



ST. GEORGE'S CE PRIMARY SCHOOL LONG TERM PLANNING
(National Curriculum Coverage)

LEARNING THE ST. GEORGE'S WAY- BROAD, BALANCED AND WITH DEPTH
YEAR 1



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
SUBJECTS	1	2	3	4	5	6
TERMLY VALUE	Community	Peace	Joy	Hope	Dignity	Wisdom
5 WAYS TO MENTAL WELL BEING	Be Active	Give	Take notice	Keep learning	Keep learning	To connect
KEY DATES/EVENTS	Harvest Festival	Christmas		Easter Service Trip to Sacrewell Science Week		
MATHS	Place Value Addition and Subtraction	Shape Place Value	Addition and Subtraction Place Value	Length and Height Weight and Volume	Multiplication and Division Fractions	Position and Direction Place Value Money Time
RE	<u>God:</u> What do Christians believe God is like? UC 1.1 (God core)	<u>Creation:</u> Who made the World? UC 1.2 (Creation)	<u>God (Islam):</u> How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an? UC 1.2 (Creation)	<u>Community (Islam):</u> What do Muslims do to express their beliefs? Which celebrations are important to Muslims? What key practices associated with these celebrations and what do they tell us about beliefs, about God and the world?	<u>Places of Worship:</u> What do they tell us about beliefs/God/humans/the world around them? How they are used in practice - i.e What impact do they have on the community?	
SCIENCE	<u>The Human Body</u> Identify, name, draw and label the basic parts of the human body and say which part of the	<u>Materials</u> Distinguish between an object and the material from which it is made	<u>Animals</u> Identify and name a variety of common animals including fish,	<u>PLANTS:</u> Identify and name a variety of common wild and garden	<u>PLANTS:</u> Identify and name a variety of common wild and garden plants,	<u>Growing and Cooking</u>



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	<p>body is associated with each sense.</p> <p>SEASONAL CHANGES: Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p>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</p> <p>SEASONAL CHANGES: Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p>amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>SEASONAL CHANGES: Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p>including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	
COMPUTING	<p>Computing systems and networks - technology around us: describe common uses of information technology</p>	<p>Creating media - digital painting: Use technology with the purpose of creating content</p>	<p>Programming - moving a robot: Learners will explore using individual commands, both with other learners and as part of a computer program.</p>	<p>Data and information: grouping data - begin by using labels to put objects into groups, and labelling these groups.</p>	<p>Programming - digital writing: Using a computer to create and change text</p>	<p>Programming - Introduction to animation:</p> <p>Introduces learners to on-screen programming through ScratchJr. Use programming blocks to use, modify, and create programs.</p>
HISTORY	<p><u>How am I making history?</u></p>		<p><u>How have toys changed?</u></p>		<p><u>How have explorers changed the world?</u></p>	
GEOGRAPHY		<p><u>What is it like here?</u></p>		<p><u>What is the weather like in the UK?</u></p>		<p><u>What is it like to live in Shanghai?</u></p>



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ART/DT	<u>Structures; Constructing a windmill.</u>	<u>Drawing: Make your mark.</u>	<u>Textiles: Puppets</u>	<u>Sculpture and 3D: Paper play</u>	<u>Cooking and nutrition: Fruit and vegetables</u>	<u>Painting and Mixed media: Colour splash</u>
MUSIC	<u>Our bodies</u>	<u>Weather</u>	<u>Animals</u>	<u>Seasons</u>	<u>Travel</u>	<u>Pattern</u>
PSHEE	<u>Being Me in My World</u> I can tell you some ways I am different from my friends.	<u>Celebrating Difference</u> I understand these differences make us all special and unique.	<u>Dreams and Goals</u> I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest.	<u>Healthy Me</u> I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.	<u>Relationships</u> I can tell you why I appreciate someone who is special to me. I can express how I feel about them.	<u>Changing Me</u> I can respect my body and understand which parts are private. I can identify the parts of the body that makes boys different to girls and can use the correct names for these: penis, testicles, vagina.
PE	Dance and Fundamentals Talk to a partner about their ideas and take turns to listen to each other. Show determination to continue working over a longer period of time.	Gymnastics (Personal, Health) Fitness (Physical) 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.	Yoga Sending and receiving Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.	Ball skills (Cognitive, personal) Target games (physical) Work with a partner and small group to play games and solve challenges.	Invasion Net and wall Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.	Athletics (Cognitive, health) Striking and fielding (Physical) Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.



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Visits out or visitors into school						
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