




Long Term Planning – Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme Overview	Mastering Materials	Once Upon a Time (Fairy Tales)	Starry Night	Full Steam Ahead (Victorians)	We're going to the Zoo, Zoo, Zoo!	Where in the World?
Hook	Ark Farm	Visiting Panto	Visiting Artist	Victorian School Day Children dress up	Trip to the Zoo	Passports and Stations
First Hand Experiences	Walk to look at Milton Keynes sculptures and Library Visit	Trip to the local park	Electric Light Art	Trip to Museum		
Celebration		Christmas Play				Parent/Carer Cafe
Role Play	Science Lab	Post Office / Fairy Tales	Artist's studio	Victorian home	Zoo	Travel agent
Cookery	Soup	Gingerbread men		Scones/butter		Fruit Smoothie / marmalade sandwiches
Forest Schools	Clay Faces	Trees- collecting Natural Objects, rubbings Safety awareness	Dream Catcher	Orienteering	Animal homes	Make aeroplanes/boats
Author Study and Key Texts	Percy The Park Keeper Helen Cooper Bear Snores On Pumpkin soup Pipkin of Pepper The Building Boy	The Gingerbread Man Significant poet-Allan Ahlberg Jack and the Beanstalk	Vincent Van Gogh – He saw the world in vibrant colours Little Red Riding Hood Vincent Van Gogh – Katie and the Sunflowers	Significant Poet- Michael Rosen	Julia Donaldson Class 2 At the Zoo Monkey Puzzle The Ugly Five	Tales and poetry from around the world Paddington- South America/ Europe Tinga Tale- Africa Australia? North America? Asia?-
Pie Corbett		The Gingerbread Man	Red Riding Hood		Smartest Giant in Town	
English	Recount – Summer Holidays Narrative- character and setting descriptions Story Retelling NF- Non-chronological report (materials) Poetry- Senses Poem linked to materials	Gingerbread Man- sequencing and retelling NF- Instruction writing- recipe – gingerbread men Poetry- Nursery Rhymes Jack and the Beanstalk (t4w)	Recount - Pantomime Letter/Response -Red Poetry- Patterns- Red Riding Hood Rap Biography – Vincent Van Gogh	Queen Victoria Biography Persuasion texts- posters Recount – Victorian School Day Poetry- book of nonsense	Recount-zoo trip Julia Donaldson- retell and innovate a story Poems- rhymes	Letter/response -Paddington Innovate own Paddington Story NF-Instruction writing- how to make a sandwich Explanation text


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Maths	Place Value Numbers to 20 Addition and Subtraction Number Bonds to 10 Ordering and representing number. Addition and Subtraction	Addition and Subtraction Shape	Measures Multiplication and Division	Addition and Subtraction Place Value Money	Time Fractions Multiplication and division	Addition and Subtraction Shape Money Multiplication and division


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<p style="text-align: center;">Science</p>	<p>Materials Skills- performing simple tests & recording</p> <p>Distinguish between an object & the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Perform tests- hard/soft; stretchy/stiff; rough/smooth; bendy/not bendy; opaque/transparent observe and describe</p> <p>weather associated with the seasons and how day length varies. (To experience winter– take photos of trees in the school grounds)</p>	<p>Plants Skills- Asking questions, observing, identifying and classifying.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees including changes over time.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees – plant beans & observe growth over time.</p> <p>Observe and describe weather associated with the seasons and how day length varies. (To experience Autumn) Seasonal changes (To experience Autumn – take photos of trees in the school grounds)</p>	<p>Humans and Senses Skills – Noticing patterns, e.g. do the tallest people have the biggest feet? Do we all like the same smells? Do you need light to see? What tastes best...sour, sweet, salty? What happens to the source of sound as you move away from it? Etc.</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Seasonal changes</p>	<p>Materials Skills - questioning, performing simple tests and recording.</p> <p>Re-cap previous materials work to check retention of knowledge.</p> <p>Test materials for waterproof/not waterproof; absorbent/not absorbent; floats/sinks.</p> <p>Use the results of testing to choose materials and shapes to make a boat. Test which boat is best.</p> <p>Observe and describe weather associated with the seasons and how day length varies. (To experience Spring– take photos of trees in the school grounds)</p>	<p>Animals Skills- predicting, sorting, identifying, classifying, gathering & presenting data</p> <p>Identify and name a variety of common animal groups including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Explore and answer questions about animals in their habitats within the local environment.</p> <p>Understand how to take care of animals and return safely after study.</p>	<p>Animals Skills- observing & measuring changes, noticing patterns</p> <p>Re-cap animals work covered to check retention of knowledge.</p> <p>Identify & humanly constructed features & natural features in the school grounds.</p> <p>Investigate where most animals will be found in school grounds (natural spaces/humanly constructed spaces?). Predict then collect data.</p> <p>Observe and describe weather associated with the seasons and how day length varies. (To experience Summer– take photos of trees in the school grounds) Compare the photos of the trees taken over the course of the year.</p>
<p style="text-align: center;">Computing</p>	<p style="text-align: center;">Creating an e-book 2 create a story Book creator APP</p>	<p style="text-align: center;">Awareness of technology using and becoming familiar with a range of devices in the world around them</p>	<p style="text-align: center;">Paint Paint- using a range of styles-Colour magic Purple Mash</p>	<p style="text-align: center;">Bee bots 2Go- Purple Mash Lightbot APP</p>	<p style="text-align: center;">Scratch</p>	<p style="text-align: center;">Animate Puppet pals APP</p>


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Internet Safety	Self Image Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Wellbeing and Lifestyle	Privacy and Security Copyright and Ownership
History	Children's own history History of MK. Use maps as historical sources. Visit sculptures and discuss cultural, plans for MK.		The lives of significant individuals in the past who have contributed to national and international achievements Thomas Edison and Alexander Lodygin	Find out about events beyond living memory and significant people- history of transport, Robert Stephenson, Queen Victoria create a timeline		
Geography	Use of Maps linked to History learning about Milton Keynes.	Introduction to World Map and continents and where England and Oldbrook are located. Create simple maps and plans. Fieldwork skills to explore the local park. Begin to name human and physical features of School and local area.			Name and locate the world's seven continents and five oceans Explore the continents - use atlases and globes and identify countries Explore landmarks and culture human and physical features)	Skills – maps Use keys, different scales, different types of map. Basic map of imaginary location Identify hot and cold countries/continents Animal locations Create simple maps and plans (include NESW) Oceans. Use aerial photos and plans to recognise landmarks human and physical-e.g. oceans continents, northern and southern hemisphere, cold and hot areas, including the equator

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Art	<p>Abstract Sculpture Observe sculpture in MK. Observe shapes e.g. semi – circle of snow dome, church. Explore how various artists have used abstract shape, including sculpture. Make 2d and 3d abstract pictures using MK as basis. Sculptors named where possible.</p> <p>Sculptors: Wendy Taylor, Eilis O'Connell, Liliane Lijn, Gordan Young, Ivan Morrison, Paul Neagu, Ray Smith</p>	<p>Drawing – Line Shape, from and space Nature Nature Observational drawing and painting- Animals, plants, drawn and painted. Collage of animal / plant</p> <p>Explore how various artists have observed nature.</p> <p>Artist: Andy Goldsworthy and artists that represent nature.</p>	<p>Painting Colour exploring paint Explore light and dark. Electric light Art. Digital Art Explore how 2 artists have used light and dark.</p> <p>Artist: Van Gogh Bruce Munro</p> <p>Compare the life of Van Gogh and modern/local artist- Bruce Monroe</p>	<p>Victorian Day: Discuss the works of LS Lowry and recreate a scene in his style and medium.</p> <p>Artist: LS Lowry</p>		
Design Technology				<p>Design and make a toy based on their knowledge of Victorian toys using the skills of Exploring materials, joining materials, cutting, shaping and evaluate the final product.</p>	<p>Moving pictures explore joining materials including tapes, glue, staples, string, paperclips, split pins learn 3 different ways to make pictures move, choose 1 for final design, make, evaluate. evaluate</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</p> <p>Create a café for parents and carers</p>
Religious Education	<p>Key Question:- How and why are celebrations, including religious celebrations, important to people? Diwali/Harvest, Diwali, Hanukah, Christmas</p>	<p>Continue planning about festivals</p>	<p>What do people believe about God people and the natural world? Links to new beginnings</p>	<p>What and how can people learn from leaders including religious leaders and teachers? Learn about Jesus and the stories he told as a teacher/ Easter</p>	<p>Same key question- learn about Moses and why he is considered important as a teacher/ leader.</p>	<p>What does it mean to belong? Consider groups we belong to and will move on to. Learn about baptism as a Christian ceremony.</p>
Music	Rhythm In The Way We Walk and Banana Rap	Hey You!	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
PSHE	Celebrating Difference	Being Me in My World	Dreams and Goals	Healthy Me	Relationships	Changing Me

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RSE	Other people are special too Understanding how others feel and how to respond Know the different groups to which they belong: families, friends, school, Recognise worth in others Recognise the ways their own behaviour affects others	Working together: Being respectful to others Developing healthy friendships How friendships make us feel happy and secure How people choose and make friends Understanding how to maintain a friendship	Care for myself: Develop skills for maintaining personal hygiene, cleaning teeth, washing hands Think about what can go on their body and in their body and that some substances can be harmful	Caring for others: Understand that people sometimes have families that look different to our own Importance of quality family time together. Consider the value of being part of different groups and communities Respect other people's achievements	Keeping safe: Know how to recognise and report feelings of being unsafe Know where to get advice e.g. family, school How to respond safely and appropriately to adults they encounter, including online.	Looking forward: Know the importance of self-respect and how this links to their own happiness Understand that there is a normal range of emotions and that we experience them in relation to different experiences and situations Develop a more varied vocabulary to describe their emotions.
PE One	Dance (Seasons)	Gymnastics (floor) Animals	Dance Chinese New Year + 1x Fundamental Skills	Gymnastics (+apparatus) Traditional Tales	Athletics (Sports day Focus)	OAA Orienteering
PE Two	Multi skills (Throwing and Catching)	Multi skills	Multi skills (Bat and Ball)	Multi skills (Running and Jumping)	Athletics	Invasion Games Fun at the Fair