

Year 1 Long Term Plan

	Term 1 – Transition of provision	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Science</b>	<p><b>Human Body</b> <b>STEM</b> <i>Recall human body from RT1 – name body parts and facial features. Recall senses from RT1 (and recapped throughout year)</i></p> <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p>Link to animal senses – can you tell from looking at an animal which sense is strongest? Why would they need a strong sense of smell/eyesight etc? Sort objects based on sense test e.g. sweet, salty Are any senses linked? Can we tell what something will taste like by what it smells like?</p> <p><u>Vocabulary:</u> Human body, leg, arm, neck, head, shoulder, elbow, hand, finger, stomach, hip, knee, feet, toe, eyes, ears, nose, mouth, skin, hair, tongue, ankle. Senses, sight, taste, touch, hearing, smell, test, fair</p>	<p><b>Seasons</b> <b>STEM</b> <i>Recall seasons from RT1-6 (covered each day during the calendar and specifically in T2 and 5)</i></p> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul> <p>Temperature Does everywhere have seasons? Which parts of the world don't? (close to equator), different seasons in Southern Hemisphere – NZ <b>Has the weather in those places always been like this?</b></p> <p><u>Vocabulary:</u> spring, summer, autumn, winter, season, weather, forecast, climate, hemisphere, equator, predict</p>	<p><b>Materials</b> <b>STEM</b> <i>Recall materials work from RT3 – names of different materials, basic properties. Materials discussed for STEM designing and building when choosing appropriate materials.</i></p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><b>Link to sustainability – we make choices based on the properties of the material but also its environmental impact – can it be recycled? Will it need to be replaced quickly?</b></p> <p>Link to English text – 3 Little Pigs – did they have good ideas? What would you make a house from? Why?</p> <p><u>Vocabulary:</u> wood, plastic, glass, metal, water, rock, similar, different, material, properties, hard, soft, porous, brittle, flexible, transparent, heavy, light</p>	<p><b>TRISCIENCE</b> <b>Let's Find Out</b> <b>STEM</b> <i>Recall the human body, seasons/weather and materials topics 1T1, 1T2, 1T3</i></p> <p>Wrapping up warm</p> <ul style="list-style-type: none"> <li>to perform simple tests</li> <li>to compare a variety of everyday materials based on their simple properties</li> </ul> <p>Super senses</p> <ul style="list-style-type: none"> <li>to say which part of the body is associated with each sense</li> <li>to use their senses to identify and compare different smells</li> </ul> <p>Measuring the weather</p> <ul style="list-style-type: none"> <li>to observe and describe weather associated with the seasons</li> <li>to gather and record data to help in answering questions</li> </ul>	<p><b>Plants</b> <b>STEM</b> <i>Recall work on plants from RT2 (planting bulbs), RT4 (jungles), RT6 (growing vegetables) and observing plants throughout Forest School.</i></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p>Link to history – children evacuated to farms – growing crops (<i>Recall farms from RT1</i>)</p> <p>Chn will design and plant vegetables and flowers – what kind of light do they need? How much water do they need? <b>Which plants do we have at school? Which do you have at home? Talk about some of them being chosen for their impact on the environment e.g. flowers for bees and butterflies</b></p> <p>Plants: Daisy, dandelion, rose, lavender, pansy, grass Trees: Deciduous: Oak, Crab apple, Sweet Chestnut, Silver birch, Evergreen: holly, ivy, fir Structure of flowering plants: root, stem/stalk, flower, leaf, petal, pollen Structure of tree: root, trunk, branch, leaves <u>Vocabulary:</u> evergreen, deciduous, root, stem, leaf, flower, petal, pollen</p>	<p><b>Animals</b> <b>STEM</b> <i>Recall work on animals throughout R: T1-farm and pets; T2-woodland; T4-jungle; T6-insects and growth of animals from babies)</i></p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul> <p>Animals that we get in the nearby area – link to Geography. Will there be the same animals in Wellington as in Africa? Why? Why not? Link back to seasons in T2. <b>How can we protect animals – not littering etc.</b></p> <p><u>Vocabulary:</u> fish, amphibian, reptile, bird, mammal, classification, common, carnivore, herbivore, omnivore</p> <p>Fish: trout, goldfish, guppy Birds: blackbirds, chaffinch, swan, ducks, geese, pigeons, sparrows, starling Amphibians: newt, frog, toad Reptiles: grass snake, tortoise, slow worm Mammals: human, dog, cat, rabbit, fox</p>



<p><b>History</b></p>	<p><b>Past, present and own lives</b>  <i>Recall work on past, present and future from throughout R: significant/special events e.g. birthdays; religious festivals e.g. Hannukah, Diwali; recalling holidays.</i></p> <ul style="list-style-type: none"> <li>• Understand the language of past, present and future</li> <li>• Explore what the Mars Rover is</li> <li>• Explain what we have found out about the Mars Rover and how we found out about it.</li> <li>• Understand that the way that we explore space is always changing</li> </ul> <p>Space travel – look back at Mars Rover landing in 2021 – what can we find out? What might we find in the future? Mention important space people – Neil Armstrong, Katherine Johnson etc.</p>		<p><b>Eighties</b>  <i>Recall 'past' language. Recall change in transport T3</i></p> <ul style="list-style-type: none"> <li>• Understand what the 1980s were like</li> <li>• Compare the 1980s to the present day</li> <li>• Compare 1980s technology with the present day</li> <li>• Design technology for the future</li> <li>• Build a prototype of my future technology</li> </ul> <p>Changes in technology – computers, walkmans etc.          Internet – Tim Berners-Lee          Talk to parents/grandparents about what school was like – compare to present</p> <p><i>STEM – looking at technology and how it has changed over time</i>  <i>STEM – looking at engineers – spotting a problem (e.g. wanting to listen to music on the go) and fixing it (walkman) and improving it (iphone)</i></p> <p><i>Link to sustainability and the environment – use of plastic</i></p>		<p><b>WW2 – Evacuation</b>  <i>Recall looking at evidence from the past: black and white photographs, paintings etc. Recall maps of places RT5 (maps of fairytale lands vs UK)</i></p> <ul style="list-style-type: none"> <li>• Sequence artefacts from different time periods</li> <li>• Understand that a timeline shows significant events</li> <li>• Discuss the role of family and women in the 1940s</li> <li>• Compare life in the 1940s in different environments – city, countryside</li> <li>• Understand the different modes of transport that were used in the 1940s</li> <li>• Understand what evacuation is and how the children were evacuated</li> </ul> <p>Focus on the chn. What was life like for them? Look at lots of photos. Compare to photos of children's toys from the 80s and now. How are they the same how are they different? Look at artefacts – what time period do we think they're from? Look at clues e.g. cars/planes in the background of photos or the material that something is made from (<i>Recall materials 1T3 and 4</i>)</p> <p>Trip: evacuation</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>		<p><b>Weather</b>  <i>Recall work each day on reflecting on the weather (during calendar time). Recall work on seasons RT2</i></p> <ul style="list-style-type: none"> <li>Identify different types of weather</li> <li>Understand the impact of weather on our daily lives</li> <li>Understand that there are seasonal weather patterns.</li> <li>Understand the different weather symbols used in weather forecasts</li> <li>Use weather symbols and knowledge of the location of countries of the UK to present a weather forecast.</li> <li>Understand that the weather is different in different places</li> </ul> <p>Look at weather in the different capital cities in the UK. Is it the same? Look at location on maps. Look at location impact on weather</p> <p>Compare UK with weather in Norway and Spain in November/December</p> <p>STEM – use technology to record data (tablets for videos/photos; bat box for videoing Forest School area over time)</p> <p>Link to science – seasons and weather</p>		<p><b>Our Environment</b>  <i>Recall where we live from All About Me RT1; woodland location RT2; jungle location RT4; maps and the world RT6. Recall weather in local area and UK 1T2</i></p> <ul style="list-style-type: none"> <li>Study the geography of the school site through simple maps</li> <li>Explore the school site using a map</li> <li>Explore the local area using technology</li> <li>Explore the local area using maps</li> <li>Plan a route for a fictional map</li> </ul> <p>Start local – focus on IKB and Wellington -&gt; England -&gt; UK</p> <p>Use tracking apps (strava?) to record walking in the local area. Can they use a recording of a walk to work out where someone walked to?</p> <p>Use symbols to draw more accurate maps</p> <p>What would be the best way to travel between two places?</p> <p>Consider distance and environmental impact</p>		<p><b>The World</b>  <i>Recall where we live from All About Me RT1; woodland location RT2; jungle location RT4; maps and the world RT6 and Our Environment 1T4</i></p> <ul style="list-style-type: none"> <li>Name and locate the 7 continents and 5 oceans of the world.</li> <li>Understand that a world map shows all the countries in the world.</li> <li>Understand that maps convey information about a location</li> <li>Name and locate a country in each continent</li> <li>Locate Kenya</li> <li>Compare Kenya to England</li> </ul> <p>Africa – African patterns</p> <p>Continents – covered Europe in T2</p> <p>Choose one place in each country that the chn can use to help them remember the locations. Link to animals around the world in science</p>

<p style="text-align: center;"><b>RE</b></p>	<p><b>Judaism</b>  <i>Recall RE from R. Recall Judaism RT1; recall Rosh Hashanah RT1 and Hannukah RT2</i>  <b>Beliefs</b>  <i>What is the Torah? What does it teach people?</i></p> <ul style="list-style-type: none"> <li>Recognise and describe things that are special to others</li> <li>Talk about things that concern me</li> <li>Talk about puzzling ideas</li> </ul>	<p><b>Hinduism</b>  <i>Recall RE from R and previous term/s, specifically, Hinduism and Diwali RT2.</i>  <b>Icons</b>  <i>What are the main Hindu Symbols?</i></p> <ul style="list-style-type: none"> <li>Recognise religious symbols and words</li> <li>Describe and explain some of the symbols used</li> </ul>	<p><b>Buddhism</b>  <i>Recall RE from R and previous term/s, specifically, Buddhism RT3</i>  <b>Stories</b>  <i>Tell us the story of Siddhartha Gautama (Buddha), the founder of Buddhism.</i></p> <ul style="list-style-type: none"> <li>Talk about what I like and dislike in a religious story</li> <li>Retell a range of religious stories</li> <li>Talk about my own feelings and experiences (including those about sharing and greed; what is right and wrong.)</li> </ul>	<p><b>Christianity</b>  <i>Recall RE from R and previous term/s, specifically, Christmas RT2, Shrove Tuesday RT3 and Easter and Christianity RT4.</i>  <b>Buildings and symbols</b>  <i>What would you find inside a church?</i>  <i>Recall visit to church RT2 and RT4</i></p> <ul style="list-style-type: none"> <li>Talk about what is important to me and others</li> <li>Recognise times when I say 'sorry' and understand that some religious people ask their god for forgiveness</li> </ul>	<p><b>Islam</b>  <i>Recall RE from R and previous term/s, specifically, Islam and Eid RT5</i>  <b>Celebrations, festivals and food</b>  <i>What types of food are eaten on the festivals of Eid?</i>  <i>Recall food eaten during RE in R – Rosh Hashanah apples, honey and pomegranate; Diwali samosas; Chinese New Year spring rolls; Shrove Tuesday pancakes etc.</i></p> <ul style="list-style-type: none"> <li>Understand that there are special people and times</li> <li>Give examples of ways different people show religion is important to them</li> </ul>	<p><b>Sikhism</b>  <i>Recall RE from R and previous term/s, specifically, Sikhism RT6</i>  <b>Worship and sounds</b>  <i>What happens at a Sikh wedding?</i>  <i>Recall special events RT1</i></p> <ul style="list-style-type: none"> <li>Talk about my own special day and what to do</li> </ul>
<p style="text-align: center;"><b>Art</b></p>	<p><b>Drawing</b>  Picasso</p> <ul style="list-style-type: none"> <li>Draw using a variety of tools</li> <li>Observe anatomy – faces, limbs</li> </ul> <p>Children draw their friends. Look closely at facial features and shape of body parts.  <i>Recall naming human body parts RT1 and 1T1. Recall children's self-portraits in RT1. Link to science.</i></p>	<p><b>Painting</b>  Mondrian</p> <ul style="list-style-type: none"> <li>Name all the colours (primary and secondary)</li> <li>Mix the colours</li> <li>Find collections of colours</li> </ul> <p>Paint a seasons picture. Decide which colours are associated with each season. Experiment with creating tones e.g. a range of different blues by adding black and white to blue.  <i>Recall naming and mixing colours throughout R. Recall work on seasons in calendar time and RT2. Recall Kandinsky Link to science</i></p>	<p><b>Texture</b>  Henri Matisse</p> <ul style="list-style-type: none"> <li>Produce collages</li> <li>Weave</li> </ul> <p>Explore different materials by making collages of faces. Compare to drawings of faces from term 1. Try weaving different materials to create different textures. <b>Use recycled materials.</b>  <i>Recall faces from 1T1 and RT1. Link to science</i></p>	<p><b>Drawing</b>  Claude Monet</p> <ul style="list-style-type: none"> <li>Observe and draw landscapes</li> </ul> <p><i>Recall drawing from 1T1 Link to geography</i>  <b>Pattern</b></p> <ul style="list-style-type: none"> <li>Have and awareness of and discuss patterns</li> <li>Create patterns</li> <li>Explore symmetric patterns</li> </ul> <p>Look at stained glass window patterns and patterned Easter Eggs(<i>Recall trip to church RT2 and RT4; link to RE</i>)  Refer back to collections of colours – which ones complement each other on the eggs? (<i>Recall colour 1T2</i>)</p>	<p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>Create pattern</li> </ul> <p><i>Recall stained glass window work from 1T4</i>  Create stained glass window artwork for Eid  <a href="#">Link to RE</a>  <b>Texture</b>  Create moon and star mobiles for Eid</p>	<p><b>Printing</b>  <b>Esther Mahlangu</b></p> <ul style="list-style-type: none"> <li>Produce relief printing</li> </ul> <p>Create printed patterns based on African patterns.  <a href="#">Link to geography</a></p>



DT		<p><b>STEM</b>  <b>Follow engineering process to think, design, build, test and improve:</b>  <b>Kite</b>            Problem: How to make a toy that children can use in the wind?</p> <p><i>Recall work on materials RT3 and engineering processes in R</i>  <a href="#">Link to science and geography</a></p>	<p><b>STEM</b>  <b>Follow engineering process to think, design, build, test and improve:</b>  <b>Three Little Pigs' Houses</b>            Problem: the pigs need houses to stay in</p> <p><i>Recall work on materials RT3 and 1T2 and engineering processes in R and 1</i>  <a href="#">Link to science and English</a></p>	<p><b>STEM</b>  <b>Follow engineering process to think, design, build, test and improve:</b>  <b>Weather Gauge</b>            Problem: need to know how much it has rained</p> <p><a href="#">Link to geography and science</a></p>	<p><b>Cooking</b></p> <ul style="list-style-type: none"> <li>• Cut food safely</li> <li>• Wash hands and surfaces</li> <li>• Say what healthy foods are</li> <li>• Say where healthy foods come from</li> </ul> <p>Using the food grown in science, cook some healthy food – omelette? Or cook some food from Eid.  <i>Recall cooking/making food in R – RT1: bread; RT2: cookies etc.</i>  <a href="#">Link to science, history and RE</a></p>	<p><b>Form</b></p> <ul style="list-style-type: none"> <li>• Use materials to make known objects for a purpose</li> </ul> <p>Make a globe – papier mache.  <i>Recall world and maps from R</i>  <a href="#">Link to geography</a></p>
	<b>We use Charanga to deliver our Music curriculum.</b>					
Music	<p><b>Introducing Beat</b>            How can we make friends when we sing together?</p>	<p><b>Adding Rhythm and Pitch</b>            How does music tell stories about the past?</p>	<p><b>Introducing Tempo and Dynamics</b>            How does music make the world a better place?</p>	<p><b>Combining Pulse, Rhythm and Pitch</b>            How does music help us to understand our neighbours?</p>	<p><b>Having Fun with Improvisation</b>            What songs can we sing to help us through the day?</p>	<p><b>Exploring Sound and Create a Story</b>            How does music teach us about looking after our planet?</p>
PE	<p><b>Fundamental skill development</b>            Throwing            Catching            Coordination</p>	<p><b>Dance</b>            Developing a range of movement patterns</p>	<p><b>Fundamental skill development</b>            balance            agility</p>	<p><b>Circuit training</b>            Change direction            Combine skills</p>	<p><b>Developing simple tactics for attacking and defending</b>            Participate in simple team games</p>	<p><b>Sports Day Preparation</b>            Strength, technique and fitness</p> <ul style="list-style-type: none"> <li>- running</li> <li>- throwing</li> <li>- jumping</li> </ul>
PSHE	<b>We use Jigsaw PSHE to deliver our PSHE curriculum.</b>					
	<p><b>Being Me in My World</b></p>	<p><b>Celebrating Difference</b></p>	<p><b>Dreams and Goals</b></p>	<p><b>Healthy Me</b></p>	<p><b>Relationships</b></p>	<p><b>Changing Me</b></p>



We use Teach Computing to deliver our Computing curriculum.						
<b>Computing</b>	<p><b>Computing systems and networks – technology around us</b></p> <p>Identify technology</p> <p>Identify a computer and its main parts</p> <p>Use a mouse and keyboard</p> <p>Use technology responsibly</p>	<p><b>Creating media – digital painting</b></p> <p>Describe what freehand tools do</p> <p>Use shape and line tools</p> <p>Make and explain choices when painting</p> <p>Compare painting a picture on the computer with on paper</p>	<p><b>Programming A – moving a robot</b></p> <p>Explain what a given command will do</p> <p>Act out a given word</p> <p>Combine direction commands to make a sequence</p> <p>Plan a simple program</p> <p>Find more than one solution to a problem</p>	<p><b>Data and information – grouping data</b></p> <p>Label objects</p> <p>Identify objects that can be counted</p> <p>Describe objects in different ways</p> <p>Count objects with the same properties</p> <p>Compare groups of objects</p> <p>Answer questions about groups of objects</p>	<p><b>Creating media – digital writing</b></p> <p>Use a computer to write</p> <p>Add and remove text on a computer</p> <p>Identify that the look of text can be changed</p> <p>Change the look of text</p> <p>Explain choices made</p> <p>Compare typing on a computer to writing on paper</p>	<p><b>Programming B – introduction to animation</b></p> <p>Choose command for given purpose</p> <p>Show that a series of commands can be joined together</p> <p>Identify the effect of changing a value</p> <p>Explain that each sprite has its own instructions</p> <p>Design parts of a project</p> <p>Use an algorithm to create a program</p>