

Long Term Year Plan

Year 1

	AT1	AT2	SP1	SP2	SU1	SU2
Science Taught every year for Y1	Plants <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. 	Animals including humans <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores <ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	What things are made of (Everyday materials) <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including 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. 	The world around us (seasonal changes) <ul style="list-style-type: none"> Observe changes across the four seasons <ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. 	Recap previous learning- including working scientifically <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways <ul style="list-style-type: none"> observing closely, using simple equipment <ul style="list-style-type: none"> performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions <ul style="list-style-type: none"> Gathering and recording data to help in answering questions. 	
Computing	<u>Year A:</u> <u>Computing skills:</u> <u>NC objective:</u> <ul style="list-style-type: none"> Use technology purposefully to manipulate and retrieve digital content. Use technology safely and respectfully <u>E-safety focus:</u> <u>Safe:</u>	<u>Year A:</u> <u>Word Processing Skills:</u> <u>NC objective:</u> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. <u>E-safety focus:</u>	<u>Year A:</u> <u>Painting:</u> <u>NC objective:</u> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use logical reasoning to predict the behaviour of simple programs. 	<u>Year A:</u> <u>Programming Toys:</u> <u>NC objective:</u> <ul style="list-style-type: none"> Understand what algorithms are and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Understand how [algorithms] are implemented as programs on digital devices, and that 	<u>Year A:</u> <u>Using and Applying:</u> <u>NC objective:</u> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content <u>E-safety focus:</u>	<u>Year A:</u> <u>Presentation Skills:</u> <u>NC objective:</u> <u>Year A:</u> <ul style="list-style-type: none"> To use technology purposefully to create, organise, store, manipulate and retrieve digital content.

	Discuss pictures that may be taken while wearing uniforms and telling passwords etc.	<u>Safe:</u> Only given trusted people personal information – full name, email address, phone number, home address, school names	<u>E-safety focus:</u> <u>Meeting:</u> Discuss meetings people that you have met on the internet.	programs execute by following precise and unambiguous instructions. <u>E-safety focus:</u> <u>Accepting:</u> Accepting images, pictures, texts, calls and pop ups from you don't know or trust as they may contain a virus.	<u>Reliable:</u> Is the information you are reading reliable?	<u>E-safety focus:</u> <u>Tell:</u> Telling people if you see something you are unsure about on the internet. Who should you tell?
RE	Christianity- Harvest Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	Islam- Milad un Nabi Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	Islam-Jumu'ah Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	Buddhism-Losar Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	Buddhism- Esala Perahera Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	Hinduism- Navratri Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?
Music	Hey You! Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music.	N/A	In The Groove Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music.	N/A	Your Imagination Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music.	N/A

PE	Dance Pupils should be taught to master basic movements including running and jumping. Pupils should develop balance, agility and co-ordination, and begin to apply these in a range of activities Pupils should perform dances using simple movement patterns.	Gymnastics Pupils should be taught to master basic movements including running and jumping. Pupils should develop balance, agility and co-ordination, and begin to apply these in a range of activities	Games – invasion – football, netball, basketball etc. Pupils should be taught to master basic movements including running, jumping, throwing and catching. They should participate in team games, developing simple tactics for attacking and defending.	Games - net and well e.g. tennis, badminton, volleyball. Pupils should be taught to master basic movements including running, jumping, throwing and catching. They should participate in team games, developing simple tactics for attacking and defending.	Games – striking and fielding e.g. rounders, cricket. Pupils should be taught to master basic movements including running, jumping, throwing and catching. They should participate in team games, developing simple tactics for attacking and defending.	Athletics - sports day prep Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Pupils should participate in team games, developing simple tactics for attacking and defending
PSHCE	Being Me in My World <ul style="list-style-type: none"> • Special and safe • My class • Rights and responsibilities • Rewards and feeling proud • consequences • Owning the charter 	Celebrating Difference <ul style="list-style-type: none"> • The same as • Different from • What is bullying? • What to do about bullying • Making new friends • Celebrating me 	Dreams and Goals <ul style="list-style-type: none"> • Simple goals • Steps to goals • Achieving together • Stretching learning • Overcoming obstacles • Celebrating success 	Healthy me <ul style="list-style-type: none"> • Being healthy • Healthy choices • Clean and healthy • Medicine safety • Road safety • Happy and healthy 	Relationships <ul style="list-style-type: none"> • Families • Making friends • Greetings • People who help us • Being my own best friend • Special relationships 	Changing Me <ul style="list-style-type: none"> • Life cycles • Changing me • My changing body • Boys and girls bodies • Learning and growing • Coping with changes