

# YEAR 1 – LONG TERM PLAN

TERM 1 – Owl Babies	Term 2- Celebrate!	TERM 3 - Burghley House
<ul style="list-style-type: none"> <li>○ Science-Animals, including humans-               <ul style="list-style-type: none"> <li>* identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>* identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>* describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>* Investigation- sorting animals using given criteria and developing own criteria linked with PSRN.</li> </ul> </li> <li>○ Dance- animal movements and dances               <ul style="list-style-type: none"> <li>*perform dances using simple movement patterns</li> </ul> </li> <li>○ DT- Cooking and Nutrition-               <ul style="list-style-type: none"> <li>* use the basic principles of a healthy and varied diet to prepare dishes</li> </ul> </li> <li>○ Music- Exploring sounds</li> <li>○ History- Harvest long ago               <ul style="list-style-type: none"> <li>* significant historical events, people and places in their own locality.</li> </ul> </li> <li>○ Computing- Ipad apps become familiar and outside uses of technology               <ul style="list-style-type: none"> <li>*use logical reasoning to predict the behaviour of simple programs</li> </ul> </li> <li>○ Art- Colour mixing               <ul style="list-style-type: none"> <li>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul> </li> <li>○ RE- Belonging-To understand where and how people belong and why this is important.- Unit 6 of RE curriculum</li> <li>○ PSHE               <ul style="list-style-type: none"> <li>* To share personal successes with his/her class.</li> <li>*To use vocabulary to describe when he/she feels good or bad and discuss simple ways to manage these feelings.</li> <li>* Explain how others are feeling and how they show those feelings.</li> <li>* To understands how his/her actions may make others feel.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Science- Materials               <ul style="list-style-type: none"> <li>* distinguish between an object and the material from which it is made</li> <li>* identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>* describe the simple physical properties of a variety of everyday materials                   <ul style="list-style-type: none"> <li>* compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> </li> </ul> </li> <li>○ Art- Pattern/ weaving making calendars               <ul style="list-style-type: none"> <li>* to use a range of materials creatively to design and make products</li> <li>* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> </li> <li>○ PE-Dance for Christmas production               <ul style="list-style-type: none"> <li>*perform dances using simple movement patterns</li> </ul> </li> <li>○ Music- Learning songs for Christmas production               <ul style="list-style-type: none"> <li>* use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>* listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul> </li> <li>○ History- Shopping for Christmas- Old and new toys               <ul style="list-style-type: none"> <li>* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>*Armistice day- events beyond living memory that are significant nationally or globally</li> </ul> </li> <li>○ DT- Christmas tree decoration, Christmas cards, recycled paper               <ul style="list-style-type: none"> <li>* design purposeful, functional, appealing products for themselves and other users based on design criteria                   <ul style="list-style-type: none"> <li>* explore and evaluate a range of existing products                       <ul style="list-style-type: none"> <li>* select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]                           <ul style="list-style-type: none"> <li>* build structures, exploring how they can be made stronger, stiffer and more stable- Link to science building houses</li> </ul> </li> </ul> </li> </ul> </li> <li>○ Computing-insets for cards using word               <ul style="list-style-type: none"> <li>* use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> </li> <li>○ RE- Celebrations- Unit 1 –Christian celebrations including Christmas.</li> <li>○ PSHE               <ul style="list-style-type: none"> <li>*Can describe people that are special to them and what makes them special.</li> <li>*To make a positive contribution to the classroom environment.</li> </ul> </li> </ul> </li></ul>	<ul style="list-style-type: none"> <li>○ PE- Gymnastics               <ul style="list-style-type: none"> <li>*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</li> <li>○ Music- Exploring duration                   <ul style="list-style-type: none"> <li>* play tuned and untuned instruments musically</li> </ul> </li> <li>○ RE- Unit 9 Symbols and pictures</li> <li>○ History- Queen Victoria at Burghley and Now.                   <ul style="list-style-type: none"> <li>* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul> </li> <li>○ DT- butter and scones, linked to servant jobs.                   <ul style="list-style-type: none"> <li>* use the basic principles of a healthy and varied diet to prepare dishes</li> <li>*understand where food comes from.</li> </ul> </li> </ul> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, <u>information and communication technology-</u></p> <ul style="list-style-type: none"> <li>○ Computing- Word, changing font, colour, images <u>draw Burghley on Pc paint.</u></li> </ul> <p>. * use technology purposefully to <u>create, organise, store, manipulate</u> and retrieve digital content</p> <p>* recognise common uses of information technology beyond school</p> <ul style="list-style-type: none"> <li>○ Art- Sculpture garden The work of George Frampton * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>○ Science * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>○ RE- Unit 5- Explore a range of old testament bible stories and quotes including Jonah and Creation.</li> <li>○ PSHE               <ul style="list-style-type: none"> <li>* he/she can describe how to keep fit and healthy and understands basic dental hygiene.</li> <li>* he/she understands from whom to seek help if he/she is worried.</li> </ul> </li> </ul> </li></ul>
<b>TERM 4 – Seasons</b>	<b>TERM 5- Market Deeping Rule Britannia</b>	<b>TERM 6-</b>

<ul style="list-style-type: none"> <li>○ PE Gymnastics *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</li> <li>○ Music- Exploring pulse and rhythm * experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>○ History- Old and new building and historical landmarks around Deeping. . * significant historical events, people and places in their own locality.</li> <li>○ Geography- *identify seasonal and daily weather patterns in the United Kingdom * use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> <li>○ DT- Eater cards/ Mother's day cards * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] *build structures, exploring how they can be made stronger, stiffer and more stable *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their product</li> <li>○ Computing- Beebots and app * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions *create and debug simple programs</li> <li>○ Art- Observational drawing * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>○ Science- Plants *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.  *grow pea plants</li> <li>○ RE- Easter story- sadness, reflecting on values and how they relate to our behaviour. Unit 3 visiting the church</li> <li>○ PSHE  * he/she follows the classroom and school rules.  *he/she can share, take turns and return borrowed items.</li> </ul>	<ul style="list-style-type: none"> <li>○ PE-Games *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 *participate in team games, developing simple tactics for attacking and defending</li> <li>○ Music- Exploring pitch * experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>○ Geography- * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas * physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map * use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>○ DT/Art- Design and Make landmarks * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups</li> <li>○ *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * evaluate their ideas and products against design criteria * * to use drawing, painting and <u>sculpture</u> to develop and share their ideas, experiences and imagination *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>○ Computing- Powerpoint-Retrieving information.* use technology purposefully to create, organise, store, manipulate and <u>retrieve digital content</u></li> <li>○ Science Trees identification of deciduous trees *identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>○ RE- Unit 7- personal identity who has my love, discussion of respect, study of christenings.</li> <li>○ PSHE  * he/she recognises from his/her own actions what is fair and unfair, kind and unkind and right and wrong. Y1</li> </ul>	<ul style="list-style-type: none"> <li>○ PE-Games *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 *participate in team games, developing simple tactics for attacking and defending</li> <li>○ Music- Exploring instruments and symbols * experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>○ Geography- Walk around Market Deeping * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>○ DT- sliders/ weather wheels- *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>○ Computing- Cameras/ ipads to take photographs, download and print. * use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>○ Art- Collage on large scale of season tree *to use a range of materials creatively to design and make products *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>○ Science *observe changes across the four seasons *observe and describe weather associated with the seasons and how day length varies.</li> <li>○ PSHE  *Transitions to year 2</li> </ul>
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