









Long Term Planning Overview Year 1

Curriculum Area	Autumn (T1 & T2)	Spring (T3 & T4)	Summer (T5 & T6)
Theme	Toys – Term 1 Animals – Term 2	Homes – Term 3 The Seaside – Term 4	Travel – Term 5 Growing – Term 6
Cultural Capital: trips, visits and experiences	Trip: Cotswold Motoring Museum & Toy Collection – toy workshop Workshop: Jungle roadshow workshop Local Area visit		Trip: Westonbirt Arboretum
Cultural Days – SMSC & British Values	Black History Month: Rosa Parks (1 day in October)		
English texts	Term 1 (Transition) <i>Little Red Riding Hood</i> <i>Brown Paper Bear</i>  Term 2 Lost and Found Leaf 	Term 3 Mr Chicken Lands on London Paddington Bear  Term 4 The Storm Whale Clean Up 	Term 5 Beegu Man on the Moon  Term 6 Jack and the Beanstalk Stuck 
Art & Design	Drawing: Spiral Art (T2)	Collage – Seaside inspired art work(T4)	Wall paper printing inspired by Orla Kiely (T5)

Design Technology	Sliders and Levers (Mechanisms): Making a moving story book (T1)	Textiles: Templates and Joining techniques – Create a puppet (Paddington Bear) T3	Wheels and Axles: Moving Space Buggy/adventure buggy (T6)
History	Changes within living memory: Toys (T1) As historians, we will: <ul style="list-style-type: none"> • Know about changes from past to present • Be able to use historical vocabulary such as old and new • Understand changes to toys over time • Listen to stories of the past • Compare old and new • Ask questions about the past 	Changes within living memory: Homes (T3) As historians, we will: <ul style="list-style-type: none"> • Learn about changes to homes from past to present • Identify features of old homes, including external and internal features • Learn about furniture of the past and how this has changed (e.g. cooking and washing) • Compare old and new • Ask questions about the past • Observe changes in the local area 	Significant places, people & events: Scott of the Antarctic (T6) As historians, we will: <ul style="list-style-type: none"> • Understand a little of Scott's background, early career, personality and times in which he lived • Know why Captain Scott went to Antarctica • Think of reasons for and against Captain Scott going to the Antarctic. • Recall some key facts about Captain Scott's journey to the Antarctic • Identify different ways Captain Scott has been commemorated. • Know how transport, clothing and equipment was different to today
Geography	Where do I live? (T2) As geographers, we will: <ul style="list-style-type: none"> • Learn and locate the four countries of the UK. • Learn and locate the seven continents and five oceans • Explore and record the physical and human features of the local area • Recount the journey through our local area • Use aerial photographs and maps to recognise familiar landmarks • Create a simple representations of a map of the local area 	Coastal towns – The seaside (T4) As geographers, we will: <ul style="list-style-type: none"> • Name the seven continents and five oceans of the world. • Learn and locate the four countries and capital cities of the UK. • Identify some of the features of places by the seaside, both physical and human • To identify features of a seaside locality • Investigate what it is like to live in a seaside town • Compare a seaside town to our own locality 	Hot and Cold (T5) As geographers, we will: <ul style="list-style-type: none"> • Locate the 7 continents and the world's main oceans • Identify hot and cold places and locate them using maps and atlases • Recognise the features of a hot and cold place, both human and physical, including weather, plants, animals, • Identify the animals that live in hot and cold places and recognise how they adapt • Describe an animal that lives in a hot or cold place • To understand similarities and differences between two places of different climates
Science	Working Scientifically T1 – Asking a question (Scientific Enquiry)	Working Scientifically Re-visit skills from Terms 1 & 2 and introduce:	Working Scientifically Revisit skills from previous terms and begin to use with greater independence.

<p>Working Scientifically MUST be taught using the Science Skills document.</p> <p>A science skill should be taught at the beginning of every science lesson and applied to the learning later in the lesson. Skills should be re-visited regularly.</p>	<p>T1 – Collecting data – what is being measured/observed? (Scientific Enquiry) T2 – Asking a question that could lead to a fair test (Scientific Enquiry) T2 – Planning (Practical Investigation)</p> <p>Everyday Materials (T1)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> Understand the difference between an object and what it is made from Identify and name a variety of common materials and know their uses (e.g. wood, metal, plastic, glass, water) Describe the physical properties of common materials (e.g. hard, strong, flexible) Compare and group everyday materials based on their common properties. <p>TAPS – Transparency (ask questions & plan enquiry)</p> <p>Humans and animals: Animals – identify and name (T2)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> Identify and name a variety of animal types (e.g. fish, mammals and reptiles) Know animals that are carnivores, herbivores and omnivores. Know what the difference is between animal types (e.g mammals, birds and reptiles) Know how to take care of animals Learn about the different habitats that animals live in Know how to take care of animals' habitats and our environment <p>TAPS – Animal Classification (interpret & report)</p>	<p>T3 – Gathering Evidence (Practical Investigation) T4 – Notice patterns & relationships (Interpreting Evidence) T4 – Record Findings (Communicating)</p> <p>Everyday Materials (T3)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> Understand the difference between an object and what it is made from Identify and name a variety of common materials and know their uses (e.g. wood, metal, plastic, glass, water) Describe the physical properties of common materials (e.g. hard, strong, flexible) Compare and group everyday materials based on their common properties. <p>TAPS – Floating & Sinking (set up an enquiry)</p> <p>Weather (Seasonal changes) (T4)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> Learn about changes across the four seasons Observe and describe weather associated with the 4 seasons Know how weather changes over the seasons Understand how day length varies over the seasons Learn that it is dangerous to look directly at the sun Make tables and charts to record weather patterns <p>TAPS – Seasonal Change (record)</p>	<p>Use skills (as appropriate) to perform simple tests</p> <p>Humans and animals: Ourselves (T5)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> Learn about the parts of our body Know which part of the body is associated with each of our senses Label parts of our body Use our senses to compare different textures, sounds and smells <p>TAPS – Body Parts (evaluate)</p> <p>Plants (T6)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> Know the basic structure of a plant and can label a picture correctly (roots, stem, flower, leaf) Know how to care for plants and trees Know about the type of habitats that plants can live in Observe how plants grow over time and make recordings of my findings (e.g. charts and graphs) Group plants and trees based on their features (e.g. deciduous or evergreen) Develop an understanding of scientific words related to plants including seedling, bud, blossom, pollen Know how insects can be helpful to plant growth <p>TAPS – Leaf Look (observe & measure)</p>
<p>Computing</p>	<p>Online Safety: Self-image and Identity (T1)</p>	<p>Online Safety: Online Bullying: (T3)</p>	<p>Online Safety: Health, Well-being and Lifestyle (T5)</p>

	<ul style="list-style-type: none"> Recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. <p>Online Relationships (T1)</p> <ul style="list-style-type: none"> Give examples of when I should ask permission to do something online and explain why this is important. Use the internet with adult support to communicate with people I know (e.g. video call apps or services). Explain why it is important to be considerate and kind to people online and to respect their choices. Explain why things one person finds funny or sad online may not always be seen in the same way by others. <p>Online Reputation (T2)</p> <ul style="list-style-type: none"> Recognise that information can stay online and could be copied. Describe what information I should not put online without asking a trusted adult first. <p>Computing systems and Networks- Technology around us. (T1)</p> <ul style="list-style-type: none"> To identify technology To identify a computer and its main parts. To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly <p>Creating Media- Digital Painting (T2)</p> <ul style="list-style-type: none"> To describe what different freehand tools do 	<ul style="list-style-type: none"> Describe how to behave online in ways that do not upset others and can give examples. <p>Managing Online Information (T4)</p> <ul style="list-style-type: none"> Give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. Know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. Know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. <p>Creating Media- Digital Writing (T3)</p> <ul style="list-style-type: none"> To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare writing on a computer with writing on paper <p>Data and Information- Grouping Data (T4)</p> <ul style="list-style-type: none"> To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects 	<ul style="list-style-type: none"> Explain rules to keep myself safe when using technology both in and beyond the home. <p>Privacy and Security (T6)</p> <ul style="list-style-type: none"> Explain that passwords are used to protect information, accounts and devices. Recognise more detailed examples of information that is personal to someone (eg where someone lives and goes to school, family names). Explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. <p>Copyright and Ownership (T6)</p> <ul style="list-style-type: none"> Explain why work I create using technology belongs to me Say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). Save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content). Understand that work created by others does not belong to me even if I save a copy <p>Programming A – Moving a robot (T5)</p> <ul style="list-style-type: none"> To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem <p>Programming B – Programming animations (T6)</p> <ul style="list-style-type: none"> To choose a command for a given purpose
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	<ul style="list-style-type: none"> To use the shape and line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper 		<ul style="list-style-type: none"> To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program
Religious Education <i>Discovery RE</i>	Christianity — The Creation Story (T1) Does God want Christians to look after the world? Christianity — The Christmas Story (T2) What gift would I have given to Jesus if He had been born in my time and not in Bethlehem?	Christianity – Jesus as a Friend (T3) Was it always easy for Jesus to show friendship? Christianity – Easter and Palm Sunday (T4) Was Jesus welcomed like a king or a celebrity?	Judaism – Shabbat (T5) Is Shabbat important to Jewish children? Judaism – Rosh Hashanah and Yom Kippur (T6) Are Rosh Hashanah and Yom Kippur important to Jewish children?
PSHE <i>Jigsaw</i>	Being Me in My World (T1) In PSHE, we will: <ul style="list-style-type: none"> Understand what safe means and what it feels like Understand our rights and responsibilities as members of a class Identify how to make our class safe for everybody Create a Learning Charter Discuss how it feels to be proud of an achievement Understand that choices have consequences Celebrating Difference (T2) In PSHE, we will: <ul style="list-style-type: none"> Identify similarities and differences with our peers Understand what bullying is and discuss how being bullied might feel Identify people who can help me if I am being bullied Understand what makes a good friend and how to make new friends Understand that differences make us special and unique 	Healthy Me (T3) In PSHE, we will: <ul style="list-style-type: none"> Understand the difference between healthy and unhealthy choices and discuss some ways to keep ourselves healthy Discuss how to keep ourselves clean Understand how germs cause disease/illness Understand that medicines help us if we feel unwell, and how to use them safely Discuss ways to help ourselves when we feel unwell Know how to keep safe when crossing the road Identify people who help us to stay safe and can help when we feel frightened Recognise how being healthy helps us to feel happy Dreams and Goals (T4) In PSHE, we will: <ul style="list-style-type: none"> Learn how to set simple goals and discuss how to achieve them Identify obstacles which make it more difficult to achieve a goal and work out how to overcome them 	Relationships (T5) In PSHE, we will: <ul style="list-style-type: none"> Identify the members of our family and discuss how it feels to belong to a family Understand that there are different types of families Identify what being a good friend means Understand how to make new friends Know appropriate physical contact to greet my friends and know what types of physical contact we prefer Recognise which forms of physical contact are acceptable and unacceptable Identify who can help us in our school community Identify when we need help and know how to ask for it Recognise our qualities as people and friends, and know how to praise ourselves Identify someone we appreciate who is special to us and express how we feel about them Changing Me (T6) In PSHE, we will: <ul style="list-style-type: none"> Begin to understand the life cycles of animals and humans

		<ul style="list-style-type: none"> • Discuss how we feel when we face, and overcome, obstacles • Identify things we do well and how we learn best • Understand how to work well with a partner • Discuss how to tackle a new challenge • Identify how we feel when facing a new challenge 	<ul style="list-style-type: none"> • Recognise that changes happen as we grow and that this is ok • Discuss things about us that have changed and stayed the same • Identify how our bodies have changed since we were babies and understand that everyone grows at different rates • Understand that learning causes change • Discuss changes that have happened in our lives • Identify ways to cope with changes
Music <i>Charanga</i>	Hey You! (T1) Rhythm in the way we walk and banana rap (T2)	In the groove (T3) Round and Round (T4)	Your imagination (T5) Reflect, rewind and replay (T6)
PE	Real PE (Personal) FUNS & Gymnastics (T1) Real PE (Cognitive) FUNS & Dance (T2)	Real PE (Creative) FUNS & Throwing and Catching (multi-skills) (T3) Real PE (Creative) FUNS & Yoga (T4)	Real PE (Physical) FUNS & Gymnastics (T5) Real PE (Health & Fitness) FUNS & Athletics (multi-skills) (T6)