

Year 1 long term plan



Eynsham Community
Primary School
Everybody Learning, Every Day.

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Speaking & Listening Objectives

(Across Years 1 to 6)

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication to others
- select and use appropriate registers for effective communication

Year 1 – English Curriculum

Reading objectives

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading.
- discussing the significance of the title and the events
- making inferences on the basis of what is being said and what is being done
- predicting what might happen next on the basis of what has been read so far

Participate in discussion about what is being read to them, taking turns and listening to what others say.

Explain clearly their understanding of what is being read to them.

Word Reading

Children should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Writing objectives

Composition

Children should be taught to:

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting

Children should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Transcription

Children should be taught to:

spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

name the letters of the alphabet:

- name the letters of the alphabet in order
- use letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words

Apply simple spelling rules and guidance

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Grammar and Punctuation Objectives

Pupils should be taught to:

- understand how spoken language can be represented in writing by learning to use the elements below.
- use and understand the grammatical terminology below in discussing their writing.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>) including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of the root word. (e.g. <i>helping/helped, /helper or quicker/quickest</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing</i>)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names (of people, places, the days of the week) and for the personal pronoun I</p>	<p>letter, capital letter, word, singular, plural sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p> <p>NB. All terms in bold should be understood (see Glossary for meanings)</p>

Text Structure Narrative	Sentence Construction	Word Structure/Language	Punctuation	Terminology
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<p>Consolidate Reception list</p> <p>Introduce Fiction:</p> <p>Planning Tools: Story map / story mountain</p> <p>Telling stories/Drama: Retell stories including main events in sequence. Use story language, sentence patterns and sequencing words to organize events. Act out stories and portray characters and their motives.</p> <p>Character:</p> <p>Recognise main characters and typical characteristics. Identify goal or motive of main character.</p> <p>Dialogue:</p> <p>Recognise how dialogue is presented in text. Use different voices for particular characters when reading dialogue out loud.</p> <p>Settings:</p> <p>Can be familiar or unfamiliar, real or fantasy. Describe imaginary settings.</p> <p>Story structure:</p> <p>Plan openings around character(s), setting, time of day and type of weather.</p>	<p>Consolidate Reception list (See Conjunctions and Sentence Signposts)</p> <p>Introduce:</p> <p>Types of sentences:</p> <p>Statements</p> <p>Questions</p> <p>Exclamations</p> <p>Simple Conjunctions/Adverbials:</p> <p><i>and</i></p> <p><i>or</i></p> <p><i>but</i></p> <p><i>so</i></p> <p><i>because</i></p> <p><i>so that</i></p> <p><i>then</i></p> <p><i>that</i></p> <p><i>while</i></p> <p><i>when</i></p> <p><i>where</i></p> <p>Also as openers:</p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Prepositions:</p> <p><i>inside</i></p> <p><i>outside</i></p> <p><i>towards</i></p> <p><i>across</i></p> <p><i>under</i></p> <p>Determiners:</p> <p><i>the a my your an this that his her their some all lots of many more those these</i></p> <p>Adjectives to describe</p> <p>e.g. <i>The old house...</i></p> <p><i>The huge elephant...</i></p> <p>Alliteration</p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Capital Letters: Capital letter for names</p> <p>Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Consolidate:</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – 'like'</p> <p>Introduce:</p> <p>Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p>
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<p>Identify the beginning /middle /end to a story. Make predictions about story endings. Recall the main events.</p> <p>Understanding - 5 parts to a story:</p> <p>Opening</p> <p><i>Once upon a time...</i></p> <p>Build-up</p> <p><i>One day...</i></p> <p>Problem / Dilemma</p> <p><i>Suddenly.../ Unfortunately,...</i></p> <p>Resolution</p> <p><i>Fortunately,...</i></p> <p>Ending</p> <p><i>Finally,....</i></p> <p>Write complete stories with a simple structure.</p> <p>Non-fiction:</p> <p>(Refer to Conjunctions and Sentence Signposts document for Introduction and Endings alongside non- fiction progression document)</p> <p>Planning tools:</p>	<p><i>While...</i></p> <p><i>When...</i></p> <p><i>Where...</i></p> <p>-‘ly’ openers</p> <p><i>Fortunately,...Unfortunately, Sadly,...</i></p> <p>Simple sentences e.g.</p> <p><i>I went to the park.</i></p> <p><i>The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives e.g.</p> <p><i>The giant had an enormous beard.</i></p> <p><i>Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using conjunctions (coordinating conjunctions)</p> <p>and/or/ but/so e.g.</p> <p><i>The children played on the swings and slid down the slide.</i></p> <p><i>Spiders can be small or they can be large.</i></p>	<p>e.g. <i>dangerous dragon</i></p> <p><i>slimy snake</i></p> <p>Similes using as....as...</p> <p>e.g. <i>as tall as a house</i></p> <p><i>as red as a radish</i></p> <p>Precise, clear language to give information e.g.</p> <p><i>First, switch on the red button.</i></p> <p><i>Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g.</p>		<p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – ‘as’</p>
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<p>text map / washing line</p> <p>Heading</p> <p>Introduction</p> <p>Opening factual statement</p> <p>Middle section(s)</p> <p>Simple factual sentences around a <i>theme</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending</p> <p>Concluding sentence</p>	<p><i>Charlie hid but Sally found him.</i></p> <p><i>It was raining so they put on their coats.</i></p> <p>Complex sentences:</p> <p>Use of 'who' (relative clause)</p> <p>e.g.</p> <p><i>Once upon a time there was a little old woman who lived in a forest.</i></p> <p><i>There are many children who like to eat ice cream.</i></p> <p>'Run' - Repetition for rhythm e.g.</p> <p><i>He walked and he walked and he walked.</i></p> <p>Repetition for description</p> <p>e.g. <i>a lean cat, a mean cat</i></p> <p><i>a green dragon, a fiery dragon</i></p>	<p><i>helping, helped, helper)</i></p> <p><i>How the prefix un-</i> <i>changes the meaning of verbs and adjectives</i> <i>(negation, e.g. unkind, or undoing, e.g. untie the boat)</i></p>		
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Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: position and direction	Number: Place Value (within 100)		Measurement : money	Time		Consolidation

Credit: White Rose Maths

Year 1 Autumn Term:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
<p>Number: Place Value Count to <u>ten</u>, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to <u>10</u> in numerals and words.</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>				<p>Number: Addition and Subtraction Represent and use number bonds and related subtraction facts <u>within 10</u></p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one digit numbers <u>to 10</u>, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>				<p>Geometry: Shape Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)</p> <p>Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</p>		<p>Number: Place Value Count to <u>twenty</u>, forwards and backwards, beginning with 0 or 1, from any given number.</p> <p>Count, read and write numbers to <u>20</u> in numerals and words.</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>		<p>Consolidation</p>	

Credit: White Rose Maths

Year 1 Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<p><u>Number: Addition and Subtraction</u> Represent and use number bonds and related subtraction facts within 20</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</p>				<p><u>Place Value</u> Count to <u>50</u> forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>Count, read and write numbers to <u>50</u> in numerals.</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p><u>Count in multiples of twos, fives and tens.</u></p>			<p><u>Measurement: Length and Height</u> Measure and begin to record lengths and heights.</p> <p><u>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</u></p>		<p><u>Measurement: Weight and Volume</u> Measure and begin to record mass/weight, capacity and volume.</p> <p><u>Compare, describe and solve practical problems for mass/weight: (for example, heavy/light, heavier than, lighter than); capacity and volume (for example, full/empty, more than, less than, half, half full, quarter)</u></p>		<p>Consolidation</p>	

Credit: White Rose Maths

Year 1 Summer Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<p>Number: Multiplication and Division Count in multiples of twos, fives and tens.</p> <p>Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>			<p>Number: Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p><u>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</u></p> <p><u>Compare, describe and solve practical problems for: mass/weight (for example, heavy/light, heavier than, lighter than); capacity and volume (for example, full/empty, more than, less than, half, half full, quarter)</u></p>		<p>Geometry: position and direction Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p>Number: Place Value Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p>Given a number, identify one more and one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p>		<p>Measurement: Money Recognise and know the value of different denominations of coins and notes.</p>	<p>Measurement: Time Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</p> <p>Measure and begin to record time (hours, minutes, seconds)</p>			<p>Consolidation</p>

Credit: White Rose Maths

Science long-term planning: Year 1

Autumn

Spring

Summer

Working scientifically

Ongoing throughout the year

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

Biology:

Plants

Autumn term

- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.
- Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Spring term

Animals and humans

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
- 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, 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.
- Notice that animals, including humans, have offspring which grow into adults.
- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Chemistry: Investigating materials

materials	Summer term
	<ul style="list-style-type: none">• Distinguish between an object and the material from which it is made.
	<ul style="list-style-type: none">• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
	<ul style="list-style-type: none">• Describe the simple physical properties of a variety of everyday materials.
	<ul style="list-style-type: none">• Compare and group together a variety of everyday materials on the basis of their simple physical properties.
	<ul style="list-style-type: none">• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
	<ul style="list-style-type: none">• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.

Physics:

Movement, forces and magnets	Summer term
	<ul style="list-style-type: none">• Notice and describe how things move, using simple comparisons such as faster and slower.• Compare how different things move.

Light	Summer term <ul style="list-style-type: none">• Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.
Sound	Summer term <ul style="list-style-type: none">• Observe and name a variety of sources of sound, noticing that we hear with our ears.
Earth and space	Spring term <ul style="list-style-type: none">• Observe the apparent movement of the Sun during the day.• Observe changes across the four seasons.• Observe and describe weather associated with the seasons and how day length varies.

Art and Design long-term plans: Year 1 and 2

Skills	Media	
To develop ideas	n/a	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.
To master techniques	Painting	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.
	Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.
	Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.

	Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.
	Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.
	Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques.

	Digital media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes.
To take inspiration from the greats (classic and modern)		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.

Computing long-term planning: Year 1 and 2

To code (using Scratch)	Motion	<ul style="list-style-type: none"> • Control motion by specifying the number of steps to travel, direction and turn.
	Looks	<ul style="list-style-type: none"> • Add text strings, show and hide objects and change the features of an object.
	Sound	<ul style="list-style-type: none"> • Select sounds and control when they are heard, their duration and volume.
	Draw	<ul style="list-style-type: none"> • Control when drawings appear and set the pen colour, size and shape.

	Events	<ul style="list-style-type: none"> • Specify user inputs (such as clicks) to control events.
	Control	<ul style="list-style-type: none"> • Specify the nature of events (such as a single event or a loop).
	Sensing	<ul style="list-style-type: none"> • Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).
	Variables and lists	<ul style="list-style-type: none"> • From Year 3 onwards.
	Operators	<ul style="list-style-type: none"> • From Year 3 onwards.
To connect		<ul style="list-style-type: none"> • Participate in class social media accounts. • Understand online risks and the age rules for sites.
To communicate		<ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages.
To collect		<ul style="list-style-type: none"> • Use simple databases to record information in areas across the curriculum.

Design and Technology long-term planning: Year 1 and 2

Skill	Context	
To master practical skills	Food	<ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.
	Materials	<ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

	Textiles	<ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).
	Electricals and electronics	<ul style="list-style-type: none"> • Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).
	Computing	<ul style="list-style-type: none"> • Model designs using software.
	Construction	<ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.
	Mechanics	<ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms.
To design, make, evaluate and improve		<ul style="list-style-type: none"> • Design products that have a clear

		<p>purpose and an intended user.</p> <ul style="list-style-type: none"> • Make products, refining the design as work progresses. • Use software to design.
To take inspiration from design throughout history		<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.

Geography long-term planning: Year 1

Autumn

Spring

Summer

To investigate places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.

To investigate patterns	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • 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 and the North and South Poles. • Identify land use around the school.
<p>To communicate geographically</p> <p>To be taught throughout all geography work</p>	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

History long-term planning: Year 1

To investigate and interpret the past	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.
To understand chronology	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.
To communicate historically	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

	<ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
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	<ul style="list-style-type: none"> • Create short, rhythmic phrases.
To transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance.
To describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.

Music long-term planning: Year 1 and 2

To perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.
To compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns.

Religious Education long-term planning: Year 1 and 2

To understand beliefs and teachings	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion.
To understand practices and lifestyles	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices.
To understand how beliefs are conveyed	<ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols.
To reflect	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied.

	<ul style="list-style-type: none">• Ask questions about puzzling aspects of life.
To understand values	<ul style="list-style-type: none">• Identify how they have to make their own choices in life.• Explain how actions affect others.• Show an understanding of the term 'morals'.