

Long Term Plan - Year One

Subjects	Autumn Term Superheroes	Spring Term Toy Story	Summer Term Ship Ahoy!
English	Labels, lists & signs Fantasy Stories Sense poetry Traditional Tales	Stories in familiar setting Instructions Poems with pattern and rhyme (Dr. Seuss)	Stories with repeating patterns Letters/Postcards Traditional poems Information texts
For further details see separate English plan			
Maths	Number Measurement Geometry For further details see separate Maths plan		
Science	Animals including humans <i>Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i> Seasons – superhero travelling through the seasons/weather <i>Sc1/4.1a observe changes across the 4 seasons</i> <i>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</i>	Materials <i>Sc1/3.1a distinguish between an object and the material from which it is made</i> <i>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</i> <i>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</i> <i>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</i>	Plants – plants around the world – sailing seven seas <i>Sc2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i> <i>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</i> Animals including humans – Sea Creatures, animals at the seaside <i>Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</i> <i>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</i> <i>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</i>
Computing	E-Safety <i>Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</i> <i>Co2/1.5 recognise common uses of information technology beyond school</i> Graphics – Paint/draw on computer <i>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> Multimedia and word processing	Programming <i>Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i> <i>Co2/1.2 create and debug simple programs</i> <i>Co2/1.3 use logical reasoning to predict the behaviour of simple programs</i> Music and Sound <i>Co2/1.5 recognise common uses of information technology beyond school</i> <i>Co2/1.4 use technology purposefully to create, organise, store,</i>	Data <i>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> Communication and Collaboration <i>Co2/1.5 recognise common uses of information technology beyond school</i> <i>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>

Long Term Plan - Year One

	<i>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	<i>manipulate and retrieve digital content</i>	
History	<p>Superheroes from the past. Florence Nightingale Mother Teresa Martin Luther King War heroes/animals during the war <i>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i></p>	<p>Toys/games from the past <i>Hi1/1.1 1.3 changes within/beyond living memory.</i></p>	<p>Famous pirates <i>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i> Seaside now and then <i>Hi1/1.1 1.3 changes within/beyond living memory.</i></p>
	<p>Saints days will be covered throughout the year – we will celebrate each day and look at the saint & story/country/capital city/etc. <i>Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</i> <i>Hi1/1.2 events beyond living memory that are significant nationally or globally</i></p>		
Geography	<p>Superhero cities <i>Ge1/1.3b use basic geographical vocabulary to refer to:</i></p> <p>i. <i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p><i>Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i> <i>Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i></p> <p>Explore UK – countries and capital cities <i>Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</i></p>	<p>Toys/games from around the world <i>Ge1/1.1a name and locate the world’s 7 continents and 5 oceans</i> <i>Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</i></p>	<p>Pirate maps/treasure hunts <i>Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i> <i>Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</i> <i>Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i> <i>Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i> Seaside Physical and human features <i>Ge1/1.3b use basic geographical vocabulary to refer to:</i></p> <p>i. <i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> ii. <i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>
	RE	<p>Friends Light</p>	<p>Worship & Prayer Events of Holy Week</p>

Long Term Plan - Year One

<p align="center">Art</p>	<p>Pop art portraits – Andy Warhol Comic book cover Cityscapes - <i>Ar1/1.1 to use a range of materials creatively to design and make products</i> <i>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> <i>Ar1/1.4 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.</i></p>	<p>Drawing teddy bears – investigate how to draw different fur textures <i>Ar1/1.1 to use a range of materials creatively to design and make products</i> <i>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> <i>Ar1/1.4 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.</i></p>	<p>Pirate Ship/Sea Collage Papier Mache – 3D – <i>dessert island/pirate parrot</i> <i>Ar1/1.1 to use a range of materials creatively to design and make products</i> <i>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> <i>Ar1/1.4 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.</i></p>
<p align="center">DT</p>	<p>Moving Superhero Split Pin Model 3D Model City DT1/1.1 Design <i>DT1/1.1a</i> <i>design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> DT1/1.2 Make <i>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</i> <i>DT1/1.2b</i> <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <i>DT1/1.3 Evaluate</i> <i>DT1/1.3a explore and evaluate a range of existing products</i> <i>DT1/1.3b evaluate their ideas and products against design criteria</i> <i>DT1/1.4b explore and use mechanisms, in their products.</i></p>	<p>Mr Potato Head Sculpture Hand puppets DT1/1.1 Design <i>DT1/1.1a</i> <i>design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> DT1/1.2 Make <i>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</i> <i>DT1/1.2b</i> <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <i>DT1/1.3 Evaluate</i> <i>DT1/1.3a explore and evaluate a range of existing products</i> <i>DT1/1.3b evaluate their ideas and products against design criteria</i> <i>DT1/1.4b explore and use mechanisms, in their products.</i></p>	<p>Plant/Flower collage Summer smoothie <i>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</i> <i>DT1/2.1b understand where food comes from.</i> 3D Pirate Ship <i>DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</i> <i>DT1/1.4b explore and use mechanisms, in their products.</i></p>
<p align="center">Music</p>	<p>Superhero theme tunes – listen to and create own <i>Mu1/1.2 play tuned and untuned instruments musically</i> <i>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<p>Singing - You've got a friend in me <i>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<p>Treasure Island Sea Sounds <i>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</i> <i>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</i></p>
<p align="center">PE</p>	<p>Superhero dance <i>PE1/1.1c perform dances using simple movement patterns</i> Multi-Skills (Reactions, Movement, Jumping)</p>	<p>Gymnastics <i>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and</i></p>	<p>Athletics <i>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance,</i></p>

Long Term Plan - Year One

	<i>PE1/1.1b participate in team games, developing simple tactics for attacking and defending</i>	<i>co-ordination, and begin to apply these in a range of activities</i> Multi-Skills (<i>Throwing and catching, Ball Manipulation, Racket Skills</i>) <i>PE1/1.1b participate in team games, developing simple tactics for attacking and defending</i>	<i>agility and co-ordination, and begin to apply these in a range of activities</i> Under the sea dance <i>PE1/1.1c perform dances using simple movement patterns</i>
Modern Foreign Languages	Chn have incidental exposure to modern foreign languages throughout the year.		
PSHE	Health & wellbeing Living in the wider world	Relationships: Bullying	Relationships: Fair/Unfair – Right/Wrong – Special People
	Covered cross curricular & in discrete subjects across the year		