



YEAR ONE
LONG TERM PLANNING
2023 - 2024

Slingsby County Primary School - LONG TERM PLANNING

Class One (Year 1) 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme History Geography</p>	<p>Superheroes Geography</p> <p>Key Question: What is it like here? Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground (link to theme through our "Superhero Project)..</p> <p>Human and physical knowledge Use basic geographical vocabulary to refer to: key physical features, including: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</i></p>	<p>Toys History</p> <p>Key Question: How have toys changed between the time of the Victorians and the present day? Changes within living memory and their effect on national life: -recognise similarities and differences between ways of life in different periods -understand how toys have changed over time (materials) -begin to develop an understanding of the chronology of these changes -begin to have an idea of past and present especially in relation to toys</p>	<p>Castles History</p> <p>Key Question: What local historically significant castle sites are there and what do they tell us about how life has changed over time? Significant historical places in our own locality: -develop an awareness of the past and use appropriate vocabulary -understand some of the ways in which we can obtain information about the past - use these resources to answer questions/record facts about the past -begin to record some of our discoveries on a class timeline.</p>	<p>Traditional Tales History</p> <p>Key Question: What were the similarities and differences in how William Shakespeare and JK Rowling wrote their books? Events beyond living memory; lives of significant individuals. - use a variety of sources to find out facts. - recognise similarities and differences between ways of life in different periods. - begin to record and interpret those facts. -contribute to the class timeline -know where people and events fit within a chronological framework.</p>	<p>Sun, Sea, Sand Geography</p> <p>Key Question: What is the weather like in the UK? Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key</p> <p>Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Human and physical knowledge</p>	<p>Sun Sea Sand Geography</p> <p>Key Question: What is it like to live in Shanghai? Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.</p> <p>Locational knowledge Name and locate the world's seven continents and five oceans Place knowledge</p>

	<p><i>vegetation, season and weather</i></p> <p>Use basic geographical vocabulary to refer to key human features, including: <i>city, town, village, factory, farm, house, office, port, harbour and shop</i></p>	<p>-develop an awareness of the past and use appropriate vocabulary</p> <p>-understand some of the ways in which we can obtain information about the past</p> <p>-Discovering and identifying toys through time.</p> <p>-How have toys changed?</p>	<p>- A study of Helmsley Castle (local history)</p> <p>- How has Helmsley Castle changed?</p> <p>- Creating a timeline of these changes.</p>	<p>Changes within living memory and their effect on national life:</p> <p>-recognise similarities and differences between ways of life in different periods</p> <p>-understand how authors methods of work have changed over time</p> <p>-begin to develop an understanding of the chronology of these changes</p> <p>-develop an awareness of the past and use appropriate vocabulary</p> <p>-understand some of the ways in which we can obtain information about the past</p>	<p>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</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>
<p>English Fiction N Fiction Poetry</p>	<p>Texts:</p> <ul style="list-style-type: none"> • Peace at Last • Hello Friend • Whatever Next? • The Way Back Home • Funnybones • Monstrous Tale of Celery Crumble 	<p>Texts:</p> <ul style="list-style-type: none"> *Stickman *Stanley’s Stick *Pumpkin Soup *Grandpa Christmas <p>Non fiction:</p> <ul style="list-style-type: none"> *Toys and Games 	<p>Texts:</p> <ul style="list-style-type: none"> *Paper Bag Princess <p>Non-fiction:</p> <ul style="list-style-type: none"> *See Inside Castles *Attacking a Norman Castle 	<p>Texts:</p> <ul style="list-style-type: none"> *Little Red Riding Hood *Hansel and Gretel *The Elves and the Shoemaker *Rapunzel 	<p>Texts:</p> <ul style="list-style-type: none"> *The Lighthouse Keeper’s Lunch *The Mousehole Cat *What the Ladybird Heard at the Seaside *The Storm Whale <p>Non-fiction:</p> <ul style="list-style-type: none"> *How does a lighthouse work? *First Book of the Sea 	

	<ul style="list-style-type: none"> • Supertato <p>Progression:</p> <ul style="list-style-type: none"> *Little Wandle Phonics *Handwriting *beginning to independently segment sounds in the beginning, middle and end of words. *beginning to include finger spaces between words. *beginning to read back what I have written *how to sit correctly when writing <p>Themes:</p>	<p>Poetry/rhyme:</p> <ul style="list-style-type: none"> *Traditional rhymes *The Night Before Christmas <p>Progression:</p> <ul style="list-style-type: none"> *Little Wandle Phonics *Handwriting *beginning to independently segment sounds in the beginning, middle and end of words, including using syllables to help me. *beginning to plan what I want to write by saying it out loud. *independently using finger spaces consistently between words. *beginning to use capital letters and full stops at the start and end of sentences. *beginning to read back what I have written sometimes needing an adult to help <p>Themes:</p> <p>Lists and instructions</p>	<p>Progression:</p> <ul style="list-style-type: none"> *Little Wandle Phonics *Handwriting *consistently segment sounds in words and record the corresponding taught grapheme *to plan what I want to write by saying it out loud *beginning to write in sentences, including full stops and capital letters at the start and end. *beginning to read back what I have written sometimes needing an adult to help to make changes. *the prefix “un” *question marks *extend sentences using “and” <p>Themes:</p> <p>Captions, labels and non-fiction texts</p>	<p>Progression</p> <ul style="list-style-type: none"> *Little Wandle Phonics *Handwriting *consistently segment sounds in words and record the corresponding taught grapheme with increasing accuracy *to plan what I want to write by saying it out loud *beginning to write in sentences, including full stops and capital letters at the start and end with increasing independence. *beginning to sequence these sentences *beginning to read back what I have written with an adult to help to make changes. *using the conjunction “and” independently. *suffixes “ing”, “ed”, “er”, “est” *adjectives <p>Themes:</p> <p>Creative writing</p>	<p>Progression</p> <ul style="list-style-type: none"> *Little Wandle Phonics *Handwriting *Spellings (Year 1 common exception words) *to write in sentences, including full stops and capital letters at the start and end independently. *to begin to use a range of punctuation in my writing. *to sequence these sentences to form a narrative *begin to use modelled adjectives with support and later with increasing independence to engage the reader. *begin to generate my own ideas for writing *read my work aloud and notice mistakes/improvements with help from an adult. <p>Themes:</p> <p>Diary writing Language</p>
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	Creative and descriptive writing. Sentences Tenses	Differences between fiction and non-fiction Rhyme	Recount Questions	Stories on a theme: characters Rhyme	Fact file/instructions Postcards Recount Narrative	
Maths (WRM)	Number: place value within 10 Addition and subtraction within 10.	Addition and subtraction within 10 Shape	Addition and subtraction within 20 Number: place value within 20	Number: place value within 50. Measurement Length and height Mass and volume	Number: multiplication and division Fractions Geometry: position and direction	Number: place value within 100 Measurement: money and time
Science	<p>Animals including humans: My Body</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How do we change as we get older? • What are our senses? • How do our senses help us? <ul style="list-style-type: none"> • 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>Everyday Materials</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is a material? • How can we sort materials? • How do we choose the right material for an object? <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<p>Everyday Materials</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How do materials change? • How can we control these changes? <ul style="list-style-type: none"> • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>Animals including humans: Animals</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What animals do we know? • How are animals different? • Who lives in our playground? • What is a habitat? <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores 	<p>The Weather</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is the weather today? • How does the weather change? • How can we observe the weather? <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. 	<p>Plants</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What plants do we know? • What is growing in the school grounds? • What are the parts of a flower? • How can we sort trees? • What does a seed need to grow? <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of

				<ul style="list-style-type: none"> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 		common flowering plants, including trees.
Computing	<p>Computing systems and networks</p> <p>Technology around us</p> <p>Recognising technology in school and using it responsibly</p>	<p>Creating media</p> <p>Digital painting</p> <p>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally</p>	<p>Programming A</p> <p>Moving a robot</p> <p>Writing short algorithms and programs for floor robots, and predicting program outcomes.</p>	<p>Data and information</p> <p>Grouping data</p> <p>Exploring object labels, then using them to sort and group objects by properties.</p>	<p>Creating media</p> <p>Digital writing</p> <p>Using a computer to create and format text, before comparing to writing non-digitally.</p>	<p>Programming B</p> <p>Programming animations</p> <p>Designing and programming the movement of a character on screen to tell stories.</p>
Art/ DT	<p>Drawing</p> <p>Developing observational drawing skills when exploring mark-making . Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and</p>	<p>Cooking and Nutrition</p> <p>Handle and explore fruits and vegetables and learn how to identify fruit, before undertaking taste testing to establish chosen ingredients for a soup they will make, with accompanying packaging.</p>	<p>Painting and Mixed Media</p> <p>Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p>	<p>Textiles</p> <p>Explore different ways of joining fabrics before creating hand puppets based upon characters from a well-known fairytale. Develop technical skills of cutting, glueing, stapling and pinning.</p>	<p>Sculpture</p> <p>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque.</p>	<p>Structures</p> <p>Design, decorate and build a windmill for a mouse (client) to live in, develop an understanding of different types of windmill, how they work and their key features. Look at real existing examples and the functions that they carry out.</p>

	investigate artists Bridget Riley and Zaria Forman.				
R.E.	Christianity Key Question: Who is a Christian and what do they believe? * learning about kindness and the importance of caring for others, by exploring Christian values. *stories from different faiths *religious symbols	Judaism Key Question: Who is Jewish and what do they believe? * learning about kindness and the importance of caring for others, by exploring Jewish values. *stories from different faiths *religious symbols	Christianity and Judaism Key Question: What makes some places sacred for Christians and Jewish? * what a place of worship is * key features of a Jewish synagogue and Christian church *objects, design and uses of each place of worship *the importance of places of worship to religious believers and communities *their own design for a new place of worship.		Christianity and Judaism Key Question: What does it mean to belong to a faith community (Christian and Jewish)? *how people belong to families and how the word 'family' can mean a multitude of different things *how people can belong to communities, clubs and religions *Christianity, Judaism and Islam, and the different ways of belonging to these religions. *the shared values, religious symbols and stories of these religions.
PE	Locomotion: Running	Ball skills: hands	Ball skills: feet Swimming	Ball skills: hands	Games for understanding Locomotion: Jumping
PSHE/RSE	Families and Relationships Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Health and Wellbeing Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	Safety and the Changing Body Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.	Citizenship Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Economic Wellbeing/Transition Learning about where money comes from, how to look after money and why we use banks and building societies.
Music	Sing Education	Sing Education	Sing Education	Sing Education	Sing Education