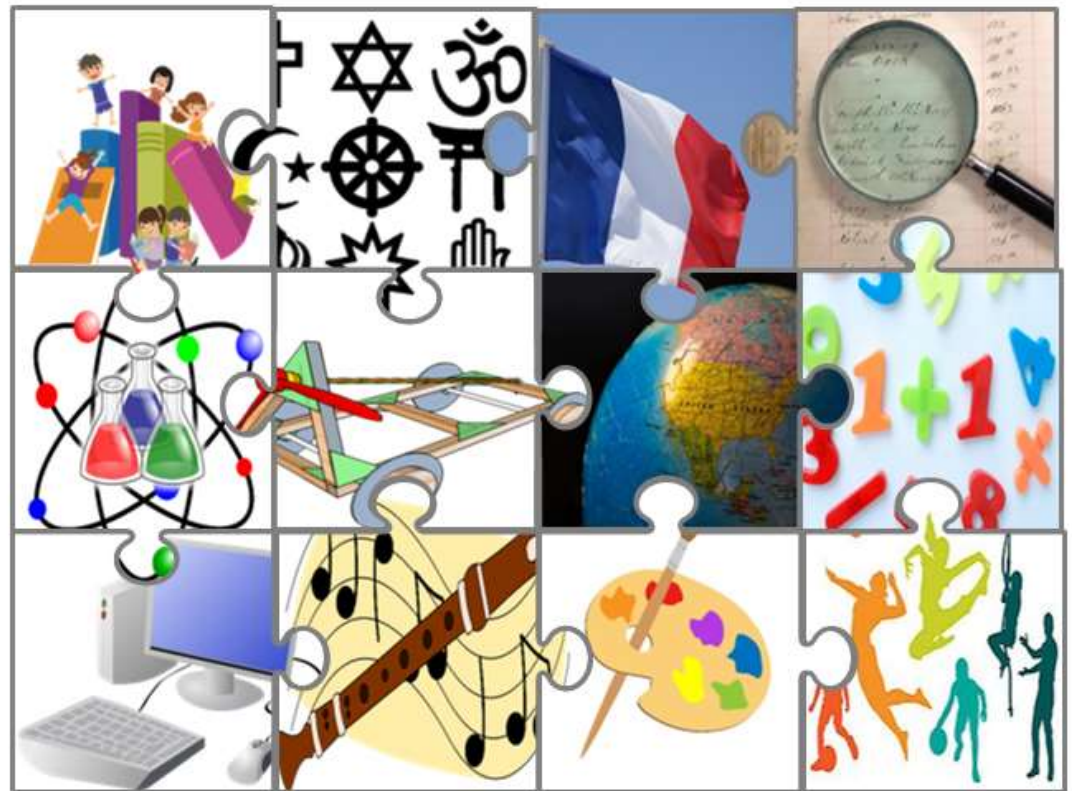


Year 1 Long Term Plan 24-25

"At St Luke's, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year. "





*"Together we will
Flourish"*



BH and RS 2024

Year 1 Long Term Plan 24-25



	Autumn 1	Autumn 2	Autumn 3	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Community Detectives 	All about me 	All about me Christmas	Castles and Monarchs 	The United Kingdom 	Our World 	Under the Sea 
Possible Texts & 'Old' Favourites		Super duper you You choose Little Red Hen	The Christmas Story	The Queens Hat The paper bag princess The Queens handbag Castles and Monarchs	Katie goes to London Katie goes to Scotland Paddington Bear	Handa's Surprise Riddles Geography labels.	Little Turtle and the sea Billy's Bucket
'Wow' moments / Enrichment Weeks	Lifebase Workshop: <i>My Wonderful Body</i> 	Harvest Festival	Children in Need Fundraising Activities Christmas Craft Day with Parents Nativity	Princess & Princes dress-up day	Comic Relief Fund-Raising activities Easter activities		Yorkshire Wildlife Park



Year 1 Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Community Detectives All about me	All about me Christmas	Castles and Monarchs	The United Kingdom	Blue Planet	Under the Sea
Our Values Assemblies These will mirror the principles and values of our school We will 'dip in and out of each area' each term as and when we need to.	FRIENDSHIP Is something that we offer to everyone, just as God offers it to us. Learning to be a good friend takes a life time. Good friends stick around in bad times as well as good; they are not afraid to tell us the truth, even if it hurts. Link: having/being a good friend in your class	COMPASSION Is putting yourself in someone else's shoes when they are suffering. As we start to understand how they feel in our hearts, we will want to help them in some way. Link: Children in Need/Foodbank Appeal at Harvest	REVERENCE & RESPECT Take time to stop and be amazed: by God, by the people and world around us. Recognise that we deepened on all of them. And the way we respond to and interact with life, others, the created world and God will change. Link: New Year	SERVICE Helping others, even if they can't (or won't) do anything in return and even if it costs us (time, money, discomfort). Serving others can bring joy and freedom. Link: Easter – Servant King	CREATION & COMMUNITY Remembering that the earth, and every life on it, is precious – a beautiful and beloved creation to be treasured and cred for; enjoyed, explored and celebrated. Link: visits/trips	TRUTHFULNESS Be truthful. Be true to who you are (don't pretend to be someone else). Search for and talk about truth and meaning in life (eg is it true that fame and money will make you happy?) Discover the amazing truth that we are loved beyond measure. Link: transition – be true to yourself
Assessment opportunities	Baseline	Data Point Phonic screening baseline	Through year formative assessment	Data Point	Through Year formative assessment Phonic screening	Data Point
Parental Involvement	Pastries for Parents (English & Maths workshops) McMillan Coffee Morning Harvest Festival	Pastries for Parents (English & Maths workshops) Christmas activity afternoon Christmas Fayre Christmas Carol Service	Pastries for Parents (English & Maths workshops) Building houses and castles	Pastries for Parents (English & Maths workshops) Easter Service Easter activity afternoon	Pastries for Parents (English & Maths workshops)	Pastries for Parents (English & Maths workshops) Sport's Day Summer Fayre End of Year Celebration

We recognise that all children are unique and special.

Autumn 2024



•Year 1 Long Term Plan 24-25

	3 weeks	6 weeks	3 weeks	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topic	Community Detectives	All about me	Christmas	Castles and Monarchs	The United Kingdom	Blue Planet	Under the Sea
Book	Information text	<p>2-Super duper you.</p> <p>1- You choose..</p> <p>3- Rosie's walk / the little red hen</p>	Nativity/ the Christmas story	Queens hat, handbag, paper bag princess, The <u>queens</u> knickers.	<p>2- Katie in London</p> <p>2- Katie in Scotland</p> <p>Paddington Bear</p>	<p>Handa's Surprise</p> <p>Handa's Hen</p>	<p>Little turtle and the sea.</p> <p>Billy Bucket's</p>
English Genre	<p>3 weeks:</p> <p><u>Writing to inform</u>- Report, local area walk, write <u>report</u>, captions (pictures and sentences)</p>	<p>2 week:</p> <p><u>Writing to inform</u>- Super Duper you: List about me Sentences About me</p> <p>1 week:</p> <p><u>Writing to entertain</u>- You choose.</p> <p>1 weeks:</p> <p><u>Writing to inform</u>- The little red hen- Instructional writing. Recount and retell.</p> <p>2 weeks <u>little red hen</u>: retell</p>	<p>1 week:</p> <p><u>Poetry</u>- Acrostic</p> <p>2 week:</p> <p><u>Writing to entertain</u> - Ordering the Christmas story</p>	<p><u>Writing to entertain</u> - The Queens Hat:</p> <p>1 week- Retell</p> <p>The Paper bag princess-</p> <p>1 week-Character descriptions</p> <p>1 week-Innovate character description of a dragon.</p> <p>2 weeks-</p> <p><u>Writing to inform</u> Castles and monarchs Non chronological report</p>	<p><u>Writing to inform</u>.</p> <p>2 weeks- Sequence and retell. Write a postcard from London. Labelled diagram</p> <p>2 weeks- Paddington- film literacy, write an adventure for Paddington.</p> <p>2 weeks- Katie in Scotland- Captioning, describing. Innovate loch ness, wanted poster</p>	<p>2 weeks-</p> <p><u>Writing to entertain</u>- retell the story and innovate the story of <u>Handa's</u> surprise.</p> <p>2 weeks-</p> <p><u>Writing to entertain</u>- Handa's Hen Innovate and retell.</p> <p>1 week-</p> <p><u>Poetry</u>: Riddle</p> <p>1 week-</p> <p><u>Writing to inform</u>- labels and captions of our world (links to Geography)</p>	<p>2 weeks</p> <p><u>Writing to entertain</u>- Billy's Bucket- What can we find in our bucket? Make a bucket and write about it.</p> <p>2 weeks</p> <p><u>Writing to inform</u>- Fact file about sea animals</p> <p>1 week</p> <p><u>Writing to entertain</u>- Recounts Trip to the zoo</p>
Ongoing Skills	<p>To use capital letters, finger spaces and full sentences to demarcate some sentences accurately.</p> <p>Write with many letters accurately in shape and size- Including capitals and digits (see separate handwriting policy)</p> <p>Form many <u>lower case</u> letters accurately. (see separate handwriting policy)</p> <p>Read aloud their writing to each other and the teacher.</p> <p>Use extended code knowledge to write words in ways which match their spoken sounds.</p>						

Writing To inform	Use initial Code Phonic knowledge to write words. Concept of a sentence. Capital letter and end marks. Word choices Labels and captions.	To spell some buzz words -Basic sequencing of sentences. -Capital letters and full stops. Word choices -Correct past tense form.		Use question marks. Re-read work Word choices Write a sequence of sentences. Labels and captions. Use the joining 'and'.		Capital letters for proper nouns. Labels and captions. Sequence of sentences.	Use question marks. Capital letters and end marks. Word choices Labels and captions. Recount: Written in the first person. Past tense. Word choices.
Write to entertain		-Written in first person -Use capital letters for proper noun. -Write sequence of sentences.	To spell some buzz words. Add plurals (s) Write a sequence of sentences. Written in 3 rd person Past tense Events are sequenced to create texts that makes sense.	To spell most buzz words Use the joining 'and'. Re-read the work Written in third person. Correct tense Write a sequence of sentences Proper nouns and capital letters. Story language. Letter names	To spell most buzz words Use the joining 'and'. Re-read work Written in first and third person. Story language Read work aloud. Use explanation marks. Add the suffixes ing/ed. Add plurals s/es Story language Use explanation marks. Using 'un'.	To spell a full range of buzz words. Use joining 'and' Re-read work written in third person. Story language Read work aloud. Use exclamation marks. Add the suffixes ing/ed	To spell a full range of buzz words. To use the joining word 'and' Add suffixes er, est. Read work aloud.
Poetry			Acrostics • The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word • The acrostic links to a given theme, e.g. winter • Lines usually end with commas			Riddles • The poem describes a noun, usually an object, but does not name it, e.g. it might describe a tiger as striped and furry • The last line usually directly addresses the reader and uses a question: What is it? or Who am I? • The mood of the poem is light hearted	



ENGLISH Composition

Write sentences by:

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Re-reading what they have written to check that it makes sense.

Discuss what they have written with the teacher.

Write sentences by:

- Sequencing sentences to form short narratives.

- Read aloud their writing clearly enough to be heard by their peers and the teacher.
- Discuss what they have written with the teacher and other pupils.

Phonics

Recap initial code

Extended Code
Unit 1, 2, 3

Extended Code
Unit 4, 5, 6, 8, 9
And revision

Extended Code
Unit 10, 11, 12, 13 and
23

Extended Code
19, 21, 22, 24 and
revision

Extended Code
Unit 14, 15, 16, 17

Extended Code
Unit 7, 18, 20, 25, 26

Classroom Secrets Year 1								
Week	1	2	3	4	5	6	7	8
Autumn 1	Ready to write: 1.Writing in a book. 2.Leaving spaces between words.	Ready to write: 3.Recognising space sizes. 4.Consistent space sizes.	Ready to write: 5.Consistent letter sizes 6.Spacing letters and words.	Punctuating sentences 1.The Alphabet 2.Introducing Lower-Case Letters	Punctuating sentences 3.Introducing Capital Letters 4.Lower Case and Capitals	Punctuating sentences 5.Full Stops 6.Capital Letters at the Start of Sentences and 'I'	Punctuating sentences 7.Using Capital Letters and Full Stops 8.Recognising a Sentence	Assessment Week
Autumn 2	Word Classes 1.Nouns 2.Verbs 3.Nouns or Verbs	Word Classes 4. recognising nouns in sentences. 5.Recognising verbs in sentences. 6.Using nouns and verbs in sentences.	Capital letters 1.Recognising and Forming Capital Letters 2.Capital Letters for Days of the Week 3.Capital Letters for Months	Capital letters 4.Writing the Date 5. Capital Letters for Names of People	Conjunctions 1.Recognising a Sentence 2.Recognising 'and'	Conjunctions 3.Using 'and' 4.Recognising 'but'	Assessment Week	
Spring 1	Conjunctions 5.Using 'but' 6.Recognising 'or'	Conjunctions 7.Using 'or' 8.Using 'and', 'but' and 'or'	Exclamations 1. One Word Only 2. Commands with Exclamations	Exclamations 3. Exclamation or Full Stop?	Capital letters 1.Capital Letters to Start Sentences	Capital letters 2.Capital Letters for Dates		
Spring 2	Capital letters 3.Capital Letters for Names of People and I	Capital letters 4.Capital Letters for Places	Capital letters 5.Capital Letters for <u>Places</u> 2 Consolidating Capital Letters	Questions 1.What is a Question? 2. Question openers.	Questions 3. Recognising and using questions. 4. Question or not a question?	Assessment Week		
Summer 1	Singular and plural 1.single nouns 2. plural nouns	Singular and plural 3.adding 's' 4. adding 'es'	Singular and plural 5. adding '-s' or '-es'	Prefixes 1.Removing '-un'	Prefixes 2.Adding '-un'			
Summer 2	Suffixes 1.Recognising <u>ing</u> , ed, er	Suffixes 2.Using ' <u>ing</u> , ed, er' 3. Comparing and correcting ' <u>ing</u> , ed, er'.	Sequencing sentences 1.recognising a sentence	Sequencing sentences 2. using a sentence	Sequencing sentences 3. Ordering a given sentence.	Assessment Week	Assessment Week	



ENGLISH
Reading – word
reading

Guided Reading

Autumn 1 the children will continue with daily shared reading and discussion as a class.

Spring 1 follow the below plan using Schofield and Sim's.

Spring 2- class teacher to plan according to the strengths and weaknesses of the cohort.

Week	Skill	Book & Text	Genre	Curriculum Links
Spring 1				
1	Inference	Year 1 Unit 1 Starting School	Picture	PSHCE: Describing Feeling
2	Retrieval	Year 1 Unit 2	Picture	Science: Animals inc. Humans
3	Retrieval	Year 1 Unit 3 Mary Had a Little Lamb	Poetry Rhyme Traditional Tale	
4	Inference	Year 1 Unit 5 Snow Bear	Fiction Rhyme	Science: Seasonal Changes
5	Word Meaning	Year 1 Unit 4 Jack and Jill	Traditional Rhyme	History: Life in Different Periods
6	Retrieval	Year 1 Unit 8 Wolves	Non-Fiction Information Text	Science: Animals inc. Humans
Spring 2				
1	Word Meaning	Year 1 Unit 6 Can't You Sleep Little Bear?	Fiction	PSHCE: Relationships, Describing Feelings
2	Inference	Year 1 Unit 7 Little Red	Fiction Fiction: Traditional Tale	
3	Sequencing	Year 1 Unit 9 The Three Little Pigs	Fiction: Traditional Tale	Science: Materials
4	Inference	Year 1 Unit 10 The Three Little Pigs (Revolting Rhymes)	Poetry: Rhyme Traditional Tale	
5	Word Meaning	Year 1 Unit 11 Looking After Rabbits	Non-Fiction	
Assessment Week				

GPS: Taken from classroom secrets.

1 lesson a week to be taught discreetly following the outline set out below.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write			2. Punctuating Sentences				3. Word Classes		4. Capital Letters 1		Assessments
Spring	1. Conjunctions				2. Exclamations		3. Capital Letters 2					Assessments
Summer	1. Questions		2. Singular and Plural			3. Prefixes		4. Suffixes		5. Sequencing Sentences		Assessments



BH and RS 2024

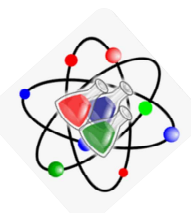


General Themes:

Year 1 Long Term Plan 24-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Community Detectives All about me	All about me Christmas	Castles and Monarchs	The United Kingdom	Blue Planet	Under the Sea

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

<div>SCIENCE</div> <div></div>	<div>Seasonal Change</div> <div><div>*Observe change across the four seasons.</div><div>*Observe and describe weather associated with the four seasons and how day length varies.</div></div>	<div>Animals, Including Humans</div> <div><div>*Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</div></div>	<div>Everyday Materials</div> <div><div>*Distinguish between object and material from which it is made.</div><div>*Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</div></div> <div>Charles Macintosh</div>	<div>Plants</div> <div><div>*Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</div><div>*Identify and describe basic structure of a variety of common flowering plants, including trees.</div></div> <div>David Bellamy</div>	<div>Animals, including humans</div> <div><div>*Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</div><div>*Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</div><div>*Describe and compare the structure of a variety of common animals (Fish, amphibians, reptiles, birds and mammals, including pets)</div></div> <div>Jane Goodall</div>
		<div>Working Scientifically – On going across the year</div>			



General Themes:

Year 1 Long Term Plan 24-25

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<p>R.E. <i>Believing and Belonging</i> The Agreed Syllabus for RE</p>	<p>Which books and stories are special?</p> <p>Think about special books and stories for themselves, offering important links to literacy. Reflect on the meanings (or 'morals') in stories, including secular tales and fables.</p> <p>Investigate special books writings for religious believers, in particular the Bible and the Qur'an. Consider why these are special and how they are respected and treated.</p> <p>Religion studied: Christianity and Islam</p> <p>6-8 hours</p>	<p>How do we celebrate special events?</p> <p>Consider the concept of celebration and the ways in which we celebrate special events and how religions mark special festival days. Study harvest, Eid ul Fitr and Sukkot.</p> <p>Religion studied: Christianity, Judaism, Islam and other non-religious approaches to life.</p> <p>6-8 hours</p>	<p>What does it mean to belong to a church or mosque?</p> <p>What can you see in a mosque or church building, what do people who go there do? Understand that there are differences and similarities between churches and mosques, but that not all churches or mosques are the same.</p> <p>Religion studied: Christianity and Islam</p> <p>6-8 hours</p>	<p>Holy Week & Easter</p>	<p>How do we care for others?</p> <p>Develop the skills of questioning, explanation and awareness of what caring looks like for different pupils and people of different faith backgrounds. Develop skills in reflection and communication and encourage self-esteem and empathy.</p> <p>Religion studied: Christianity and Islam and non-religious views</p> <p>6-8 hours</p>	<p>Who brought messages about God and what did they say?</p> <p>Learn about different religions/beliefs regarding the origins of the world. Consider the ways in which religious and non-religious individuals and organisations show care and concern for our planet.</p> <p>Religion studied: Christianity</p> <p>6-8 hours</p>




Year 1 Long Term Plan 24-25

General Themes:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Community Detectives All about me	All about me Christmas	Castles and Monarchs	The United Kingdom	Blue Planet	Under the Sea

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

P.H.S.E. & R.S.E. Coram Life Education & SCARF 	Me and My Relationships *Feelings *Getting help *Classroom Rules *Special people *Being a good friend.	Valuing differences *Recognising, valuing and *celebrating differences. *Developing respect and accepting each other. *Bullying and getting help.	Keeping Myself safe *How our feelings can keep us safe- including online safety. *Safe and unsafe touches. *Medicine safety. *Sleep	Rights and Responsibilities *Taking care of things, myself, my money, my environment	Being my best *Growth mind-set. *Healthy eating. *Hygiene and health. *Cooperation.	Growing and Change *Getting help. *Becoming independent. *My body parts. *Taking care of myself and others.
	Lifebase workshop: <i>My Wonderful Body</i>					

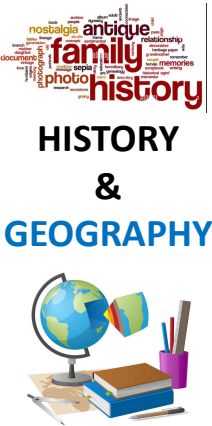


General Themes:

Year 1 Long Term Plan 24-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Community Detectives All about me	All about me Toys	Castles and Monarchs	The United Kingdom	Blue Planet	Under the Sea

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

 <p>HISTORY & GEOGRAPHY</p>	<p>Community Detectives: Fieldwork and observation to study the geography of our school and its grounds. Study and compare aerial photographs, plans and maps. Use a key when studying maps. Identify key human and physical features of the surrounding environment. Conduct a litter survey and conclude what can be done to improve the amount of litter pollution.</p> <p>World Map Identify continents and oceans.</p>	<p>Changes within living memory Know how we have changed – ie from baby in their living memory.</p> <p>Chronology Create a time line showing people from birth – elderly.</p> <p>Know how toys have changed over time.</p> <p>Compare toys used in Victorian times to those used today. Materials they were made from etc.</p>	<p>Significant people in the past Queen Elizabeth I Queen Victoria Queen Elizabeth II</p> <p>Know and understand the vocabulary referring to the monarchy.</p> <p>Compare Tudor life with Victorians and modern day living.</p> <p>Chronology Place historical events on a timeline.</p> <p>Know the current monarch and heirs.</p>	<p>UK Map: Locate the four countries of the UK. Locate capital cities and the city of Bradford.</p> <p>Find Bradford on a map.</p> <p>Use the infant atlas to identify the UK and the surrounding seas and oceans.</p> <p>Know the capital cities, key landmarks and flags of UK countries.</p>	<p>World Map: Name and locate the world's seven continents and five oceans. Know some key seas: Mediterranean, North, Caribbean.</p> <p>Identify features using satellite photographs – Google Earth.</p> <p>Identify habitats that are in danger including coral reefs.</p> <p>Significant people: Steve Backshall David Attenborough</p>	<p>World Map: Revise the names of seas and oceans using atlases and globes.</p> <p>Identify the Galapagos Islands (Darwin) and other notable places in the news</p> <p>Know their habitats of sea creatures and use keys to sort their characteristics.</p> <p>Significant people : Charles Darwin David Attenborough</p>
<p>CLIMATE CHANGE</p>	<p>Walking is better than using a car or taxi Understand that some vehicles cause air pollution from their emissions Know the impact on the environment from air pollution</p> <p>Plastic Pollution Know that modern day toys are often made of plastic – know the impact of plastic pollution. Know the impact of pollution on the seas including coral reefs.</p>					






General Themes:

Year 1 Long Term Plan 24-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Community Detectives All about me	All about me Christmas	Castles and Monarchs	The United Kingdom	Blue Planet	Under the Sea

. Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

P.E.	Games- Ball skills (Net and ball)	Gymnastics	Dance	Games- Football (invasion)	Games- Cricket (striking and fielding)	Athletics
	basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.	develop balance, agility and coordination	to perform dances using simple movement patterns.	Use this Unit of Work to master basic movements and begin to apply these in a range of football related activities. Participate in team games, developing simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.	Use this athletics Unit of Work to master basic movements including running, jumping, throwing and catching. Develop balance, agility and coordination. Then, use the assessment materials to track pupils' performance.

<div>  <h2>Year 1 Long Term Plan 24-25</h2> </div>						
General Themes:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	Design and Technology	Art and Design	Design and Technology	Art and Design	Design and Technology	Art and Design
Art and Design and D.T. Combined Kapow 	Drawing: Make your mark Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman	Textiles: Puppets Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairytale. Children work to develop their technical skills of cutting, glueing, stapling and pinning.	Painting and mixed media: Colour splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.	Sculpture and 3D: Paper play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.	Cooking and nutrition: Fruit and vegetables Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make a design packaging for.	Structures: Constructing windmills Designing, decorating and building a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features.



Year 1 Long Term Plan 24-25

General Themes:

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

**Community
Detectives
All about me**

**All about me
Christmas**

**Castles and
Monarchs**

**The United
Kingdom**

Blue Planet

Under the Sea

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

COMPUTING Kapow



Algorithms

This unplugged unit requires no computers so that algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific

Mouse Skills

Learning how to login and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits

BeeBots

Developing early programming skills using either the Bee:Bot or virtual Bee:Bot.

Rocket

Developing keyboard and mouse skills through designing, building and testing individual rockets by creating a digital list of materials, using drawing software and recording data

Google

Using creativity and imagination to plan a miniature adventure story and capture it using developing photography skills. Learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase. Options for both Google and Microsoft schools

Data

Learn what data is and the different ways that it can be represented and developing an understanding of why data is useful, how it can be used and ways in which it can be gathered and recorded both by humans and computers




General Themes:

Year 1 Long Term Plan 24-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Community Detectives All about me	All about me Christmas	Castles and Monarchs	The United Kingdom	Blue Planet	Under the Sea

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

MUSIC Kapow 	<u>All about me</u> Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	<u>Super heros</u> Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.	<u>Fairy Tales</u> Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story.	<u>By the Sea</u> Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.	<u>Animals</u> Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals.	<u>Under the sea</u> Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.