

Year 1 Long Term Planning 2024-25

Term	Autumn A (8)	Autumn B (7)	Spring A (7)	Spring B (6)	Summer A (7)	Summer B (7)
Theme	My World and Me	Toys through Time	Brilliant Bedlington  JOBS DAY	Through the Keyhole	Medieval Madness  CASTLES DAY	Barnaby's Big Adventure
Story Stimulus	The Tiger who Came to Tea	Traction Man	Beegu	Fairytales: Cinderella, Billy Goats Gruff, The Big Bad Wolf	The Paperbag Princess	
Additional Stories	Pete the Cat: Rocking in my School Shoes The cake in the tin Super Duper You!	Dogger I love you Blue Kangaroo We're going on an elf hunt	Peace At Last Six Dinner Sid A House On Every Street Private Parts are Private	Good Little Wolf The Three Billy Goats Gruff Troll Billy and the Beast Chicken Clicking	Where The Wild Things Are The Kings Pants Superpower Like Mine Almost Anything	The go-Away Bird Carribean Dream Cops and Robbers Look up! It's A No Money Day
Literacy	Speech Bubbles List writing Simple Narrative Personal Descriptions	Instructions Autumn Poems Recounts Simple Narrative: Writing an alternative ending Character Description Letters	Beegu: Simple sentence writing Beegu: Instruction Writing Beegu: Sentences about Bedlington Beegu: Setting description using artwork to describe.	Traditional Tales -Conventions of a fairytale Traditional Tales -Character descriptions Traditional Tales -T4W - innovate Traditional Tales -T4W independent	Fantasy settings & Characters Castle Diary Entry: A day in the life of Non-Chronological Reports: Castle	Stories from other cultures: Caribbean
Maths						
Science	Our Bodies & Seasonal Changes <b>Working Scientifically</b> <i>*Identifying and Classifying</i> <i>*Using observations and ideas to suggest answers to questions</i> <i>•Observing closely, using simple equipment</i> <i>*Gathering and recording data to help in answering questions</i>  <i>*Identify, name, draw and label the basic parts of the</i>	Everyday Materials <b>Working Scientifically</b> <i>*Identifying and Classifying</i> <i>*Perform simple tests</i> <i>*Using observations and ideas to suggest answers to questions</i>  <i>*Distinguish between an object and the material from which it is made</i> <i>* Identify and name a variety of everyday materials, including wood,</i>	Seasonal Changes <b>Working Scientifically</b> <i>•Observing closely, using simple equipment</i> <i>*Gathering and recording data to help in answering questions</i>  <i>*Observe changes across the four seasons and describe weather associated with the seasons and how day length varies.</i>	Animals & Seasonal Changes <b>Working Scientifically</b> <i>*Identifying and Classifying</i> <i>*Using observations and ideas to suggest answers to questions</i> <i>•Observing closely, using simple equipment</i> <i>*Gathering and recording data to help in answering questions</i>  <i>*Identify and name a variety of common animals including fish, amphibians,</i>		Plants & Seasonal Changes <b>Working Scientifically</b> <i>*Asking simple questions and recognising that they can be answered in different ways</i> <i>•Observing closely, using simple equipment</i> <i>• Performing simple tests</i> <i>*Using observations and ideas to suggest answers to questions</i> <i>*Gathering and recording data to help in answering questions</i>

	<p>human body and say which part of the body is associated with each sense.</p>	<p>plastic, glass, metal, water, and rock  <i>*Describe the simple physical properties of a variety of everyday materials</i>  <i>*Compare and group together a variety of everyday materials on the basis of their simple physical properties.</i></p>		<p>reptiles, birds and mammals  <i>*Identify and name a variety of common animals that are carnivores, herbivores and omnivores</i>  <i>*Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</i></p>		<p><i>*Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i>  <i>Identify and describe the basic structure of a variety of common flowering plants, including trees.</i></p>
History		<p>Toys in the Past  Changes in living memory  Historical Skills  <i>*Identify similarities and differences</i>  <i>*Wide vocabulary of historical terms</i>  <i>*Develop an awareness of the past</i>  <i>*Ask and answer questions</i>  <i>*Understand how we find out about the past</i>  <i>*Understand Chronological order</i></p>		<p>Homes in the Past  Historical Skills  <i>*Identify similarities and differences</i>  <i>*Wide vocabulary of historical terms</i>  <i>*Develop an awareness of the past</i>  <i>*Ask and answer questions using known sources</i>  <i>*Understand how we find out about the past</i></p>	<p>Medieval Castles  Events beyond living memory and the lives of significant people  Historical Skills  <i>*Identify similarities and differences</i>  <i>*Wide vocabulary of historical terms</i>  <i>*Develop an awareness of the past</i>  <i>*Ask and answer questions</i>  <i>*Understand how we find out about the past</i>  <i>*Understand Chronological order</i></p>	
Geography			<p>Our Local Area  <b>Geographical skills and fieldwork</b>  <i>*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.</i>  <i>*Use aerial photographs and plan perspectives to recognise</i></p>	<p>Homes around the World  <b>Human and Physical Geography</b>  <i>*Understand geographical similarities and differences</i>  <i>*Identify and compare UK weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i>  <i>*Use basic geographical vocabulary to describe</i></p>		<p>Comparing the UK and the Caribbean  <b>Locational Knowledge</b>  <i>*Name and locate the world's seven continents and five oceans</i>  <i>*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></p>

			landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	human and physical features		<b>Place Knowledge</b> *Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
<b>Computing</b> Ongoing - <b>E-Safety</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.	Creating Media - Seasonal Changes Photography (Revisited in each season) Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Creating media - Digital art Jit Pictures Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Computer Science : Technology around us Learn uses of technology beyond school	Creating media: Digital writing Learn how to use a word processing package on a computer	Data and information: Grouping data Classify, compare and describe objects/groups	Beebot Algorithms *Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs
<b>Art &amp; Design</b>	Self-Portrait Calendars <b>Art Skills</b> Sketching, scale and painting.	Christmas Cards & Calendars	Colour Chaos <b>Art Skills</b> To use a range of materials creatively to design and make products • to use drawing and painting to develop and share their ideas and experiences • to develop a wide range of art and design techniques in using colour, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines,	Nature Sculpture <b>Art Skills</b> To use a range of materials creatively to design and make products • Use sculpture to develop and share their imagination • to develop a wide range of art and design techniques in, shape, form and space *About the work of a range of artists and craft makers	Fairytale Moving Picture Clip art Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Bernard Hoyes Dancing Lady <b>Art Skills</b> To use a range of materials creatively to design and make products • to use drawing and painting to develop and share their ideas and experiences • to develop a wide range of art and design techniques in using colour, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines,

			and making links to their own work.			and making links to their own work.
D.T				<p>Fairytale Moving Pictures <b>Design</b> *Design purposeful, functional based on a design criteria</p> <p><b>Technical Knowledge</b> *Explore and use mechanisms in their products</p> <p><b>Make</b> *Select from and use a range of tools and equipment to perform practical tasks</p> <p><b>Evaluate</b> *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria</p>	<p>Medieval Castle Structure <b>Design</b> *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups</p> <p><b>Make</b> *Select from and use a range of tools and equipment to perform practical tasks *Select from and use a wide range of materials and components</p> <p><b>Technical Knowledge</b> *Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p><b>Evaluate</b> *Evaluate their ideas and products against design criteria</p>	<p>Caribbean Fruit Salads <b>Design</b> *Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Cooking and Nutrition</b> *Use the basic principles of a healthy and varied diet to prepare dishes *Understand where food comes from</p> <p><b>Make</b> *Select from and use a range of tools and equipment to perform practical tasks</p> <p><b>Evaluate</b> *Evaluate their ideas and products against design criteria</p>
P.E	<p>Multiskills Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Nutcracker Ballet Dancing Perform dances using simple movement patterns.</p>	<p>Gymnastics Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Throwing and Catching Team Games Master basic movements including throwing and catching, as well as developing agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Ball skills &amp; Athletics Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Football skills &amp; Sports Day Perform dances using simple movement patterns.</p>
PSHE (See Long Term Plan for more detail)	Me and my relationships	Valuing differences	Keeping Safe	Rights and respect	Being my best	Growing and changing
Music	Kapow – Pulse and rhythm			Kapow –Classical music,		Caribbean Music

				dynamics and tempo (Theme: Animals)		
R.E	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world?	1.9 Why should we care for the world and why does it matter?
Curriculum enhancement/Events		Xmas Nativity	Writing Week When I Grow Up Day		Medieval Day	