

## Year 1 - Long Term Plan 2024/25

	<b>Aut 1</b> Harvest 4 <sup>th</sup> Oct Black History Month 1 <sup>st</sup> -31 <sup>st</sup> Oct Week W/C  ( 7 weeks + 2 day)	<b>Aut 2</b> Bonfire Night 5 <sup>th</sup> Nov Remembrance 10 <sup>th</sup> Nov Diwali 1st Nov Anti bullying W/C 11 <sup>th</sup> Nov CIN 15 <sup>th</sup> Nov  ( 7 weeks + 2 day)	<b>Spring 1</b> Children's Mental Health Week W/C 3rd-9th Feb Safer Internet Day 5 <sup>th</sup> Feb Chinese New Year 25 <sup>th</sup> Jan Shrove Tuesday 3th March ( 6 weeks)	<b>Spring 2</b> British Science Week 8 <sup>th</sup> -17 <sup>th</sup> Mar World Book Day 7 <sup>th</sup> Mar Mother's Day 10 <sup>th</sup> Mar RND 17 <sup>th</sup> Mar Easter 29 <sup>th</sup> Mar  (6 weeks)	<b>Summer 1</b> Earth Day 22 <sup>nd</sup> Apr  (4 weeks +4)	<b>Summer 2</b> Fathers Day 16 <sup>th</sup> June  (7 weeks + 4)
Topic  Curriculum Driver	British Woodlands  Geography/ Science	British Woodlands  Geography/ Science	Great Explorers - Space Geography/ History	Great Explorers - Beachcombers Geography/ History	WMGBG? Castles History	WMGBG Kings & Queens & Transition (Creswell) Geography/ History
Key questions	1. What animals would you find in British woodlands? 2. What do the different animals eat? 3. What plants or trees would you find in British woodlands?		1. Can you name an explorer and where they explored? 2. Who was the first man to walk on the moon? 3. Who was Mary Anning and why is she important?		1. Can you name the 4 countries of the United Kingdom? 2. Who lived in castles? 3. Why were castles built?	
Conceptual question	Would you like to live near a woodland? Why/why not?		Who would you like to explore with? Why?		If you lived in a castle what job would you like and why?	
Learning Environment	Tree House Woodland animals	Tree House Plants/trees	Space shuttle	Lighthouse	Castle	Castle

<b>Launch</b>	Forest party invite	See Visit	Alien crash	Mary Anning Fossils etc	See visit	Kings visit
<b>Visit / Visitors</b>	Sherwood Forest/Whitwell Woods		Space Centre/Planetarium		Bolsover Castle	Creswell Crags
<b>Showcase</b>	Performance Poetry	Christmas Concert	Space Explorers		Big Build	
<b>Text / Visual Literacy</b>	The Owl who was afraid of the dark The last hedgehog Red Riding Hood Into the Forest What did the tree see? Frog and Toad all year.	The Golden Leaf Red leaf, yellow leaf It Starts with a Seed The Tiny Seed Tidy Stick Man The Christmas Story	Little people big dreams Neil Armstrong/Helen Sharman/Tim Peake Beegu Man on the moon The Smeds and the Smoos Here we are	Lighthouse Keepers Lunch Little people big dreams Mary Anning/Grace Darling Palm Sunday The Easter Story	George and the Dragon George, the dragon and the princess The small knight and George Life in a castle	Landmarks around Britain Queen's Hat Legend of King Arthur The sword in the stone
<b>Writing Outcomes</b> (Also see Writing MTP, Weekly Guided Reading planning and ELS Phonics Planning)	Instructions - Bird feeder Letter - To woodland animal Autumn Poems - Performance poetry - Recite Recount - Fact files - (Link to Science) Narrative- Retell Facts - labels and captions (Link to Science)	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 Performance poetry - Recite	Narrative - (T4W) Retell-Biography Asking questions Character/setting descriptions Retell Sequencing Diary	Narrative - (T4W) Retell Asking questions Character/setting descriptions Sequencing Performance poetry - Recite	Narrative - (T4W) Retell-Biography Asking questions Character/setting descriptions Retell Fact files Sequencing Diary
<b>Maths</b> (See WRM planning and weekly planning)	<b>White Rose</b> Place value within 10 5 wks Addition/Subtraction within 10 5 wks Geometry Shape 1 week White Rose		<b>White Rose</b> Place value within 20 3 wks +/- within 20 3 wks Place value within 50 2 wks Length/height 2 wks Mass/volume 2 wks		<b>White Rose</b> x/÷ 3 wks fractions 2 wks Geometry position & direction 1 wk Place value within 100 2 wks Money 1 wk Time 2 wks	
<b>Science</b>	<u>Animals</u> Identify and name a variety of common animals inc fish, amphibians, birds and	<u>Plants</u> Identify and name a variety of common wild and garden plants inc:	<u>Materials</u> Know how to distinguish between and object and the	<u>Materials</u> Know how to distinguish between and object and the	<u>Animals</u> Link to PSHE Know how to identify, name, draw and label the basic parts of the	<u>Animals</u> Link to PSHE Know how to identify, name, draw and label the basic parts of the

	<p>mammals, reptiles and invertebrates</p> <p>Know how to describe and compare the structure of a variety of common animals inc fish, amphibians, birds and mammals inc pets, reptiles and invertebrates</p> <p>Identify which common animals are carnivores, herbivores and omnivores.</p> <p>Know how to observe and describe weather associated with the seasons and understand how day length varies.</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>Know how to observe changes across the four seasons including how to do this safely (Not looking at sun)</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>Know how to observe and describe weather associated with the seasons and understand how day length varies.</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>Know how to observe changes across the four seasons including how to do this safely (Not looking at sun)</p>	<p>human body and say which part of the body is associated with each sense.</p> <p>Know how to take care of animals taken from their local environment and the need to return them safely.</p> <p>Know how to observe and describe weather associated with the seasons and understand how day length varies.</p>	<p>human body and say which part of the body is associated with each sense.</p> <p>Know how to take care of animals taken from their local environment and the need to return them safely.</p> <p>Know how to observe changes across the four seasons including how to do this safely (Not looking at sun)</p>
<b>Working Scientifically</b>	Ask questions and make predictions	Ask questions and make predictions	Ask questions and make predictions	Ask questions and make predictions	Ask questions and make predictions	Ask questions and make predictions
<b>History</b> (Incl significant individuals / events)	<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 individual acted the way they did.</p> <p>Begin to describe and order artefacts and pictures from significantly different time periods.</p> <p><b>Neil Armstrong/ Tim Peake</b> <b>Mary Anning/ Grace Darling</b></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 locality have changed over time.</p> <p><b>Antony Gormley- Angel of the north</b> <b>William Cavendish- Bolsover Castle</b></p> <p>Describe in simple terms the importance of a local place or landmark.</p>

					Describe in simple terms why a significant individual acted the way they did.
<b>Geography</b>	Name describe and compare human and physical feature of their own locality responding to simple questions. Include simple locational language Use maps, pictures and stories to find out about different places. Locate countries on a UK map. Identify seasonal weather patterns in the UK Recognise simple human and physical feature on an aerial photograph or simple map showing an awareness that objects look different from above		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 and locate the world's seven continents. Locate North and South poles.		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. Recognise simple human and physical feature on an aerial photograph or simple map showing an awareness that objects look different from above
<b>Art and Design</b>	Name primary colours and collate colours into groups of similar shades. <b>Matisse: The Snail</b> Cut and tear paper and glue it to the surface <b>Andy Goldsworthy</b> Describe the sensory properties of a range of materials and decide which ones to use when making something		<b>Kandinsky</b> <b>Several circles and comets</b> 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.	<b>Clay Lighthouses</b> Handle and manipulate rigid and malleable materials and say how they feel. Use modelling materials to create a realistic or imagined form. Select from and use a range of tools and equipment to perform practical tasks.	<b>Seurat</b> It starts with a dot Apply paint using a range of tools <b>Van Gogh: Portraits</b> Apply paint using a range of tools <b>David Hockney</b> Take a self-portrait or photo of someone else.
<b>DT</b>		<b>Animal Homes</b> Part of Forest School 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. <b>Christmas Cards</b> Design purposeful, functional and appealing	<b>Space buggies</b> Explore and use mechanisms e.g levers, sliders, wheels, and axles in their products. Select from and use a range of tools and equipment to perform practical tasks. Design purposeful, functional and appealing products for themselves and other		<b>Castle big build</b> Build structures, exploring how they can be made stronger, stiffer and more stable. Select from and use a range of tools and equipment to perform practical tasks.

		products for themselves and other users based on design criteria. Generate, develop, model and communicate ideas through drawing, and where appropriate ICT.	users based on design criteria.			
<b>Cooking &amp; Nutrition</b>					Link to PSHE- <b>Healthy Me</b> Measure and weigh food items using non standard measures.	
<b>PE</b> (See Real PE, Samba and Bolsover Partnership planning)	<b>Real PE</b> Gymnastics  <b>Bolsover Partnership</b>	<b>Real PE</b> Gymnastics  <b>Bolsover Partnership</b>	<b>Real PE</b> Dance  <b>Bolsover Partnership</b>	<b>Real PE</b> Dance  <b>Bolsover Partnership</b>	<b>Real PE</b> Athletics  <b>Bolsover Partnership</b>	<b>Real PE</b> Athletics  <b>Bolsover Partnership</b>
<b>Music</b>	<b>Exploring Pulse and Rhythm</b> See Sparkyard		<b>Exploring Sounds</b> See Sparkyard		<b>Exploring Pitch and Melody</b> See Sparkyard	
<b>RE</b>	<b>Key Question 1.1:</b> Who is a Christian and what do they believe? (part 1)	<b>Key Question 1.6:</b> How and why do we celebrate special and sacred times? (part 1)  Plus Christmas Story	<b>Key Question 1.2:</b> Who is a Muslim and what do they believe? (part 1)	<b>Key Question 1.7:</b> What does it mean to belong to a faith community?  Plus Easter story	<b>Key Question 1.5:</b> What makes some places sacred? (Christian and Muslim)	<b>Key Question 1.5:</b> What makes some places sacred? (Christian and Muslim)
<b>PSHE</b> (See Jigsaw planning)	<b>Puzzle 1: Being Me in my World</b>	<b>Puzzle 2: Celebrating Difference</b>	<b>Puzzle 3: Dreams and Goals</b>	<b>Puzzle 4: Healthy Me</b>	<b>Puzzle 5: Relationships</b>	<b>Puzzle 6: Changing Me</b> (Link to Science)
<b>Computing</b> (See Purple Mash planning)	Unit 1.1- Online safety and exploring Purple Mash (4 wks) Unit 1.2- Grouping and Sorting (2 weeks)	Unit 1.3- Pictograms (3 wks)	Unit 1.4- Lego Builders (3 wks) Unit 1.5- Maze Explorers (3 wks)	Unit 1.6- Animated Story books (5 wks)	Unit 1.7 -Coding (6 wks)	Unit 1.8- Spreadsheets (3 wks) Unit 1.9- Technology Outside School (2 wks)
	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>