

Slingsby County Primary School - LONG TERM PLANNING

Class One (EYFS/Year 1) 2022-2023 (Cycle A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Theme</p> <p>History</p> <p>Geography</p> <p>Understanding the World</p> <p>(Past and Present, The Natural World, People, Culture and Communities)</p>	<p>Transport</p> <p>Changes within living memory and their effect on national life.</p> <ul style="list-style-type: none"> recognise similarities and differences between ways of life in different periods understand that transport has changed over time and is still changing and developing. Begin to develop an understanding of the chronology of transport inventions begin to have an idea of past, present and future especially in relation to transport develop an awareness of the past and use appropriate vocabulary understand some of the ways in which we can obtain information about the past recognise significant historical events go on a trip to visit a museum 		<p>Dinosaurs</p> <ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative from the earliest times to the present day. Develop an awareness of the past, using common words and phrases relating to the passing of time. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Recognise some environments that are different to the one in which they live.</p> <p>* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>* Understand the past through settings, characters and events</p>		<p>We are Britain</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use basic geographical vocabulary to refer to key physical and key human features. Use world maps, atlases and globes to identify the UK and its countries. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map; and use and construct basic symbols in a key. <p>Draw information from a simple map</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 		

- understand the different ways in which the past can be represented
- contribute to the class timeline showing changes in transport within living memory
- learn about events which were significant nationally or globally
- know where people and events fit within a chronological framework

- Comment on images of familiar situations in the past.

- Compare and contrast characters from stories, including figures from the past.

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

- Understand the past through settings, characters and

encountered in books read in class and storytelling.

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

	events encountered in books read in class and storytelling.					
English Literacy (Comprehension, Word Reading and Writing)	Families and me: labels and captions. Repetition in stories: repeating patterns.	Commands, requests and instructions. Traditional rhymes: performance and comprehension. Descriptions: letters and greetings.	African Adventure: questions, past tense, story sequencing, comparing and opinion, story writing. Information texts: research and note taking.	Animal antics: humorous poems, patterns, rhyme and alliteration. Letters and postcards.	Stories on a theme: Superheroes. In the Garden: fiction and non-fiction, asking and answering questions	Poems on a theme: performance, using adjectives, writing our own poems. Letters and postcards: punctuation and extending sentences.
Communication and Language (Listening, Attention and Understanding, Speaking)	<u>C and L</u> *Use a wider range of vocabulary. *Understand 'Why?' questions. * Be able to talk about familiar books. *Understand how to listen carefully and why listening is important.	<u>C and L</u> *Use a wider range of vocabulary. * Be able to talk about familiar books. *Understand how to listen carefully and why listening is important. * Articulate ideas in well-formed	<u>C and L</u> *Use a wider range of vocabulary. *Understand 'Why?' questions. *Be able to talk about familiar books. *Engage in conversations,	<u>C and L</u> *Understand how to listen carefully and why listening is important. *Learn and use new vocabulary. *Use new vocabulary through the day. *Articulate ideas in well-formed sentences. *Listen carefully to rhymes and	<u>C and L</u> *Use a wider range of vocabulary. * Be able to talk about familiar books. *Understand how to listen carefully and why listening is important. *Articulate ideas in well-formed	<u>C and L</u> *Use a wider range of vocabulary. *Understand 'why' questions. *Use longer sentences of four to six words. * Use talk to organise themselves and their play

	<p>* Articulate ideas in well-formed sentences. * Use new vocabulary.</p> <p><u>Literacy</u> * Engage in conversations, learning new vocabulary. * Use longer sentences of four to six words. *Develop phonological awareness. *Write some letters accurately. *Use some print and letter knowledge in early writing. *Write their name.</p>	<p>sentences. *Use new vocabulary.</p> <p><u>Literacy</u> *Engage in conversations, learning new vocabulary. *Use longer sentences of four to six words. *Develop phonological awareness. * Write some letters accurately. *Use some print and letter knowledge in early writing. *Read some letters. *Read simple phrases and sentences.</p>	<p>learning new vocabulary. *Understand how to listen carefully and why listening is important.</p> <p><u>Literacy</u> *Develop phonological awareness. * Use longer sentences of four to six words. *Write some letters accurately. * Use some print and letter knowledge in early writing. *Understand how to listen carefully</p>	<p>songs, paying attention to how they sound. *Learn rhymes, poems and songs.</p> <p><u>Literacy</u> *Read some letters. *Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. *Read simple phrases and sentences. * Spell words by identifying the sounds and then writing the sound with letter/s. *Write short sentences with words with known sound-letter correspondences using a capital</p>	<p>sentences. *Use new vocabulary.</p> <p><u>Literacy</u> * Engage in conversations, learning new vocabulary. *Use longer sentences of four to six words. *Develop phonological awareness. *Write some letters accurately. * Use some print and letter</p>	<p>*Learn new vocabulary; *Use new vocabulary through the day; *Articulate their ideas and thoughts in well-formed sentences * Use new vocabulary in different contexts * Learn rhymes, poems and songs. *Understand a question or instruction that has two parts * Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p> <p><u>Literacy</u></p>
--	---	--	---	---	---	---

	<p>*Read some letters. *Read simple phrases and sentences. * Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>* Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>and why listening is important. *Read some letters. *Read simple phrases and sentences.</p>	<p>letter and full stop. *Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother.</p>	<p>knowledge in early writing. *Read some letters. *Read simple phrases and sentences. * Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>*Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother * Use some of their print and letter knowledge in their early writing. *Blend sounds into words, so that they can read short words made up of known letter- sound correspondences; *Read a few common exception words matched to the school's phonic programme; *Form</p>
--	---	--	--	--	--	---

						<p>lower-case and capital letters correctly; *Spell words by identifying the sounds and then writing the sound with letter/s; *Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>
<p>Maths Number/Numerical Patterns</p>	<p>Number: place value within 10 Addition and subtraction within 10.</p> <p>Settling in: rules and routines. Where do things belong?</p>	<p>Addition and subtraction within 10 Shape Number: place value within 20</p> <p>Representing, comparing and making 1,2,3</p>	<p>Addition and subtraction within 20 Number: place value within 50</p> <p>Zero</p>	<p>Measurement Length and height Weight and volume</p> <p>9 and 10 Comparing numbers to 10 Bonds to 10 3D shape</p>	<p>Number: multiplication and division Fractions</p> <p>Building numbers beyond 10 Counting patterns beyond 10</p>	<p>Fractions Geometry: position and direction Number: place value within 100 Measurement: money and time</p> <p>Doubling Sharing and Grouping Even and odd Problem solving</p>

	<p>Match and sort Compare amounts Compare size, mass, capacity Patterns</p>	<p>Representing numbers to 5 One more, one less Circles and triangles Shapes with 4 sides Positional language Time</p>	<p>Comparing and composition of numbers to 5 6,7,8 Making pairs Combining two groups Compare mass and capacity Length and Height Time</p>	<p>Patterns Consolidation</p>	<p>Adding more Taking away Problem solving Spatial reasoning</p>	<p>Spatial reasoning Consolidation</p>
<p>Science Understanding the World (Past and Present, The Natural World, People, Culture and Communities)</p>	<p>Animals including humans (ourselves) Identify name, draw and label the basic parts of the human body and say which part of the body is</p>	<p>Seasonal Change Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Materials Everyday materials i) distinguish between an object and the material from which it is made ii) identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>		<p>Plants and growing (i) Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.</p>	<p>Animals including humans (animals) i) identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>

	<p>associated with each sense.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Observe changes across the seasons</p>	<p>Changing seasons Understanding the effect of the changing seasons</p> <p>Observe changes across the seasons</p>	<p>iii) describe the simple physical properties of a variety of everyday materials</p> <p>iv) compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Observe changes across the seasons</p>	<p>(ii) Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Exploring the natural world Understanding the effect of the changing seasons Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Observe changes across the seasons</p>	<p>ii) identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>iii) describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Exploring the natural world Explore the natural world around them, making observations and drawing pictures</p>
--	---	---	---	---	---

						of animals and plants. Observe changes across the seasons.
Computing Understanding the World	Computing systems and networks Technology around us Recognising technology in school and using it responsibly	Creating media Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally	Programming A Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	Data and information Grouping data Exploring object labels, then using them to sort and group objects by properties.	Creating media Digital writing Using a computer to create and format text, before comparing to writing non-digitally.	Programming B Programming animations Designing and programming the movement of a character on screen to tell stories.
Art/ DT Expressive Art and Design	DT (Textiles) Puppets Joining fabric Cutting, gluing, stapling, pinning	Art Printing Printing techniques 2D shapes Mixing colour Tone Artist Louis Wain	DT Design and build windmills Design, decorate and build a windmill Key features of a windmill, form and function.	Art: shape, line and colour Colour mixing Secondary colours Art inspired by water	DT Food Identifying and classifying fruit and vegetables Design a smoothie and it's packaging.	Art Landscapes Combing materials to create texture

R.E. Understanding the World	Who is a Christian and what do they believe? (Year 1) Which stories are special? (EYFS)		What makes some places sacred? (Year 1) Which places are special and why? (EYFS)	How and why do we celebrate special and sacred times? (Year 1) Which times are special and why? (EYFS)	What does it mean to belong to a faith community? (Year 1) Where do we belong? (EYFS)	
PE Physical Development	Locomotion Walking and Jumping (EYFS) Running (Year 1) Gymnastics: High, Low, Over, Under (EYFS)	Ball Skills: Hands 1 (EYFS and Year 1) Gymnastics: Body Parts (Year 1) Swimming (EYFS and Year 1)	Ball Skills: Feet (EYFS and Year 1) Dance: Growing (Year 1)	Ball Skills: Hands 2 (Year 1) Dance: Nursery Rhymes (EYFS) Dance: The Zoo (Year 1)	Games for Understanding (EYFS and Year 1) Locomotion: Jumping (Year 1)	Team Building (Year 1) Health and Wellbeing (Year 1)
PSHE/RSE PSED/Communication and Language	Introduction Family and Relationships	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition
Music Expressive Art and Design	Sing Education	Sing Education	Sing Education	Sing Education	Sing Education	