

Year 1 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Goldilocks and 3 Bears Little Red Riding Hood	Lost and Found by Oliver Jeffers Santa's Christmas Handbook	The Long Way Home by Oliver Jeffers Don't Spill the Milk by Stephen Davies	Hidden World Series – The Ocean No-bot the Robot: The Robot with No Bottom! By Sue Hendra	The World's Most Pointless* Animals. Or Are They? How to Hide a Lion at School by Helen Stephens	How to Wash a Woolly Mammoth by Michelle Robinson
RE	Creation, families and celebrations	Prayer and Advent	Christmas and Sharing Jesus Life	Forgiveness, Lent, and Holy Week	Easter, Pentecost, and Jesus Teacher	Following Jesus Today
PSHE	Created and Loved by God		Created to Love Others		Created to Live in Community	
	Readiness	Responsibility	Resilience	Reciprocity	Resourcefulness	Reflectiveness
English	Narrative	Narrative Instructional writing Non-chronological Report	Narrative	Non-chronological report Narrative	Non-chronological report Narrative	Instructional
Maths	Place Value	Addition and Subtraction Shape	Addition and Subtraction Place Value Money	Time Measurement: Length and Height Measurement: Weight and Volume	Place Value Multiplication and Division Fractions Position and direction	
Science	Everyday materials		Animals inc. Humans	Plants	Animals inc. humans	Plants
	Seasonal Changes Working scientifically					
Computing	Computer systems and networks – Technology around us	Programming A - Moving a robot	Creating media: digital painting Creating media: digital writing	Programming B – Introduction to animation	Data and information – Grouping data	
	Internet Safety					

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History		Changes within living memory: Toys now and then	The life of significant individuals and compare – Neil Armstrong and Tim Peake			Introduction into the Victorians then move on to the invention of aeroplanes.
Geography	Identify seasonal and daily weather patterns in the UK See science					
<ul style="list-style-type: none"> • Local Study: different churches and schools within Pershore • An introduction to different kinds of maps and globes • Interpret a range of sources of geographical information: including maps, diagrams, globes, aerial photographs • Focus on aerial view and construct an aerial map of where we live • Follow simple trails, maps and use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 			<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to <ul style="list-style-type: none"> ○ 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 • 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 (Pershore). 	<ul style="list-style-type: none"> • Local street study – materials used for housing, types of activities, street furniture e.g. bins • use world maps, atlases and globes to identify the United Kingdom and its countries • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Develop an awareness of what it is like to live in the UK 		

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Art and Design		<p>Artist Focus: Monet</p> <p>Monet's skies – looking at the different colours and the effect on mood.</p> <p>Water colour – paint mixing.</p> <p>Then create our own northern light pictures using paint mixing.</p>	<p>Artist focus: Peter Thorpe</p> <p>sketching</p> <p>experimenting with oil crayons, pens, chalk, paint, pencils.</p> <p>To develop a wide range of art and design techniques</p>		<p>Andy Goldworthy</p> <p>Art within nature – sculpture?</p>	
Design and Technology	Whose Home? (Structures)			Super Salads (Food)		Joining and Fastening (Mechanisms)