



# Year 1- Long Term Plan -2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school themes	Looking after our planet	Exploration and Discovery	Counties, Countries and Continents	Marvellous Men and Women	Active Planet	Changing Britain
Unit of Learning	Where in the World am I ?	Dinosaur Discovery	Our Town	Kings and Queens	Wonderful Weather	Seaside Detectives
Enquiry Question			What's so special about Camborne?	Who was the best Monarch?		How have seaside holidays changed?
Reading						
Writing	<p><i>Fiction:</i> The Way Back Home- Oliver Jeffers- Quest/Journey</p> <p><i>Non-Fiction:</i> Persuasion- Postcard home</p> <p><i>Poetry:</i> Acrostic poem - where we live</p>	<p><i>Fiction:</i> Journey tale Tyrannosuarus Drip</p> <p><i>Non-Fiction</i> Discussion- speech:</p>	<p><i>Fiction- The Journey</i> The Lighthouse Keeper's Lunch- defeating the monster</p> <p><i>Non-Fiction-</i> Instructions (Making lunch housekeepers lunch to making farmers, sailors, fisherman, lifeguard, coastguard, miners lunch)</p>	<p><i>Fiction-</i> Defeating the Monster- Paper Bag Princess</p> <p><i>Non-Fiction:</i> Non chron report text about Kings and Queens</p>	<p><i>Fiction: warning tale</i> Defeating the Monster</p> <p><i>Non-Fiction:</i> Recount newspaper report</p>	<p><i>Fiction:</i> Journey</p> <p><i>Non-Fiction:</i> Explanation</p>
Spanish						
Maths	Number: Place value within 10 Number: addition within 10 Number: subtraction within 10 Geometry: shape Number: pace value within 20		Number: addition and subtraction within 20 Number: place value within 50# Measurement: Length and Height Measurement: weight and volume		Number: Multiplication and Division Number: fractions Geometry: position and direction Number: place value within 100 Measurement: money Measurement: time	
Science	<p><b>Seasonal Changes</b></p> <p>Children will learn that there are four seasons. They will observe the seasonal changes that occur during Autumn and</p>	<p><b>Animals including Humans (Sc1 2.2a, b &amp; c)</b></p> <p>Children will identify, name, describe, compare</p>	<p><b>Plants</b></p> <p>Children will identify, name and describe the structure of a variety of common and wild</p>	<p><b>Everyday Materials</b></p> <p>Children will identify, name, describe and investigate a variety of common everyday</p>	<p><b>Animals including Humans</b></p> <p>Children will identify, name, draw and label the basic parts of the</p>	<p><b>Animals including Humans (Sc1 2.2d)</b></p> <p>Children will identify, name, draw and label the basic parts of the</p>



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	<p>Winter. They will tie in their seasonal understanding with their learning of hot/cold regions around the world.</p>	<p>and classify a variety of common animals.</p>	<p>flowering plants and trees. <b>Seasonal Changes</b> Children will observe and describe the seasonal changes that occur during Spring and compare these with Autumn and Winter.</p>	<p>materials. Materials will be grouped and compared based on their physical properties.</p>	<p>human body. They will also learn about the five senses. This science unit will also link with the SRE unit.</p>	<p>body. They will also learn about the five senses. This science topic will also tie into SRE teaching.</p>
<p><b>Design Technology</b></p>	<p>Moving pictures using levers and sliders</p>		<p>Design and make a Cornish engine house with focus on joining techniques</p>	<p>Textiles- clothing of Queen Elizabeth. Stitch and outline shape onto fabric and embellish</p>		
<p><b>Computing</b></p>			<p>Use an ipad/ Online safety/ instructions/coding</p>	<p>Use an iPad ( open a site, scroll, find info), online safety, open an app, create instructions</p>		
<p><b>Geography</b></p>	<p>An introduction to the concepts of the various representations of the world as a sphere (globe) and its primary features land and sea (Pangea, North and South Poles, continents, <b>plates tectonic</b>, equator, UK countries).</p>		<p>Having looked at the world from an international perspective pupils now explore in depth: local, regional and national perspectives. Scaling up from home, villages, towns, city, county, UK and countries. With a focus on the features of their locality –Cornwall. Using maps, aerial photos and fieldwork skills pupils develop an understanding of the difference between human and physical features</p>		<p>This topic builds on knowledge of the equator and looks at weather around the world. They describe and compare the weather throughout the seasons and the impact on animals, plants and humans. This prepares pupils for more depth of knowledge when studying climate zones in KS2. <b>(Continent level)</b></p>	



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			Pupils begin to classify different types of settlements and land use in their local area Pupils develop map reading and drawing skills.			
<b>History</b>		This unit establishes pre-history- when dinosaurs existed and what life was like (66 million years ago). It looks at the evidence and impact of Mary Anning the 'fossil hunter' (1799-1847) and encourages historical questioning and enquiry.		This unit looks at past and present monarchs of England and how and when they reigned. Pupils will compare two significant monarchs. This unit will prepare pupils for learning about the Spanish Armada in Year 2 (Elizabeth I).		Children will consider what the seaside was like in the past with a focus on places and people - Cornwall based. What did their grandparents do at the seaside? (Living memory) Children will compare what the seaside was like then and now.
<b>Religious Education</b>	Who do Christians say made the world? (Creation)	Who do Christians say made the world? (Creation)	What do Christians believe God is like? (God)	Who is Jewish and how do they live? (God/Torah/People)	Who is Jewish and how do they live? (God/Torah/People)	How should we care for others and for the world, and why does it matter?
<b>PSHE</b>	Try to make our school community a better place	The same as, different from, what is bullying, making new friends and <b>celebrating difference; celebrating me.</b>	My treasure chest of success, steps to goals, achieving together, stretchy learning, overcoming obstacles and <b>celebrating my success.</b>	Being healthy, healthy choices, clean and healthy, medicine safety, road safety and <b>happy, healthy me.</b>	Families, making friends, greetings, people who help us, being my own best friend and <b>celebrating my special relationships.</b>	Life cycles, changing me, my changing body, <b>boy' and girls' bodies</b> , learning and growing and coping with changes.
<b>Art</b>		Fossil patterns Clay Repeated patterns			Joan Miro wind sculptures	Painting- Study John Dyer's paintings of Cornwall beach scenes



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<b>Music</b>	Create, select and combine everyday sounds	Speed, Rhythm and pitch	Pitch, volume, changes in dynamics	Listen and talk about music ( green sleeves, Tudor music);play tuned and untuned instrument	Create weather sounds effects with voices and instruments Beethoven's inspiration	Recognise changes in pitch Use instruments to create wave sound effects
<b>PE</b>	Co-ordination: footwork Static balance: one leg	Dynamic balance: jumping and landing Static balance: seated	Dynamic balance on a line Static balance: standing	Co-ordination- ball skills Counterbalance: with a partner	Co-ordination: sending and receiving Agility reaction and response	Agility: ball chasing Static balance: floorwork
<b>Experiences</b>						