



Year 1 Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Whole School themes</i>	<i>Looking After Our Planet</i>	<i>Exploration and Discovery</i>	<i>Counties, Countries and Continents</i>	<i>Powerful People</i>	<i>Active Planet</i>	<i>Changing Britain</i>
Reading	<ul style="list-style-type: none"> - Phonics RWI daily speed sound sessions - Daily reading session using RWI book bands - half termly assessments (or sooner when a need is identified) - weekly whole class book (as recommended by RWI/ Talk for Writing) - daily guided reading session for those who have finished RWI Phonics 					
Writing	<p>Beating the monster</p> <p>The Three Billy Goats Gruff</p> <p>N/F - Information</p> <p>Planet Earth</p> <p>Poetry- exploring</p> <p>resource: 'A First Book of Nature' Nicola Davies</p>	<p>Journey</p> <p>Little Red Riding Hood</p> <p>N/F – Recount (Diary entry)</p> <p>Link to Red Riding Hood.</p> <p>Poetry - performing</p> <p>Firework themed poetry</p>	<p>Rags to Riches - Cinderella</p> <p>N/F – Recount (visit)</p> <p>Text: Visit to a zoo</p> <p>Poetry – writing</p> <p>List: Our favourite things</p>	<p>A Wishing Tale</p> <p>The Magic Paintbrush</p> <p>N/F - explanation</p> <p>Report:</p> <p>Poetry – exploring</p> <p>Poems to explore the senses</p>	<p>A Warning Tale</p> <p>The Selfish Giant</p> <p>N/F - instructions</p> <p>How to plant seeds</p> <p>Poetry - writing</p> <p>acrostic: Cornish themed</p>	<p>A Cumulative Tale</p> <p>The Papaya That Spoke</p> <p>N/F persuasive advert</p> <p>Advertisement for a competition</p> <p>Poetry - performing</p> <p>simple classic nursery rhymes to learn by heart</p>
Maths	<p>Number: Place Value (within 10)</p> <p>Number: Addition and subtraction (within 10)</p>	<p>Number: Addition and subtraction (within 10)</p> <p>Geometry: shape</p> <p>Number: Place Value (within 20)</p>	<p>Number: Addition and Subtraction (within 20)</p> <p>Number: Place Value (within 50)</p>	<p>Number: Place Value (within 50)</p> <p>Measurement: Length and height</p> <p>Measurement: Weight and volume</p>	<p>Number: Multiplication and division</p> <p>Number: Fractions</p> <p>Geometry: Position and direction</p>	<p>Number: Place Value (within 100)</p> <p>Measurement: Money</p> <p>Measurement: Time</p>

<p>Science</p>	<p>What is weather and how does our weather change with the seasons? <u>Plants</u></p> <p>Seasonal changes Children will learn that there are four seasons. They will observe the seasonal changes that occur during Autumn and Winter.</p> <p>Observe and describe weather associated with Autumn and Winter seasons</p>	<p>What is an animal and how can we group them? Animals including humans (animal focus)</p> <p>Identify and name a variety of common animals.</p> <p>Describe and compare the structure of a variety of common animals.</p> <p>Identify and name a variety of carnivores, herbivores and omnivores.</p>	<p>What are our senses and how do they help us?</p> <p><u>Animals including humans</u> <u>(human focus)</u></p> <p>Identify, name, draw and label the basic parts of the human body and associate body parts with each sense.</p>	<p>What is weather and how does our weather change with the seasons?/ What is a plant and what are their features? Plants</p> <p>Identify and name a variety of common plants and trees.</p> <p>Identify and describe the basic structure of a flowering plant and tree.</p> <p>Seasonal changes Children will observe and describe the seasonal changes that occur during Spring and compare these with Autumn and Winter</p>	<p>What are the different materials and what are their properties?</p> <p>Materials Know the difference between an object and its material and name a variety of materials.</p> <p>Describe simple physical properties of a variety of everyday materials.</p> <p>Compare and group everyday materials based on simple physical properties.</p>	<p>What is weather and how does our weather change with the seasons?</p> <p>Children will observe and describe the seasonal changes that occur during Spring and Summer. These changes will be compared to previous learning of seasons including and how day length varies/</p>
<p>History</p>	<p style="background-color: #d8bfd8;"> </p>	<p>What were dinosaurs like and how do we know?</p> <p>Significant people:</p> <p>Mary Anning</p> <p>Vocab: fossil, prehistoric, discovery, contribution, museum, history, palaeontologist, extinct.</p>	<p style="background-color: #d8bfd8;"> </p>	<p>What is the role of a monarch?</p> <p>Significant people</p> <p>Lives of significant individuals Events in living memory</p> <p>Role of a monarch : Elizabeth II</p> <p>Significant Kings & Queens through time.</p> <p>Vocab: monarchy, reign, royal, coronation, period / era, government</p>	<p style="background-color: #d8bfd8;"> </p>	<p>How do we use the seaside now compared to in the past?</p> <p>Significant places:</p> <p>local link</p> <ul style="list-style-type: none"> - using evidence - compare changes to the use of the seaside - what did our grandparents do at the seaside (living memory)

						Vocab: coast, bathe, beach hut, pier, costume, entertainment, leisure
Geography	<p>What is Earth like?</p> <p><u>Map work (world scale)</u></p> <p>Recognising the Earth as a sphere.</p> <p>Land and water on surface</p> <p>Earth can be shown on a map.</p> <p>Using globe, maps, atlas.</p> <p>Identifying the equator and north and south poles.</p> <p>Use of satellite images and aerial photographs</p> <p>Impact of human choices on our environment.</p> <p>Vocab: sphere, north, south, satellite, aerial, environment</p> <p>Cross curricular links:</p> <p>Writing - labels</p>	<p>World map to identify areas of major fossil discovery (Continent level).</p> <p>UK map to identify Dorset and Jurassic coast.</p> <p>Vocab: continent, ocean, plates, land mass, coast</p>	<p>Where do we live and what is it like?</p> <p><u>Local study</u></p> <ul style="list-style-type: none"> - UK countries on a map - Cornwall (county) - Truro (city) - Portreath (nearest beach town) - Four Lanes (village) - physical and human features - mapwork: Cornish towns, villages, beaches, coast, rivers (physical and human features) <p>Vocab: city, village, town, coast, river, feature</p> <p>Cross curricular links:</p>		<p>What is weather and why does it change?</p> <p><u>Weather, climate and seasonal weather patterns</u></p> <ul style="list-style-type: none"> - Weather around the world - hot and cold climates, - Equator, north and south pole (continent level). <p>Seasonal weather patterns in the UK.</p> <p>Vocab: climate, poles, seasonal, equator, landscape</p> <p>Cross curricular links:</p> <p>Science - seasonal changes</p>	

Art

Spirals

Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.

Disciplines: Drawing, Collage, Sketchbooks

Medium: Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper

Artist: Tony Plant , Klimt



<https://www.tonyplant.co.uk/>

Simple Printmaking

Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.

Discipline: Printmaking, Collage, Drawing

Medium: Paper, Printing Ink, Plasticine, Printing Foam

Artist: Brian Nash Gill



www.bryannashgill.com/woodcuts

Making Birds

Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.

Disciplines: Sculpture, Drawing, Collage

Medium: Paper (sugar and cartridge), Soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, cardboard or foamboard, paper clips or wire



Artists: Diana Beltran Herrera

www.dianabeltranherrera.com

DT		<p>What foods should we eat for a healthy diet?</p> <p><u>Food and Nutrition</u> Preparing Fruit and vegetables (+ basic principles of healthy and varied diet)</p>		<p>What is a free-standing structure and how are they built?</p> <p><u>Strong structures</u> Throne (link to topic)</p>		<p>How can I join different materials together to make a product?</p> <p><u>Textiles</u></p> <p>puppets - link to topic (Punch and Judy)</p>
Computing	<p>How do I stay safe online?</p> <p>School rules for safe internet use.</p> <p>Computing systems and networks – Technology around us</p> <p>Use of mouse, keyboard and typing skills</p> <p>What are the rules to keep us safe online?</p>	<p>What do I need to learn to use technology independently?</p> <p>Independent use of the school’s computing equipment - turning hardware on and off. Saving and retrieving documents.</p> <p>Creating media – Digital painting</p> <p>Use a variety of tools to create a painting: shape, line, brush size, shape and colour</p>	<p>How do I keep my personal information private?</p> <p>Programming A – Moving a robot</p> <p>Combine direction commands to program a sequence; debug a programme</p>	<p>Data and information – Grouping data</p> <p>Label and compare groups of objects</p>	<p>Creating media – Digital writing</p> <p>Add and remove text on a computer; make careful choices when changing text</p> <p>What is online bullying and how do I protect myself from it?</p>	<p>Programming B - Programming animations</p> <p>Create and test a series of commands to program a sprite</p>
	<ul style="list-style-type: none"> School rules for safe internet us Online safety - GP scenarios 1, 2 & 3: ‘new people, information sharing, passwords. 		<p><u>Safer internet day</u></p> <ul style="list-style-type: none"> fake profiles selfies and personal info different types of shared online info where to go for help and support seeking permission devices containing cameras <p>(GP scenarios 4, 5, 6 & 7)</p>		<ul style="list-style-type: none"> Using technology safely and respectfully. und’ online bullying and where to go for support game ratings, tags and avatars search terms star ratings dealing with pop ups. <p>(GP scenarios 8, 9 & 10)</p>	
Music	<p><u>Charanga</u> Hey You – hip Hop</p> <p><i>Listen and appraise:</i></p>	<p>Music Specialist Dinosaur Discovery</p> <p><i>Listen and appraise:</i></p>	<p>Music Specialist Finding Four Lanes</p> <p><i>Listen and appraise:</i></p>	<p><u>Charanga</u> In the Grove – classical, latin, folk, funk, blues</p>	<p><u>Charanga</u> Your Imagination - Pop</p> <p><i>Listen and appraise:</i></p>	<p>Music Specialist Seaside Detectives</p> <p><i>Listen and appraise:</i></p>

	<p>Hey You! by Joanna Mangona</p> <p>Me, Myself And I by De La Soul</p> <p>Fresh Prince Of Bel Air by Will Smith</p> <p>Rapper's Delight by The Sugarhill Gang</p> <p>U Can't Touch This by MC Hammer</p> <p>It's Like That by Run DMC</p> <p><i>Singing:</i></p> <p>Hey You, hip Hop verse and song verse,</p> <p>Harvest festival songs</p> <p><i>Composing/performing:</i></p> <p>Perform whole song with rap and dance actions, add instrumental accompaniment C & G, copy and clap, clapping along in rhythm</p>	<p>soundtracks of Dinosaur and Jurassic park</p> <p>Fossils – Saint Saens</p> <p>More carnival of the animals examples.</p> <p>Soundtrack from Amonite</p> <p><i>Singing:</i></p> <p>Songs from Jurassic Blue</p> <p>I'm a little dinosaur</p> <p>Dinosaur song from 'Animals'</p> <p>Christmas songs</p> <p><i>Composing/performing:</i></p> <p>Exploring tempo, texture and dynamics. Compose a piece of dinosaur music in response to video clip. Incorporate rhythms (Simplified) from ' Fossils and look at quavers/ semi quavers, crotchets. Start with movement. Quavers, crotchets, rests</p>	<p>Traditional Cornish folk music - live and recorded</p> <p>Malcolm Arnold – Four Cornish Dances</p> <p>Judith Bailey – selected works</p> <p>3 Daft Monkeys</p> <p>Dalla</p> <p>Pupil Choices</p> <p><i>Singing:</i></p> <p>Selection of Cornish songs including some Cornish language songs – Hoolybus book and CJ own compositions</p> <p>uplifting self-esteem songs</p> <p><i>Composing/performing:</i></p> <p>Four Lanes furry – dance and music</p> <p>Make up our own</p> <p>Local graphic score piece based on our village and surrounds</p>	<p><i>Listen and appraise:</i></p> <p>In The Groove and other songs in other styles: How Blue Can You Get by B.B. King, Let The Bright Seraphim by Handel, Livin' La Vida Loca by Ricky Martin, Jai Ho by J.R. Rahman, Lord Of The Dance by Ronan Hardiman, Diggin' On James Brown by Tower Of Power</p> <p><i>Singing:</i></p> <p>In the Grove</p> <p>Festival Of Arts songs</p> <p><i>Composing/performing:</i></p> <p>dancing in rhythm to different styles, clapping along to different style music, instrument accompaniment C & D</p>	<p>Round And Round (Bossa Nova) by Joanna Mangona, Livin' La Vida Loca (Latin/Pop) by Ricky Martin, March Of The Empire (Film music) by John Williams, It Had Better Be Tonight (Latin/Big Band Jazz) by Michael Bubl�, Why Don't You (Big Band/Dance) by Gramophonedzie, Oye Como Va (Latin/Jazz) by Santana</p> <p><i>Singing:</i></p> <p>Round and Round</p> <p>Coronation songs</p> <p><i>Composing/performing:</i></p> <p>Perform whole song, add instrumental accompaniment D, F, C & D</p>	<p>Singing:</p> <p>rounds, two part songs</p> <p>Composing/performing:</p>
RE	<p>1.2 Who made the world?</p> <p>Christianity - creation</p>	<p>1.10 What does it mean to belong to a faith community?</p> <p>Christianity and Judaism</p>	<p>1.1 What do Christians believe God is Like?</p> <p>Christianity</p>	<p>1.7 Who is Jewish and how do they live? (PART 1)</p>	<p>1.7 Who is Jewish and how do they live? (PART 2)</p>	<p>1.9 How should we care for the world and for others, and why does it matter?</p> <p>Christianity and Judaism</p>

PE	<p>Team Building</p> <p>Physical: Balancing, travelling actions.</p> <p>Social: Communication, sharing ideas, inclusion, encouraging and supporting others</p> <p>Emotional: Confidence, trust, honesty</p> <p>Thinking: Decision making, using tactics, providing instructions, planning, problem solving</p>	<p>Sending and Receiving</p> <p>P: Rolling, kicking, throwing, catching, tracking</p> <p>S: Taking turns, supporting and encouraging others, respect, communication</p> <p>E: Perseverance, honesty, being happy to succeed</p> <p>T: Transferring skills</p> <p>Fundamentals</p> <p>P: Balancing, sprinting, jogging, dodging, jumping, hopping, skipping</p> <p>S: Taking turns, supporting and encouraging others, working safely, communication</p> <p>E: Challenging myself, perseverance, honesty</p> <p>T: Identifying strengths, listening and following instructions</p>	<p>Ball Skills</p> <p>P: Rolling, kicking, throwing, catching, bouncing, dribbling, tracking</p> <p>S: Co-operation, communication, leadership, supporting others</p> <p>E: Honesty, perseverance, challenging myself</p> <p>T: Using tactics, exploring actions, comprehension</p>	<p>Yoga</p> <p>P: Breathing, relaxation, balance, flexibility, strength</p> <p>S: Working safely, sharing ideas, leadership</p> <p>E: Calmness, patience, understanding, independence</p> <p>T: Selecting actions, comprehension, focus, providing feedback</p>	<p>Athletics</p> <p>P: Running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance</p> <p>S: Working safely, collaborating with others</p> <p>E: Working independently, honesty and playing to the rules, determination</p> <p>T: Exploring ideas</p>	<p>Net and wall</p> <p>Swimming</p> <p>P: Throwing, catching, hitting a ball, tracking a ball</p> <p>S: Respect, communication</p> <p>E: Honesty and fair play, determination</p> <p>T: Decision making, using simple tactics, recalling information, comprehension</p>
PSHE	<p>Who are my friends and how do we get along?</p> <p>DE unit 1 Forming Friendships: Making friends and getting along</p>	<p>How do we respect our strengths and differences?</p> <p>DE unit 2 Similarities and Differences: Recognising strengths and respecting differences</p>	<p>Who do we care about that is special to us?</p> <p>DE unit 3 Caring and Responsibility: Our special people</p>	<p>Why are families important?</p> <p>DE unit 4 Families and Committed Relationships: The importance of family</p>	<p>How do I keep healthy as I grow?</p> <p>DE unit 5 Healthy Bodies, Healthy Minds: Amazing bodies</p>	<p>How has my body changed since I was born?</p> <p>DE unit 6 Coping With Change: Growing and changing</p>
Experiences	St Andrew's Church visit Christingle service	Museum trip/ mark's arc animals	Four Lanes – local area fieldwork Walk to Carn Brea/ Wheal Francis	Pendennis castle	Paradise park	End of year beach trip – rock pooling