

Slingsby County Primary School - LONG TERM PLANNING

Cycle A – Class one

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme - History</p> <p>Geography</p>	<p>Changes within living memory (family and home)</p> <p>British Key Events: Guy Fawkes and Remembrance Day</p> <p>Place knowledge – local knowledge</p> <p>UK countries and capital cities</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Shows an interest in the lives of people who are familiar to them. Knows the things that make them unique.</p> <p>ELG They know about similarities and differences between communities and traditions.</p> <p>Enjoy joining in with family customs and routines.</p>		<p>Lives of Significant Individuals: EXPLORERS</p> <p>Christopher Columbus</p> <p>Locational and Place Knowledge – Exploring: The wider world- continents, oceans and seas.</p> <p>understand geographical similarities and differences through the study of human and physical (local) compared to a region within North America</p> <p>ELG They know about similarities and differences between communities and traditions.</p> <p>Understand that children don't always enjoy the same things</p>		<p>Events beyond Living Memory (Moon landing)</p> <p>Geographical skills and field work – changes over time</p> <p>Children know about similarities and differences in relation to places. They talk about the features of their own environment and how they vary from each other.</p>	
<p>English Fiction</p> <p>N Fiction</p> <p>Poetry</p>	<p>UNIT 1 POETRY – action and Nursery (2wks)</p> <p>UNIT 1 NF labels, list and captions (1wk)</p> <p>Unit 5 NF Recounts (1wk)</p>	<p>Unit 3 Traditional Tales and Fairy Tales (4wks)</p> <p>UNITS 3 NF recounts (3wks)</p>	<p>UNIT 1 F stories with familiar setting (4wks)</p> <p><i>Tiger who came to tea and Giraffe's can't dance</i></p> <p>UNIT 2 POETRY Pattern and Rhyme (2wks)</p>	<p>UNIT 2 NF Instructions (2wks)</p> <p><i>How to grow a plant</i></p> <p>UNIT 2 F Stories from arrange of cultures (4wks)</p>	<p>UNIT 3 POETRY Poems on a theme (2wks) food</p> <p>UNIT 4 NF informational texts (4wks) Cookery books</p>	<p>UNIT 4 F Stories about Fantasy worlds (4wks)</p>
<p>Maths</p> <p>Number</p> <p>Sh,Data,M</p>	<p>ABC 1</p> <p><u>A: Number</u></p> <p>Recognise numerals 1-5</p> <p>Counts up to 3 or 4 objects</p> <p>counts objects that cannot be move.</p> <p>Count up to 10 objects</p> <p>Say more or less than a given number 1-5,</p>	<p>CDE1</p> <p><u>C: Number</u></p> <p>Estimates how many objects and check by counting</p> <p>Find the total number of items in two groups by counting altogether.</p> <p>In practical activities begin to use the vocabulary of addition and subtraction.</p>	<p>ABC 2</p> <p><u>A: Number</u></p> <p>Count irregular arrangements up to 10 objects</p> <p>Say more or less than 1-10.</p> <p>ELG count 1-20, place in order and say which number is 1 more or less than a given number.</p>	<p>CDE 2</p> <p><u>C: Number</u></p> <p>Estimates how many objects and check by counting</p> <p>Find the total number of items in two groups by counting altogether.</p> <p>In practical activities begin to use the vocabulary of addition and subtraction.</p>	<p>ABC 3</p> <p><u>A: Number</u></p> <p>Count irregular arrangements up to 10 objects</p> <p>Uses the language of more and fewer to compare two sets of objects. Record using marks that they can interpret or explain</p> <p>ELG: They add and</p>	<p>CDE 2</p> <p><u>C: Number</u></p> <p>Estimates how many objects and check by counting</p> <p>Find the total number of items in two groups by counting altogether.</p> <p>In practical activities begin to use the vocabulary of</p>

	<p>then 1-10. ELG count 1-20, place in order. <u>B: SSM</u> Begin to use mathematical names for flat 2D shapes. Can describe their relative position (behind and next to) ELG: Explore and describe the characteristics of everyday shapes. Order and sequence familiar events <u>C: Number</u> Estimates how many objects and check by counting Find the total number of items in two groups by counting altogether. In practical activities begin to use the vocabulary of addition and subtraction. ELG: They add and subtract two single-digit numbers and count on or back to find the answers.</p>	<p>ELG: They add and subtract two single-digit numbers and count on or back to find the answers. D: Number Record using marks that they can interpret or explain. Begin to identify own maths problems based on interests and fascinations. <u>E: SSM</u> Order two or three items by length or height, weight or capacity. Uses everyday language related to time ELG: They solve problems including doubling, halving and sharing</p>	<p><u>B: SSM</u> Begin to use mathematical terms to describe shapes and learn the names of Solid 3D shapes. Uses familiar objects and common shapes to create and recreate patterns and build models. ELG: Explore and describe the characteristics of everyday 3D shapes. <u>C: Number</u> Uses the language of more and fewer to compare two sets of objects. Find the total number of items in two groups by counting altogether. Use the vocabulary of addition and subtraction and link to make making. ELG: They add and subtract two single-digit numbers and count on or back to find the answers.</p>	<p>ELG: They add and subtract two single-digit numbers and count on or back to find the answers. D: Number Record using marks that they can interpret or explain. Begin to identify own maths problems based on interests and fascinations. <u>E: SSM</u> Order two or three items by length or height, weight or capacity. Uses everyday language related to time ELG: They solve problems including doubling, halving and sharing</p>	<p>subtract two single-digit numbers and count on or back to find the answers. <u>B: SSM</u> Begin to use mathematical terms to describe shapes and learn the names of 2D and Solid 3D shapes. Uses familiar objects and common shapes to create and recreate patterns and build models. Begin to use everyday language related to money. Measure short periods of time in different ways ELG: Explore and describe the characteristics of everyday patterns and shapes. <u>C: Number</u> Uses the language of more and fewer to compare two sets of objects. Find the total number of items in two groups by counting altogether. Use the vocabulary of addition and subtraction and link to make making. ELG: They add and subtract two single-digit numbers and count on</p>	<p>addition and subtraction. ELG: They add and subtract two single-digit numbers and count on or back to find the answers. D: Number Record using marks that they can interpret or explain. Begin to identify own maths problems based on interests and fascinations. <u>E: SSM</u> Order two or three items by length or height, weight or capacity. Uses everyday language related to time ELG: They solve problems including doubling, halving and sharing</p>
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Science	<p>Seasonal changes (1 Wk –Harvest)) Animals including humans. My Amazing Body</p> <p>- 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> <p><u>Health and Self Care</u> Show some understanding of good practises with regard to exercise, eating, sleeping and hygiene can contribute to good health. Considers and manages some risks.</p> <p>The World Knows the things that make them unique, similar or different to others.</p>	<p>Seasonal changes (week 1) Autumn. Everyday materials –fabric, sewing and Christmas decorations)</p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>Expressive Arts and Design</u> 40-60M Manipulates materials to achieve and planned effect. ELG: They safely use and explore a range of</p>	<p>Seasonal changes (week 1) Animals : Wild and farm- carnivores, herbivores and omnivores</p> <p>Trip to farm</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets 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)</p>	<p>Seasonal changes (week 1) Plants –labelling and potting Plant and flower sketch</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Looks closely at similarities, differences, patterns and change. ELG Make observations of plants and explain why some things occur and talk about changes.</u></p>	<p>Plants and planting outside Trip to Garden Centre -plants for food</p> <p>-plants for clothing and medicine/poisonous</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>ELG</p> <p>Children know about similarities and differences in relation to</p>	<p>Seasonal changes (week 1)</p> <p>Materials: Building shelters and dens. Waterproof & clothing</p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>Expressive Arts and Design</u> 40-60M Manipulates</p>

		materials, tools and techniques.			places, objects, materials and living things.	materials to achieve and planned effect. ELG: They safely use and explore a range of materials, tools and techniques
ICT	Use technology safely and respectfully: Digital camera, Sound tins and Tuff Cams Programmable toys and algorithms. YR1: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Knows how to operate simple equipment	REC: Red Fish Yr1: J2e Paint Turn on and log on computer YR1: use technology purposefully to create, organise, store, manipulate and retrieve digital content Interacts with simple age-appropriate computer software	Use J2e Turtle REC: code.org create and debug simple programs Completes a simple program on a computer.	use technology purposefully to retrieve, organise and manipulate digital content : Insert clipart into Word and label. Then Save.. Open file, Insert clipart into Powerpoint, label plant and print. Select and use technology for a particular purpose	Internet safety using search engines Understand that this is beyond school. recognise common uses of information technology beyond school Use Kidrex search engine to research Roman towns and words that we use in our	Year 1 Sumdog 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.

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Cycle A – Class one

Art/ DT	Figure sketch –pencil control Mix Colours Skills:- Sky/grass. Background & foreground	Figure sketch Junk/natural material modelling prop making (Christmas play) and Festival decorations	Animal sketch Collage –explorers -farm -jungles Chinese NY of the Rooster 28/1/17	Plant and flower sketch (science) -DT design and make mini-scarecrow and large class scarecrow.	Eat fruit and veg DT: Making bread Making Viking boats and shields	Homes Clay and Mod-roc
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	Painting own house					
R.E.	Myself: who am I? Christian Values linked to Values for life Celebrating Me 1 Week: CELEBRATE Harvest and Thanksgiving (US link)	Celebrating with colour/light Eid & Ramadan, Diwali & Hannukah/ Fireworks 4 Weeks: CELEBRATE 2X Christmas	Stories of Jesus <i>Good Samaritan</i> <i>The Lost Son</i> <i>The Lost Sheep/Coin</i> 1 week: CELEBRATE Chinese New Year / Holi	Opening up Easter. RE today-book Remembering Jesus Miracles: <i>Water into wine, Lame & blind man</i> 1 Week: CELEBRATE Easter and gardens	Festivals: Judaism- -Menorah Compare to Christianity... Christmas. 1 Week: CELEBRATE Pesach	Symbols of Religion -Hinduism, -Judaism - Christianity
PSHCE Using the units from SEAL	New beginnings How to look after class and school; <i>Helping hands, phone home</i>	Who helps me? In school and at home Caring for myself and others	Getting on falling out – relationships My Feelings and those of others	Good to be me Being happy “What makes us happy, sad, excited, scared”	Going for goals <i>What I want to be when I grow up.</i> <i>What sort of a person.</i> Persevering	Changes Always learning Moving on
PE	Multiskills <i>Playground and ring games</i>	Gym	Dance (carnival of the animals)	Games	Swimming	Athletics
music	1. Pulse Keep a steady beat (pulse) To clap and chant a short rhythmic pattern Sing a short musical pattern keeping a steady pulse. <i>Enjoy joining in with circle games</i> <i>Build a repertoire of songs.</i> <i>Explore the sounds of instruments</i>	2. Pitch + (Christmas performance) To sing a tune accurately. To create sounds and put them together To sing/play a short musical pattern keeping a steady pulse <i>Enjoy joining in with circle games</i> <i>Build a repertoire of songs.</i>	3. Rhythm Structure To recognise sounds and patterns. <i>Tap out simple repeated rhythms</i> <i>Explore and learn how sounds can be changed</i> <i>Explore the sounds of instruments</i>	4. Structure (+Easter performance) Recognise sounds and put them into patterns Draw shapes to represent the music. Create short repeated pattern. <i>ELG: Experiment with ways of changing music</i>	5. Mood To respond and talk about “moods” in music. Create sounds and put them together to represent different moods and emotions <i>Build a repertoire of songs.</i> <i>ELG: Experiment with ways of changing music</i>	6. Musical Elements (Leavers performance) To create sounds and put them together to form a structure. Recognise how musical elements affects the mood of music <i>ELG: Experiment with ways of changing music</i>
French	Greetings	Family	numbers	colours		alphabet

