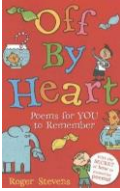




Year 1 - Long Term Plan 2023 - 2024

Year group: One	Autumn 1 7 weeks 3 days	Autumn 2 6 weeks 2 days	Spring 1 5 weeks 2 days	Spring 2 6 weeks	Summer 1 7 weeks	Summer 2 7 weeks
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• PV within 10 (4 Weeks 3 days)</li> <li>• Addition and Subtraction within 10 (3 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Place Value within 20 (4 weeks)</li> <li>• 2D and 3D Shape (2 weeks 2 days)</li> </ul>	<ul style="list-style-type: none"> <li>• Addition and Subtraction within 20 (4weeks 2 Days)</li> <li>• Length and Height (1 Week)</li> </ul>	<ul style="list-style-type: none"> <li>• Place Value within 50 (3 Weeks)</li> <li>• Mass and Volume (2 week)</li> <li>• Position and Direction (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>• Place Value within 100 (2 weeks)</li> <li>• Addition and Subtraction (2 weeks)</li> <li>• Multiplication and Division (3 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions (2 week)</li> <li>• Money (1 Week)</li> <li>• Time (3 Weeks)</li> <li>• Capacity (1 week)</li> </ul>
<p><b>Poetry</b> Recite poems and nursery rhymes</p>		<p>Off by Heart There are No Such Things as Monsters! By Roger Stevens (1 week)</p>  <p>Outcome: Descriptive poem based on a model</p>	<p>If I Had a Beak by The Literacy Company (1 week)</p> <p>Outcome: Descriptive poem using the senses</p>	<p>Off by Heart At the Zoo by W.M. Thakery (1 week)</p>  <p>Outcome: List poems</p>	<p>I Spun a Star by John Foster - via Literacy Company ( 1 week)</p> <p>Outcome: List poem</p>	<p>Poetry Fruit Salad theme I Am the Seed that Grew the Tree by Fiona Walters Plum by Tony Mitton (1 week)</p>  <p>Outcome: Senses poem</p>

<p style="text-align: center;"><b>English</b></p>	<p style="text-align: center;"><b>The Colour Monster</b> by Anna Llenas</p>  <p style="text-align: center;"><b>Additional story time texts:</b> The Colour Monster came to School</p> <p style="text-align: center;"><b>Bumble Bear</b> (4 weeks)</p>  <p style="text-align: center;"><b>Bees</b> (2 weeks) Non-Fiction [ National Geographic for Kids]</p> 	<p style="text-align: center;"><b>Nibbles</b> by Emma Yarlette (3 weeks)</p>  <p style="text-align: center;"><b>Additional story time texts:</b> The Gruffalo by Julia Donaldson</p> <p style="text-align: center;">Where the Wild Things Are by Maurice Sendak</p> <p style="text-align: center;"><b>The Jolly Postman</b> By Janet and Alan Ahlberg (2 weeks 2 days)</p> 	<p style="text-align: center;"><b>Do Not Enter The Monster Zoo</b> By Amy Sparkes (4 weeks 2 days)</p>  <p style="text-align: center;"><b>Additional story time texts:</b> Milo's Monster The Very Hungry Worry Monster.</p>	<p style="text-align: center;"><b>In the Deep Dark Wood</b> by Algy Craig Hall (3 weeks)</p>  <p style="text-align: center;"><b>Wolves</b> By National Geographic (2 weeks)</p> 	<p style="text-align: center;"><b>Space Tortoise</b> by Ross Montgomery (3 weeks)</p>  <p style="text-align: center;"><b>The Big Bad owl</b> Steve Smallman (3 weeks)</p> 	<p style="text-align: center;"><b>Goldilocks and Just the One Bear</b> by Leigh Hodgkinson (3 weeks)</p>  <p style="text-align: center;"><b>Fairy Tale Pets</b> by Tracey Corderoy (3 weeks)</p> 
	<p style="text-align: center;"><b>Outcomes</b></p>	<p style="text-align: center;"><b>Writing outcome:</b> 1. Retell the story of 'Lost and Found'. 2. Diary</p> <p style="text-align: center;"><b>Additional writing outcomes:</b> Labels, fact file, lists, speech bubbles, recount</p>	<p style="text-align: center;"><b>Writing outcome:</b> 1. To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story. 2. Diary</p>	<p style="text-align: center;"><b>Writing outcome:</b> 1. To write a story about a small animal (mouse) who befriends a large animal in the African savannah. 2. Information text</p> <p style="text-align: center;"><b>Additional writing outcomes:</b> Setting</p>	<p style="text-align: center;"><b>Writing outcome:</b> 1. Information text (museum) 2. Recount</p> <p style="text-align: center;"><b>Additional writing outcomes:</b> Recount, diary, poster, fact file</p>	<p style="text-align: center;"><b>Writing outcome:</b> 1. To write a fantasy story based on the structure of the text. 2. Retell the story</p> <p style="text-align: center;"><b>Additional writing outcomes:</b> Setting</p>

		<b>Additional writing outcomes:</b> Labels, character description, diary, instructions, poster, lists, recount	description, character description, recount		description, character description, letter, diary	<b>Additional writing outcomes:</b> Setting descriptions, labels, diary, recount
<b>Class Author Study</b>	<p>Julia Donaldson</p> <p>The Woolly Bear Caterpillar Cave Baby The Gruffalo The Everywhere Bear Superworm The Gruffalos Child Night Monkey, Day Monkey What the Jackdaw Saw The Snail and the whale Wake up do, Lydia Lou Rosie's Hat Chocolate Mousse for a greedy goose What the ladybird heard The Rhyming rabbit</p>	<p>Oliver Jeffers</p> <p>How to catch a star Here we are The heart and the bottle Lost and found None the number It wasn't me Alphabet stories The great paper caper Up and down What we'll build The way back home The new jumper What's the opposite</p>	<p>Mini Grey</p> <p>The last wolf Biscuit bear Space dog Magic show Three by the sea The adventures of the dish and the spoon Toys in space</p>	<p>Benji Davis</p> <p>The snowflake The giant of jum Grandad's island The storm whale The storm whale in winter Grandma bird Also an octopus On sudden hill The dragon and the nibblesome knight Goodnight already I love you already Come home already The Grotlyn Tad</p>	<p>Martin Waddell</p> <p>The Big big sea The dirty great dinosaur Can't you sleep little bear Once there were giants Farmer Duck The pig in the pond Owl babies</p>	<p>Allan Ahlberg</p> <p>The Jolly pocket postman Peepo The Baby's Catalogue Mr Creep and the crook Cops and robbers Burglar Bill Starting School The Pencil The man who wore all his clothes Heard it in the playground Mrs Vole the vet Mrs Lathers Laundry Mr Tick the teacher Alison Hubble</p>

Science (CUSP)	<ul style="list-style-type: none"> <li>➤ Season changes and daily weather (Physics)</li> <li>➤ Materials (Chemistry)</li> </ul>		<ul style="list-style-type: none"> <li>➤ Season changes and daily weather (Physics)</li> <li>➤ Revisit animals including humans (Biology)</li> </ul>		<ul style="list-style-type: none"> <li>➤ Plants (Biology)</li> <li>➤ Season changes and daily weather (Physics)</li> </ul> <p>Not agreed with subject lead</p>	
History (CUSP)	Changes within living memory - Chronological timeline of their life stages linked to Chapelford (6 lessons)		Lives of significant individuals - David Attenborough and Mary Anning (6 lessons)		More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake) Revisit of changes within living memory	
Geography (CUSP)	Continents and Oceans, Countries and Capital Cities of the UK - 6 weeks <ul style="list-style-type: none"> <li>➤ Continents</li> <li>➤ Oceans</li> </ul>		CUSP mapping and field work - 4 weeks		Hot and Cold Locations - 6 weeks  Yr 1 revisit continents and oceans	
Art and Design (CUSP)	<p style="text-align: center;">Drawing Painting</p>		<p style="text-align: center;">Print Making Textiles</p>		<p style="text-align: center;">Collage 3D</p>	
Design Technology	Structures - Free standing structures		Mechanisms - Wheels and axles		Food	
Music Charanga	Hey You!  Style: Old School Hip Hop	Little Angel Gets her Wings	Rhythm In the Way We Walk and The Banana Rap  Style: Reggae and Hip Hop	In the Groove  Style: Blues, Latin, Folk, Funk, Baroque, Bhangra	Round and Round  Style: Latin Bossa Nova, Big Band Jazz, Latin fusion	Your Imagination  Style: Pop
Listening Whole School	<i>Classical</i>  Gustav Holst 'The Planets'	<i>Music for Film</i>  Collection of Works by John Williams	<i>Classical</i>	<i>Music Through the Ages</i>	<i>Music Through the Ages</i>	<i>Music from Other Cultures</i>

			Collection of Works by Mozart, Beethoven and Bach	Live and Recorded Music from 1950s - 1980s.	Live and Recorded Music from 1990s - Present Day.	Listening to traditional music of tribes and cultures across the globe.
<b>Computing</b>	Computer Networks	Creativity	Productivity	Creativity	Programming	Communication
Purple Mash Unit	Unit 1.1 Exploring Purple Mash		Unit 1.3 Pictograms Unit 1.8 Spreadsheets	Unit 1.6 Animated Story Books	Unit 1.7 2Code	Unit 1.9 Technology Outside School
Digital Literacy (eAWARE)	Passwords <i>Creating a strong password</i>	Friends <i>What makes a good friend</i>	Time Online <i>Things I like to do</i>	Digital Footprint <i>Safe or Not</i>	Private Information <i>Private or Not</i>	Positive Communication <i>Nice Messages</i>
<b>PE (Real PE/Games)</b>	<b>REAL PE</b> - Unit 1 (Personal) FUNS: 10 - Co-ordination - Floor Movement Patterns 1 - Static Balance - One Leg Standing	<b>REAL PE</b> - Unit 2 (Social) FUNS: 6 - Dynamic Balance to Agility 2 - Static Balance - Seated	<b>REAL PE</b> - Unit 3 (Cognitive) FUNS: 5 - Dynamic Balance 4 - Static balance - small base	<b>REAL PE</b> - Unit 4 (Creative) FUNS: 9 - Co-ordination - Balls Skills 7 - Counter Balance in Pairs	<b>REAL PE</b> - Unit 5 (Applying Physical Skills) FUNS: 8 - Co-ordination with Equipment 12 - Agility - Reaction/Response	<b>REAL PE</b> - Unit 6 (Health & Fitness) FUNS: 11 - Agility - Ball chasing 3 - Static Balance - Floor work
	GAMES - Football <i>Focus on: Ball control</i>	Dance - Val Sabin	Team games focusing on fundamentals e.g. agility, balance, co-ordination	ATHLETICS - Sports Day Practice	Gymnastics - Val Sabin	Striking and Fielding games focusing on throwing and catching
<b>Religious Education</b>  What do people say about God? (God)	<b>Introduction to RE</b> What is it? Why do we learn about it? What can we learn from it?  Christianity Church	<b>Islam</b>  Where is God?	<b>Hinduism</b>  What is God like?	<b>Christianity</b> God  Why do Christians say that God is Father?	<b>Christianity</b> Jesus  Why is Jesus special to Christians?	<b>Judaism</b>  What do some people do because they believe in God?  <i>Compare to Spring 2-Christianity Church</i>

	What do some people do because they believe in God?					
PHSCE	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Relationships</b>	<b>Changing Me</b>	<b>Healthy Me</b>	<b>Dreams and Goals</b>
	<i>Ourselves; our bodies. What makes us unique? What are our likes and dislikes?</i>	<i>What is the same/different about us (physically, personally, socially)? What are our strengths? Groups that we belong to.</i>	<i>How our behaviour affects people around us. Families and different family units. How our families love and care for us.</i>	<i>Wants and needs. How people grow and change and their needs become different. Responsibilities in and out of the classroom. Money; how we earn it and how we can keep it safe.</i>	<i>How to keep ourselves healthy; hygiene, medicines. Different roles in the community who help us to stay safe. How to get help in an emergency.</i>	<i>What does our future look like; what dreams/goals do we have for ourselves as well as our dreams and goals for the world. How can we look after each other and the world?</i>
Character Education	A Walk on the Wild Side Steve Backshall		Simba And Me - Circle of Life Walk Disney		Traditional Tales Once Upon a Time ...	