

## YEAR 1 – LONG TERM PLAN

TERM 1 – Minibeasts	Term 2 - Victorians	TERM 3 – Polar Regions
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>- To identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals.</li> <li>- To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- To follow directions: up, down, left, right, forwards and backwards.</li> <li>- To use a simple plan to follow a route. e.g. A route around the school or local area or his/her route from home to school.</li> <li>- To following directions and maps he/she can draw a route showing features.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- To begin to recall all the equipment needed for an art session.</li> <li>- To hold a brush correctly and use different types and sizes of brush.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- To use his/her body to make sounds: Loud/quiet, fast/slow, Long/short, high/low.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- To understand that programmes execute by following precise and unambiguous instructions</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- I can tell you some ways I am different from my friends</li> <li>- I understand these differences make us all special and unique</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>- To give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>- To link two or more actions together.</li> <li>- To explore balancing and to be able to move with control.</li> <li>- To explore balance, stability and landing safely.</li> <li>- To copy stretching movements for different parts of the body.</li> <li>- To balance using his/her hands, feet or seat</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>- To 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> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>- To describe an artefact e.g. materials; size; signs of wear and tear.</li> <li>- To discuss some significant historical events, people and places in his/her own locality (Florence Nightingale and Edith Cavell).</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>- To cut along straight lines, curved lines and shapes marked out by a template.</li> <li>- To create a drawing of his/her idea and templates for his/her design.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- To describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- To make patterns with sounds e.g. loud - quiet - loud – quiet long - short - long - short.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- To use technology safely and respectfully.</li> <li>- To describe common uses of information technology beyond school.</li> <li>- To know they should ask for help if they feel unsure about any online content or contact and who to ask.</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>- To give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li> <li>- To decide what they personally have to be thankful for at Christmas time.</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>- To develop co-ordination.</li> <li>- To explore exercises that use your own body weight</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>- To observe changes across the 4 seasons.</li> <li>- To observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- To identify hot and cold areas of the world in relation to the Equator and North and South Poles.</li> <li>- To identify seasonal and daily weather patterns in the UK.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- To mix colours and describe how to make them.</li> <li>- To hold a brush correctly and use different types and sizes of brush.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- To use: high voice, middle voice, low voice.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- To use technology purposefully to create, organise and store digital content.</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- I know how to store the feelings of success in my internal treasure chest.</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>- To give at least one example of how a Jewish person would describe God.</li> <li>- To recognise that Jewish people believe that God chose them to be his special people and that he looks after them.</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>- To explore throwing with accuracy towards a target.</li> <li>- To explore tracking a ball that is coming towards me.</li> <li>- To explore control and co-ordination when dribbling a ball with your feet.</li> <li>- To pass a ball to a partner using his/her hands and feet.</li> </ul>
TERM 4 – Knights and Castles	TERM 5- Africa	TERM 6 - Dinosaurs
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>- To distinguish between an object and the material from which it is made.</li> <li>- To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>- To describe the simple physical properties of a variety of everyday materials.</li> <li>- To compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>- To use pictures and role play to tell stories from the past.</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>- To tell someone about his/her design ideas.</li> <li>- To decorate textiles using buttons, beads, sequins, braids &amp; ribbons.</li> <li>- To use simple mechanisms in his/her products e.g. Hinges, levers, wheels etc.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- To sing in unison with a group.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- To use technology purposefully to retrieve and manipulate digital content.</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</li> <li>- I can recognise how being healthy helps me to feel happy.</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>- To recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible.</li> <li>- To recognise that Jesus gives instructions about how to behave.</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>- To roll a ball towards a target.</li> <li>- To be able to track and receive a rolling ball.</li> <li>- To send and receive a ball using a racket.</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>- To identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- To ask questions about places studied.</li> <li>- To use information books to compare the similarities and differences between places studied.</li> <li>- To name and locate the four countries and capital cities of the UK.</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>- To understands that food comes from plants and animals and has to be farmed, grown or caught</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- To identify a beat and join in.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- To use technology safely and respectfully.</li> <li>- To describe common uses of information technology beyond school.</li> <li>- To know they should ask for help if they feel unsure about any online content or contact and who to ask.</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- I can tell you why I appreciate someone who is special to me and express how I feel about them.</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>- To think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</li> <li>- To retell 3 stories. One each from Christianity, Judaism or Islam.</li> <li>- To explain why religions have stories with special meanings.</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>- To move into a given space within a game.</li> <li>- To co-operate and communicate with a partner to solve challenges.</li> <li>- To work co-operatively as a team, listening to others and taking turns.</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>- To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>- To ask questions about the past.</li> <li>- To answer questions about the past using given sources.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- To mix colours and describe how to make them.</li> <li>- To hold a brush correctly and use different types and sizes of brush.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- To use technology purposefully to create, organise and store digital content.</li> <li>- To use technology purposefully to retrieve and manipulate digital content.</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</li> <li>- I respect my body and understand which parts are private.</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>- To recognise that different Christian groups celebrate in different ways.</li> <li>- To describe similarities between religious celebrations studied in the stories, food, symbols and rituals.</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>- To develop underarm throwing for accuracy.</li> <li>- To explore overarm throwing towards a target.</li> </ul>

