



# Long Term Plan

2024/25

Year 1

Subject	Autumn Term 1	Autumn Term 2		Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Traditional Stories	Superheroes	Autumn	Julia Donaldson	Plants and Gardens	Colour, light and dark	
Festivals	Bonfire Night	Christmas		Chinese New Year Easter Mother's Day		Father's Day	
English	Animals in traditional tales and fairy tales.  <i>Three Little Pigs.</i> <i>Red Riding Hood.</i> <i>Goldilocks and the Three Bears.</i>	Non Fiction: Information Texts		Imaginary and fantasy worlds	Non Fiction: Instructions Stories in familiar settings Poetry	Imaginary and fantasy worlds	Stories from other cultures
Maths	Place Value	Addition and Subtraction Place Value (within 20)		Addition and Subtraction (within 20) Place Value (within 50)	Length and Height Weight and Volume	Multiplication and Division Fractions	Place Value Time
Talk for Writing Text		<i>Pumpkin soup</i>			<i>The Elephant and the Bad Baby</i>	<i>The Way Back Home</i>	
Science	<b>Animals including humans</b> Identify and name a variety of common animals 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) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  <b>Seasonal Changes- Autumn</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.			<b>Materials</b> 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.  <b>Seasonal Changes- Winter</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.  <b>Sustainability: Caring for the planet</b>		<b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees.  <b>Seasonal Changes- Spring</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.	<b>Working Scientifically-</b> Use topic work to emphasise the use of working scientifically  <b>Seasonal Changes- Summer</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.  <b>Sustainability: Growing and cooking</b>

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			<p>Why is it important to care for our planet?</p> <p>How can we care for our planet?</p>			
<b>Geography</b>	<p><b>Weather &amp; Seasons</b> (Links to Science) Identify seasonal and daily weather patterns in the United Kingdom. Use maps to identify the UK.</p>	<p><b>Introduction to the United Kingdom</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ▯ 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</p>	<p><b>Weather &amp; Seasons</b> (Links to Science) Identify seasonal and daily weather patterns in the United Kingdom. Use maps to identify the UK.</p>		<p><b>Geographical Skills &amp; Our Local Area</b> 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.</p>	
<b>History</b>		<p><b>Bonfire Night Festival</b> Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.</p>		<b>Own History</b>	<p><b>Sir John Barrow</b> Significant historical events, people and places in their own locality.</p>	<p><b>Great Fire of London</b> Events beyond living memory that are significant nationally or globally.</p>

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<p><b>Art</b></p> <p><b>(Art is carried out throughout topic)</b></p>	<p><b>Art linked to topic</b></p> <p>Autumn Art work</p>	<p><b>Drawing – Making your mark.</b></p> <p>Show knowledge of the language and literacy to describe lines.            Thow control when using string and chalk to draw lines.            Experiment with a range of mark-making techniques, responding appropriately to music.            Colour neatly and carefully, featuring a range of different media and colours.            Apply a range of marks successfully to a drawing.            Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p> <p>Christmas card designs            Christmas crafts</p>	<p><b>Painting – Colour Splash</b></p> <p>Name the primary colours.            Explore coloured materials to mix secondary colours.            Mix primary colours to make secondary colours.            Apply paint consistently to their printing materials to achieve a print.            Use a range of colours when printing.            Mix five different shades of a secondary colour.            Decorate their hands using a variety of patterns.            Mix secondary colours with confidence to paint a plate.            Describe their finished plates.</p>	<p><b>Art Linked to topic.</b></p> <p>Easter Art and Easter cards</p>	<p><b>Sculptures – Paper play</b></p> <p>Roll paper tubes and attach them to a base securely.            Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.            Shape paper strips in a variety of ways to make 3D drawings.            Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.            Create a tree of life sculpture that includes several different techniques for shaping paper.            Work successfully with others, sustaining effort over a time.            Paint with good technique, ensuring good coverage.</p>	<p><b>Craft and design –</b></p> <p>Learning fibre Art skills such as plaiting, threading, weaving and knotting to create 3d woven Art work inspired by artist Cecilia Vicuna.</p>
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<b>DT</b>  <b>Kapow Primary</b>		<b>Mechanisms</b> <b>Making a Moving Story Book</b> Introduce and explore simple mechanisms, such as sliders, wheels and axels in their designs. Recognise where mechanisms such as these exist in toys and other familiar products.	<b>Structures</b> <b>Constructing a Windmill</b> Build structures such as windmills and chairs, exploring how they can be made stronger and more stable. Recognise areas of weakness through trial and error.		<b>Food</b> <b>Fruit and Vegetables</b> Learn about the basic rules of a healthy and varied diet to create dishes. Understand where food comes from, for example plants and animals.	Celebrate KS1's achievements D& T, with a gallery of their products.  Set an invention challenge with scrap materials.  Extra-curricular trips. Overflow time to complete units.
<b>Computing</b>	<b>'I' Compute</b>  <b>iAlgorithm</b> -understand what algorithms are; how they are how implemented as programs on digital device -understand that programs execute by following precise and unambiguous instructions -use logical reasoning to predict the behaviour of simple programs create and debug simple program  <b>iModel</b> -use technology purposefully to create, organise, store, manipulate and retrieve digital content  <b>iDraw (5)</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital content		<b>'I' Compute</b>  <b>iProgram</b> -understand what algorithms are; how they are how implemented as programs on digital devices. -recognise common uses of information technology beyond school -understand that programs execute by following precise and unambiguous instructions -use logical reasoning to predict the behaviour of simple programs -create and debug simple programs  <b>iWrite</b> -To recognise that text can be created in a number of ways -To use word processing software to create text -To understand that a computer can be connected to a printer -To select and insert text into a word processing application -To open and save a word processing document -To understand the value of using a word processor to produce text  <b>iData</b> -use technology purposefully to create, organise, store, manipulate and retrieve digital content		<b>'I' Compute</b>  <b>iProgram 2</b> - understand that programs execute by following precise and unambiguous instructions -use logical reasoning to predict the behaviour of simple programs -create and debug simple programs -use technology purposefully to create, organise, store, manipulate and retrieve digital content  <b>iSafe</b> -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies -identify a range of ways to report concerns about content and contact	
<b>PE</b>	Ball Skills Dance with Louise Walton	Sending and Receiving Yoga with YoKids	Fitness Football with Barrow AFC	Gymnastics Large Apparatus	Invasion Games	Athletics Cricket

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					Rugby with Barrow Raiders	
PSHE	<b>Keeping/Staying Safe</b> Road Safety <b>Keeping/Staying Safe</b> Washing Hands <b>Relationships</b> Friendship		<b>Being Responsible</b> Water Spillage <b>Feelings and Emotions</b> Jealousy		<b>Computer Safety</b> Online Bullying <b>Hazard Watch</b> Is it safe to eat or drink? Is it safe to play with? <b>Our World</b> Growing in Our World <b>Fire Safety (Special Module)</b> Hoax Calling	
Music	<b>Move to the beat – exploring pulse and rhythm</b>  <b>Spark yard Music Curriculum</b>		<b>Exploring sounds – high and low – exploring pitch</b>  <b>Spark yard Music curriculum</b>		<b>Performing rhythms and movement to a steady pulse</b>  <b>Spark yard Music curriculum</b>	
RE	Special places in the Hindu and Christian faiths.	<b>Diwali</b>  <b>Bible Stories:</b> <i><b>The Nativity</b></i> Giving and receiving at Christmas.  Retell the Christmas story including the story of the wise men and the significance of their gifts.  Christmas and invisible gifts from God.  <b>Christian Worship.</b> Visit to a church.	<b>Bible Story:</b> <i><b>Jesus and the Blind Man</b></i>  Belonging in Christianity.  Looking at ways people identify as a Christian.  Looking at signs of belonging using special food, clothing, prayer, scripture, family life, worship and festivities.	<b>Bible Story:</b> <i><b>David and Goliath.</b></i>  <b>Palm Sunday</b> The excitement of Palm Sunday, the special feeling of the Last Supper, the sadness of crucifixion, the joy of Resurrection.	<b>Local faiths in the community.</b>  Local walk around the community to visit different places of worship.  Discuss what religious we have in the community.	<b>Celebrations.</b>  <b>Buddhism</b> How do Buddhists show their beliefs?  Look at the life of Buddhist. How do they worship? Study of Buddhist artefacts.  A visit to Conishead Priory.

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