

Long- Term Planning Year 1

Subject	Autumn	Spring	Summer
English 	Cave Baby Labels and captions, informal letters <u>Narrative re-telling</u> Astro Girl Writing in role, commands, 'how to' guides <u>fact file about being an astronaut</u>	Lost and Found Character descriptions, retellings, advice, instructions, non-chronological reports & <u>own version 'losing/finding' narrative</u> Billy and The Beast Wanted posters, summary, emails, character descriptions, recipes <u>Own version 'defeat a monster' narrative</u>	The Odd Egg Short guide, thought bubbles, awards, letter, predictions, congratulations cards <u>Egg-spotter's guide (non-fiction report)</u> The Seasaw Writing in role, notes of advice, missing posters, diary entries, letter of thanks. <u>Own version narrative</u>
Maths 	Block One: Place Value (within 10) - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number - Compare numbers using and = signs - Read and write numbers from 1 to 20 in numerals and words Block Two: Addition and Subtraction (within 10) - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer) - Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs - Represent and use number bonds and related subtraction facts within 20 - Add and subtract 1-digit and 2-digit numbers to 20, including zero	Block One: Place Value (within 20) - Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s - Read and write numbers from 1 to 20 in numerals and words - Given a number, identify 1 more and 1 less Block Two: Addition and Subtraction (within 20) - Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs - Add and subtract 1-digit and 2-digit numbers to 20, including zero - Represent and use number bonds and related subtraction facts within 20 - Solve one-step problems that involve addition and subtraction, using concrete objects and	Block One: Multiplication and Division - Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s - Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Block Two: Fractions - Recognise, find and name a half as one of two equal parts of an object, shape or quantity - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Block Three: Position and Direction - Describe position, direction and movement, including whole, half, quarter and three-quarter turns - Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and

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	Block Three: Shape • Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	pictorial representations, and missing number problems such as $7 = ? - 9$ Block Three: Place Value (within 50) • Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • Given a number, identify 1 more and 1 less Block Four: Length and Height • Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time • Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time Block Four: Mass and Volume • Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time • Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time	down, forwards and backwards, inside and outside (non-statutory guidance) • Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...) (non-statutory guidance) Block Four: Place Value (within 100) • Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Block Five: Money • Recognise and know the value of different denominations of coins and notes • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Block Six: Time • Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) • Recognise and use language relating to dates, including days of the week, weeks, months and years • Compare, describe and solve practical problems for time • Measure and begin to record time (hours, minutes, seconds) Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times
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R.E 	Branch One Creation and Covenant Hear -By the end of this unit of study, pupils will have studied the following key texts: • The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God's world. • The opening of the Nicene Creed 'I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible'. • An introduction to the ideas presented in Laudato Si' 13. Believe -By the end of this unit of study, pupils will know that the Church teaches: • That all that is comes from God. • God is our Father. • God's love and care for humanity is experienced through the beauty and order of Creation. • Prayer is a way we draw closer to God. Celebrate- By the end of this unit of study, pupils will know: • That praying is a way people draw close to God. • That, as a community, the Church prays the Creed and the Our Father to pray to God and worship him. Live- By the end of this unit of study, pupils will know that the Church teaches: • God wants us to love and care for the world because the world is God's gift to us. • Caring for the world is one of the ways we love and care for each other. By the end of this unit of study, pupils will explore: • How a community in another part of the world cares for Creation. Branch 2 Prophecy and promise Hear -By the end of this unit of study, pupils will have studied the following key texts:	Branch 3 Galilee to Jerusalem Hear- By the end of this unit of study, pupils will have studied the following key texts: • The Presentation (Lk 2:22-38) • Finding in the temple and the hidden life (Lk 2:41-52) • Jesus announces his mission (Lk 4:16-22) • The call of the disciples (Lk 5:1-11) • Little children (Lk 18:15-17) • Zacchaeus (Lk 19:1-9) Believe By the end of this unit of study, pupils will know that the Church teaches: • Jesus grows up and reveals the love of the Father to us. • Some people that encounter Jesus recognise that he is the Son of God who has come to save all. • Jesus is the 'light to all nations'. Celebrate By the end of this unit of study, pupils will know: • The Feast of the Presentation of Jesus is celebrated by Christians around the world and is known as Candlemas in Britain. Live By the end of this unit of study, pupils will know that the Church teaches: • All Christians are called to follow Jesus and share the Good News with others. • Christians are called to take care of each other, especially those most in need, such as the poor. Branch 4 Desert to Garden Hear By the end of this unit of study pupils will have studied the following key texts: • Jesus enters Jerusalem (Lk 19:28-38) • Jesus teaches in the temple (Lk 19:47-48) • The widow's mite (Lk 21:1-6)	Branch 5 To the ends of the Earth Hear By the end of this unit of study, pupils will have encountered the following key texts: • The road to Emmaus (Lk 24:13-35) • Promise of the Spirit and the Ascension (Acts 1:1-11) • Pentecost (Acts 2:1-4) Believe By the end of this unit of study, pupils will know that the Church teaches: • When people open their hearts to the Holy Spirit they are changed, as the apostles are changed. • The mission of the Church begins at Pentecost. Celebrate By the end of this unit of study, pupils will know: • That the Church celebrates the Ascension and Pentecost on special days of celebration (holydays of obligation). • The words of the 'Glory Be' prayer. • An age-appropriate hymn referencing the Holy Spirit. Live By the end of this unit of study, pupils will know: • How Pentecost is celebrated in another part of the world. • How artists and musicians around the world celebrate the work of the Holy Spirit and the mystery of the Trinity. Branch 6 Dialogue and encounter Dialogue By the end of this unit of study pupils will know that the Church teaches: • The Church is the community of all those who belong to Christ.
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	• The Annunciation (Lk 1: 26-38, focusing on 1:26-32, 38) • The Visitation (Lk 1:39-45) • The Birth of Jesus (Lk 2:4-8) • The Visit of the Shepherds (Lk 2:8-20) Believe- By the end of this unit of study, pupils will know that the Church teaches: • Because God loves us, he gave us his only Son, Jesus. • God called Mary to be the mother of his Son, Jesus. • Mary said 'Yes' to God's call. • Angels bring God's message and are a sign that Jesus is the Son of God. • The stories about Jesus are in a special book called the Bible. Celebrate By the end of this unit of study, pupils will know: • We ask Mary to pray with us and for us and to comfort us in times of need, especially using the prayer Hail Mary. By the end of this unit of study pupils will: • Hear and begin to join in with the words of the Hail Mary. • Hear or sing the first phrase of the Gloria, recognising it as the angels' song of praise to God. Live By the end of this unit of study, pupils will know that the Church teaches: • How Catholics around the world show honour to Mary, including diverse representations in art, sculpture, and music. • How Christians in their local community celebrate the birth of Jesus.	• The last supper (Lk 22:7-23) • The Crucifixion and death of Jesus (Lk 23:33-46) • The angel's message (Lk 24:1-8) For Lent: • Jesus is tempted in the desert for 40 days (Lk 4:1-13) Believe By the end of this unit of study, pupils will know that the Church teaches: • That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do. • Jesus died and rose again. Celebrate By the end of this unit of study, pupils will know: • Some simple words, actions, and symbols from the Ash Wednesday liturgy and the Palm Sunday liturgy. • Lent is when Christians prepare for Easter by thinking about how they could be closer to God by praying, giving up things that are not needed (fasting), and giving to those in need. • Experience music or art that reflects how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life. Live By the end of this unit of study, pupils will know: • Fasting in Lent is a way of giving things up to help others and for Catholics, CAFOD Family Fast Day is a way of responding to this call. • Fasting, praying, and giving to others are ways of following Jesus' example.	• The cross is a symbol of Christianity. • The shortest summary of the Catholic faith is the sign of the cross. By the end of this unit of study, pupils will know about Christianity locally through: • Learning about their local parish community. • Learning about their local parish church. • Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish. Encounter By the end of this unit of study, pupils will have encountered the following: • Aspects of modern Jewish life in Britain, including specific vocabulary about the Jewish belief in one God and the Torah as a special text which contains stories of the Jewish people's history and is a guide for Jewish life.
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Science 	Animal Inc Humans I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can compare a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals that are carnivores, omnivores and herbivores. I can identify, name, draw and label the basic parts of the human body. I can identify which part of the body is associated with each sense. I can compare humans. Seasonal Changes I can observe and describe changes across the four seasons. I can observe how day length varies. I can describe weather associated with the seasons.	Everyday Materials I can identify a variety of everyday materials. I can describe the physical properties of a variety of everyday materials. I can distinguish between an object and the material from which it is made. I can compare and group together a variety of everyday materials on the basis of their simple physical properties	Plants I can identify different plants. I can identify and describe the basic structure of plants. I understand that plants can grow. I can name a variety of common wild plants. I can sort a variety of plants. I can name a variety of common plants that we can eat. I can identify, name and describe the basic structure of deciduous and evergreen trees. Seasonal Changes I can observe and describe changes across the four seasons. I can observe how day length varies. I can describe weather associated with the seasons
History/ Geography 	Geography The world and my school - Where in the world do I live? I can understand that places can have meaning to people I can understand that the world has seven continents. I can understand that the UK is split into countries and surrounding seas I can understand how my local area fits within the United Kingdom. I can understand how my classroom fits within the school. I can understand how my school fits on the street	History Where did kings and queens live through time? I can place events and some artefacts on a timeline. I can observe or handle some evidence to ask questions about the past. I can begin to explain why monarchs built castles and what the consequences of these actions were. I can describe changes and historical events. I can compare the similarities and differences between different castles. I can begin to talk about key events of a significant king/queen or Kings, Queens and Castles castle.	Geography fieldwork Our school Environment - How do our school grounds encourage plant life? I can understand that places can have meaning to people. I can identify some key human and physical features of my local area. I can understand how my local park fits within my local area. I can understand human processes in my local area, including settlements and varied land use. I can identify human and physical geographical features in my local area.

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	I can understand how my local area fits within the United Kingdom. I can understand how my classroom fits within the school. I can understand how my school fits on the street I can identify seasonal and daily weather patterns in the UK. I can identify how the weather varies around the world. I can identify human and physical features History How have toys changed over the last 60 years? I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my own life. I can look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?" I can discuss causes that lead to toys changing. I can say which toys have stayed the same and which toys have changed overtime. I can compare toys using pictures from the past and present. I can name a significant toy from the past	Geography fieldwork Our school grounds What is at our local park? How do people get there? I can understand that places can have meaning to people. I can identify some key human and physical features of my local area. I can understand how my local park fits within my local area. I can understand human processes in my local area, including settlements and varied land use. I can identify human and physical geographical features in my local area History Which pioneering women have shaped healthcare and medical science? I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate. I can observe or handle evidence to ask questions and find answers to questions about the past. I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were. I can use pictures, stories and film footage to find out about the past. I can identify some of the different ways the past has been represented. I can describe significant people and events from the past and explain why they are important.	I can use simple fieldwork and observational skills to answer geographical questions. I can use directional language to describe a route. I can name and use cardinal directions. I can devise a simple, messy map. I can collect and record simple data. I can present simple data in a chart History Local The East Lancashire Railway How did the East Lancashire Railway change the way that people travelled in the past? Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about • significant historical events, people and places in their own locality
Art & Design 	Sculpture - Why do sculptors sculpt? Exploring sculptures and the purpose of clay and observing nature's influence on sculpture Shaping, rolling and texturing clay Making clay imprints with natural textures Crafting a clay leaf using learned techniques	Chromatic - Does abstract art mean anything? Practical Knowledge – Identify the three primary colours and mix them to make secondary colours; know the definition of line, shape, space and colour; learn the parts of a brush and experiment with brush control and how to rinse a brush between colours.	

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	Mixing colours and applying them to sculptures and refining details with tools and textures Assessing strengths, improvements and emotional impact	Theoretical Knowledge – Learning about the work of abstract painters, knowing that some artists make art for di-erent purposes, knowing that art can be displayed in di-erent places, knowing that artists can come from all around the world. Disciplinary Knowledge – Identify abstract and realistic paintings, understand how art can cause an emotional response, consider why people create art, describe our abstract art, evaluate our own art, and compare di-erences and similarities between artwork	
DT 	Construction - Toy Makers' Workshop - How can we make a toy from recycled materials that is fun and safe to play with? Explore and test different toys to identify fun, safe and functional features Cut, join, and assemble materials to build a stable, moving toy; decorate to make it appealing Sketch and label a simple toy plan using recycled, safe and strong materials Practise cutting and joining techniques; explore simple mechanisms like wheels and axels Test the toy's function and appearance; suggest one improvement		Food & Nutrition - Plant Power: Snack Like Jack - What tasty plant snacks help us grow strong like Jack? Researching fruits and vegetables by exploring where they come from and tasting a range of healthy plant-based snacks Building technical knowledge through learning and practising basic food hygiene and safe preparation skills, such as washing hands and cutting carefully Designing a simple sweet and savoury snack for Jack by choosing fruits or vegetables based on colour, shape and personal preference Making the snacks by preparing ingredients safely and arranging them to create an appealing final product Evaluating the finished snack by tasting it, explaining what worked well and suggesting one simple improvement Textiles - Seaside Adventures - What shapes and colours will bring my seaside collage to life?

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P.E. 	Locomotion: Running Explore running Apply running into a game Explore running at different speeds Running for speed: Acceleration Explore running in a team Consolidate running, apply running into a competitive game Gymnastics: Wide, Narrow, Curled Introduction to wide, narrow and curled Exploring the difference between wide, narrow and curled Transitioning between wide, narrow and curled movements Linking two movements together Ball Skills: Hands Introduce sending (bouncing) with control Introduce aiming with accuracy Introduce power and speed when sending a ball Introduce/develop stopping, combining sending skills Combine sending and receiving skills Gymnastics: Body Parts Introduction to big/small body parts Combining big and small with wide, narrow and curled Transition between wide narrow and curled using big and small body parts Adding (linking)	Dance: Growing Responding to rhythm Developing the growing plant 'dance' Introduction to motifs Creating motifs Creating movement sequences Relationships and Performance Ball Skills: Feet Develop moving the ball using the feet Apply dribbling into games Consolidate dribbling Explore kicking (passing) Apply kicking (passing) to score a point Dance: The Zoo Exploring expression Developing our movements, adding movements together Responding to a rhythm: Introducing partner work Creating an animal sequence motifs Exploring relationships within our motifs Ball Skills: Hands 2 Introduce throwing with accuracy Apply throwing with accuracy in a team Introduce stopping a ball Develop sending (rolling) skills to score a point Consolidate sending and stopping to win a game	Locomotion: Jumping Recap jumping Develop jumping Explore how jumping affects our bodies Explore skipping Apply skipping and jumping into a game Attack v Defence: Games For Understanding Understanding the principles of attack/defence Applying attacking/ defending principles into a game Consolidate attacking/defending Health and Wellbeing: Introduce and explore agility Introduce and explore balance Introduce and explore coordination: Bouncing, rolling and throwing Team Building: Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: Consolidate teamwork
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	movements together		
Music 	Hey You Themes: How pulse, rhythm and pitch work together. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform. Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythm In The Way We Walk and The Banana Rap Themes: Pulse, rhythm and pitch, rapping, dancing and singing. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Vocabulary: Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform. Most children should know that music has a steady pulse, like a heartbeat.	In The Groove Theme: How to be in the groove with different styles of music. Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Vocabulary: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove. Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Round and Round Themes: Pulse, rhythm and pitch in different styles of music. Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Vocabulary: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience. Most	Your Imagination Themes: Using your imagination. Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Vocabulary: Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination. Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Reflect, Rewind & Replay The history of music, look back and consolidate learning, learn some of the language of music.

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	Some children will know that we can create rhythms from words, our names, favourite food, colours and animals.	children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals.	
Computing 	Online Safety Digital Literacy Understanding that they need to be kind on the internet, as they would in real life Discovering which devices connect to the internet Understanding some tips for staying safe and why this is important Computing systems and networks: Improving mouse skills Digital Literacy Recognising common uses of information technology. Logging in and saving work on their own account. Knowing what to do if they have concerns about content or contact online. Understanding of how to create digital art using an online paint tool. Information Technology Learning to locate where keys are on the keyboard. Developing basic mouse skills.	Programming 1: Algorithms Unplugged Computer Science Understanding how to create algorithms. Learning that computers need information to be presented in a simple and clear way. Understanding how to break a computational thinking problem into smaller parts in order to solve it. Skills showcase: Rocket to the moon Digital Literacy Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Selecting software appropriately.	Programming 2: Bee-Bots Computer Science Learning how to explore and tinker with hardware to find out how it works. Constructing a series of instructions into a simple algorithm. Applying computing concepts to real world situation in an unplugged activity. Creating media: Digital imagery Digital Literacy Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Knowing what to do if they have concerns about content or contact online. Information Technology Using cameras or tablets to take photos. Computer Science Using logical reasoning to predict the behaviour of simple programs.

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PSHE 	Keeping/Staying Safe • understand what I need to keep safe from • be able to recognise what may put me or others at risk • understand why it is important to stay safe when crossing the road • be able to recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe Keeping/Staying Healthy • understand what we can do to keep healthy • understand why we need to wash our hands • know how germs are spread and how they can affect our health • be able to practise washing your hands • know the differences between healthy and unhealthy choices Relationships • understand different types of relationships • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view	Being Responsible • understand what we are responsible for • be able to recognise how responsibilities will change as we grow • know how you can help people around you • understand the types of things you are responsible for • know how and understand the importance of preventing accidents • be able to recognise the differences between being responsible and being irresponsible Feelings and Emotions • understand a range of emotions and how they make us feel physically and mentally • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/ uncomfortable emotions • understand that feelings can be communicated with and without words	Computer Safety • understand computers, the internet, and rules to keep safe • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments Our World • understand how we care for others • understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique Hazard Watch • know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings
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