

Year 1 – Long Term Plan

Year 1	School Global theme	Relationships		Living in the Wider World		Health and Well-Being		
	Significant Person	Sadiq Khan (Mayor of London) Guy Fawkes		David Attenborough Maddie Moate (Science Communicator)		Kitty McCall (Catherine Nice – local artist)	Kadeena Cox (Paralympian) Harry Kane (England football captain)	
	Anchor Point (Locality Study)	Dover Town Hall		The River Dour		Dover- St Radigunds Area, Seaside, Dover Port		
	National & whole school events	9 th September World Read a Book Day 11 th September Roald Dahl Day 21 st September Art Week 28 th September Healthy Eating Week 28 th September Maths Audit 7 th October Harvest 9 th October Pupil Progress Meetings 12 th October Assessment Week 15 th October Provisional Kent Test	4 th -11 th Book Fair 3 rd - 4 th November Parent Partnership Evening 9 th November English Audit week 11 th November Remembrance Day 13 th November Children in Need 16 th November Anti Bullying & Road Safety Week 25 th November no pens Wednesday 27 th November Christmas Craft Day 2 nd December PJ Day 3 rd - 9 th December Nativity 7 th December Assessment Week 11 th December Christmas Fayre 14 th December Christmas Dinner 16 th December – Trust Christmas Concert 18 th December – Christmas Jumper Day & Christmas Assembly	25 th January Maths Audit Week 1 st February Mental Health Week 1 st February Assessment Week 9 th February Safer Internet Day 12 th February Chinese New Year Shrove Tuesday	4 th March World Book Day – Dress Up 8 th March Science Week 9 th & 10 th Primary Dance Festival 15 th March Shakespeare Week 17 th March St Patricks Day 19 th March Comic Relief 22 nd March Assessment Week 30 th - 31 st March Parent Partnership meetings Easter	SATS TERM 19 th April Inset day Staff in 6 th April Mock SATs 3 rd – 31 st May Key Stage 1 SATs 10 th -14 th May Key Stage 2 SATs World Earth Day Book Week	7 th June Multiplication Screening 7 th June Year 1 Phonics 14 th June Assessment Week 21 st June Sports Week 28 th June Enterprise Wee 1 st July Common Transfer day 2 nd July Summer Fayre 7 th – 8 th July Parent Partnership meeting 14 th July Graduation 15 th July Prom 16 th July Leavers Service Olympics- Japan Summer 2021 Euros – June 11 th -July 11 th -	
	Assemblies	Harvest (07.10.)	Anti-Bullying Week (16.11.) Remembrance Day (11.11.)	Safer Internet Day	Easter	Book Week	Health and Well Being Sports Week	
	Theme	Good old London		Amazing Animals		Dive into Dover/ Ready, Steady, Go		
	Term	Term 1 (8 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (6 weeks)	Term 6 (6 weeks)	
	English	Discussion text: The Gunpowder Plot. Who was right? Instructions: How to stay safe on bonfire night. / how to cross the road safely. Narrative: Retelling of Mr Men stories / write own Mr Men story Non-chronological: Fact files about UK countries / London. Newspaper articles. Recount: Guy Fawkes story / Firework night / Nativity story.		Narrative: Write own adventure for Plop. Instructions: How to look after your pet / how to look after your mental health Non-chronological: Fact files about owls / night animals. Poetry: Animal rhymes / own poems. Persuasion: letter writing / posters about saving endangered species.		Discussion text: Instructions: How to stay safe at the seaside / How to make a sandwich (real & imaginary) Narrative: Describe what Barnaby Bear sees on his trip. Non-chronological: Describing the coastal landscape. Persuasion: Come to Dover! Recount: Writing a 'Letter to Dad.'		Discussion text: Comparing different sports. Non-chronological: Biographies of athletes / newspaper articles. Persuasion: Encourage a friend to try a new sport. Poetry: Keeping fit / actions poems. Recount: Sports Day / summer trip.
	Quality Text	Mr Men- The Great British Tour by Roger Hargreaves Katie in London – by James Mayhew Charlie and Lola go to London- by Lauren Child My First book of London- by Charlotte Guillain Bonfire Night – by Nancy Dickmann Guy Fawkes- by Christine Moorcroft and Magnus Magnusson Sparks in the Sky- by Twinkl		The Owl who was afraid of the Dark- Jill Thomplinson Jungle Boogie- By Barefoot publishers Monkey puzzle- Julia Donaldson Down by the Cool of the Pool- by Tony Mitton Harry and his bucket full of dinosaurs- by Ian Whybrow I'm a Mantatee- by Lithgow Osbourne guide- How to look after your Hamster Owl Babbies – by Martin Waddell		The Lighthouse Keeper's Lunch by Ronda and David Armitage Colin the Coastguard- by Amanda Askew Barnaby Bear at the Seaside by Elaine Jackson Brilliant Boats – by Tony		The Sports Day – Mick Inkpen You can't beat a cheetah – Nick Ward Football Hero Harry Kane – Matt and Tom Oldfield. Keeping fit poem – Scholastic Olympic Heroes – Jillian Powell

		Night animals- by Osbourne	Mitton Dear Daddy – by Philippee Dupasquier	
Mathematics	Number and place value Addition and subtraction 2D shapes Addition and subtraction Measurement – length and height Number and place value Multiplication and division Position and direction Addition and subtraction Fractions	Number and place value Addition and subtraction 3D shapes Multiplication and division Number and place value Measurement – mass Addition and subtraction Measurement – time Number and place value Fractions Measurement – volume and capacity	Number and place value Addition and subtraction Position and direction Multiplication and division Number and place value Measurement – length and height Addition and subtraction 2D and 3D shapes Multiplication and division Fractions Time	Catch Up, Consolidation and Gap Analysis <i>Just following Collins and trying to cover everything that has been missed or needs extra work</i>
Science ask simple questions to observe to closely to perform simple tests to observe changes over time simple features to compare objects, materials and living things to gather and record simple data to talk about what they have done to use results to suggest answers to questions to use simple secondary sources to fin	Everyday Materials <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 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 <i>asking simple questions and recognising that they can be answered in different ways -waterproof test</i> <i>performing simple tests- outcomes / waterproof test</i> 14 weeks is a long time to spend on materials, might need to think of more projects or innovations	Animals, including Humans <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 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <i>identifying and classifying – Venn/ 2 Carroll/ sorting</i> <i>generally worked well, should have an animal classification poster to refer to on display, minibeasts fit in well as ‘invertebrates’</i> → <i>order the butterflies early</i>	Plants <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 common flowering plants, including trees <i>observing closely, using simple equipment -magnifiers</i> <i>using their observations and ideas to suggest answers to questions – labelling</i> <i>a lesson on vegetables being parts of plants would be very interesting for the children</i>	Animals, including Humans <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
	Seasonal changes <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <i>gathering and recording data to help in answering questions – continuous across changes – class book</i> <i>Seasons display is working well, it needs the temperature graph for winter, spring and summer (which we could not do during lockdown)</i>			
Geography	Comparison with London <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries <i>locational knowledge, direction, map work</i>	<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom <i>physical geography (link to Science topic and fieldwork opportunity of observing seasonal changes)</i>	Focus Area: Dover (Fieldwork Opportunity) <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season, weather key human features, including city, town, factory, farm, house, office, shop 	<ul style="list-style-type: none"> use locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map <i>map skills, links to Computing orienteering,</i>

					<ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p><i>field work, enquiry, map work, human and physical features</i></p>	
History	The Gunpowder Plot events beyond living memory that are significant nationally or globally <i>historical enquiry, historical interpretation, Understanding of events, people and changes</i>		Elizabeth I and Queen Victoria <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <i>understanding of events, people and changes, historical enquiry</i> 		Changes in Living Memory <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality <i>Understanding of events, people and changes</i>	
Art	Chosen Media: 3D Form <ul style="list-style-type: none"> use a range of materials creatively to design and make products use sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p><i>introduce sketchbooks, recycled, natural and manmade materials</i> <i>junk modelling linked to Science</i></p> <p>➔</p>		<ul style="list-style-type: none"> Chosen Media: textiles use sculpture to develop and share their ideas, experiences and imagination <p>observe and learn about the work of a range of craft makers and designers <i>explore and develop ideas using sketchbooks, cutting material, weaving techniques</i> <i>fabrics, patterns, clothing comparison linked to History</i></p> <p><i>Weaving and running stitch did not happen this year, but lessons should work in a normal year</i></p>		Chosen Media: printing <ul style="list-style-type: none"> develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p><i>explore and develop ideas using sketchbooks, natural and manmade objects, rubbings, Use of ICT</i> <i>printing linked to Science- natural materials, leaf rubbings</i></p>	Chosen Media: drawing and painting <ul style="list-style-type: none"> use drawing and painting to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>observe and learn about the work of a range of artists <i>evaluate and build on ideas using sketchbooks, dry media, colour mixing, brush types,</i></p>
D&T	3D Form/Product Making <ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials and ingredients build structures, exploring how they can be made stronger, stiffer and more stable generate, develop, model and communicate their ideas through talking and drawing explore and evaluate a range of existing products <p><i>developing, planning and communicating ideas, evaluating processes and products</i> <i>linked to science topic of materials, junk modelling/construction linked to Geography</i></p>		Textiles (planning) <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through information and communication technology select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <p><i>cutting material, weaving techniques (same skills as Art)</i> <i>inked to History and Art</i></p>		Food Tech <ul style="list-style-type: none"> select from and use a wide range of materials and components, including ingredients <p><i>basic food hygiene, food processes and personal hygiene</i> <i>Where is food from? Healthy lifestyle</i></p> <p><i>Theory at least partly covered in RHE, practical usually covered throughout the year</i></p>	3D Form/Product Making <ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials and ingredients generate, develop, model and communicate their ideas through talking and drawing <p><i>developing, planning and communicating ideas, evaluating processes and products</i> <i>Enterprise week</i></p>
MFL						
PE	Agility, Balance, Coordination /Multi-Skills (Sportshall Athletics Activities)	Games Focus Dodgeball Throwing/Dodging	Gymnastics	Dance	Games Cricket Focus (Striking and Fielding Tactics)	Athletics
	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 		<ul style="list-style-type: none"> perform dances using simple movement patterns. 		SPORTS WEEK/SPORTS DAYS <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending 	
Computing	<ul style="list-style-type: none"> recognise common uses of information technology beyond school understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions <p><i>understanding technologies, coding and algorithms, data handling</i> <i>linked to fieldwork opportunities in Geography- direction, map work, beebots</i></p> <p><i>Chn very much enjoyed 'An hour of code', but the games did not always work, think about recording (class folder)</i></p>		<ul style="list-style-type: none"> 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><i>online safety</i> <i>linked to Safer Internet Day and PSHE</i></p> <p><i>Smartie the Penguin in Term 3 was alright, online safety in Term 4 covered by RHE</i></p>		<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content <p><i>digital images, sound and music</i> <i>linked to History, Music and Art</i></p>	

	Music	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes <p><i>personal development, performing skills: singing, cultural development music</i> <i>studied: tradition, cultural and popular</i> <i>Nativity/Christmas performances, singing traditional children's songs</i></p> <p><i>Music needs replanning/ reshuffling, because it was not a normal year</i></p>	<ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music <p><i>evaluation</i></p>	<ul style="list-style-type: none"> play tuned and untuned instruments musically <p><i>performing skills: instruments, aural and theoretical knowledge</i></p> <ul style="list-style-type: none"> <i>explore rhythm, pulse- rhythm sticks</i> 	<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. <p><i>performing skills: instruments, composing, music ICT</i> <i>create a piece of music</i></p>
	RE	<p>Christianity – stories, beliefs, festivals</p> <p>Chn did not know much about Jesus, as we focussed on Old Testament to much (which worked well in previous years) but the will need it for Easter</p>	<p>Jewish People – stories, beliefs, traditions, festivals</p> <p>Lessons were fine in themselves, focus on Jewish festivals in Term 4 to end with Pesach and Easter</p>	<ul style="list-style-type: none"> Christianity and Jewish People – places of worship & belonging (comparison) <p>Focus on places of worship</p>	<p>Christianity and Jewish People – celebrating special times (comparison)</p> <p>Focus on 'belonging' as Christian celebrations are covered throughout the year and Jewish festivals would have been covered in Term 4</p>
	RSE	<p>Families and Friendships</p> <p>Safe Relationships</p> <p>Respecting Ourselves and Others</p>	<p>Belonging to a Community</p> <p>Media Literacy and Digital Resilience</p> <p>Money and Work</p>	<p>Physical Health and Mental Wellbeing</p> <p>Growing and Changing</p> <p>Keeping Safe</p>	