

Lowé's Wong Infant School - Year 1



Year One Long Term Plan

- Enquiry Themes are the “big questions” to explore through each half term.
- Drivers are the subjects that sit at the heart of each enquiry theme.
- Enhancers are subjects where opportunities can be taken to make links and to deepen enquiry.
- Full details of what children will know and learn, and the sequence of learning are detailed in progression documents, half term and medium term plans. Some subjects are taught discretely.

Term	Autumn		Spring		Summer	
Enquiry theme	What makes me, me?	Have toys changed over time?	Would you like to live in the polar regions?	Lift off! Is anyone out there?	Where does my food come from?	What were seaside holidays like in the past?
Curriculum Driver Subjects	Geography – Our locality Art – Drawing self-portraits	History – Toys changed over time DT – Designing and making toys	Geography - Locate hot/cold areas, Polar regions Art – Work of Inuit artists – sculpture	History – Significant people, Neil Armstrong DT – Design and make rockets	DT - Cooking and nutrition Science - Plants	History – Seaside holidays over time
Curriculum Enhancer Subjects	History – Significant events in the locality – Bramley Apple Day	Science – Everyday materials	Science – Animals		Art – Work of artists using nature as inspiration	Geography – Naming human and physical features of the seaside
Enrichment events	Grandparents' Morning Bramley Apple Day	Anti-Bullying Week Road Safety Week Children in Need Day	Safer Internet Day Children's Mental Health Week	World Book Day Easter Service	World Bee Day Mental Health Awareness Week	Arts week Sports Day

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		Christmas Craft Day Christmas Concerts				
Core Texts	'Elmer' David McKee (2 weeks) 'We're Going on a Bear Hunt' Michael Rosen (2 weeks) 'What the Ladybird Heard' Julia Donaldson (2 weeks)	'Lost in the Toy Museum' David Lucas (3 weeks) Writing Root: 'Naughty Bus' Jan and Jerry Oke (3 weeks)	Writing Root: 'Lost and Found' Oliver Jeffers (3 weeks) 'The Search for the Giant Arctic Jellyfish' Chloe Savage (3 weeks)	'Bob the Man on the Moon' Simon Bartram (2/3 weeks) Writing Root: 'Astro Girl' Ken Wilson-Max (2/3 weeks)	'What do You See When You Look at a Tree?' Emma Carlisle (2/3 weeks) 'The Secret Sky Garden' Linda Sarah (2/3 weeks)	Writing Root: 'The Sea Saw' Tom Percival (3 weeks) 'At the Beach' Roland Harvey (3 weeks)
Subjects						
English	Speech bubbles, labels (colour words), simple sentences with punctuation to describe a setting, name writing using tall capital letters. Main outcome: using the pronoun I (using a capital) to write a narrative about themselves, patterned language &	Labels and captions, question writing, developing vocabulary, sequencing, drama, time connectives. Main outcome: narrative retell Letters, diaries (days of the week), sequels, non-chronological reports & fact-files, storyboards.	Character descriptions, retellings, advice letter, instructions, non-chronological reports. Main outcome: Own version 'losing/finding' narrative Postcards, poster, setting descriptions, information writing.	Adverts, space travel pass, speech writing, description of Bob's room, space poem, instructions for putting on astronaut suit. Main Outcome: character description Writing in role, commands, "how to" guides, writing questions, features of non-fiction texts, writing glossaries.	Instructions, poster, explanations, descriptive writing, glossary, thesaurus/dictionary definitions. Main Outcome: shape poems Character description, expanding and developing vocabulary, "how to guide", invitation. Main Outcome: Setting description.	Writing in role, notes of advice, missing posters, diary entries, letters of thanks. Main Outcome: own version narrative Description of a journey, advert, diary entry, postcard, fact-file, holiday brochure. Main Outcome: holiday brochure

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	<p>onomatopoeia, performance of the story, developing vocabulary, story maps, sequencing events, simple time connectives, setting descriptions.</p> <p><u>Main outcome:</u> narrative retelling</p> <p>Nouns, adjectives, verbs, labels and captions, story maps, simple explanations (facts about ladybirds), speech bubbles, positional language, using different words for said (e.g. whispered).</p> <p><u>Main outcome:</u> character description</p>	<p><u>Main outcome:</u> own adventure story</p>	<p><u>Main outcome:</u> fact file</p>	<p><u>Main Outcome:</u> fact file about being an astronaut.</p> <p><u>World Book Day</u></p>		
<p>Maths</p>	<p>Place value (within 10)</p>	<p>Addition and Subtraction (within 10)</p>	<p>Place value (within 20)</p>	<p>Place value (within 50) Length and Height Mass and Volume</p>	<p>Multiplication and Division Fractions</p>	<p>Place value (within 100) Measurement (money)</p>

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	Addition and Subtraction (within 10)	Geometry (Shape)	Addition and Subtraction (within 20)		Geometry (position and direction)	Time
Science	<p>The Human Body – Know and name basic parts of the human body (7 lessons)</p> <p>Seasonal changes- Autumn – observe changes and describe weather (2 lessons)</p>	<p>Materials – Know, name, compare and group everyday materials according to physical properties (7 lessons)</p> <p>Seasonal changes- Winter- observe changes and describe weather (2 lessons)</p>	<p>Planting A – Planting seeds. know and describe structure of common flowering plants including trees (1 lesson)</p> <p>Animals – Know, name and compare a variety of common animals (9 lessons)</p>	<p>Caring for the planet – To know why it is important to care for our planet (2 lessons)</p> <p>Seasonal changes- Spring – observe changes and describe weather (2 lessons)</p> <p>Planting B – Know and describe structure of common flowering plants including trees Looking at seeds planted in A (2 lessons)</p>	<p>Plants - Know that plants can grow in different places (7 lessons) Naming plants / trees / parts of plants</p> <p>Growing and Cooking - Where food comes from. (2 lessons)</p> <p><u>World Bee Day</u></p>	<p>Planting C – Looking at plants planted in A (2 lessons)</p> <p>Seasonal changes- Summer– observe changes and describe weather (3 lessons)</p>
History	<p>Local history - Know there are significant events in own locality beyond living memory -<u>Bramley Apple Day</u> <u>Grandparents' Morning</u></p>	<p>History of toys – Know key characteristics of a specific time, understand differences between past and present</p>		<p>Significant Individuals– Neil Armstrong Know that there are some significant local and national events and individuals beyond living memory</p>		<p>History of seaside Know that a specific time has key characteristics & to understand what it would have been like to live then</p>
Geography	<p>Place and locational</p>		<p>Place and locational</p>			<p>Human and Physical</p>

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	<p>knowledge – countries, seas and capital cities of the UK</p> <p>Geographical skills and fieldwork – school and surrounding areas, map work</p>		<p>knowledge – know hot and cold areas around the world, equator, North and South Pole</p>			<p>Geography – human and physical features beyond own locality, directional language</p>
Art	<p>Drawing – know how to control marks made with a range of media – draw a self-portrait</p> <p>Painting - primary and secondary colours, how to paint using different media and tools</p> <p>artist study</p>	Christmas Craft Day	<p>Drawing - Sculpture – Inuit artist study, shaping and modelling materials using hands and tools</p>		<p>Drawing - Other Media –</p>	<u>Arts Week</u>
Design and Technology		<p>Wheels and axles – Design, make and evaluate a toy with wheels and axles.</p>		<p>Rockets - Know how to build a structure or mechanism using simple working characteristics, materials or components.</p>	<p>Cooking and Nutrition – Know that food comes from plants or animals, and has to be farmed, grown or caught. Peel, cut and grate food.</p>	<p>Textiles – Know that textiles can be cut and joined.</p>

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<p>RE</p>	<p>Myself and caring for others Unit 1.2 How do we show we care for each other? Why does it matter?</p>	<p>Celebrations and Festivals Unit 1.1 What does it mean to belong?</p>		<p>Symbols in Religious worship and practice Unit 1.4 In what ways are churches/synagogues important to believers?</p>	<p>Beliefs and Teaching Unit 1.3 Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?</p>	
<p>Computing</p>	<p>Online Safety and Exploring Purple Mash Unit 1.1</p>	<p>Grouping and Sorting Unit 1.2 Algorithms, sorting and grouping according to range of criteria</p>	<p>Technology Outside School Unit 1.9 <u>Safer Internet Day</u></p>	<p>Coding Unit 1.7 Know and understand instructions and how to use code to make a computer program</p>	<p>Maze Explorers Unit 1.5 Creating algorithms using direction keys</p>	<p>Animated Stories Unit 1.6 Create an animated story using music, voice recording and pictures</p>
<p>Music</p>	<p>Hey you! Hip-hop Know how pulse, and rhythm and pitch work together</p>	<p>Rhythm in the way we walk and banana rap Reggae Pulse, rhythm and pitch, rapping, dancing and singing <u>Christmas Concerts</u></p>	<p>In the groove Blues, Latin, Bhangra, Folk, Funk How to be in the groove with different styles of music</p>	<p>Round and round Bossa Nova Pulse and rhythm and pitch in different styles of music <u>Easter Service</u></p>	<p>Your imagination Pop Using your imagination</p>	<p>Reflect, rewind and replay Classical History of music, language of music</p>
<p>PSHE</p>	<p>Me and my relationships – Name and know</p>	<p>Valuing difference Know that people are similar as well</p>	<p>Keeping safe Know the things the body needs to</p>	<p>Rights and respect</p>	<p>Being my best</p>	<p>Growing and changing</p>

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	how to deal with different feelings, know trusted adults keep them safe.	as different, know kindness and bullying. <u>Anti-Bullying Week</u> <u>Road Safety Week</u> <u>Children in Need Day</u>	stay well, saying 'no' and medicines. <u>Children's Mental Health Week</u>	Know how to look after home, school, person or thing.	Choosing a healthy meal, food groups, perseverance. <u>Mental Health Awareness Week</u>	Changes from babies, toddlers to now. Boys' and girls' body parts.
PE	Multi-skills – Know that a variety of objects can be thrown correctly with one hand. Healthy Body & Mind - Know that breathing changes during exercise.	Dance – Know that by using a range of body actions and body parts a performance of movement can be created.	Gymnastics floor work – Know that there are ways to move confidently and safely in their own and general space, using change of speed and direction.	Gymnastics apparatus - Know that there are a variety of gymnastic actions to explore and perform (tuck, log and forward roll).	Dance - Know that movements can be composed and linked to have simple beginnings, middles, and ends.	Athletics - Know that there are strategies to jump from a stationary position with control and to change speed and direction whilst running. <u>Sports Day</u>
	Invasion Games – Football Skills Know that a ball can be hit with control using an appropriate object.	Invasion Games – Rugby & Hockey Fitness Know that there are techniques for striking a ball with control.	Team Games – Basketball Know that there are different ways to work with a partner in throwing and catching games.	Throwing and catching - Cricket Know that there are techniques for striking a ball with control. Know that a ball can be fielded using under and over arm throwing.	Athletics Know that there are strategies to jump from a stationary position with control.	Striking and Fielding Know that simple tactics can vary, be chosen, and be used.