</p> <p><u>Shared Reading</u></p> <p>Jack and the baked beanstalk It starts with a seed Oliver's vegetables</p>	<p><u>Fiction</u></p> <p>Lost and Found Diary of a Wombat One day on our Blue Planet In the Rainforest Bring the rain to the Kapiti plain</p> <p><u>Non-fiction</u></p> <p>Information texts A range of non-fiction books about continents</p> <p><u>History through English</u></p> <p>Christopher Columbus</p> <p><u>Shared Reading</u></p> <p>Handa's Hen Roar! The koala that could</p>
Maths	<p><u>White Rose</u></p> <p>Place value within 10</p> <p>Addition and subtraction within 10</p>	<p><u>White Rose</u></p> <p>Addition and subtraction within 10</p> <p>Shape</p>	<p><u>White Rose</u></p> <p>Addition and subtraction within 20</p> <p>Place value within 50</p>	<p><u>White Rose</u></p> <p>Place value within 50</p> <p>Length and height</p>	<p><u>White Rose</u></p> <p>Multiplication and division Fractions Position and Direction</p>	<p><u>White Rose</u></p> <p>Place value within 100 Money Time</p>

		Place Value to 20		Weight and volume		
P.E	Invasion Games Ball skills Throwing, catching, rolling, scoring, Dodge ball	Gymnastics Landmark shapes Different types of rolls – Teddy roll, Pike roll, Tuck roll	Dance Dragon dances Chinese dances	Gymnastics	Athletics Sport's Day prep	Ball skills Net and Wall Tennis Rounders Sport's Day
Faiths and Cultures	<u>Christianity</u> The Creation What does it mean to belong?	<u>Christianity</u> Christian symbols Celebrating Christmas The meaning of Christmas to Christians.	<u>Islam</u> How and why are Allah and Muhammad (PBUH) important to Muslims?	<u>Islam</u> How do Muslims express new beginnings? Christianity Easter story	<u>Christianity</u> Special places, special people Church visit Looking after the world	How is light used in religion Candle Stain glass window
History	Local area to link with Geography	<u>Lives of significant individuals:</u> Guy Fawkes Concepts of monarchy and parliament <u>Events beyond living memory:</u> Great Fire of London Gunpowder plot Samuel Pepys London past and present	-	<u>Use artefacts and historical places</u> What is a monarch? Bodelwyddan Castle to find out about the past Queen Elizabeth King Charles	<u>Changes within living memory:</u> Label timelines Use vocab past/present/newer/ Older Growing up/changes/Peepo	<u>Lives of significant individuals:</u> Christopher Columbus
Geography	<u>Human and Physical Features of Chester</u>		<u>Similarities and Differences of U.K and China</u>	-	-	<u>Oceans and Continents</u> To investigate places -

	<p><i>Ariel View</i> Devise a simple map and use and construct basic symbols as a key. Use simple grid references. Identify land use around the school.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds. Develop contextual knowledge of Chester and the key human and physical features of its surroundings.</p> <p>Investigate places Ask and answer geographical questions Identify the key features Use simple fieldwork and observational skills Forest schools</p>		<p>To compare and contrast a small area of the United Kingdom with that of a non-European country (China)</p> <p>Understand where China is located in the world and find China on a world map or globe. Locate the capital city, some main cities and oceans. Understand what some aspects of Chinese life is like.</p>			<p>Name and locate the world's oceans and continents</p> <p>Investigate patterns - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator</p> <p>Awareness of the key features around the world including their own towns and villages (Chester). How the weather and different climates affect the way people live and how they build and develop their immediate environments to gain maximum benefit. Explore the built and the natural environment.</p>
<p>- -</p> <p>Science</p> <p>Seasonal Change throughout the year</p>	<p>Season - Autumn</p> <p><u>Plants</u> Identify and name a variety of garden plants and trees Deciduous and evergreen Label different parts of a tree Seasons - Autumn</p>	<p><u>Everyday materials</u> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. Describe the simple physical properties of materials.</p>	<p>Season - Winter</p> <p><u>Weather</u> Observe and describe weather associated with the seasons and how day length varies Make a rain gauge Observe weather over time Seasons - Winter</p>	<p>Season - Spring</p> <p>Seasons – Spring Properties of materials</p>	<p><u>Plants</u> Identify and name a variety of common wild and garden plants Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Season - Summer</p> <p><u>Animals, including humans</u> Identify and name animals (fish, amphibians, reptiles, birds and mammals) Identify and name animals that are</p>

	<p><i>Maths – cross curricular – sorting and counting leaves</i></p>	<p><i>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</i></p> <p><i><u>Working scientifically</u></i></p> <p><i>Fire/heat/melting</i></p> <p><i>Toasting marshmallows.</i></p> <p><i>Melting chocolate.</i></p> <p><i>Chocolate cooling down.</i></p>	<p><i><u>Measuring rainfall – maths- cross curricular</u></i></p>		<p><i>Maths cross curricular – measure a group sunflower competition</i></p>	<p><i>carnivores, herbivores and omnivores</i></p> <p><i>Describe and compare the structure of a variety of common animals</i></p> <p><i>Look at animals from different countries – e.g Arctic – explore ice</i></p> <p><i>Seasons - Summer</i></p>
Computing	<p><i>E-Safety</i></p> <p><i>My Online Life</i></p> <p><i>Improving children’s knowledge of the risks of their online lives and to develop skills when using online services.</i></p> <p><i>Online safety</i></p>	<p><i>E-Safety</i></p> <p><i>Minibeasts</i></p> <p><i>Taking good quality photographs on an iPad.</i></p> <p><i>Organise and store their digital work.</i></p> <p><i>Collect and sort data.</i></p> <p><i>Recognise the ways we use technology in our classroom, home and community.</i></p> <p><i>Use a search engine and communicate politely via the internet.</i></p> <p><i>News reports of The Great Fire of London</i></p>	<p><i>E-Safety</i></p> <p><i>What is a computer</i></p> <p><i>Follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem.</i></p> <p><i>Independently debug simple sequence errors in a program.</i></p> <p><i>Use logical reasoning to predict the outcome of simple programs.</i></p> <p><i>Online safety</i></p>	<p><i>E-Safety</i></p> <p><i>Modern Tales</i></p> <p><i>Recognise the ways we use technology in our classroom, home and community</i></p> <p><i>Understand something online may upset and know where to find help it anything does.</i></p> <p><i>Describe how to behave online in ways that do not upset others and can give examples</i></p> <p><i>know the rules of using technology at home or in school</i></p> <p><i>Explain what personal information is and give examples of it.</i></p>	<p><i>E-Safety</i></p> <p><i>Creating a news report using green screen</i></p> <p><i>Carry out basics with technology.</i></p> <p><i>Use technology to create and present my ideas.</i></p> <p><i>Communicate politely via the internet.</i></p> <p><i>Organise and store my digital work.</i></p> <p><i>Algorithms</i></p>	<p><i>E-Safety</i></p> <p><i>Unit: My friend the robot</i></p> <p><i>Carry out basics with technology.</i></p> <p><i>Take a good quality photograph and video on an iPad/digital camera.</i></p> <p><i>Follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem.</i></p> <p><i>Independently debug simple sequence errors in a program.</i></p> <p><i>Use logical reasoning to predict the outcome of simple programs.</i></p>

				Label pictures linked to materials		<p>Create algorithms that can be turned into a program using a robot or digital device.</p> <p>Use technology to create and present my ideas.</p> <p>Organise and store my digital work.</p> <p>Recognise the ways we use technology in our classroom, my home and community.</p> <p>Communicate politely via the internet.</p>
Art	<p>Hockney drawings</p> <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Mix and match colours to artefacts and objects</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour</p>				<p>Van Gogh - sunflowers</p> <p>Collage</p> <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p>	<p>Aboriginal art-pointillism/painting</p> <p>Painting</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Work on different scales.</p> <p>Mix secondary colours and shades Use different types of paint.</p> <p>Create different textures e.g. use of sawdust.</p>
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		3D Tudor House Structure	Food technology Chinese food	Design and make a drawbridge		
Music	Identify sounds and explore Use sounds to illustrate a story	Vocal and instrumental sounds Long and Short sounds Christmas Play songs and instrumentals	Exploring pulse and rhythm: identify a pulse, control a pulse, fast/slow, clap out rhythms, combine pulse & rhythm	Using graphic scoring: creating symbols to represent sounds, - playing from graphic scores, writing graphic scores	Exploring timbre, tempo and dynamics. How scoring can be changed	Using sounds for effect Creative sound pictures
PSHE	Get Head-smart	Don't forget to let love in	Too much selfie isn't healthy	Don't hold on to what is wrong	Fake is a mistake	'No way through' isn't true