

BIG SCHOOL HUB: Year 1 Long Term Plan 2022-23

	Autumn 1 (6 weeks)		Autumn 2 (7 weeks)		Spring 1 (6 weeks)		Spring 2 (6 weeks)		Summer 1 (6 weeks)		Summer 2 (7 weeks)	
Key question:	1. <u>What materials should the Naughty Bus use to build a shelter?</u>  2. <u>How was my Grandparents Christmas list different to mine?</u>				1. <u>Why can't meerkats live at the North Pole?</u>  2. <u>Why are humans not like tigers?</u>				1. <u>What plants would Little Red Riding Hood see on her journey through the woods?</u>  <u>[What would you like to have in your picnic?]</u>  2. <u>What did I see on my train journey ride from Devon to London?</u>			
Babcock English Text	The Naughty Bus		How to wash a Woolly Mammoth		Penguins		Meerkat Mail		Red Riding Hood - Traditional tales		The Train Ride	
Writing genre	Story		Instructions		Non fiction		Descriptive writing in the form of a postcard		Traditional tales		Poetry	
Other Supporting texts	Non Fiction texts about Autumn, hibernating hedgehogs and migrating birds.		Robin's Winter Song - Suzanne Barton		Tigers - Usborne Beginners Tiger who came to tea Bog Baby - Jeanne Willis (Meerkats) Welcome home bear - Il Sung Na (Meerkats)		Augustus Smile - Catherine Rayner Meerkats - Usborne Beginners		Dear Mother Goose - Michael Rosen The Tiny Seed - Eric Carle		What's the time, Mr Wolf? Debi Gliori	
Guided Reading	Guided reading is separate and links to children's book band colours. Where possible links are made to the topic or the genre we are focusing on that half term.											
White Rose Maths	Place Value (within 10)	Addition and Subtraction (within 10)	Geometry: Shape	Place Value (within 20)	Addition and Subtraction (within 20)	Place Value (within 50) Multiples of 2,5, 10 to be included	Measurement: Length and Height	Measurement: Weight and Volume	Multiplication and Division Multiples of 2,5, 10 to be included	Fractions  Geometry: Position and Direction	Place Value (within 100)	Measurement: Money and Time

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Maths Stories		WK 1 How many Jelly Beans?		WK 1 Bean Thirteen		WK 1 One is a snail, ten is a crab.
Cross curricular Maths opportunity	Seasons- recording weather Favourite toy bar chart		Bird spotting - tally charts		Measuring sunflowers that we grow	Money - Train tickets
Science	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>Which materials are waterproof?</li> </ul>		<p><b><u>Animals</u></b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including birds, fish, amphibians, reptiles, mammals.</li> <li>Identify and name a variety of common animals that are birds.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</li> <li>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><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants including trees.</li> </ul>	
	<p><b><u>Seasonal Changes and Weather</u></b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe the weather associated with the season and how day and length varies.</li> <li>Observe and comment on changes in the seasons.</li> <li>Name the seasons and suggest the type of weather in each season.</li> <li>Explain how the weather changes throughout the year and name the seasons.</li> </ul>					

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	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• Ask simple scientific questions.</li> <li>• Use simple equipment to make observations.</li> <li>• Carry out simple tests.</li> <li>• Suggest what I have found out.</li> <li>• Use simple data to answer questions</li> </ul>		
<p>Geography</p>	<p><b><u>Seasonal Changes</u></b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>• Develop knowledge about the world, the United Kingdom and their locality.</li> </ul>	<p><b><u>Seasonal Changes</u></b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>
<p>Key Stage 1 -Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness</p>			
<p>History</p>	<ul style="list-style-type: none"> <li>• Guy Fawkes</li> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - <b>Toys on our grandparents Christmas</b></li> </ul>		<ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality.</li> </ul> <p><b>MARY ANNING - VISIT CHARMOUTH</b></p> <p><b><u>Kingsteignton-</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ram Roast celebration</b></li> <li>• <b>Town Crier</b></li> </ul>

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	<p><b>list/different ways of celebrating Christmas (time line)</b></p> <ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally <b>Christmas celebrations and traditions introduced by Queen Victoria</b></li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <b>Christmas traditions past and present- A Victorian Christmas</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>School/ Church/Oakford Lawn</b></li> <li>•</li> </ul>
	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		
Computing- Purple Mash	<ul style="list-style-type: none"> <li>• Online Safety and Exploring Purple Mash</li> <li>• Grouping and Sorting (linked to materials)</li> <li>• Pictograms (linked to seasons)</li> <li>• Technology outside school (linked to grandparents)</li> <li>• Lego Builders (linked to grandparents)</li> </ul>	<ul style="list-style-type: none"> <li>• Animated stories (Linked to Tigers - create digital non-fiction books)</li> <li>• Maze explorers (linked to Meerkats)</li> </ul>	<ul style="list-style-type: none"> <li>• Coding</li> <li>• Spreadsheets (linked to LRRH LCC topic)</li> </ul>
E-safety	<p>This is taught at the start of each term and embedded throughout the year.</p>		
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		

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<p>PSHE= Jigsaw</p> <p>Aged 5-6 years (Orange puzzle piece to access)</p>	<p><b>Being me in my world</b></p> <p>"Who am I and how do I fit?"</p> <p><i>Introduction to big school - how can we fit here?</i></p>	<p><b>Celebrating difference</b></p> <p>Respect for similarity and difference. Anti-bullying and being unique</p> <p><i>Link to our grandparents' worlds - how were things different and how was being a child the same?</i></p>	<p><b>Dreams and Goals</b></p> <p>Aspirations, how to achieve goals and understanding the emotions that go with this.</p>	<p><b>Healthy Me</b></p> <p>Being and keeping safe and healthy</p> <p><i>Link to picnic planning for food</i></p>	<p><b>Relationships</b></p> <p>Building positive, healthy relationships</p> <p><i>Who could we invite to our picnic and how could we act at it to make people feel comfortable?</i></p>	<p><b>Changing me</b></p> <p>Coping positively with change</p>
<p>Art</p>	<p>Pop art Buses: Add colour, lines and patterns to a bus template to create pop art style buses.</p> <p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p>	<p>Look at the work of Georgia O'Keefe: and create Poppies painting using a similar style.</p> <p><b>To use a range of materials creatively to design and make products</b></p> <p>Christmas cards.</p>	<p>Observational drawings of daffodils: Mothers day cards.</p> <p><b>Artist - Rousseau and Kandinsky:</b></p> <p><b>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</b></p> <p>Compare the work of the two artists looking at colour and techniques.</p> <p>Use oil pastels to create own tiger images.</p>	<p>Plants:</p> <p>Observational drawing of a range of flowers.</p> <p>Sculpture: Use card and paper mache/ mod roc to make London landmarks</p> <p><b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p>		
<p>DT</p>	<p><u>Can I build a shelter to keep the bus passengers dry?</u></p> <p><b>Technical knowledge</b></p>	<p>Can I make a 3d model?</p> <p>Make a 3d model of an animal.</p>	<p>Can I make picnic? Design, make and evaluate an item of food that you would take as part of a picnic eg sandwich, cereal bar, pizza.</p> <p><b>Cooking and Nutrition</b></p>			

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	<ul style="list-style-type: none"> <li>• <b>build structures, exploring how they can be made stronger, stiffer and more stable</b></li> </ul> <p><u>Can I make a pop up toy?</u> Look at a range of old fashioned toys linked to history topic. Explore the use of mechanisms to make the toy 'pop' and different structures to make it stable.</p> <ul style="list-style-type: none"> <li>• <b>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</b></li> </ul>		<p><b>Key stage 1</b></p> <ul style="list-style-type: none"> <li>• <b>use the basic principles of a healthy and varied diet to prepare dishes</b></li> <li>• <b>understand where food comes from</b></li> </ul>			
	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul>					
<p>Music (Charanga)</p>	<p>Hey you</p> <p>Music Food Fest: BBC Radio (links to Harvest/celebrations )</p> <p><a href="https://www.bbc.co.uk/teach/school-radio/music-ks1-Primary%20Music%20KS1:1_One%20Tomato,_Two">https://www.bbc.co.uk/teach/school-radio/music-ks1-Primary Music KS1: 1. One Tomato, Two</a></p>	<p>My stories</p> <p>Christmas Production</p> <p><b>Can I use my voice to speak/sing/chant?Can I perform to an audience?</b></p>	<p>Everyone</p> <p>BBC Radio: Instruments</p> <p><a href="#">KS1 Music: Instruments Together - 1. Tip tap, tickle-tickle, bip bap, bong! - BBC Teach</a></p> <p><a href="http://teach.files.bbc.co.uk/schoolradio/m">http://teach.files.bbc.co.uk/schoolradio/m</a></p>	<p>Our World</p> <p><b>Music linked to animals/Tigers.</b></p> <p>Exploring different sounds/rhythms/patterns in music</p> <p><b>Can I make a sequence of sounds?</b></p>	<p>Big Bear Fung</p> <p>LRRH</p> <p><a href="https://www.bbc.co.uk/teach/school-radio/music-ks1-little-red-riding-hood-song1/z74txyc">https://www.bbc.co.uk/teach/school-radio/music-ks1-little-red-riding-hood-song1/z74txyc</a></p>	<p>Reflect, Rewind ,Replay</p> <p>Sun Sea &amp; Sand</p> <p><a href="https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-1-the-big-ship-sails-on-the-ally-ally-oh/zb7spg8">https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-1-the-big-ship-sails-on-the-ally-ally-oh/zb7spg8</a></p> <p><b>Can I recognise repeated patterns in music?</b></p>

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	<p><a href="#">Tomatoes... - BBC Teach</a></p> <p>Can I clap short, rhythmic patterns? Can I make different sounds with my voice?</p> <p>Christmas Production</p>		<p><a href="#">usic/instrumentstogether/thesongtree_instruments_together.pdf</a> (teaching notes)</p> <p>Can I use instruments to perform? Can I copy sounds?</p>	<p>Can I say how a piece of music makes me feel?</p>	<p><a href="#">Primary Music KS1: Jack and the Beanstalk - BBC Teach</a></p> <p>Can I choose sounds to represent different things?</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>						
RE	<p>What does it mean to belong to a faith community?</p>	<p>What do Christians believe God is like?</p>	<p>Who is Jewish and how do they live?</p>	<p>Who do Christians say made the world?</p>	<p>How should we care for the world and for others, and why does it matter?</p>	
PE	<p>Dance</p> <ul style="list-style-type: none"> <li>• Can they move to music?</li> <li>• Can they copy dance moves?</li> <li>• Can they perform some dance moves?</li> <li>• Can they make up a short dance?</li> <li>• Can they move around the space safely?</li> </ul>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>• Can they make their body tense, relaxed, curled and stretched?</li> <li>• Can they control their body when travelling?</li> <li>• Can they control their body when balancing?</li> <li>• Can they copy sequences and repeat them?</li> <li>• Can they roll in different ways?</li> </ul>	<p>Games</p> <ul style="list-style-type: none"> <li>• Can they throw underarm?</li> <li>• Can they roll a piece of equipment?</li> <li>• Can they hit a ball with a bat?</li> <li>• Can they move and stop safely?</li> <li>• Can they catch with both hands?</li> </ul>			

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		<ul style="list-style-type: none"> <li>• Can they travel in different ways?</li> <li>• Can they balance in different ways?</li> <li>• Can they climb safely?</li> <li>• Can they stretch in different ways?</li> <li>• Can they curl in different ways?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they throw in different ways?</li> <li>• Can they kick in different ways?</li> </ul>
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Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement pattern
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Global	Rights respecting Action Plan						
		Children in Need		Comic Relief World Book Day			
Outdoor Learning  Links to climate change where possible	Den building	Observing changes of seasons	Observing changes of seasons		Planting	Observing changes of seasons  Bird and Plant identification  Local environment walk	



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Curriculum Enrichment	Harvest festival - St Michaels Church	Museum outreach - Toys in the past  Christmas Experience - St Michaels Church  Theatre Alibi  Christmas Production	Visit to Abbrook Farm  Explorer Dome visit	Visit to Abbrook Farm  Train ride OR fossil hunting in Charmouth
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