



Year 1 Long Term Plan – 2024-25

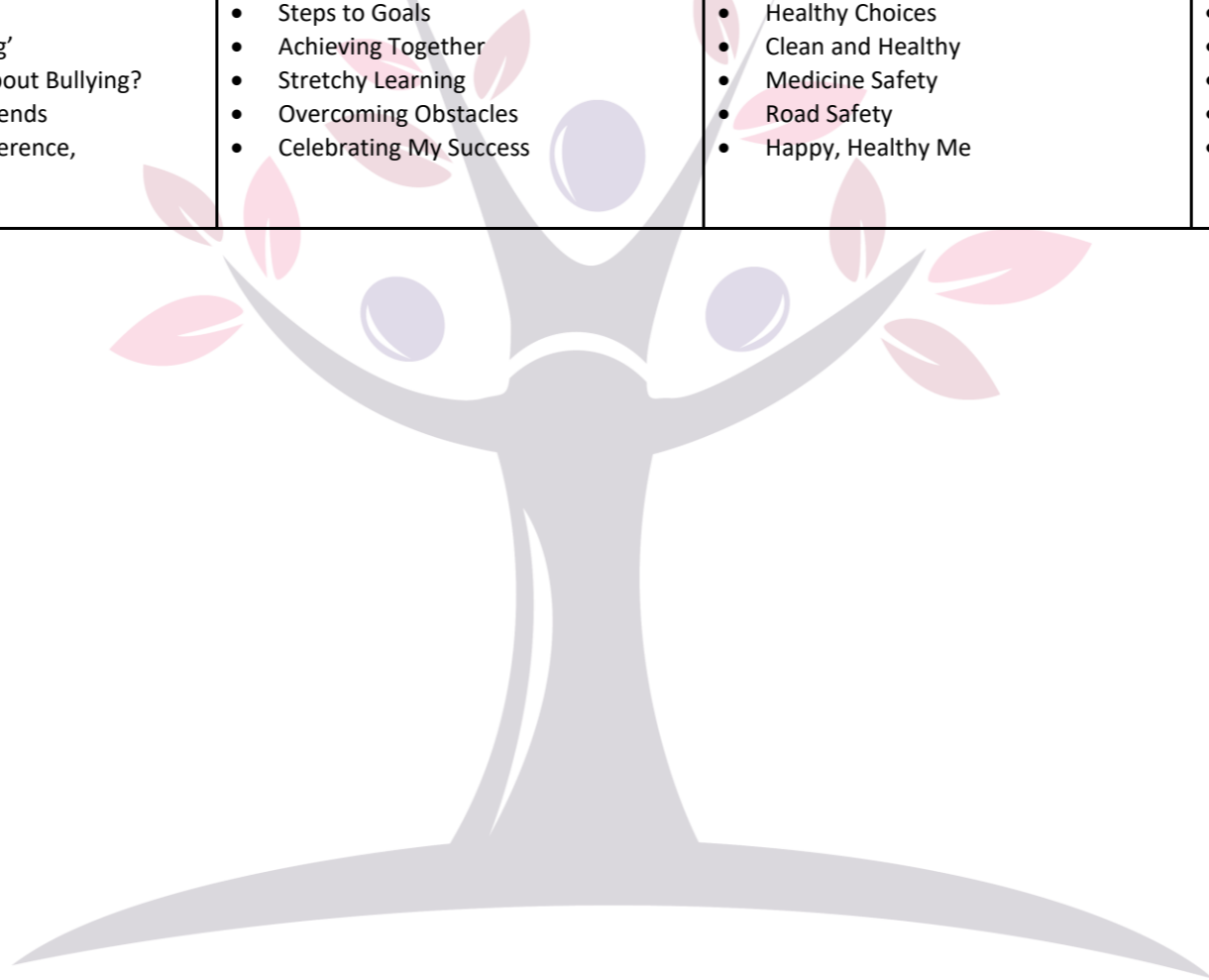
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Book: Cave Baby by Julia Donaldson and Emily Gravett Book: Super Duper You – Sophy Henn	Book: Lubna and pebble by Wendy Meddour Book: Billy and the beast by Nadia Shireen	Book: Pig the Pug by Aaron Blabey Outcome: How to guide – Non-fiction Book: Our King Charles – Eleanor Grey	Book: The Odd Egg by Emily Gravett Outcome: Egg spotter’s guide	Book: Dinosaurs and all that Rubbish by Michael Foreman Outcome: Pamphlet	Book: Julian is a Mermaid by Jessica Love Outcome: Poem
Maths	Numbers to 10 (2 weeks) Addition and subtraction within 10 (2 weeks) Shape and patterns (2 weeks) Numbers to 20 (2 weeks) Addition and subtraction within 20 (2 weeks)		Time (2 weeks) Exploring calculation strategies within 20 (1 week) Numbers to 50 (2 weeks) Addition and subtraction within 20 (2 weeks) Fractions (1 week) Measures: Length and mass (2 weeks)		Numbers 50 to 100 and beyond (2 weeks) Addition and subtraction (2 weeks) Money (2 weeks) Multiplication and division (3 weeks) Measures: Capacity and volume (2 weeks)	
Science	The Human Body • 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 and Their Needs • 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)	Seasons and Weather • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies	Taking Care of the Earth (in addition to NC) • Describe different ways we can take care of the Earth • Know that there are natural and manufactured resources that people on Earth use • Identify logging as a way of harvesting • Know that people create pollution which can harm the environment • Understand recycling	Plants • 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	Materials and magnets • distinguish between an object and 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
RE	• U9 Who is Jewish and how do they live? (Judaism)	• U8 Why does Christmas matter to Christians?	• U10 What do Christians believe God is like?	• U12 How should we care for the world and for others and why does it matter?	• U13 What is the good new Christians believe Jesus brings? P1	• U14 What is the good new Christians believe Jesus brings? P2
Geography		Spatial Sense • 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 • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • 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 Thematic week – Great Explorers	•	The UK • Use world maps, atlases and globes to identify the United Kingdom and its countries Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	•	The Seven Continents • Name and locate the world’s seven continents and five oceans Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use world maps, globes and atlases to identify countries, continents and oceans Thematic week – Seaside – Lighthouses Don’t Worry Be Happy

History	<p>Discovering History Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • Significant historical events, people and places in their own locality <p>Thematic week – Toys Past and Present – Toys through Time</p>		<p>Kings, Queens and Leaders The lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally 		<p>Parliament and Prime Ministers Aim: Gain and deploy a historically grounded understanding of abstract terms such as ‘parliament’</p> <ul style="list-style-type: none"> • 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, some should be used to compare aspects of life in different periods 	
Art	<p>Colour <u>Artists: Van Gogh, Bruegel, Vermeer, Hockney, Monet</u></p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, 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 	<p>Line <u>Artists: Rembrandt, Miro, Klee</u></p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, and painting to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern and line • 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 	<p>Architecture <u>Buildings: Westminster Abbey, St Paul’s Cathedral, Houses of Parliament, Southwark Cathedral, The Penguin House at London Zoo</u></p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, 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 	<p>Style in Art/Narrative Art <u>Artists: Seurat, Van Gogh, Tintoretto, Uccello, Moreau</u></p> <ul style="list-style-type: none"> • to use drawing and painting to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Paintings of Children <u>Artists: Hogarth, Bruegel, Hockney, Cassatt</u></p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, 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 	<p>Sculpture <u>Artists: Degas, Kim Lim, Myung nam am, Gormley, Hepworth, Moore, Giacometti, Kapoor</u></p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
DT	Cook: Mince Pies		Sew: Animal sock puppet		Build: Vehicles	
Music	<p>Hey You!</p> <ul style="list-style-type: none"> • Old school Hip-Hop • How pulse, rhythm and pitch work together 	<p>Rhythm in the way we walk and Banana Rap</p> <ul style="list-style-type: none"> • Reggae • Pulse, rhythm and pitch, rapping, dancing and singing 	<p>In the groove</p> <ul style="list-style-type: none"> • Blues, Baroque, Latin, Bhangra, Folk, Funk • How to be in the groove with different styles of music 	<p>Round and round</p> <ul style="list-style-type: none"> • Bossa Nova • Pulse, rhythm and pitch in different styles of music 	<p>Your imagination</p> <ul style="list-style-type: none"> • Pop • Using your imagination 	<p>Reflect, rewind and replay</p> <ul style="list-style-type: none"> • Classical • The history of music, look back and consolidate your learning, learn some of the language of music
PE	<p>Fundamental Skills</p> <ul style="list-style-type: none"> • Explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. • Opportunities to identify areas of strength and areas for improvement. • Work collaboratively with others, taking turns and sharing ideas. 	<p>Ball Skills</p> <ul style="list-style-type: none"> • Explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. • Opportunity to work independently, in pairs and small groups. • Explore their own ideas in response to tasks. 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Use space safely and effectively. Explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. • Opportunities to select their own actions to build short sequences and develop their confidence in performing. • Begin to understand the use of levels, directions and shapes when travelling and balancing. 	<p>Dance</p> <ul style="list-style-type: none"> • Explore travelling actions, movement skills and balancing. • Understand why it is important to count to music and use this in their dances. • Copy and repeat actions linking them together to make short dance phrases. • Work individually and with a partner to create ideas in relation to the theme. • Opportunity to perform and also to provide feedback, beginning to use dance terminology to do so. 	<p>Athletics</p> <ul style="list-style-type: none"> • Develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. • In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. • Opportunities to work collaboratively as well as independently. 	<p>Striking and Fielding</p> <ul style="list-style-type: none"> • Understanding of striking and fielding games such as Rounders and Cricket. • Learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. • Opportunities to play one against one, one against two, and one against three. • Learn how to score points and how to use simple tactics. • Learn the rules of the games and use these to play fairly. • Show respect towards others when playing competitively and develop communication skills.



Year 1 Long Term Plan – 2024-25

Computing	Computing systems and networks. <ul style="list-style-type: none"> Technology in our classroom. Using computer technology Developing mouse skills Using a computer keyboard. Developing keyboard skills. Using computer responsibility. 	Digital Painting. <ul style="list-style-type: none"> How can we paint using computers? Using shapes and lines Making careful choices Why did I choose that? Painting all by myself Comparing computer art and painting. 	Programming A – moving a robot. <ul style="list-style-type: none"> Buttons. Directions. Forwards and backwards. Four directions. Getting there. Routes. 	Data and information – grouping data. <ul style="list-style-type: none"> Label and match. Group and count. Describe an object. Making different groups Comparing groups. Answering questions. 	Creating media – digital writing. <ul style="list-style-type: none"> Exploring the keyboard Adding and removing text. Exploring the toolbar. Making changes to text. Explaining my choices. Pencil or keyboard. 	Programming B – Programming animations. <ul style="list-style-type: none"> Comparing Tools. Joining blocks. Make a change. Adding sprites. Project designs. Following my designs.
PHSE	Being Me in My World <ul style="list-style-type: none"> Special and Safe My Class Rights and Responsibilities Rewards and Feeling Proud Consequences Owning Our Learning Charter 	Celebrating Difference <ul style="list-style-type: none"> The Same As Different From What is 'Bullying' What Do I do about Bullying? Making New Friends Celebrating Difference, Celebrating Me 	Dreams and Goals <ul style="list-style-type: none"> My Treasure Chest of Success Steps to Goals Achieving Together Stretchy Learning Overcoming Obstacles Celebrating My Success 	Healthy Me <ul style="list-style-type: none"> Being Healthy Healthy Choices Clean and Healthy Medicine Safety Road Safety Happy, Healthy Me 	Relationships <ul style="list-style-type: none"> Families Making Friends Greetings People Who Help Us Being My Own Best Friend Celebrating My Special Relationships 	Changing Me <ul style="list-style-type: none"> Life Cycles Changing Me My Changing Body Boys' and Girls' Bodies Learning and Growing Coping with Changes





Year 1 Long Term Plan – 2024-25

--



Year 1 Long Term Plan – 2024-25



ASTREA ACADEMY
SHEFFIELD