



## Year 1 Long Term Planning Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big Question	What human and physical features make our school special?	How has transport changed?	Would you like a dinosaur's life?	Whatever the weather: What changes do we see each season?	How is Tanzania different to where I live?	Water: Why is it so important to Kenya?
Focus Text	Dogger – Shirley Hughes Pumpkin Soup – Helen Cooper		The Tin Forest- Helen Ward The Bog Baby – Jeanne Willis		Traction Man – Mini Grey Paddington – Michael Bond	
Supporting Texts	Where's My Teddy – Jez Alborough Ratty Tatty – Helen Cooper Knuffle Bunny – Mo Willems		The Flower – Helen Ward Jack and the Beanstalk – Traditional Tale Pandora – Victoria Turnbull		Naughty Bus – Jan & Jerry Oke (YouTube) Traction Man Series – Mini Grey	
	<b><u>Non-Fiction</u></b> Old Toys and New – Extract (SharePoint) <b><u>Poetry</u></b> The Morning Rush – John Foster You've Got a Friend in Me – Randy Newman Ten in a Bed – Nursery Rhyme Shirley Hughes Collection		<b><u>Non-Fiction</u></b> Choose to Reuse – Epic Go Green by Fighting Pollution - Epic <b><u>Poetry</u></b> How Doth the Little Crocodile – Lewis Carroll Friends – Abbie Farwell-Brown		<b><u>Non-Fiction</u></b> Toys and Action Figures – Extract (SharePoint)	
Story Time, Lights Down	My Daddies (Top 30 There I Am) – Gareth Peter Look Up! (Top 30 There I Am) – Nathan Bryan		The Proudest Blue (Top 30 There I Am) – Ibtiyah Muhammad Julian is a Mermaid (Top 30 There I Am) – Jessica Love		Coming to England (Top 30 There I Am) – Floella Benjamin Small in the City (Top 30 There I Am) – Sidney Smith	
Immersive Environment	Landscape and Hot Air Balloon - Journeys		Garden		Africa	
CORE SUBJECTS						
English (Talk 4 Writing)	<b><u>The Big Bad Wolf! Fiction</u></b> Text: The Three Little Pigs Story Pattern: Overcoming the Monster Focus: Character <b><u>Non-Fiction</u></b> Text: How to Trap a Wolf Text Type: Instructions	<b><u>Winter Fiction</u></b> Text: The Gruffalo's Child Story Pattern: Warning Focus: Openings & Endings <b><u>Non-Fiction</u></b> Text: Elf on the Shelf Text Type: 1 <sup>st</sup> Person Recount	<b><u>Journeys Fiction</u></b> Text: The Queen's Hat Story Pattern: Journey Focus: Action  <b><u>Opening Doors Poetry Unit</u></b> Slowly by James Reeves	<b><u>Quest Non-Fiction</u></b> Text: Superheroes Text Type: Information  <b><u>Invention Week</u></b> SBW – Consolidate Basic Skills  <b><u>Shakespeare Week</u></b> Drama: A Midsummer Night's Dream	<b><u>Wishes Fiction</u></b> Text: The Magic Porridge Pot Story Pattern: Wishing Focus: Description  <b><u>Invention Week</u></b> SBW – Consolidate Basic Skills	<b><u>Paradise Islands Exciting Writing Festival</u></b> Guidebook to Paradise Island  <b><u>Fiction</u></b> Text: Grandad's Island Story Pattern: Portal Focus: Setting  <b><u>Invention Week</u></b> SBW – Consolidate Basic Skills
Maths	Number and Place Value within 10 Addition and Subtraction within 10 Number and Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50)		Multiplication and Division Place Value to 100 Fractions Shape		Position and Direction Length and Height Mass and Volume Money Time	
FOUNDATION SUBJECTS						
Science		<b><u>Everyday Materials (1):</u></b>  <b><u>Key Questions:</u></b> What material is it made from? What properties do materials have?  <b><u>Key Vocabulary:</u></b> material, properties  <b><u>Important People:</u></b> Joseph Priestley	<b><u>Animals Including Humans:</u></b>  <b><u>Key Questions:</u></b> What are the different parts of the human body? What are the five senses? How are animals different? What do we call animals because of what they eat?  <b><u>Key Vocabulary:</u></b> carnivores, herbivores, omnivores, amphibians, birds, fish, mammals, reptiles	<b><u>Seasonal Change and Plants:</u></b>  <b><u>Key Questions:</u></b> What are seasons? What are the parts of a tree? How are trees different? What are the parts of a flowering plant? Are all flowering plants the same? How do plants change across the season?  <b><u>Key Vocabulary:</u></b> bark, branch, deciduous, evergreen, garden plants, root, stem, trunk, wild plants	<b><u>Plants:</u></b>  <b><u>Key Questions:</u></b> How have plants changes? How can we grow in our environment?  <b><u>Key Vocabulary:</u></b> branch, common plants, deciduous, evergreen, flower, leaf, root, stem, trunk, twig, wild plants  <b><u>Book Link:</u></b> We All Went on Safari	<b><u>Everyday Materials (2):</u></b>  <b><u>Key Questions:</u></b> What does waterproof mean? What clothing is waterproof? How can we compare how waterproof a material is?  <b><u>Key Vocabulary:</u></b> mackintosh, not waterproof, observe, pipette, waterproof  <b><u>Book Link:</u></b> Lila and the Secret of Rain



			<b><u>Book Link:</u></b> Gigantosaurus  <b><u>Important People:</u></b> Tilly Lockey	<b><u>Book Link:</u></b> The Gruffalo The Gruffalo's Child  <b><u>Important People:</u></b> Monty Don		<b><u>Important People:</u></b> Charles Macintosh
History		<b><u>Transport through the Ages:</u></b>  <b><u>NC Links:</u></b> <i>A study of the lives of a significant individual drawn from the history of Britain and the wider world.</i>  <b><u>Key Questions:</u></b> Has transport always been the same? Are boats still the same as they were in the past? How has road travel changed? How has air travel changed? How has transport changed?  <b><u>Key Vocabulary:</u></b> air, road, sea, transport, wheel  <b><u>Book Link:</u></b> A Journey Through Transport  <b><u>Important People:</u></b> Christopher Columbus	<b><u>Dinosaurs:</u></b>  <b><u>Key Questions:</u></b> When did dinosaurs exist? How do we know about dinosaurs? Would you like a dinosaur's life?  <b><u>Key Vocabulary:</u></b> Cretaceous Period, dinosaur, extinct, fossil, palaeontologist  <b><u>Book Link:</u></b> Gigantosaurus  <b><u>Important People:</u></b> Peter Kaisen			
Geography	<b><u>Our School (Locality):</u></b> <i>Local Geography – Location and Place</i>  <b><u>Key Questions:</u></b> What are the features of our school? What is a map? What are the physical features of our school? What are the human features of our school? What does a good map need? How can we make a map of the academy? How do we know if we have a good map? What human and physical features			<b><u>Seasons and Weather:</u></b> <i>British Geography – Climate</i>  <b><u>Key Questions:</u></b> What is weather? What are seasons? How is climate different around the world? Whatever the weather: What changes do we see each season?  <b><u>Key Vocabulary:</u></b> Earth, globe, seasons, thermometer, weather  <b><u>Book Link:</u></b> The Gruffalo The Gruffalo's Child  <b><u>Important People:</u></b>	<b><u>UK &amp; Tanzania:</u></b> <i>Local Geography – Location and Place, Climate, Region</i>  <b><u>Key Questions:</u></b> What does our area look like? What are the different continents? Where in the world is Tanzania? What animals are found in Tanzania? How is Tanzania different to where I live?  <b><u>Key Vocabulary:</u></b> aerial photograph, field sketch, fieldwork, locality  <b><u>Book Link:</u></b> We All Went on Safari	<b><u>UK &amp; Kenya:</u></b> <i>Global Geography – Climate, Human-Environment Interaction</i>  <b><u>Key Questions:</u></b> What is the weather like in Kenya? What trees grow in Kenya? What is a drought? What is a storm? What is a flood? Why are wells so important in Kenya? Water: Why is it so important to Kenya?  <b><u>Key Vocabulary:</u></b> drought, flood, storm, well  <b><u>Book Link:</u></b> Lilia and the Secret of Rain



	<p>make our school special?</p> <p><b>Key Vocabulary:</b> map, route, survey</p> <p><b>Book Link:</b> My Stinky New School</p> <p><b>Important People:</b> Christopher Columbus</p>			Johannes Kepler	<p><b>Important People:</b> Jane Goodall</p>	<p><b>Important People:</b> Nadiya Hussain</p>
RE	<p><b>What does belonging mean?</b> What does it mean to belong? Can we belong to different groups and still be friends? How do rules help us to belong? How can we make others feel like they belong? What does belonging mean?</p> <p><b>Important People:</b> Gareth Malone</p> <p><b>Key Vocabulary:</b> belong, friendship, groups, kindness, respect, rules, symbols, warmth</p>	<p><b>What is Christianity?</b> Who do Christians worship? What is the Christian special book? What is prayer and why is it important to Christians? What makes a church important? What is Christianity?</p> <p><b>Important People:</b> Jesus: Son of God</p> <p><b>Key Vocabulary:</b> church, God, prayer, religion, worship</p>	<p><b>What is a journey and why do people go on them?</b> What is a journey? Why do people take journeys? How can some journeys be difficult? Why do people of the Christian faith go on journeys? Why would people of the Christian faith travel to a church far away? What is a journey and why do people go on them?</p> <p><b>Important People:</b> Jeanne Baret</p> <p><b>Key Vocabulary:</b> gravestone, journey, relic</p>	<p><b>What is Islam?</b> How did Islam begin? Why are Allah and the Qur'an important to the Islamic faith? How and where do Muslims pray? How is the mosque used for worship by Muslims? What is Islam?</p> <p><b>Important People:</b> Prophet Muhammad (PBUH)</p> <p><b>Key Vocabulary:</b> Qur'an, wudu</p>	<p><b>What do special stories teach people?</b> What makes a book special? What can we learn from the Lion and the Mouse? What can we learn from the Islamic story of Muhammad and the Ant? What can we learn from the Christian story of the Good Samaritan? What do special stories teach people?</p> <p><b>Important People:</b> Aesop</p> <p><b>Key Vocabulary:</b> feelings, kindness</p>	<p><b>What does worship mean to different people?</b> What is worship? Who and what helps Christians worship? Who and what helps Muslims worship? Why do young Muslims learn Arabic? What does worship mean to different people?</p> <p><b>Important People:</b> Bilal</p> <p><b>Key Vocabulary:</b> like, Muezzin, sermon, worship</p>
Art & Design	<p><b>Artist Focus:</b> Ernst Ludwig Kirchner</p> <p><b>Drawing:</b> What different types of lines can we draw? How can we create light and dark tones in a picture? How can we use our imagination to draw different lines and tones?</p> <p><b>Key Vocabulary:</b> hard, line, soft, tone</p> <p><b>Artist Focus:</b> Jeannie Baker</p> <p><b>Collage:</b> How does Jeannie Baker use collage in her work? How can we change the shape of materials? How can we layer collage materials? How can we create a collage?</p>		<p><b>Artist Focus:</b> Joan Miró</p> <p><b>Printing:</b> What does Joan Miró use in his art? How do hard and soft objects print differently? How can we make a printing block? How can we print dinosaur footsteps?</p> <p><b>Key Vocabulary:</b> pattern, printing, printing block</p> <p><b>Book Link:</b> Gigantosaurus</p>	<p><b>Artist Focus:</b> Axel Scheffler</p> <p><b>Painting:</b> What are primary colours? How do we make different colours? How can paintbrushes make lines thick and thin? How can we make a secret message?</p> <p><b>Key Vocabulary:</b> brushes, mix, primary colours, thick lines, thin lines, watercolours</p> <p><b>Drawing:</b> How do we create a rubbing to show texture?</p> <p><b>Key Vocabulary:</b> pressure, rubbings</p> <p><b>Book Link:</b> The Gruffalo The Gruffalo's Child</p>	<p><b>Artist Focus:</b> Richard Shilling</p> <p><b>Sculpture:</b> What is sculpture? What are Richard Shilling's sculptures like? What natural materials can be used in sculpture? How can we use clay as a base for our natural sculptures? How can we create a natural sculpture?</p> <p><b>Key Vocabulary:</b> 3D, clay, sculptor, sculpture</p>	<p><b>Artist Focus:</b> Sarah Shiundu</p> <p><b>Drawing:</b> What is a silhouette? What does Sarah Shiundu use in her paintings? How can we use soft pastels to draw? How can we use soft pastels to make a Kenyan scene?</p> <p><b>Key Vocabulary:</b> outline, silhouette, soft pastel</p>



	<p><b>Key Vocabulary:</b> collage, cut, layer, tear, texture</p> <p><b>Book Link:</b> My Stinky New School The Art Collector</p>				
DT		<p><b>Mechanisms – Moving Vehicles:</b></p> <p><b>Key Questions:</b> What is a wheel? How can we attach a wheel to an axle so that it moves well? What are fixed and freely moving axles? What is a chassis and how can axles be joined to it? How can we design a new vehicle? How can we make a new vehicle?</p> <p><b>Key Vocabulary:</b> axle, chassis, move, wheel</p> <p><b>Book Link:</b> Dogger A Journey Through Transport</p> <p><b>Important People:</b> Dr John Dunlop</p>	<p><b>Cooking and Nutrition – Fruit Salad:</b></p> <p><b>Key Questions:</b> Where does our food come from? How many portions of fruit and vegetables should we eat every day and why? Do all fruit and vegetables look and taste the same? What do we need to eat to be healthy? How do we prepare fruit and vegetables?</p> <p><b>Key Vocabulary:</b> cut, fruit, healthy, mix, portion, vegetables</p> <p><b>Book Link:</b> Gigantosaurus</p> <p><b>Important People:</b> Jamie Oliver</p>		
Music	<p><b>Autumn Term 1 – Singing and Performing:</b> “Three Little Birds”</p>		<p><b>Spring Term 1 – Rhythm and Composing:</b> Rhythm Patterns and Ostinatos</p>		<p><b>Summer Term 1 – Instrument and Performing:</b> “Che Che Koolay” World: African Music Chime Bars</p>
PSHE	<p><b>JIGSAW PSHE</b></p> <p><b>Autumn Term 1: Being Me in My World</b> I know how to use my Jigsaw journal. I understand the rights and responsibilities as a member of my class. I understand the rights and responsibilities for being a member of my class. I know my views are valued and can contribute to the Learning Charter. I can recognise the choices I make and understand the consequences. I understand my rights and responsibilities within our Learning Charter.</p> <p><b>Autumn Term 2: Celebrating Difference</b> I can identify similarities between people in my class. I can identify differences between people in my class. I can tell you what bullying is. I know some people who I could talk to if I was feeling unhappy or being bullied. I know how to make new friends.</p>		<p><b>JIGSAW PSHE</b></p> <p><b>Spring Term 1: Dreams and Goals</b> I can set simple goals. I can set a goal and work out how to achieve it. I understand how to work well with a partner. I can tackle a new challenge and understand this might stretch my learning. I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p><b>Spring Term 2: Healthy Me</b> I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I know how to make healthy lifestyle choices. I know how to keep myself clean and healthy and understand how germs cause disease and illness.</p>		<p><b>JIGSAW PSHE</b></p> <p><b>Summer Term 1: Relationships</b> I can identify the members of my family and understand that there are lots of different types of families. I can identify what being a good friend means to me. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I know who can help me in my school community. I can recognise my qualities as a person and a friend. I can tell you why I appreciate someone who is special to me.</p> <p><b>Summer Term 2: Changing Me</b> I am starting to understand the life cycles of animals and humans. I can tell you some things about me that have changed and some things about me that have stayed the same.</p>



	I can tell you some ways I am different from my friends.		I know that all household products, including medicines, can be harmful if not used properly. I understand that medicines can help me if I feel poorly, and I know how to use them safely. I know how to keep safe when crossing the road, and about people who can help me to stay safe. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.		I can tell you how my body has changed since I was a baby. I can identify the parts of the body that make boys different to girls and can use the correct names for these. I understand that every time I learn something new, I change a little bit. I can tell you about the changes that have happened in my life.	
Computing		<b>Computing Systems and Networks</b> <i>Technology Around Us</i> Identify technology. Identify a computer and its main parts. Use a mouse in different ways. Use a keyboard to type on a computer. Use the keyboard to edit text. Create rules for using technology responsibly.  <b>Project Evolve</b> Self Image and Identity Online Relationships		<b>Programming A</b> <i>Moving a Robot</i> Explain what given command will do. Act out a given word. Combine ‘forwards’ and ‘backwards’ commands to make a sequence. Combine four direction commands to make sequences. Plan a simple program. Find more than one solution to a problem.  <b>Project Evolve</b> Online Reputation Online Bullying Copyright and Ownership		<b>Programming B</b> <i>Programming Animations</i> Choose a command for a given purpose. Show that a series of commands can be joined together. Identify the effect of changing a value. Explain that each sprite has its own instructions. Design the parts of a project. Use algorithms to create a program.  <b>Project Evolve</b> Managing Online Information Health, Wellbeing and Lifestyle Privacy and Security
French	<b>Teaching Unit: Minibeasts</b> Learn the names ten minibeasts. Follow and give instructions in French.		<b>Teaching Unit: In My Town</b> Learn the names of seven key places in a town. Explore the patterns and sounds of language through song.		<b>Teaching Unit: My Dream House</b> Learn the vocabulary for seven key rooms in a dream house. Learn key phrases for each room. Explore the patterns and sounds of language through song.	
PE	<b>Fitness:</b> To develop my understanding of how exercise can make you feel. To develop my understanding of how exercise can make you strong and healthy. To develop my understanding of how exercise relates to breathing. To develop my understanding of how exercise helps my brain. To develop my understanding of how exercise helps my muscles.	<b>Fundamentals:</b> To explore balance, stability, and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping and skipping actions. To explore co-ordination and combination jumps. To explore combination, jumping and skipping in an individual rope.	<b>Ball Skills:</b> To develop dribbling a ball with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands. To explore dribbling a ball with your feet. To explore tracking a ball that is coming towards me.	<b>Sending and Receiving:</b> To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching over a longer distance. To apply sending and receiving skills to small games.	<b>Target Games:</b> To develop underarm throwing towards a target. To develop throwing for accuracy. To develop underarm and overarm throwing at a target. To develop throwing for accuracy and distance using underarm and overarm. To select the correct throw for the target. To develop throwing for	<b>Striking and Fielding:</b> To develop underarm throwing and catching. To develop overarm throwing. To develop hitting a ball. To develop collecting a ball. To learn how to get a batter out. To play games and understand how to score points.



	To develop my understanding of the importance of daily exercise.				accuracy and distance.	
WIDER OPPORTUNITIES						
SMSC / British Values	Election Day! – Voting for Team Champions School Council Elections Harvest Festival Black History Month World Space Week	Bonfire Night Remembrance Anti-Bullying Week Diwali Inter-Faith Week Road Safety Week Odd Socks Day Children in Need Christingle Hanukkah Christmas	New Year World Religion Day Chinese New Year LGBT+ History Month Children’s Mental Health Week Safer Internet Day Valentine’s Day	Pancake Day Lent World Book Day British Science Week Red Nose Day Comic Relief Ramadan Easter	Local and Community History Mental Health Awareness Week World Bee Day	Pride Month World Environment Day Healthy Eating Week Water Safety Week World Refugee Day Sports Day Transition Month
Linked Trips		Visit to a Local Church – Religious Education Link  South Yorkshire Transport Museum – History Link		Visit to a Mosque – Religious Education Link	Yorkshire Wildlife Park – Geography Link	