

## Year 1 Long term plan

	Autumn Term				Spring term		Summer term		
Topic	Superheroes	If you go down to the woods...	The Magic of Christmas!	Fire! Fire!	WWW (Where We Worship)	Ingenious Inventions	Where in the World is Wheldrake?	Grow your own!	Hooray for Holidays!
<b>English</b>	Fiction books about superheroes Instructions	Animal stories – Owl babies - Little Red Riding Hood - Simple non fiction texts	Poetry The Snowman Christmas stories from other cultures.	Recount of an imagined character from the fire. Fire poetry	Information texts.	Whatever next The scrap rocket FizzKid Liz Stories about fantasy worlds. Travelling to different worlds	Report on village	Traditional stories –the Enormous Turnip. Instructions for planting.	Seaside poems. The Rainbow fish
<b>Mathematics</b>	Ongoing Year 1 Mathematics objectives								
<b>Science Working scientifically</b>	During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking simple questions and recognising that they can be answered in different ways; observing closely, using simple equipment; performing simple tests; identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions.								
<b>Science</b>	- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Identify and describe the basic structure of a variety of common flowering plants, including trees.  - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety	- observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. (forest school)	- observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. (Signs of Spring – Easter) (forest school)	- observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. (Signs of Spring – Easter) (forest school)	- distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties.	- observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. (Signs of Spring – Easter) (forest school)	- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Identify and describe the basic structure of a variety of common flowering plants, including trees.	- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores  - observe changes across the four seasons - observe and describe weather associated with the seasons and how day

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		of common animals that are carnivores, herbivores and Omnivores - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.							length varies.
<b>ICT</b>	- use technology purposefully to create, organise, store, manipulate and retrieve digital content  Basic keyboard skills, word processing saving documents.	- use technology safely and respectfully, keeping personal information private; - identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  Learning basic internet safety and navigation. Hectors world.	- use technology purposefully to create, organise, store, manipulate and retrieve digital Content  Use art based programs.	Link to work in Mathematics using a floor turtle. - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs 2Go	- use technology safely and respectfully, keeping personal information private; - identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. - use technology purposefully to create, organise, store, manipulate and retrieve digital Content Use art based programs.	- use technology purposefully to create, organise, store, manipulate and retrieve digital Content  Create sound compositions 2beat	- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs  Creating instructions to navigate a map.	- use technology purposefully to create, organise, store, manipulate and retrieve digital Content  Use data handling programs.	- use technology purposefully to create, organise, store, manipulate and retrieve digital Content  Digital images.

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<b>History</b>	- 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 (Florence Nightingale)			- significant historical events, people and places in their own locality. York Minster fire	beyond living memory that are significant nationally or globally - 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 - events		- significant historical events, people and places in their own locality. Frank Wild, Shackleton's 'right-hand man'		- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
<b>Geography</b>	<ul style="list-style-type: none"> <li>- identify seasonal and daily weather patterns in the United Kingdom</li> <li>- 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</li> <li>- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>								
	-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Where have you been on holiday?) - use world maps, atlases and globes to identify the United Kingdom and its countries,	- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - use basic geographical vocabulary to refer to: - key physical			-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use world maps, atlases and globes to identify the United Kingdom and its		-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - understand geographical similarities and differences through studying the		-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - understand geographical similarities and differences through studying the

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		<p>features, including: forest, soil, vegetation, season and weather</p> <p>- 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.</p>			countries,		<p>human and physical geography of a small area of the United Kingdom</p> <p>- use basic geographical vocabulary to refer to:</p> <p>- key physical features, including: river, soil, season and weather</p> <p>- key human features, including: city, town, village, factory, farm, house and shop.</p> <p>- use world maps, atlases and globes to identify the United Kingdom and its countries,</p> <p>- 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</p> <p>- use simple fieldwork and</p>		<p>human and physical geography of a small area of the United Kingdom</p> <p>- use basic geographical vocabulary to refer to:</p> <p>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather</p> <p>- key human features, including: city, town, village, port, harbour and shop</p> <p>- use world maps, atlases and globes to identify the United Kingdom and its countries,</p>

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							observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
<b>Art</b>	<p>Primary colours</p> <p>Jean LeBeuf or Roy Lichtenstein</p> <p>Forest school: Use sketch books to draw what they can see on the field.</p>	<p>Colour mixing – mixing primary colours to make secondary colours.</p> <p>Use white and black to make different shades of orange, red and yellow. Look at how different artists have painted autumn (Monet, Klimt)</p> <p>Collageanimal masks using a variety of textures and materials.</p> <p>Gustav Klimt's Birch trees</p>	<p>Winter pictures</p> <p>Sewing a Christmas decoration</p>		<p>Mix primary colours to make variations of a particular colour (for example, a range of reds, greens or blues)</p> <p>Talk about the families of colours. Identify and group together some of those different families (kinds of red, yellow, or green etc.)</p>	<p>Colour mixing – mixing primary colours to make secondary colours.</p> <p>Talk about the families of colours. Identify and group together some of those different families (kinds of red, yellow, or green etc.)</p>	<p>Using sketch books to make observational drawings</p>	<p>Guisepe Arcimboldo</p> <p>Draw some of the detail they see on the surface of selected objects</p> <p>Use and control drawing media to make a variety of surface marks (woolly, fluffy, hard, sharp, bold, soft feint)</p> <p>Make a variety of printed marks using a range of tools, including everyday objects such as pieces of sponge, wooden bricks, etc.</p> <p>Group the printed marks together in ways that make patterns.</p> <p>Talk about how different patterns have used different groupings of marks.</p>	<p>Use hands to model a solid form, for example a natural form.</p> <p>Use tools and found objects to add surface pattern and texture</p> <p>Talk about how different parts of the hand such as the fingertips, a cupped palm or the heel of hand, can help to shape the sculpture</p>

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								Talk about what marks could be added to change or improve the design.	
<b>DT</b>	<p>Fruit kebabs</p> <ul style="list-style-type: none"> <li>- use the basic principles of a healthy and varied diet to prepare dishes</li> <li>- understand where food comes from</li> </ul>		<p>sewing</p> <ul style="list-style-type: none"> <li>-design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>- select from and use a wide range of materials and components, including construction</li> </ul>			<p>Junk modelling design</p> <ul style="list-style-type: none"> <li>purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>- select from and use a wide range of materials and components, including construction materials, textiles</li> </ul>	-	<p>Moving pictures</p> <ul style="list-style-type: none"> <li>-design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>- select from and use a wide range of materials and components, including construction</li> </ul>	

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			materials, textiles and ingredients, according to their characteristics Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria			and ingredients, according to their characteristics Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria - build structures, exploring how they can be made stronger, stiffer and more stable		materials, textiles and ingredients, according to their characteristics Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria - build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products	
<b>PE</b>	Gymnastics - master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of Activities  Playground Games	Gymnastics - master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities  Dance - perform dances using simple movement patterns.	Dance - perform dances using simple movement patterns.  Games - participate in team games, developing simple tactics for attacking and defending - master basic movements including running, jumping, throwing and catching	Games - participate in team games, developing simple tactics for attacking and defending - master basic movements including running, jumping, throwing and catching  Gymnastics - master basic movements including	Dance - perform dances using simple movement patterns.  Games - participate in team games, developing simple tactics for attacking and defending - master basic movements including running, jumping, throwing and	Games - participate in team games, developing simple tactics for attacking and defending - master basic movements including running, jumping, throwing and catching  Gymnastics - master basic movements including developing	Athletics - master basic movements including running, jumping, throwing and catching	Athletics - master basic movements including running, jumping, throwing and catching	Athletics Athletics - master basic movements including running, jumping, throwing and catching

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			throwing and catching	developing balance, agility and co-ordination, and begin to apply these in a range of activities	catching	balance, agility and co-ordination, and begin to apply these in a range of activities			
<b>RE PHSE</b>	Who am I? What does it mean to belong →		Why does Christmas matter to Christians? Core learning	What makes some places sacred to believers?		Why does Easter matter to Christians? Core Learning	Who do Christians say made the world? →		What is the good news Christians believe Jesus brings? Core learning
<b>Music</b>	<ul style="list-style-type: none"> <li>- use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- play tuned and untuned instruments musically</li> <li>- listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>								