

**Slingsby County Primary School - LONG TERM PLANNING**

**Cycle B – Class one (EYFS/ Yr1)**

	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
<p>Theme - <b>History</b></p> <p><b>Geography</b></p>	<p><b>Changes within living memory (transport)</b> <b>Mighty Machines</b> Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>Local Knowledge : Our Village / town / city / country</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Shows an interest in the lives of people who are familiar to them. Knows the things that make them unique. ELG They know about similarities and differences between communities and traditions. Enjoy joining in with family customs and routines.</p>			<p><b>Events beyond living memory: Native Americans village comparisons</b></p> <p><b>Village comparison – Native American village and Cowboy settlements</b></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. Understand that children don't always enjoy the same things</p>			<p><b>Significant historical events in our locality, Romans and maps</b></p> <p><b>Geographical skills and field work – maps etc</b> <b>Visitor from Malton Museum</b></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 N Fiction Poetry</p>	<p>UNIT 1 F stories with familiar setting (4wks) <i>Village settings</i> UNIT 1 NF labels, list and captions (1wk) UNIT 1 POETRY Vehicles and Nursery (2wks)</p>	<p>Unit 5 NF Recounts (2wks)</p> <p>UNITS 3 NF recounts (3wks)</p>		<p>Unit 3 Traditional Tales and Fairy Tales (4wks)</p> <p>UNIT 2 POETRY Pattern and Rhyme (2wks)</p>	<p>UNIT 2 NF Instructions (2wks)</p> <p>UNIT 2 F Stories from arrange of cultures (4wks)</p>		<p>UNIT 3 POETRY Poems on a theme (2wks)</p> <p>UNIT 4 NF informational texts (4wks)</p>	<p>UNIT 4 F Stories about Fantasy worlds (4wks)</p>
<p>Maths Number Sh,Data,M</p>	<p>ABC 1 <u>A: Number</u> Recognise numerals 1-5 Counts up to 3 or 4 objects counts objects that cannot be move. Count up to 10 objects Say more or less than a given number 1-5, then</p>	<p>CDE1 <u>C: Number</u> Estimates how many objects and check by counting Find the total number of items in two groups by counting altogether.</p>		<p>ABC 2 <u>A: Number</u> Count irregular arrangements up to 10 objects Say more or less than 1-10. ELG count 1-20, place in order and say which number is</p>	<p>CDE 2 <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</p>		<p>ABC 3 <u>A: Number</u> Count irregular arrangements up to 10 objects Uses the language of more and fewer to compare two sets of objects. Record using marks that they can</p>	<p>CDE 2 <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</p>

	<p>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>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. 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>1 more or less than a given number. <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>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. 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>interpret or explain ELG: They add and 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</p>	<p>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. 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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						numbers and count on or back to find the answers.	
Science	<p>Seasonal changes (x1 Wk Harvest) PLANT: Potatoes. 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><b>Health and Self Care</b> Show some understanding of good practises with regard to exercise, eating, sleeping and hygiene can contribute to good health. Considers and manages some risks. <b>The World</b> Knows the things that make them unique, similar or different to others.</p>	<p>Seasonal changes (week 1 ) PLANT: Bulbs for spring Autumn. <b>Autumn Walk</b> Everyday materials –junk model vehicles and design. observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <b>The World</b> Developing an understanding of growth, decay and change over time. ELG: Make observations of plants and change over time</p>		<p>Seasonal changes (week 1) PLANT: Weeding and prepare Animals : Wild and farm- carnivores, herbivores and omnivores Buffalo, Bears and horses <b>Flamingo Land Trip</b> 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,</p>	<p>Seasonal changes (week 1) PLANT: VEG &amp; herbs outside Plants –labelling and potting Plant and flower sketch Trip to Ryedale Folk Museum</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>Looks closely at similarities, differences, patterns and change. ELG Make observations of plants and explain why some things occur and talk about changes.</p>	<p>Seasonal changes (week 1) PLANT: planting strawberries outside</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 Children know about similarities and differences in relation to</p>	<p>PLANTS: For food</p> <p>Materials: Roman roads, settlements and weapons</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>Expressive Arts and Design 40-60M Manipulates</p>

				including pets)		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	<p>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</p> <p>Knows how to operate simple equipment</p>	<p>REC: Red Fish Yr1: J2e Paint</p> <p>Turn on and log on computer YR1: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Interacts with simple age-appropriate computer software</p>		<p>Use J2e Turtle REC: code.org create and debug simple programs</p> <p>Completes a simple program on a computer.</p>	<p>use technology purposefully to retrieve, organise and manipulate digital content :</p> <p>Insert clipart into Word and label. Then Save.. Open file, Insert clipart into Powerpoint, label plant and print.</p> <p>Select and use technology for a particular purpose</p>	<p>Internet safety using search engines Understand that this is beyond school. recognise common uses of information technology beyond school</p> <p>Use Kidrex search engine to research Roman towns and words that we use in our</p>	<p>Year 1 Sumdog</p> <p>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.</p>

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Art/ DT	<p>Figure sketch –pencil control Mixing Colours</p>	<p>Bonfire Night Figure sketch Painting pictures: Slingsby</p>		<p>NA or Cowboy sketch Collage -sewing a tepee</p>	<p>NA or Cowboy sketch Collage -DT design and make</p>	<p>Figure sketch: Roman soldier</p> <p>3D shields and helmets Roman mosaic</p>
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		prop making (Christmas play) and Festival decorations		-fabric patterns and weaving	mini-scarecrow and large class scarecrow.	3D roman village	
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 <b>Remembering Jesus</b> Miracles: <i>Water into wine, Lame &amp; blind man</i> 1 Week: CELEBRATE Easter and gardens	Festivals: Judaism- -Menorah Compare to Christianity... 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> VALUES FOR LIFE	Who helps me? In school and at home Caring for myself <b>and others</b>		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. What sort of a person.</i> Persevering	Changes Always learning Moving on
PE	Multiskills <i>Playground and ring games</i>	Gym		Dance (Native music and performance)	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>		5. Rhythm Structure To recognise sounds and patterns. <i>Tap out simple repeated rhythms</i> <i>Explore and learn how sounds can be changed</i> Explore the sounds of instruments	6. 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>	7. 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>	8. 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	

Pupils should be taught to:

- 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
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- 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.