



Year 1- Long Term Plan

	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	What is planet Earth?	How do we know that dinosaurs existed?	What is it like to live in Camborne?	Who was the better monarch?	Why does weather change?	Would you rather visit the seaside during Victorian times or today?
Reading	Author Focus: Jill Murphy Dear hound 5 minutes peace Whatever next On the way home The worst witch	Author Focus: Simon James Sally and the limpet The boy from Mars Days like this The wild woods Dear Greenpeace	Author Focus: Shirley Hughes My Naughty little Sister Alfie Gets in First An evening at Alfie's Lucy and Tom at the seaside Alfie's feet	Author Focus: Kes Gray Oi Dog Oi Frog Oi Cat Oi Duckbilled Platypus How Many Legs	Author Focus: Rachel Bright The Lion Inside The Squirrels who Squabbled The Whale who Wanted More The Way Home for Wolf The Gecko and the Echo	Author Focus: Micheal Foreman Friends. One World. Dinosaurs and All That Rubbish. Stubby. Noa and the Little Elephant. The Littlest Dinosaur. Seal Surfer. I Didn't Do It!
Writing	The Three Pigs: Defeat the Monster Three Little pigs' estate agents advert: Persuasion	Little Charlie: Journey Animals: Information	The Magic Porridge Pot: Finding story Spine poetry	How to make magic porridge: Instruction Performance poetry: Pirate Pete James Carter	Monkey See, Monkey Do Journey Poetry: I spy with my rainbow eye	The Three Bears Cumulative Golidlocks post card recounting the event Recount
Maths	Number: Place value within 10 Number: addition within 10 Number: subtraction within 10 Geometry: shape		Number: place 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	<u>How do seasons change?</u> Seasonal Changes	<u>Are all animals the same?</u> Animals including Humans	<u>Do all plants have flowers?</u> Plants	<u>What is the best material?</u> Everyday Materials	<u>How do seasons change?</u>	<u>What are our five senses?</u> Animals including Humans



Year 1- Long Term Plan

	<p>Children will learn that there are four seasons. They will observe the seasonal changes that occur during Autumn and Winter. They will tie in their seasonal understanding with their learning of hot/cold regions around the world.</p>	<p>Children will identify, name, describe, compare and classify a variety of common animals.</p>	<p>Children will identify, name and describe the structure of a variety of common and wild flowering plants and trees. <u>Seasonal Changes</u> Children will observe and describe the seasonal changes that occur during Spring and compare these with Autumn and Winter.</p>	<p>Children will identify, name, describe and investigate a variety of common everyday materials. Materials will be grouped and compared based on their physical properties.</p>	<p>This topic builds on knowledge of the equator and looks at weather around the world - this prepares pupils for more depth of knowledge when studying climate zones in KS2. (Continent level) Pupils learn about the seasons and the impact on humans and animals. Pupils describe and compare the seasons using geographical language.</p>	<p>Children will identify, name, draw and label the basic parts of the body. They will also learn about the five senses. This science topic will also tie into SRE teaching.</p>
<p>Computing</p>	<p><u>Project Evolve Online Safety:</u> 1) Self-image 2) Health, well-being and lifestyle</p> <p><u>Technology around us:</u> Recognising technology in school and using it responsibly.</p>	<p><u>Project Evolve Online Safety:</u> 3) Online Reputation 4) Online Bullying</p> <p><u>Digital painting:</u> Choosing appropriate tools in a program to create art and making comparisons with working non-digitally.</p>	<p><u>Project Evolve Online Safety:</u> 5) Online Relationships</p> <p><u>Moving a robot:</u> Writing short algorithms and programs for floor robots and predicting program outcomes.</p>	<p><u>Project Evolve Online Safety:</u> 6) Managing Online Information</p> <p><u>Grouping data:</u> Exploring object labels, then using them to sort and group objects by properties.</p>	<p><u>Project Evolve Online Safety:</u> 7) Privacy and Security</p> <p><u>Digital writing:</u> Using a computer to create and format text, before comparing to writing non-digitally.</p>	<p><u>Project Evolve Online Safety:</u> 8) Copywrite and Ownership</p> <p><u>Programming animations:</u> Designing and programming the movement of a character on screen to tell stories.</p>
<p>Geography</p>	<p>What is planet Earth? Introduction to the concepts of the various representations of the</p>		<p>What is it like to live in Camborne? Having looked at the world from an international</p>		<p>Why does weather change? This topic builds on knowledge of the equator and looks at</p>	



Year 1- Long Term Plan

	<p>world: as Sphere (globe), maps and atlases</p> <p>Pupils learn the features of Earth: land (Pangea, 7 continents, countries) and sea.</p> <p>Pupils learn hot and cold regions in relation to the equator.</p>		<p>perspective, pupils now explore in depth: local, regional, and national perspectives. Scaling up from home, villages, towns, city, county, UK, and countries.</p> <p>Using maps, aerial photos and fieldwork skills pupils develop an understanding of the difference between human and physical features through a study of the features of their local area.</p> <p>Pupils begin to classify different types of settlements and land use.</p> <p>Pupils develop map reading and drawing skills and concepts of using a key.</p>		<p>weather around the world - this prepares pupils for more depth of knowledge when studying climate zones in KS2. (Continent level)</p> <p>Pupils learn about the seasons and the impact on humans and animals.</p> <p>Pupils describe and compare the seasons using geographical language.</p>	
<p>History</p>		<p>How do we know that dinosaurs existed? This topic establishes pre-history. It looks at how historians use evidence. It helps pupils understand the impact of Mary Anning's discoveries.</p>		<p>Who was the better monarch? This topic looks at significant monarchs from British history to present and their impact on Britain.</p>		<p>Would you rather visit the seaside during Victorian times or today? What was the seaside like in the past? (society and people) Cornwall based.</p>



Year 1- Long Term Plan

						What did our ancestors do at the seaside? (living memory and non-living memory) What was the seaside like then and now?
Religious Education	<p><u>Christianity Creation</u> Who do Christians say made the world? Children will hear the Creation story and consider how Christians show how they are thankful. They will make links with harvest.</p>	<p><u>Christianity Incarnation</u> Why does Christmas matter to Christians? Children will learn that Jesus was special and was 'God on Earth'. They will revisit the Christmas story and look at some of the key characters.</p>	<p><u>Christianity God</u> What do Christians believe God is like? Children will learn that God is forgiving and explore what this means for Christians. They will learn about the parable of The Lost Son.</p>	<p><u>Judaism God/Torah/People</u> Who is Jewish and how do they live? Children will learn about special objects in Jewish homes. They will learn that Jews believe that it is important to love God.</p>	<p><u>Judaism God/Torah/People</u> Who is Jewish and how do they live? (God/Torah/People) Children will explore Jewish stories about how God looks after his people and look at different Jewish festivals.</p>	<p><u>Make the world better:</u> How should we care for others and for the world, and why does it matter? Children will learn why Christians and Jews value everyone and read stories linking to this.</p>
PSHE	<p><u>Being Me in My World:</u> Help others feel welcome, try to make our school community a better place, think about everyone's right to learn, care about other people's feelings, work well with others and choose to follow the learning charter.</p>	<p><u>Celebrating Difference:</u> The same as, different from, what is bullying, making new friends and celebrating difference; celebrating me.</p>	<p><u>Dreams and Goals:</u> My treasure chest of success, steps to goals, achieving together, stretchy learning, overcoming obstacles and celebrating my success.</p>	<p><u>Healthy Me:</u> Being healthy, healthy choices, clean and healthy, medicine safety, road safety and happy, healthy me.</p>	<p><u>Relationships:</u> Families, making friends, greetings, people who help us, being my own best friend and celebrating my special relationships.</p>	<p><u>Changing Me:</u> Life cycles, changing me, my changing body, boy' and girls' bodies, learning and growing and coping with changes.</p>
Art/DT	<p>Art: Focus: Drawing Skills: -Identify and discuss pattern -Create pattern -Extend the variety of drawing tools (pencil, oil pastels)</p>	<p>Art: Focus: 3D Skills: -Work with clay -Develop impressed images -Collage -Make choices about suitable materials</p>	<p>DT: Food: Preparing fruit and vegetables. Design, make and evaluate a healthy fruit salad involving basic food preparation. Demonstrate an</p>	<p>DT: Mechanisms: Sliders and levers. Design, make and evaluate a story board with moving parts using our knowledge of stories</p>	<p>DT: Structures: Free standing structures. Design, make and evaluate a coastal holiday home using our knowledge of free-standing structures and joining</p>	<p>Art: Focus: Painting Skills: -Mix colours to create secondary colours -Apply colour with range of tools</p>



Year 1- Long Term Plan

	-Symmetry Artist Study: Picasso- Cubism	Artist Study: Barbara Hepworth (Modernism, sculpture)	awareness of basic food hygiene.	and cutting and joining skills.	materials. Develop techniques to ensure that the finished product is strong, stiff and stable.	Artist Study: John Dyer Contemporary artist
Music	<u>Exploring Sounds:</u> <ul style="list-style-type: none"> Use texture while singing. Use music technology. Appreciation-Techno music. Singing with expression. 	<u>Dance, sing and play:</u> <ul style="list-style-type: none"> The structure of music. Tempo and pitch in the classical music style. <ul style="list-style-type: none"> Religious performance 	<u>Learning to listen:</u> <ul style="list-style-type: none"> Creating a graphic score. Master rhythm and pitch patterns. Perform these to peers. 	<u>My musical heartbeat:</u> Explore the samba drums. <ul style="list-style-type: none"> Rhythm in body percussion. Cultural appreciation Samba. 	<u>Having fun with improvisation:</u> <ul style="list-style-type: none"> Improvising music to accompany a story. Make connections to sounds and feelings (Timbre). 	<u>Let's perform together:</u> Composition in Samba <ul style="list-style-type: none"> Learning to hold a beat exploring dynamics. Following the conductor.
PE	Footwork and static balance.	Dynamic balance/ agility and static balance.	Shape and travel.	Coordination.	Shapes solo, artistry musicality, partnering shapes, circles solo, artistry abstraction and artistry (making).	Flight and rotation.
Experiences						