




## 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	Building Relationships / transition	Visiting Panto	Exploration of senses	Victorian School Day Children dress up	Exploration of continents – animals, food, population, climate	Passports and Stations Different Countries
First Hand Experiences	Ark Farm Walk to look at Milton Keynes sculptures and Library Visit	Parks Trust – Life of Plants Trip to the local park	Visiting Artist Electric Light Art	Trip to Museum	Trip to the Zoo	Visit to the travel agency
Celebration	Learning Celebration	Christmas Play	Learning Celebration	Learning Celebration	Learning Celebration	Parent/Carer Café
Role Play	Animal Shelter	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		Gingerbread Man	Red Riding Hood		Tiddler	
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 (t4w) NF- Instruction writing- recipe – gingerbread men Poetry- Nursery Rhymes	Recount - Pantomime Letter/Response -Red Poetry- Patterns- Red Riding Hood Rap Biography – Vincent Van Gogh Little Red Riding Hood (t4w)	Queen Victoria Biography Persuasive text – Respond to given statement to agree or disagree.  Recount – Victorian School Day  Victorian Texts  Poetry- book of nonsense	Recount-zoo trip  Julia Donaldson- retell and innovate a story Setting Description Character Description Poems- Class 2 at the zoon (rhyme)	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. One more and less Addition and Subtraction	Addition and Subtraction  One step problems Representing and using number bonds within 20. Addition and subtraction to 20. Missing number problems 2D shape 3D shape	Measures – record length and height Compare and describe and solve practical problems for length, height, mass and volume. Reading temperatures. Multiplication and Division Counting in 2,5,10 Multiplication Division	Re-visit Addition and Subtraction Incorporate units of measures into problem solving. Count to and across 100. Read and write numbers to 100.  One more and less Ten more and less Pictorial representations. Recognising and knowing value of coins	Measures Sequencing of events Tell time to hour and half past Solving practical problems relating to time Fractions – half and quarter of shape and quantity Apply using units of measure within fraction problems. Revisit multiplication Position and direction	Addition written methods and applying to solve problems including units of measure. Multiplication and division Money – value Re-visit 2D and 3D shape including names and properties.


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<p style="text-align: center;">Science</p>	<p><b>Materials Skills-</b> performing simple tests &amp; recording</p> <p>Distinguish between an object &amp; 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><b>Plants Skills-</b> 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 &amp; 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>Parks Trust – Life of Plants</p>	<p><b>Humans and Senses Skills –</b> 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><b>Materials Skills -</b> 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><b>Animals Skills-</b> predicting, sorting, identifying, classifying, gathering &amp; 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><b>Animals Skills-</b> observing &amp; measuring changes, noticing patterns</p> <p>Re-cap animals work covered to check retention of knowledge.</p> <p>Identify humanly constructed features &amp; 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;">Technology Around Us</p>	<p style="text-align: center;">Digital Painting</p>	<p style="text-align: center;">Moving a Robot</p>	<p style="text-align: center;">Grouping Data</p>	<p style="text-align: center;">Digital Writing</p>	<p style="text-align: center;">Programming Animations</p>
<p style="text-align: center;">Internet Safety</p>	<p style="text-align: center;">Self Image Online Relationships</p>	<p style="text-align: center;">Online Reputation</p>	<p style="text-align: center;">Online Bullying</p>	<p style="text-align: center;">Managing Online Information</p>	<p style="text-align: center;">Health, Wellbeing and Lifestyle</p>	<p style="text-align: center;">Privacy and Security Copyright and Ownership</p>


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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><b>Abstract Sculpture</b> 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><b>Sculptors:</b> Wendy Taylor, Eilis O'Connell, Liliane Lijn, Gordan Young, Ivan Morrison, Paul Neagu, Ray Smith</p>		<p><b>Painting</b> <b>Colour</b> exploring paint <b>Explore light and dark.</b> Electric light Art. Digital Art Explore how 2 artists have used light and dark.</p> <p><b>Artist:</b> 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><b>Artist: LS Lowry</b></p>	<p><b>Drawing – Line Shape, from and space</b> <b>Nature</b> 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>	
Design Technology		<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>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>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,</p>	<p>Festivals Hanukah, Christmas</p>	<p>What do people believe about God 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 including Easter <b>Visit Mosque</b></p>	<p>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>

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Music	Menu Song*	Colonel Hathi's March The King is in the Castle	Football*	Musical Conversations Cat and Mouse	Dancing and Drawing to Nautilus*	Language Through African Drumming
PSHE & RSE	<b>Being Me in My World</b> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owing the Learning Charter	<b>Celebrating Difference</b> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	<b>Dreams and Goals</b> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	<b>Healthy Me</b> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	<b>Relationships</b> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	<b>Changing Me</b> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
PE One	<b>Dance</b> (Seasons and Percy The Park Keeper)	<b>Gymnastics</b> (floor)	<b>Dance</b> Chinese New Year + 1x Fundamental Skills	<b>Gymnastics</b> (+apparatus) Traditional Tales	<b>Dance</b> Animals / Zoo	<b>OAA</b> Orienteering
PE Two	<b>Physical Literacy</b>	<b>Multi skills</b> (Throwing and Catching)	<b>Multi skills</b> (Bat and Ball)	<b>Multi skills</b> (Running and Jumping)	<b>Athletics</b>	<b>Invasion Games</b> Fun at the Fair