

Slingsby County Primary School - LONG TERM PLANNING

Cycle C – Class one (EYFS/ Yr1)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme - History Geography	<p>Changes within living memory (family and home) Changes beyond living memory (Florence Nightingale) British Key Events: and Remembrance Day Place knowledge – local knowledge UK countries & capitals/Pickering War Wkend</p>		<p>The lives of significant individuals (Walt Disney) and changes in animation Place knowledge – America (continents and oceans)</p>		<p>Significant historical events in our locality: Slingsby Railway and Windmill Visit to The Railway Museum (Izzy Allenby' Grandad) Geographical skills and field work – maps etc Pirate day and map link</p>	
English Fiction N Fiction Poetry	<p>UNIT 1 F stories with familiar setting (4wks) UNIT 1 NF labels, list and captions (1wk) Unit 5 NF Recounts (2wks)</p>	<p>UNIT 1 POETRY Using the senses (2wks) UNITS 3 NF recounts (3wks)</p>	<p>Unit 3 Traditional Tales and Fairy Tales (4wks) UNIT 2 POETRY Pattern and Rhyme (2wks)</p>	<p>UNIT 2 NF Instructions (2wks) UNIT 2 F Stories from arrange of cultures (4wks)</p>	<p>UNIT 3 POETRY Poems on a theme (2wks) UNIT 4 NF informational texts (4wks)</p>	<p>UNIT 4 F Stories about Fantasy worlds (4wks) Pirates</p>
Maths Number Sh,Data,M	<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 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</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. 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</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 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</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 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>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 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</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 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.</p>

	<p>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>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>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>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>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 or back to find the answers.</p>	<p>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>	
Science	<p>Seasonal changes (1 Wk –Harvest)) Animals including humans. My Amazing Body - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with</p>	<p>Seasonal changes (week 1) Autumn. Everyday materials –floating and sinking and waterproof. distinguish between an object and the material</p>		<p>Materials: Toys old and new –link with Disney and Victorians (in KS2) distinguish between an object and the material from which it is</p>	<p>Seasonal changes (week 1) Animals : Wild and farm- carnivores, herbivores and omnivores Buffalo, Bears and horses describe and</p>	<p>Seasonal changes (week 1) Plants –labelling and potting Plant and flower sketch identify and name a variety of common wild and garden plants, including deciduous and</p>	<p>Plants and planting outside -plants for food Greengrocer – delivery? Mr Metcalfe identify and name a variety of common wild and garden</p>	

	<p>each sense.</p> <p>Health and Self Care 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>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 materials to achieve and planned effect. ELG: They safely use and explore a range of materials, tools and techniques.</p>	<p>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 materials to achieve and planned effect. ELG: They safely use and explore a range of materials, tools and techniques.</p>	<p>compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>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>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>
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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>Figure sketch Painting pictures: Slingsby prop making (Christmas play) and Festival decorations</p>	<p>Mickey Mouse sketch Moving Pictures Unit changes in animation.</p>	<p>American Animal sketch Collage -DT design and make mini-scarecrow and large class scarecrow.</p>	<p>Plant and flower sketch Playgrounds (past and present in the village) Design a playground of the future for Slingsby</p>	<p>Train sketch Pirate map making Fantasy island designs</p>
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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. 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>	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> <i>Explore the sounds of instruments</i>	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	