



Year 1 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	No Place Like Home	Helping Heroes	A place in the Sun	How does your garden grow?	Oh I do like to be beside the seaside	The Jewel and the Crown
Enquiry Question	What's great about where we live?	How did nurses help the soldiers during the war?	Why are some countries hot?	Can plants live in the dark?	Would you like to live beside the sea?	Would you like to wear a crown?
Science	<p>Working Scientifically</p> <ul style="list-style-type: none"> To ask simple questions and recognising that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identifying and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. <p>Seasonal Changes</p> <ul style="list-style-type: none"> To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies. 	<p>Working Scientifically</p> <ul style="list-style-type: none"> To ask simple questions and recognising that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identifying and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. <p>Animals including Humans</p> <ul style="list-style-type: none"> To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To 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>Working Scientifically</p> <ul style="list-style-type: none"> To ask simple questions and recognising that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identifying and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. <p>Everyday materials</p> <ul style="list-style-type: none"> To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. 	<p>Working Scientifically</p> <ul style="list-style-type: none"> To ask simple questions and recognising that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identifying and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. <p>Plants</p> <ul style="list-style-type: none"> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>Working Scientifically</p> <ul style="list-style-type: none"> To ask simple questions and recognising that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identifying and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. <p>Animals including Humans</p> <ul style="list-style-type: none"> To identify and name a variety of common animals, including fish, amphibians, reptiles, bird and mammals. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) 	<p>Working Scientifically</p> <ul style="list-style-type: none"> To ask simple questions and recognising that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identifying and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. <p>Everyday materials</p> <ul style="list-style-type: none"> To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis



			<p>Seasonal Changes</p> <ul style="list-style-type: none"> To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies 			<p>of their simple physical properties.</p> <p>Seasonal Changes</p> <ul style="list-style-type: none"> To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies
History		<p>To learn about the lives of significant individuals in the past who have contributed to national and international achievements. - Florence Nightingale and Edith Cavell), Mary Seacole Walter Tull</p> <p>To know about events beyond living memory that are significant nationally or globally – World War I, (Walter Tull) Remembrance Day, Edith Cavell</p>		<p>To learn about significant historical events, people and places in their own locality – Humphrey Repton, Helen Keller,</p>		<p>To learn about the lives of significant individuals in the past who have contributed to national and international achievements. – Henry VIII,</p> <p>To learn about significant historical events, people and places in their own locality - Henry VIII, Anne Boleyn – Blickling Hall</p> <p>To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - King Charles III</p>
Geography	<ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom 		<ul style="list-style-type: none"> To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator. To name and locate the world's seven 		<ul style="list-style-type: none"> To use world maps, atlases and globes to identify the United Kingdom and its counties, as well as the countries, and oceans studied at this key stage. To understand geographical 	



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	<ul style="list-style-type: none"> To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. – England and London To 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. 		continents and five oceans.		<p>similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <ul style="list-style-type: none"> To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 				
RE	Who made the world?	What do Christians believe Jesus was like?	Is prayer important to everyone?	What does the cross mean to Christians?	Who is Jewish and how do they live?	Who is Jewish and how do they live?			
PSHE/RSE	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental well being	Growing and changing	Keeping safe
	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing	How rules and age restrictions help us; keeping safe online



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							when things go wrong
Music	<ul style="list-style-type: none"> Participate in creating a dramatic group performance using kitchen-themed props. Sing a cumulative song from memory, remembering the order of the verses. Play classroom instruments on the beat. Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. Listen and move in time to the song. 	<ul style="list-style-type: none"> Compose music to march to using tuned and untuned percussion. Respond to musical characteristics through movement. Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). Experiment with sounds (fimbres) to create aquarium-inspired music and draw the sounds using graphic symbols. Sing a unison song rhythmically and in tune. <ul style="list-style-type: none"> Play percussion instruments expressively, representing the character of their composition. Listen to 'Aquarium', reflecting the character of the music through movement 	<ul style="list-style-type: none"> Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Chant together rhythmically, marking rests accurately. Play a simple ostinato on untuned percussion. Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. Recognise the difference between a pattern with notes (pitched) and without (unpitched). 	<ul style="list-style-type: none"> Sing a simple singing game, adding actions to show a developing sense of beat. Listen actively by responding to musical signals and musical themes using appropriate movement. Create a musical movement picture. <p>es:</p> <ul style="list-style-type: none"> Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question-and-answer conversations using percussion instruments. Create, interpret, and perform from simple graphic scores. Recognise how graphic symbols can represent sound. 	<ul style="list-style-type: none"> Perform actions to music, reinforcing a sense of beat. Respond to musical signals and musical themes using gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music. Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. <ul style="list-style-type: none"> Attempt to record compositions with stick and other notations. Sing and chant songs and rhymes expressively. Listen and copy rhythm patterns. 	<ul style="list-style-type: none"> Create musical phrases from new word rhythms that children invent. <ul style="list-style-type: none"> Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct beater hold. Echo sing a line independently with teacher leading, then move on to pair singing in echo format. Copy call-and-response patterns with voices and instruments. 	
Computing	Purple Mash Unit 1.1 Online Safety & Exploring Purple Mash	Purple Mash Unit 1.3 Pictograms	Purple Mash Unit 1.4 Lego Builders	Purple Mash Unit 1.5 Maze Explorers	Purple Mash Unit 1.8 Spreadsheets	Purple Mash Unit 1.9 Technology outside school	

PE	<p>To be able to stay on task and follow instructions.</p> <p>Practise movements safely and work on simple tasks by myself.</p>	<p>Dance – perform dances using simple movement patterns.</p> <p>Create multiple standing and floor shapes - balanced on both feet. - with limbs in different</p>	<p>To be able to observe and describe movements. Naming some things you are good at.</p> <p>Understand and follow simple rules.</p>	<p>Flight - Perform flight skills on the floor. Explore flight skills combined with one of the following: - Hand Apparatus - Low Apparatus- Partner/s- Large Apparatus.</p>	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform single skills - Perform a single skill or</p>	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Explain the benefits of exercise.</p>
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	<p>Real PE - UNIT 1 -Lessons 1-3; Personal FUNS 10</p> <p>Coordination and footwork Lessons 4 -6 - Static balance 1 leg FUNS 1</p>	<p>planes. Can use 3 points of contact.</p> <p>Travel between shapes including jumping.</p> <p>Understand how to work with a partner.</p> <p>Working sensibly with others, taking turns and sharing.</p> <p>Real Dance - Unit 2 – lessons 8-9 Social FUNS 6 - Dynamic Balance to Agility - Jumping and Landing -</p>	<p>Shape - Perform shape skills on the floor. Explore shape skills combined with one of the following: Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus</p> <p>Travel - Perform travel skills on the floor. Explore travel skills combined with one of the following: Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus.</p> <p>Real Gym – Unit 1 - Cognitive; Shape and travel</p>	<p>Rotation - Perform rotation skills on the floor.</p> <p>Explore rotation skills combined with one of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus.</p> <p>Real gym – unit 2 – Creative; Flight and rotation</p>	<p>movement with some control.</p> <p>Perform a small range of skills and link two movements together.</p> <p>Real PE – Unit 5 - Applying physical skills</p> <p>Coordination, sending and receiving. (FUNS 8) Agility, reaction and response (FUNS 12)</p>	<p>Demonstrate an awareness of why exercise is important for good health.</p> <p>Real PE – Unit 6 - Health and fitness; Agility ball chasing. Static balance floor work Funs 3</p>
<p>Art</p>	<p>Christmas Cards</p> <p>To use a range of materials creatively to design and make products.</p>	<p>Mark-making</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between</p>		<p>Colour creations</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between</p>	<p>Earth Art</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between</p>	



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		different practices and disciplines, and making links to their own work.		different practices and disciplines, and making links to their own work.	different practices and disciplines, and making links to their own work.	
DT	<p>Design To design purposeful, functional, appealing products for themselves and other users based on design criteria To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make To select from and use a range of tools and equipment to perform practical tasks To select from and use a wide range of materials and components, including construction materials</p> <p>Evaluate To explore and evaluate a range of existing products To evaluate their ideas and products against design criteria</p> <p>Technical knowledge To know how to build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>3D House</p>		<p>Design To design purposeful, functional, appealing products for themselves and other users based on design criteria To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make To select from and use a range of tools and equipment to perform practical tasks To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate To explore and evaluate a range of existing products To evaluate their ideas and products against design criteria</p> <p>Technical knowledge To explore and use mechanisms – sliders</p> <p>Slider</p>			<p>Design To design purposeful, functional, appealing products for themselves and other users based on design criteria To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make To select from and use a range of tools and equipment to perform practical tasks To select from and use a wide range of materials and components including textiles</p> <p>Evaluate To explore and evaluate a range of existing products To evaluate their ideas and products against design criteria</p> <p>Sewing – medieval tunic (running stitch)</p>



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Cooking	To know the basic principles of a healthy and varied diet to prepare dishes To understand where food comes from. Cheese sandwich – spreading, grating and cutting		To know the basic principles of a healthy and varied diet to prepare dishes To understand where food comes from. Jam Tarts – measuring, mixing, cutting(cutter), filling, greasing			To know the basic principles of a healthy and varied diet to prepare dishes To understand where food comes from. Whole school picnic Fruit pieces and cucumber and carrot sticks for picnic – peeling, cutting
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