

Year 1 – Long Term Plan 2023/24

	Aut 1 Harvest 6 th Oct Black History Week W/C 23 rd Oct	Aut 2 Bonfire Night 5 th Nov Remembrance 10 th Nov Diwali 12 th Nov Anti bullying W/C 13 th Nov CIN 18 th Nov	Spring 1 Children's Mental Health Week W/C 5 th Feb Safer Internet Day 5 th Feb Chinese New Year 10 th Feb Shrove Tuesday 13 th Feb	Spring 2 British Science Week 8 th -17 th Mar World Book Day 7 th Mar Mother's Day 10 th Mar RND 17 th Mar Easter 29 th Mar	Summer 1 Earth Day 22 nd Apr	Summer 2 Fathers Day 16 th June
Topic	British Woodlands	British Woodlands	Great Explorers - Space	Great Explorers - Beachcombers	WMGBG? Castles	WMGBG Kings & Queens & Transition (Creswell)
Learning Environment	Tree House Woodland animals	Tree House Plants/trees	Space shuttle	Lighthouse	Castle	Castle
Launch	Forest party invite Percy Park Keeper	See Visit	Alien crash	Mary Anning Fossils etc	See visit	Kings visit
Visit / Visitors	Sherwood Forest/Chestnut Centre		Space Centre/Planetarium		Bolsover Castle	Creswell Crags
Showcase	Performance Poetry		Space Explorers		Big Build	
Text / Visual Literacy	Percy the park keeper and the storm The Owl who was afraid of the dark The last hedgehog	Stick Man Starts with a Seed Tidy The Golden Leaf Into the Forest	Little people big dreams Neil Armstrong/Helen Sharman/Tim Peake Beegu Man on the moon	Lighthouse Keepers Lunch Little people big dreams Mary Anning/Grace Darling	George and the Dragon How to train your dragon Shrek Life in a castle	Queens Hat Katie in London Barnaby Bear King Henry 8 th Horrible Histories Legend of King Arthur
Writing Outcomes (Also see Writing MTP, Weekly Guided Reading planning and ELS Phonics Planning)	Instructions - Bird feeder Letter - To woodland animal Autumn Poems - Performance poetry - Recite	Narrative - (T4W) Christmas story Character/setting descriptions Letter - To council Fact cards-Tree/plant detectives	Narrative - (T4W) Retell-Biography Asking questions Character/setting descriptions Retell Sequencing	Narrative - (T4W) Retell-Biography Asking questions Character/setting descriptions Retell Sequencing	Narrative - (T4W) Retell Asking questions Character/setting descriptions Sequencing	Narrative - (T4W) Retell-Biography Asking questions Character/setting descriptions Retell Fact files

	<p>Recount - Fact files - (Link to Science) Narrative - (T4W) - Retell Facts - (Link to Science)</p> <p>write sentences by: -saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense -discuss what they have written with the teacher or other pupils -read aloud their writing clearly -Leave spaces between words and joining clauses using the word "and" -Begin to punctuate sentences with capital letters, full stops and question marks -Using capital letters for proper nouns, and the personal pronoun I</p>	<p>write sentences by: -saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense -discuss what they have written with the teacher or other pupils -read aloud their writing clearly -Leave spaces between words and joining clauses using the word "and" -Begin to punctuate sentences with capital letters, full stops and question marks -Using capital letters for proper nouns, and the personal pronoun I</p>	<p>Performance poetry - Recite</p> <p>write sentences by: -saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense -discuss what they have written with the teacher or other pupils -read aloud their writing clearly -Leave spaces between words and joining clauses using the word "and" -Begin to punctuate sentences with capital letters, full stops and question marks -Using capital letters for proper nouns, and the personal pronoun I</p>	<p>Diary</p> <p>write sentences by: -saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense -discuss what they have written with the teacher or other pupils -read aloud their writing clearly -Leave spaces between words and joining clauses using the word "and" -Begin to punctuate sentences with capital letters, full stops and question marks -Using capital letters for proper nouns, and the personal pronoun I</p>	<p>Performance poetry - Recite</p> <p>write sentences by: -saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense -discuss what they have written with the teacher or other pupils -read aloud their writing clearly -Leave spaces between words and joining clauses using the word "and" -Begin to punctuate sentences with capital letters, full stops and question marks -Using capital letters for proper nouns, and the personal pronoun I</p>	<p>Sequencing Diary</p> <p>write sentences by: -saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense -discuss what they have written with the teacher or other pupils -read aloud their writing clearly -Leave spaces between words and joining clauses using the word "and" -Begin to punctuate sentences with capital letters, full stops and question marks -Using capital letters for proper nouns, and the personal pronoun I</p>
<p>Maths (See WRM planning and weekly planning)</p>	<p>White Rose</p>	<p>White Rose</p>	<p>White Rose</p>	<p>White Rose</p>	<p>White Rose</p>	<p>White Rose</p>
<p>Science</p>	<p><u>Animals</u> Identify and name a variety of common animals inc fish,</p>	<p><u>Plants</u> Identify and name a variety of common wild and garden plants inc:</p>	<p><u>Materials</u> Know how to distinguish between and object and the</p>	<p><u>Materials</u> Know how to distinguish between and object and the</p>	<p><u>Animals</u> Link to PSHE Know how to identify, name, draw and label</p>	<p><u>Animals</u> Link to PSHE Know how to identify, name, draw and label</p>

	<p>amphibians, birds and mammals.</p> <p>Describe and compare a variety of common animals inc fish, amphibians, birds and mammals inc pets.</p> <p>Identify which common animals are carnivores, herbivores and omnivores.</p> <p>Know how to take care of animals taken from their local environment and the need to return them safely.</p>	<p>deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants inc: trees.</p> <p>Know about plants that are growing in their local environment and about the growth of flowers and vegetables they have planted.</p>	<p>material from which it is made.</p> <p>Identify and name a variety of everyday materials inc: wood, plastic, glass, metal, water and rock.</p> <p>Know the simple physical properties of a variety of everyday materials.</p> <p>Know how to compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>material from which it is made.</p> <p>Identify and name a variety of everyday materials inc: wood, plastic, glass, metal, water and rock.</p> <p>Know the simple physical properties of a variety of everyday materials.</p> <p>Know how to compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>the basic parts of the human body and say which part of the body is associated with each sense.</p>
<p>Working Scientifically</p>	<p>Know how to observe changes across the four seasons including how to do this safely (Not looking at sun)</p> <p>Ask questions and make predictions</p>	<p>Know how to observe and describe weather associated with the seasons and understand how day length varies.</p> <p>Ask questions and make predictions</p>	<p>Know how to observe changes across the four seasons including how to do this safely (Not looking at sun)</p> <p>Ask questions and make predictions</p>	<p>Know how to observe and describe weather associated with the seasons and understand how day length varies.</p> <p>Ask questions and make predictions</p>	<p>Know how to observe changes across the four seasons including how to do this safely (Not looking at sun)</p> <p>Ask questions and make predictions</p>	<p>Know how to observe and describe weather associated with the seasons and understand how day length varies.</p> <p>Ask questions and make predictions</p>
<p>History (Incl significant individuals / events)</p>		<p>Describe how people and places in their locality have changed over time.</p> <p>Describe in simple terms the importance of a local place or landmark.</p>	<p>Sequence the story of a significant historical figure.</p> <p>Ask and respond to simple questions about the past using sources of information.</p> <p>Begin to describe and order artefacts and pictures from significantly different time periods.</p> <p>Describe in simple terms why a significant</p>	<p>Sequence the story of a significant historical figure.</p> <p>Ask and respond to simple questions about the past using sources of information.</p> <p>Begin to describe and order artefacts and pictures from significantly different time periods.</p> <p>Describe in simple terms why a significant</p>	<p>Sequence the story of a significant historical figure.</p> <p>Ask and respond to simple questions about the past using sources of information.</p> <p>Begin to describe and order artefacts and pictures from significantly different time periods.</p>	<p>Sequence the story of a significant historical figure.</p> <p>Ask and respond to simple questions about the past using sources of information.</p> <p>Begin to describe and order artefacts and pictures from significantly different time periods.</p> <p>Describe how people and places in their</p>

			individual acted the way they did.	individual acted the way they did.		locality have changed over time. Describe in simple terms the importance of a local place or landmark. Describe in simple terms why a significant individual acted the way they did.
Geography	Name describe and compare human and physical feature of their own locality responding to simple questions. Use maps, pictures and stories to find out about different places.	Use maps, pictures and stories to find out about different places. Locate North and South poles.	Name and locate the world's seven continents.	Name describe and compare human and physical feature of their own locality responding to simple questions. Use maps, pictures and stories to find out about different places.	Name describe and compare human and physical feature of their own locality responding to simple questions. Use maps, pictures and stories to find out about different places.	Name describe and compare human and physical feature of their own locality responding to simple questions. Use maps, pictures and stories to find out about different places. Locate countries on a UK map.
Art and Design	Matisse: The Snail Cut and tear paper and glue it to the surface Name primary colours and collate colours into groups of similar shades.	Andy Goldsworthy Describe the sensory properties of a range of materials and decide which ones to use when making something	Kandinsky Several circles and comets Use lines to represent a shape or outline. Create simple monoprints for simple printmaking. Create a simple pattern for using colours and shapes. Line and tone, using lines of different thickness.	Clay Lighthouses Handle and manipulate rigid and malleable materials and say how they feel. Use modelling materials to create a realistic or imagined form.	Seurat <i>It starts with a dot</i> Apply paint using a range of tools	Van Gogh: Portraits Apply paint using a range of tools David Hockney Take a self-portrait or photo of someone else.
DT	Animal Homes Part of Forest School Select from and use a range of tools and	Christmas Cards Design purposeful, functional and appealing products for themselves	Space buggies Explore and use mechanisms e.g levers, sliders, wheels, and axles in their products.	Clay Lighthouses Select from and use a range of tools and equipment to perform practical tasks.	Castle big build Build structures, exploring how they can be made stronger,	

	equipment to perform practical tasks. Design purposeful, functional and appealing products for themselves and other users based on design criteria.	and other users based on design criteria. Generate, develop, model and communicate ideas through drawing, and where appropriate ICT.	Select from and use a range of tools and equipment to perform practical tasks. Design purposeful, functional and appealing products for themselves and other users based on design criteria.		stiffer and more stable. Select from and use a range of tools and equipment to perform practical tasks.	
Cooking & Nutrition	Healthy Pizza Identify the main food groups inc fruits and vegetables. Identify the source for common foods. Measure and weigh food items using non standard measures. Explain how to keep safe during a practical task.				Making Bread Explain how to keep safe during a practical task. Identify and talk about products that use electricity to make them work. Identify the source for common foods. Measure and weigh food items using non standard measures.	Planning a picnic Explain how to keep safe during a practical task. Identify and talk about products that use electricity to make them work. Identify the source for common foods
PE (See Real PE, Samba and Bolsover Partnership planning)	Real PE Gymnastics Bolsover Partnership	Real PE Gymnastics Bolsover Partnership	Real PE Ball Skills Bolsover Partnership	Real PE Ball Skills Bolsover Partnership	Real PE Dance Bolsover Partnership	Real PE Athletics Bolsover Partnership
Music	Body Percussion Know how to walk, move or clap a steady beat Pitch Identify sounds in the local school environment comparing high/low sounds. Singing Sing a wide range of call and response songs,	Body Percussion Pitch Know how to walk, move or clap a steady beat Singing Sing a wide range of call and response songs, control pitch and match pitch with accuracy. Listen with concentration and understanding to a	Holst Planets Listen with concentration and understanding to a range of high quality live and recorded music. Singing Sing a wide range of call and response songs, control pitch	Composing Follow pictures and symbols to guide singing and playing. Recognise and know how graphic notation can represent created sounds. Explore and invent own symbols. Singing	Medieval Music Listen with concentration and understanding to a range of high quality live and recorded music. Understand the difference between creating a rhythm pattern and pitch pattern	Understand the difference between creating a rhythm pattern and pitch pattern Singing Sing a wide range of call and response songs, control pitch and match pitch with accuracy.

	control pitch and match pitch with accuracy.	range of high quality live and recorded music.	and match pitch with accuracy.	Sing a wide range of call and response songs, control pitch and match pitch with accuracy.	Singing Sing a wide range of call and response songs, control pitch and match pitch with accuracy.	
RE	Key Question 1.1: Who is a Christian and what do they believe? (part 1)	Key Question 1.6: How and why do we celebrate special and sacred times? (part 1) Plus Christmas Story	Key Question 1.2: Who is a Muslim and what do they believe? (part 1)	Key Question 1.7: What does it mean to belong to a faith community? Plus Easter story	Key Question 1.5: What makes some places sacred? (Christian and Muslim)	Key Question 1.5: What makes some places sacred? (Christian and Muslim)
PSHE (See Jigsaw planning)	Puzzle 1: Being Me in my World	Puzzle 2: Celebrating Difference	Puzzle 3: Dreams and Goals	Puzzle 4: Healthy Me	Puzzle 5: Relationships	Puzzle 6: Changing Me (Link to Science)
Computing (See Purple Mash planning)	Esafety Understand rules around Esafety and know who to tell if something concerns them online. Programming Give simple instructions to everyday devices to make things happen. Create simple programmes. Multimedia Know how and when ICT is used in everyday life.	Esafety Understand rules around Esafety and know who to tell if something concerns them online. Christmas Cards Generate, develop, model and communicate ideas through drawing, and where appropriate ICT. Programming Give simple instructions to everyday devices to make things happen. Create simple programs.	Esafety Understand rules around Esafety and know who to tell if something concerns them online. Chrome books Multi Media Complete simple tasks on a computer by following instructions. Multimedia Know which different devices can go online and which cannot.	Esafety Understand rules around Esafety and know who to tell if something concerns them online. Chrome books Multi Media Make decisions on whether or not statements or images found online are likely to be true.	Esafety Understand rules around Esafety and know who to tell if something concerns them online. Seasons Quiz Labelling plants Chrome books Multi Media Say what a pictogram is showing them. Put data into a program. Sort objects and pictures into lists or simple tables. Understand that images give information.	Esafety Understand rules around Esafety and know who to tell if something concerns them online. Chrome books Multi Media Say what a pictogram is showing them. Put data into a program. Sort objects and pictures into lists or simple tables. Understand that images give information.
	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2