



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	Farm visit to school – T2	Seaside experience – T4	Blunsdon & Cricklade Railway – T5 Local Area – T6
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>The Ghanaian Goldilocks</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	Sculpture: Animal inspired art (T2) As artists, we will: <ul style="list-style-type: none"> Practise cutting and joining materials Look at a range of animals and their patterns & features to inform my plan Create a simple plan of what my 3D sculpture will look like, identifying materials Create my own 3D sculpture - animal portrait 	Landscapes using different media: Seaside inspired art – collage (T4) As artists, we will: <ul style="list-style-type: none"> Look at a range of seaside inspired art work and discuss likes and dislikes, and consider what to include in my own art piece Practice layering tissue paper and materials to create a collage that builds effect Re-create a collage of a seascape Create my own seascape inspired art linked to The Storm Whale or Dear Green Peace Evaluate our own work and the work of others 	Formal elements of art Painting: View from a train window using paint mixing, shape, line and colour (T5) As artists, we will: <ul style="list-style-type: none"> Explore colour mixing using paint, mixing to match natural colours Explore the effect of using different brush sizes Create a landscape inspired by the view through a train window Evaluate our own work and the work of others

<p>Design Technology</p> <p><u>Lesson sequence:</u></p> <ol style="list-style-type: none"> 1. Background research 2. Design criteria 3. Planning 4. Making 5. Making 6. Evaluation <p><i>Links to Design and Technology Guidance – use unit plans to inform MTP</i></p>	<p>Sliders and Levers (Mechanisms): Making a moving story book (T1)</p> <p>As designers and engineers, we will:</p> <ul style="list-style-type: none"> • Understand what a product is and the audience it is aimed at. • Understand what a mechanism is. • Understand what a slider mechanism is and its main parts. • Know the different movements a sliding mechanism can make (left and right, up and down). • To understand the importance of designing a product. 	<p>Textiles: Templates and Joining techniques – Create a puppet (Paddington Bear) T3</p> <p>As designers, we will:</p> <ul style="list-style-type: none"> • Learn to join fabrics together using different methods. • Understand that different techniques may be used to join fabrics for different purposes • To know how to join fabric by pinning, stapling or gluing • To plan and evaluate my product. 	<p>Wheels and Axles: Moving Space Buggy/adventure buggy (T6)</p> <p>As designers and engineers, we will:</p> <ul style="list-style-type: none"> • Understand what a product is and the audience it is aimed at. • Identify the materials required to make the product. • Design a product that is suited to the audience. • Make decisions about our design process and choice of materials • Discuss the steps for making my product • Explore how wheels and axles can be used to allow the product to move • Measure, mark, cut and shape materials • Join and assemble materials • Evaluate our product
<p>History</p>	<p>Changes within living memory: Toys (T1)</p> <p>As historians, we will:</p> <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 <p>https://www.keystagehistory.co.uk/Resources/P1-2r19.pdf</p>	<p>Changes within living memory: Homes (T3)</p> <p>As historians, we will:</p> <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 	<p>Significant places, people & events: Scott of the Antarctic (T6)</p> <p>As historians, we will:</p> <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 <p>https://www.keystagehistory.co.uk/Resources/P1-2r16.pdf</p>
<p>Geography</p>	<p>Where do I live? (T2)</p> <p>As geographers, we will:</p> <ul style="list-style-type: none"> • Learn and locate the four countries and capital cities of the UK. 	<p>Coastal towns – The seaside (T4)</p> <p>As geographers, we will:</p> <ul style="list-style-type: none"> • Name the 7 continents and major seas and oceans of the world. 	<p>Hot and Cold (T5)</p> <p>As geographers, we will:</p> <ul style="list-style-type: none"> • Locate the 7 continents and the world’s main oceans

	<ul style="list-style-type: none"> Spot the difference between rural and urban areas and know what type of settlement they live in Explore and record the features of our school grounds, both physical and human Explore and record the features of our local area Recount the journey through our local area Use aerial photographs and maps to plan perspectives and recognise familiar landmarks Create a simple representations of a map of the local area using human and physical features observed 	<ul style="list-style-type: none"> 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 use fieldwork to identify features at a seaside locality Investigate how wind and waves can affect seaside landscapes Compare a seaside town to our own locality 	<ul style="list-style-type: none"> 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
<p>Science</p> <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>Working Scientifically T1 – Asking a question (Scientific Enquiry) 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>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) 	<p>Working Scientifically Re-visit skills from Terms 1 & 2 and introduce: 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>Weather (Seasonal changes) (T4)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> Learn about changes across the four seasons 	<p>Working Scientifically Revisit skills from previous terms and begin to use with greater independence. 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>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)

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Computing	<p>Online Safety: Self-image and Identity (T1)</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 	<p>Online Safety: Online Bullying: (T3)</p> <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 	<p>Online Safety: Health, Well-being and Lifestyle (T5)</p> <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

	<ul style="list-style-type: none"> 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 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 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"> 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 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
<p>Religious Education</p> <p><i>Discovery RE</i></p>	<p>Christianity — The Creation Story (T1) Does God want Christians to look after the world?</p> <p>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?</p>	<p>Christianity – Jesus as a Friend (T3) Was it always easy for Jesus to show friendship?</p> <p>Christianity – Easter and Palm Sunday (T4) Was Jesus welcomed like a king or a celebrity?</p>	<p>Judaism – Shabbat (T5) Is Shabbat important to Jewish children?</p> <p>Judaism – Rosh Hashanah and Yom Kippur (T6) Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>
<p>PSHE</p> <p><i>Jigsaw</i></p>	<p>Being Me in My World (T1) In PSHE, we will:</p> <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 <p>Celebrating Difference (T2)</p>	<p>Healthy Me (T3) In PSHE, we will:</p> <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 	<p>Relationships (T5) In PSHE, we will:</p> <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

	<p>In PSHE, we will:</p> <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 	<ul style="list-style-type: none"> Identify people who help us to stay safe and can help when we feel frightened Recognise how being healthy helps us to feel happy <p>Dreams and Goals (T4) In PSHE, we will:</p> <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 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"> 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 <p>Changing Me (T6) In PSHE, we will:</p> <ul style="list-style-type: none"> Begin to understand the life cycles of animals and humans 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
<p>Music</p> <p><i>Charanga</i></p>	<p>Hey You! (T1)</p> <p>Rhythm in the way we walk and banana rap (T2)</p>	<p>In the groove (T3)</p> <p>Round and Round (T4)</p>	<p>Your imagination (T5)</p> <p>Reflect, rewind and replay (T6)</p>
<p>PE</p>	<p>Real PE (Personal) FUNS & Gymnastics (T1)</p> <p>Real PE (Cognitive) FUNS & Dance (T2)</p>	<p>Real PE (Creative) FUNS & Throwing and Catching (multi-skills) (T3)</p> <p>Real PE (Creative) FUNS & Yoga (T4)</p>	<p>Real PE (Physical) FUNS & Gymnastics (T5)</p> <p>Real PE (Health & Fitness) FUNS & Athletics (multi-skills) (T6)</p>