Long Term Planning – Year 1

Oldbrook First School & Nursery	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme Overview	**Our Local Area**	**Mastering Materials**	**How does your garden grow?**	**Victorians**	**Amazing Animals**	**Code Breakers**
Hook	Building Relationships / transition	Visiting Panto	Exploration of growing	Victorian Day Children dress up	Exploration of continents – animals, food, population, climate	Bletchley Park
First Hand Experiences	Walk to look at Milton Keynes sculptures and Library Visit	Trip to the local park	Parks Trust Growing	Holdenby House	Pets / Reptiles	Travel Agent
Celebration	Learning Celebration	Christmas Play	Learning Celebration	Learning Celebration	Learning Celebration	Parent/Carer Cafe
Role Play	Animal Shelter	Post Office / Fairy Tales				
Cookery	Gingerbread Men		Vegetables	Scones/butter		Fruit Smoothie

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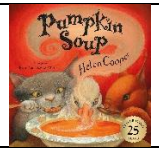
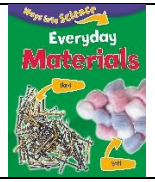
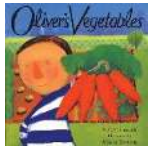
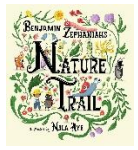
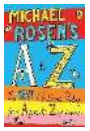
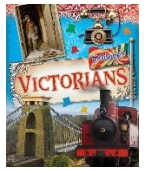
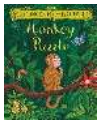
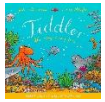
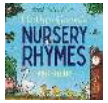
Author Study and Key Texts			 	 	 	Nursery rhyme poetry 
Pie Corbett	Gingerbread Man	3 Little Pigs	Jack and the Beanstalk			

SPaG

Spelling

W	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	the	are	house	pull	come	do
2	was	some	today	push	be	go
3	you	were	your	said	here	by
4	school	we	once	she	says	so
5	where	they	one	ask	is	to
6	I	put	love	friend	me	of

CEW

W	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	our	there	full	he	my	no
2	a	my	your	his	by	has
3	to	put	be	do	one	come
4	of	Said	me	some	here	
5	he	Are	go	was	once	
6	no	you	so	she		

W	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Punctuation - . A finger space	Punctuation - . A finger space	Punctuation - ? !	Punctuation - ? !	Punctuation – A . ? !	Mastering greater depth and editing
1	Capital letters and full stops	Personal pronoun	Introduce extended sentences	Plural noun	Punctuating sentences	Suffix - er
2	Finger spaces	Noun suffixes - s	Conjunction - and	Suffix – ed	Noun suffix – es/s	Suffix - est
3	Proper nouns	Prefix – un	Conjunction – because	Irregular past tense verbs	Exclamation marks	Punctuating sentences
4	Adjectives	Learning to edit	Recap prefix - un	Conjunction - but	Question marks	Consolidate
5	Verbs	Suffix - ing	Recap suffix - ing	Proper nouns	Suffix – ing/ed	Consolidate
6	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation
	HW RWI	HW RWI	HW RWI	HW RWI	HW RWI	HW RWI

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English	Writing purpose: To entertain Caption writing and simple sentence focus	Writing purpose: To inform Simple sentence focus	Writing purpose: To entertain Setting descriptions	Writing purpose: To inform	Writing purpose: To entertain Focus - Writing narratives about the first-hand experiences. Setting Description Character Description	Writing purpose: To inform Focus – recount about the trip
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 sole 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.

Science	**Everyday Materials** **Skills**- performing simple tests & recording 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 weather associated with the seasons and how day length varies. (To experience winter– take photos of trees in the school grounds)	**Everyday Materials** **Skills -** questioning, performing simple tests and recording. Test materials for waterproof/not waterproof; absorbent/not absorbent; floats/sinks. Use the results of testing to choose materials and shapes to make a boat. Test which boat is best. Observe and describe weather associated with the seasons and how day length varies. (To experience Spring– take photos of trees in the school grounds)	**Plants** **Skills**- Asking questions, observing, identifying and classifying. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees including changes over time. Identify and describe the basic structure of a variety of common flowering plants, including trees – plant beans & observe growth over time. 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)	**Plants** **Skills**- Asking questions, observing, identifying and classifying. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees including changes over time. Identify and describe the basic structure of a variety of common flowering plants, including trees – plant beans & observe growth over time. 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)	**Animals including humans** **Skills**- predicting, sorting, identifying, classifying, gathering & presenting data Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Animals including humans** **Skills**- observing & measuring changes, noticing patterns Identify and name a variety of common animal groups including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Observe and describe weather associated with the seasons and how day length varies. (To experience Summer– take photos of trees in the school grounds)
Computing	Technology Around Us	Digital Painting	Moving a Robot	Grouping Data	Digital Writing	Programming Animations

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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		**MK Growth** Significant event, people, places Changes within living memory		**Queen Victoria and Victorians** The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspect of life in different periods (Today and 1800's)		**Bletchley Park** Significant historical events, people and places in their own locality The lives of significant individuals in the past who have contributed to national and international achievements (1900s)

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Geography	**Oldbrook** Use simple fieldwork and observational skills to study the Geography of their school and its grounds and the key human and physical features of its surrounding environment.		**United Kingdom** Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Use world maps atlases and globes to identify the UK and its countries.		**Human and Physical Features** Use simple compass directions and locational and directional language for example, near and far; left and right to describe the location of features and routes on a map. use basic geographical vocabulary to refer to: ▯ key physical features, including: forest, hill, soil, season, weather city, town, village, ▯ key human features, including: factory, farm, house, office, shop, factory, port, harbour	

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Art	**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. **Sculptors:** Wendy Taylor, Eilis O'Connell, Liliane Lijn, Gordan Young, Ivan Morrison, Paul Neagu, Ray Smith	.	**Painting** **Colour** exploring paint. **Explore light and dark.** Electric light Art. Digital Art Explore how 2 artists have used light and dark. Compare the life of Van Gogh and modern/local artist- Bruce Munro **Artist:** Van Gogh Bruce Munro		**Drawing – Line Shape, from and space** **Nature** Nature Observational drawing and painting- Animals, plants, drawn and painted. Collage of animal / plant Explore how various artists have observed nature. Artist: Andy Goldsworthy and artists that represent nature	
Design Technology		Moving Pictures		Making a Victorian Toy		Smoothies and Healthy Eating

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Religious Education	What are worldviews and how do we find out about them?	What are worldviews and how do we find out about them?	What do Christians believe about God and why?	How and where did Judaism start?	What do Jewish people celebrate and why?	What is important to people with non-religious worldviews?
Music	Rhythm In The Way We Walk and Banana Rap	Hey You!	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay

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PSHE & RSE	**Being Me in My World** Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	**Celebrating Difference** Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	**Dreams and Goals** 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	**Healthy Me** Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	**Relationships** 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 Celebrating special relationships	**Changing Me** Life cycles – animal and human Changes in me Changes since a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
PE One	Fairy Tales Dance	Gymnastics	Olympic Dance	Gymnastics	Athletics	OAA
PE Two	Multi Skills	Ball Skills	Ball Games	Indoor Athletics	Jungle Dance	Fitness and Sports Day