

Long Term Plan - Year 1

	Autumn				Spring				Summer			
Weeks	4 Weeks	3 Week	5 weeks	2 weeks	6 weeks Children's Mental Health Internet Safety Day	4 weeks(split) World Book Day	1 Week	5 weeks	1 Wk	5 weeks	1 week	
Learning Experience	Marvellous Me	Great British Harvest Harvest Festival	Love Where you Live UK	Let's Celebrate	Our World Australia and Cold place	Long Long Ago	Science Wk	The 1960s	Sports Week	The Great Outdoors	Moving on	
	PSHE History	DT – food technology Science Geography	Geography – UK History - Great Fire Science - Animals of the UK	RE PSHE DT	Geography - Continents and oceans Science – Animals Art - Australia History - David Attenborough	History - Mary Anning Geography	Working Scientifically	History - Our school in 1960 History - Space race Science	Science PSHE	Geography oceans Science - Creatures of the seas/habitats British plants Beach Visit		
Trips or experiences or events	Guess the staff babies – Photos on Dojo	Tuppenny Barns Apple Pressing workshop	Walk around Southbourne							Beach day in school		
English	Reading - Little Wandle Phonics Scheme Handwriting - Kinetic Letters handwriting scheme Writing - See separate medium term planning for the teaching of writing – use of The Literacy Tree for planning.											
Maths	Maths Mastery Scheme - NECTM planning.											
Science	Animals including humans identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Chalk drawing on playground/paper Head shoulder knees and toes	Seasonal Change observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.	Animals including humans (UK) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals describe and compare the structure (Features) of a variety of common animals (fish, amphibians,	Materials 1 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	Animals including humans describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Animals including humans Identify and name a variety of common animals that are carnivores, herbivores and omnivores	A variety of science learning	Materials 2 distinguish between an object and the material from which it is made describe the simple physical properties of a variety of everyday materials compare and group together a variety of	Animals including humans 4 identify, name, draw and label the basic parts of the human body	Plants Identify and describe the basic structure of a variety of common flowers plants including trees Animals including humans describe and compare the		

	Senses – taste, small, listening walks, feely bag	Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	reptiles, birds and mammals, including pets) Materials 2 distinguish between an object and the material from which it is made (Houses before and after great fire – and time)		Identify and name a variety of common animals that are carnivores, herbivores and omnivores			everyday materials on the basis of their simple physical properties.	and say which part of the body is associated with each sense	structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	
Working Scientifically – Year 1 and year 2	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.										
PSHE	Growing and changing To recognise what makes them unique and special. To recognise feelings in themselves; to manage when things go wrong .(Zones of Regulation Link) Families and friendships To know about roles of different people, including those in their family. Respecting ourselves and others To understand how behaviour affects others. To know how to be polite and respectful.	Belonging to a community To understand what rules are and why they are important for keeping everyone safe and happy. To recognise and show awareness of how to care for the needs of others. Railway safety	Belonging to a community To identify and talk about simple ways to help look after their immediate environment (e.g. tidying up, recycling in class, saving paper, switching off lights). Begin to recognise that their actions can make a difference to the classroom and school Safe relationships To recognise what privacy means and why it is important. To know simple ways to stay safe in different contexts, including online and offline environments. To understand that permission is needed before using or touching someone else’s belongings, body, or personal information.	Keeping safe To know how rules and age restrictions help us. To know how to keep safe online.	Media literacy and digital resilience To know to use the internet and digital devices. To know about communicating online. To be aware of a range of jobs and roles within the community.	Physical health and Mental Wellbeing To know how to keep healthy through food, drink, rest, and physical exercise. To be aware of and follow basic hygiene routines (e.g. handwashing, using tissues, brushing teeth). To understand simple ways to stay safe in the sun. To name the main parts of the human body.	Growing and changing / To recognise and begin to talk about their own strengths, skills, and interests. To identify and discuss emotions linked to change, including moving class or year group, and begin to use strategies				

					To begin to understand how to seek and give permission appropriately					to manage these feelings
History	<p>Me and my Family</p> <p>To know about changes within living memory</p> <p>Describe the difference between the present and the past in their own lives.</p> <p>Recount changes that have occurred in their own life</p> <p>Use common words and phrases relating to the passing of time</p>		<p>London/UK</p> <p>To know about events beyond living memory that are significant nationally or globally</p> <p>Ask and answer questions about the past from different sources of information</p> <p>Make simple observations about objects and photos from the past</p> <p>Use common words and phrases relating to the passing of time</p>		<p>To know about significant historical events, people and places in their own locality</p> <p>Enquire about important people and events from the past</p> <p>Use common words and phrases relating to the passing of time</p>	<p>To know about events beyond living memory that are significant nationally or globally</p> <p>Identify similarities and differences between ways of life for different people in the past</p>	<p>To know about changes within living memory</p> <p>Our Grandparents lives</p> <p>To know about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Compare how things in their life are different from when their parents or grandparents did them</p> <p>Place objects or photos in order and explain that some belong in the past</p> <p>To know about significant historical events, people and places in their own locality.</p>			
Geography		<p>Understand different seasons have different weather patterns.</p> <p>Investigate weather through observations and questions</p>	<p>Identify Southbourne School on a map of Southbourne</p> <p>Use different maps; simple sketches; small world to identify places add details to a map.</p> <p>Use simple fieldwork and observational skills to begin to study the geography of their school and its grounds and the key human and</p>		<p>Begin to name and know about the 7 continents of the world</p> <p>To begin to use language of position and direction up down Left Right forwards backwards</p>	<p>Begin to name and know about the 7 continents of the world</p>			<p>Use simple fieldwork and observational skills to study the geography of their school, draw a simple map of school grounds with pictures. (annotated drawing)</p> <p>Understand seasonal changes in school</p>	

			physical features of its surrounding environment.							grounds and the local area	
			Name and locate the 4 countries of the UK and their capital cities								
Geography Vocabulary	<p>Begin to use basic geographical vocabulary to refer to:</p> <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 										
Art and Design	<p>Painting/Printing Name the primary colours and discover how to make secondary colours.</p> <p>Use large and small brushes</p> <p>Begin to explore colour, pattern, line, shape and texture</p>	<p>Form/Sculpture Begin to use natural materials to create art</p>	<p>Drawing Draw light and dark lines (tones)</p> <p>Observe and draw shapes and patterns</p>	<p>Painting/Printing Print with a range of hard and soft materials e.g. corks, sponges, fruit and veg</p>	<p>Drawing a variety of drawing tools e.g. crayons, chalks, pencils, felt tips, paint</p> <p>Begin to explore colour, pattern, line, shape and texture</p>	<p>Painting/Printing Use large and small brushes and begin to work on larger scales</p> <p>Name the primary colours and discover how to make secondary colours.</p> <p>Begin to explore colour, pattern, line, shape and texture</p>		<p>Textiles and Collages</p> <p>Cut and shape papers, and fabrics using scissors and by tearing.</p> <p>Join papers and fabrics by glue or stitching.</p> <p>Begin to explore colour, pattern, line, shape and texture</p>	<p>Form/Sculpture Manipulate materials using techniques e.g. rolling, kneading pinching</p> <p>Explore sculpture with a range of media including clay, papier-mâché, mod roc, foil</p>		
Design and Technology	<p>Technical Knowledge</p> <p>Material Structures begin to measure and join materials describe differences in materials</p> <p>Suggest ways to make material/product stronger</p> <p>Joining techniques</p> <p>Evaluate</p>	<p>Food technology</p> <p>Wash hands & clean surfaces</p> <p>Say where some foods come from, (i.e. plant or animal)</p> <p>Cut, peel and grate safely, with support</p>	<p>Design To have own ideas and explain what a product is for, and how it will work</p> <p>Make Explain what they are making and why</p> <p>Select tools/equipment to cut, shape, join, finish and explain choices</p> <p>Choose suitable materials and explain choices</p>	<p>Food technology</p> <p>Wash hands & clean surfaces</p> <p>Say where some foods come from, (i.e. plant or animal)</p> <p>Cut, peel and grate safely,</p>	<p>Design Design a product for myself following design criteria using talk, pictures and words</p> <p>Research similar existing products</p> <p>Make Explain what they are making and why</p> <p>Select tools/equipment to cut, shape, join, finish and explain choices</p> <p>Choose suitable materials and explain choices</p>	<p>Technical Knowledge</p> <p>Mechanisms begin to use levers or sliders Moving picture</p>		<p>Technology from the 1960s – how it has changed TVs/Telephones</p>	<p>Food technology – Picnic Wash hands & clean surfaces</p> <p>Say where some foods come from, (i.e. plant or animal)</p> <p>Cut, peel and grate safely, with support</p> <p>Technical Knowledge Textiles begin to measure, cut and join textiles choose suitable textiles</p> <p>Design Design a product for myself following design criteria</p>		

	Talk about existing products, and say what is and isn't good – Is there a best join?			with support	<p>Evaluate Talk about existing products considering: use, materials, how they work, how they might be used</p> <p>Talk about their work, linking it to what their design was</p>				<p>using talk, pictures and words</p> <p>Research similar existing products</p> <p>Make Select tools/equipment to cut, shape, join, finish and explain choices</p> <p>Choose suitable materials and explain choices</p> <p>Evaluate Talk about their work, linking it to what their design was</p>
PE	Get Set 4 PE - Scheme								
Music	Music Scheme								

RE and Computing to be added