

Year 1 Long Term Planning 2023-2024

Y1	The UK		The Great Fire of London		Living Things	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENGLISH	<p>Dictated sentences and copy sentence from previously taught graphemes.</p> <p>Character description.</p> <p>Including feelings.</p> <p>Setting description.</p> <p>Captions.</p>	<p>Captions extending to sentences.</p> <p>Lists.</p> <p>Simple sentences linked to a text.</p> <p>Firework – onomatopoeia & shape.</p> <p>Christmas poetry – Acrostic.</p>	<p>Poetry – list.</p> <p>Narrative – Retelling a story.</p> <p>Recount of real life event.</p>	<p>Letter.</p> <p>Narrative – alternative ending/journey.</p> <p>Postcard from London.</p>	<p>Narrative – retelling the story.</p> <p>Narrative – Character description.</p> <p>Instructions.</p>	<p>Animal Fact File.</p> <p>Instructions.</p> <p>Performance poetry.</p>
MATHS	<p>Previous reception experiences and counting within 100.</p>	<p>Comparison of quantities and part-whole relationships.</p> <p>Numbers 0-5.</p>	<p>2D and 3D shapes</p> <p>Numbers 0-10</p> <p>Additive Structures</p>	<p>Additive structures.</p> <p>Addition and subtraction facts within 10.</p>	<p>Addition and Subtraction facts within 10</p> <p>Numbers 0-20</p>	<p>Numbers 0-20</p> <p>Unitising and coin recognition.</p> <p>Position and direction.</p> <p>Time.</p>
SCIENCE	<p>Biology:</p> <p>Animals, including humans – Senses</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Physics:</p> <p>Seasonal Changes</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and</p>	<p>Chemistry:</p> <p>Materials</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including</p>	<p>Biology:</p> <p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen identify and describe the basic structure of a variety of</p>	<p>Biology:</p> <p>Animals, including humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, and mammals, including pets)</p>	

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		how day length varies.	wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.	common flowering plants, including trees Observe changes across the four seasons. Animals, including humans – Senses Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		
COMPUTING	Unit 1.1 Online Safety & Exploring	Unit 1.2 Grouping & Sorting	Unit 1.3 Pictograms	Unit 1.5 Maze Explorers	Unit 1.7 Coding	Unit 1.8 Spreadsheets
HISTORY		Changes within living memory Local study: Holmes Chapel & houses over time	Significant historical events people and places beyond living memory: The Great Fire of London	Changes overtime nationally: Homes & life in London		
GEOGRAPHY	The UK 4 countries of the UK – (mapping skills) Local study of Holmes Chapel – (mapping skills)		London Contrasting locality - London and comparison to Holmes Chapel – (mapping skills)	The UK 4 countries of the UK – (mapping skills) Local study of Holmes Chapel – (mapping skills)		
D.T			Structures Bridges		Mechanisms (levers) Moving pictures	Food Smoothies
ART	Drawing – Draw figures	Drawing - Shapes in the environment	Form & Pattern – Fire marks made from clay relief		Texture – Weaving with paper	

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	Drawing - Textures using pencils, crayons, felt tip pens Texture – Welsh dragon collage Artists – Van Gogh	Drawing – landscapes around Holmes Chapel Colour - Mixing and naming colour – Colour – Firework pictures in pastels Colour - Seasons calendar – colour mixing paint and using different implements	Printing Colour – Half-timbered house on fire block print, Artists – Elizabeth Catlett https://www.youtube.com/watch?v=s_NFN2U8DIQ		Artists – Sheila Hicks and Anni Albers	
MUSIC	Unit 2 Number Play percussion with control. Identify and keep a steady beat. Respond to change of mood with slow and fast steady beat. Invent and perform new rhythms with steady beat.	Through Christmas performance and other opportunities e.g. Jubilee singing. Sing a song together as a group. Combine voices and movement to perform a chant or a song.	Unit 3 Animals Understand (recognise) pitch. Make high/low vocal sounds. Sing a song with contrasting high and low melodies. Explore and develop an understanding of pitch using the voice and body movements.		Unit 4 Weather Control vocal performance: dynamics (volume), duration, timbre. Identify sequence of sounds in a piece of music. Respond to music through movement. Improvise descriptive music	Unit 10 Our bodies Respond to a change in a piece of music with a slow and fast steady beat (tempo). Identify a repeated rhythm/pattern. Invent and perform new rhythms to a steady beat
PHYSICAL EDUCATION INDOOR	Dance – OUTSOURCED SCG Dances Around The UK	Gymnastics – Pathways- Small & Long	Gymnastics- Wide, Narrow & Curled Rolling & Balancing	Gymnastics- Balancing & Spinning on Points & Patches	Dance – Fire of London	Dance - Animals
PHYSICAL EDUCATION OUTDOOR	Movement Skills 2	Net & Wall Game Skills 1	Target Games 2	Invasion Game Skills 1	Athletics 2	Striking & Field Game Skills 1
RELIGIOUS EDUCATION	Religion: Christianity Key question: Does God want Christians	Religion: Christianity Key question: What gifts might Christians	Religion: Christianity	Religion: Christianity Key question: Why was Jesus welcomed like a	Religion: Judaism	Religion: Judaism

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	to look after the world?	in my town have given Jesus if he had been born here rather than in Bethlehem?	Key question: Was it always easy for Jesus to show friendship?	king or a celebrity by the crowds on Palm Sunday?	Key question: Is Shabbat important to Jewish children?	Key question: Are Rosh Hashanah and Yom Kippur important to Jewish children?
PSHE	<p>What is the same and different about us?</p> <p>Key: special and unique, similarities and differences</p>	<p>Who is special to us?</p> <p>Key: good friend, groups I belong to, my family/ families are different</p>	<p>What helps us stay healthy?</p> <p>Key: exercise, healthy food, sleep, hygiene/washing</p>	<p>What can we do with money?</p> <p>Key: different ways to pay for things, scenarios, where does money come from?</p>	<p>Who helps to keep us safe?</p> <p>Key: pants are private, emergency services, stranger danger, trusted adults</p>	<p>How can we look after each other and the world?</p> <p>Key: litter and recycling</p>
VISITS	<p>PTA Christmas cards</p> <p>Village walk – history/ geography</p>	<p>Christmas play</p> <p>Christmas fun run</p>	<p>Silk Museum</p>			<p>Zoolab</p>

