

Falconers Hill Infants

Year Group: 1 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Value	Democracy.	The rule of law.	Individual Liberty	Individual Liberty	Mutual respect & tolerance of different faiths and beliefs	Mutual respect & tolerance of different faiths and beliefs
Values Drivers	Responsibility	Cooperation	Friendship	Safety	Respect	Honesty
Learning Star	Listening	Communicating	Collaboration	Independence	Perseverance	Concentrating
Ongoing throughout the Year	Time to be taught daily, highlighting times during the day that match NC age related expectations (e.g. nearest minute 5 mins) Writing the days of the weeks Seasons and weather					
Enrichment	Diwali Day Harvest assembly Rachel N and Jax International Day of Peace [sept]	Ashby Manor visit Bonfire Smart [safety] Remembrance Christmas performance Church visit	Bertie the butterfly- PCSO E safety workshop Number day Children's mental Health week- Lets Connect World Religion Day	World book day Science Week SMART Day Easter Performance Chicks Big Sing Road Safety (Kirsten) Grandparent Smart Day Spring assembly	Shakespeare Smart day NMPAT recital Road Safety Smart Shabbat Smart	I am a Historian Week Country Park Walk Beach Smart Raptor Xotics Animal Visit Link to Geography: Y1 Autumn 1- Daventry
Vipers	Zog Elmer	Giraffes can't dance Christmas in Uganda Geography link – spring 1	The Bog Baby A world full of wildlife Science link: Y1 Animals Spring 1	Funny bones Jack and the bean stalk Science link: Y1 Plants Autumn 1, Humans Summer 1	The Rainbow Fish Once upon a raindrop	Meerkat Mail Lost and Found Link to Science: Animals/Habitats Spring 1
Reading for Pleasure	Peace at last We're going on a bear hunt Link to Science: Animals Spring 1	Funny bones Where the wild things are Link to Science: Y1 Humans Summer 1	The tiger who came for tea The Elephant and the bad baby	Beegu Avocado baby	Can't you sleep little Bear Cops and robbers Link to Science: Y1 Humans Summer 1	Knuggle Bunny Dogger Winnie-the-pooh
English	Transition Story Unit: All about me- Transition Narrative: Little Red Riding Hood.	Poetry: Firework night Instructional Writing – Paddington – How to make a marmalade sandwich.	Narrative: Grandad's Island Growing up: PHSE Our local area: Geography – poem cross curricular link Fact File : Seasons Geography link – Our local area	History Link: Grandparents Spring 2 PSHE link- My family/Together Report: Toys of the Past Recount: Our Trip to the woods History Link: Grandparents Spring 2 Science link: Y1 Seasons Spring 2 Creative writing	Narrative: The Queen's Hat History link: Kings and Queens/ Personal development Persuasive Leaflet: Our school Geography link and PD link to Uganda	Narrative: Pinocchio Link to Science: Y1 Humans Summer 1 link to D.T spring 2 Transition unit: letter writing to new class teacher.
Maths	<ul style="list-style-type: none"> Numbers to 10 Part whole within 10 Addition within 10 	<ul style="list-style-type: none"> Subtraction within 10 2D and 3D shape 	<ul style="list-style-type: none"> Numbers to 20 Addition and subtraction within 20 	<ul style="list-style-type: none"> Numbers to 50 Length and height Mass and capacity 	<ul style="list-style-type: none"> Multiplication Division Halves and quarters Computing link: Programming Directing a floor robot around a mat	<ul style="list-style-type: none"> Numbers to 100 Time Money Position and direction

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<p>Science</p>	<p>Plants Can identify and name a variety of common wild and garden plants. <u>Name of some garden/ wild plants</u> <u>Know that wild plants and garden plants are different</u> <u>Know what plants need to grow</u> Can identify and name some deciduous and evergreen trees <u>Know the difference between deciduous and evergreen trees</u> <u>Name some trees</u> Can identify and describe the basic structure of a plant and a tree <u>Know the parts of a plant</u> <u>Know in simple terms what the parts of the plant do</u> Skills Use simple charts and Venn diagrams to classify plants Make observations from photographs of plants over time Observe growth/changes of plants <u>Writing showcase</u> <u>Design a new school sensory garden. Children to write a fact sheet about plants and what plants need to grow.</u></p>	<p>Everyday Materials Distinguish between an object and the material from which it is made <u>Know difference between a material and object</u> Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock <u>Find and name materials within their surroundings</u> Describe the simple physical properties of a variety of everyday materials <u>Using terms such as hard, soft, rough, smooth</u> Know how the properties of a material can make it useful for a range of different purposes Knows why and how the properties of materials make them particularly useful for specific purposes <u>Using terms such as waterproof, absorbent, stiff, flexible</u> Knows that different materials can share the same properties Skills Compare and classify materials Explore and classify an object made from a variety of materials (spoons etc) Test a material for a specific property Answer questions about a material using testing</p>	<p>Animals Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <u>Know animals are in different classes</u> <u>Describe animals and group them into classes</u> To identify and name a variety of common animals that are carnivores, herbivores or omnivores. <u>To know terms herbivore, carnivore and omnivore</u> <u>Classify animals by diet</u> Skills Classify animals using a range of features Compare two animal groups <u>Link to Geography: Y2 Spring 1 Comparing and locating Uganda.</u> <i>Health and well-being PSHE link in EY- baby animals</i></p>	<p>Seasons Knows when each of the four seasons occurs <u>Know and name each season</u> <u>Know that four seasons spread across the year</u> Knows what the features of autumn are and what happens to trees in this season <u>Make links to deciduous trees from Aut1</u> Knows that days are longer in summer (sunshine hours) than in winter Skills <u>Record data about the weather in Spring</u> (Seasonal walk/signs of Spring) Describe features of the weather, linking to plants and animals found in Spring Demonstrate knowledge known in variety of ways (seasonal artwork, pictograms) Answer questions about the seasons <u>Geography link: Seasons and weather</u></p>	<p>Humans Can identify and name the basic parts of the human body. <u>To know that the body is made up of parts</u> To say which part of the body is associated with each sense. <u>To know the five senses</u> <u>To use the five senses</u> Skills To measure parts of the body To record results into a table Conduct sense experiments: identify food by taste, match smells</p>	<p>Working Scientifically Performing simple tests Asking simple questions Answering questions in different ways such as gathering and recording data to help in answering questions Observe closely using simple equipment using their observations and ideas to suggest answers to questions Sorting and classifying Skills Make simple observations Ask questions <u>Carry out simple tests</u> Use results of tests to answer questions Begin to use scientific vocabulary</p>
<p>Computing</p>	<p><u>Computing Systems and networks - Technology around us</u> Recognise common uses of information technology beyond school <u>Locate examples of technology in the classroom</u> <u>Explain technology as something that helps us</u> <u>Name the parts of a computer</u> 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 <u>Identify rules to keep us safe when using technology in and beyond the home</u> Skills Use a mouse to click and drag objects on the screen Use a mouse to open a program Save work to a file Type name on a computer Open work from a file</p>		<p><u>Creating media – Digital painting</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content <u>Know that different paint tools do different jobs</u> <u>Choose appropriate paint tools and colours to recreate the work of an artist</u> <u>Say which tools were helpful and why</u> 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 Skills <u>Use paint tools to draw a picture</u> <u>Use the shape, line and erase tools effectively</u> <u>Change colour and brush sizes</u></p>		<p><u>Programming A – Moving a robot</u> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions <u>Know an algorithm is a precise set of instructions which can be turned into code. It is turned into code when using a robot by pressing the buttons.</u> Create and debug simple programs <u>Able to program a robot to move</u> <u>Able to debug a program</u> Use logical reasoning to predict the behaviour of simple programs <u>Able to predict the outcome of a sequence of commands</u> Skills Program a floor robot to move in a certain way by using the buttons on it</p>	
<p>D&T</p>		<p>Structures/ sculpture</p> <ul style="list-style-type: none"> Explain what I want to do Explain what my product is for and how it will work Use pictures and words to plan Design a product for myself following design criteria Research similar existing products Choose suitable materials and explain choices Generate ideas by drawing on own experiences Explain how their product will work Begin to measure and join materials with some support Describe differences in materials 		<p>Textiles/ collage</p> <p>Explain what I want to do</p> <p>Explain what my product is for and how it will work</p> <p>Use pictures and words to plan,</p> <p>Design a product for myself following design criteria</p> <p>Research similar existing products</p> <p>Choose suitable materials and explain choices</p> <p>Generate ideas by drawing on own experiences</p> <p>Explain how their product will work</p>		<p>Mechanisms</p> <ul style="list-style-type: none"> Explain what I want to do Explain what my product is for and how it will work Use pictures and words to plan, begin to use models Design a product for myself following design criteria Research similar existing products Choose suitable materials and explain choices Generate ideas by drawing on own experiences Explain how their product will work Cut materials safely using tools provided (scissors) Explain what a mechanism is Begin to use levers and sliders Make a sliding mechanism out of card Explain how a slider mechanism works

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		<ul style="list-style-type: none"> Suggest ways to make material/products stronger, stiffer and more stable Assemble join and combine materials Explain what I am making and why Consider what I need to do next Select tools/techniques to cut and shape with support Try to use finishing techniques to make the product look good Evaluate what I like and dislike about my work Describe where their structure might be used Compare my final product to my initial design and talk about changes made 		<p>Measure, cut and join textiles and materials safely to make a product, with some support</p> <p>Choose suitable textiles/materials</p> <p>Demonstrate a range of cutting and shaping techniques such as, cutting and folding</p> <p>Select tools/techniques to cut and shape with support</p> <p>Shape textiles using templates</p> <p>Colour and decorate textiles</p> <p>Explain what I am making and why</p> <p>Consider what I need to do next</p> <p>Try to use finishing techniques to make the product look good</p> <p>Evaluate what I like and dislike about my work</p> <p>Compare my final product to my initial design and talk about changes made</p>		<ul style="list-style-type: none"> Identify materials to join eg split pin, masking tape, treasury tags Match a mechanism to the type of movement it makes Explain what I am making and why Consider what I need to do next Select tools/techniques to cut and shape with support Try to use finishing techniques to make the product look good Evaluate what I like and dislike about my work Compare my final product to my initial design and talk about changes made
<p>Art & Design</p>	<p>Printing and pattern</p> <p>Use observational skills to identify repeating patterns in our world</p> <p>Use and experiment with printing patterns using objects.</p> <p>To design their own printing block</p> <p>Develop impressed images using foods ie potatoes with shapes cut into them</p> <p>Relief prints using foam printing blocks</p> <p>Pattern</p> <p>Use and experiment with printing patterns using objects.</p> <p>Use different mediums to create pattern eg paint, crayon, pen</p> <p>Use tools to create patterns eg sponge, leaves, rollers, rubbings</p> <p>To create a repeating pattern</p> <p>Create patterns</p>	<p>Sculpture</p> <p>Roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose.</p> <p>Use patterns.</p> <p>Assemble and construct using a variety of materials such as card and newspaper</p> <p>bend, fold, join and stick materials</p> <p>Develop tactile skills and modelling through the use of play dough</p> <p>Artist Focus</p> <p>Understand the significance of an artist and form opinions of their work.</p>	<p>Drawing</p> <p>Observe carefully when drawing.</p> <p>Exercise control over a variety of drawing tools and media.</p> <p>Use a variety of drawing tools – crayon, chalk, pencil, felt tips, pastels, charcoal.</p> <p>Explore a range of marks that can be made when drawing and the effects of these.</p> <p>Explore angles and pressure of tools to change these effects.</p> <p>Draw light and dark lines (tone)</p> <p>Observe and draw shapes.</p> <p>Observe and draw patterns</p> <p>Make links between their own work and that of different artists, recognising similarities and differences</p>	<p>Collage</p> <p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>Knows how to thread a needle, cut, glue and trim material.</p> <p>Create images from imagination, experience or observation</p> <p>Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper etc</p> <p>Create fabrics by weaving – use man made and natural materials ie grass through twigs, plastic through fence, wool around lolly sticks etc</p> <p>Introduce adhesives – Pritt and PVA</p> <p>Fold, crumple, tear, overlap and sort different materials.</p> <p>Sew and join fabrics using a running stitch</p>	<p>Painting</p> <p>Control of paintbrushes</p> <p>Use very good control to correctly hold and paint carefully in the lines</p> <p>Use of tools</p> <p>Apply paint with different tools – brushes, rollers, stamps etc</p> <p>Colour</p> <p>Experiment with colour mixing and use understanding of the colour system, for effect in their own paintings.</p> <p>Experiment with adding white and black paint to lighten and darken colours (tints and tones)</p> <p>Create a colour wheel</p> <p>Create different shades of colours</p> <p>Mix and match to a specific colour or shade needed</p> <p>Colour match by altering the tint or shades</p> <p>Sort warm and cold colours</p> <p>Create warm and cold colours</p> <p>Technique</p> <p>Apply paint thickly and thinly</p> <p>Created textured paint by adding things such as glue, sand, glitter</p> <p>Artist focus</p> <p>Form and share responses to the work of artists, using this as a stimulus for their own ideas and imagination.</p> <p>Compare own and others' work against criteria informed by the work of an established artist.</p>	
<p>History</p>		<p>Gun Powder</p> <p>Changes in living memory:</p> <ul style="list-style-type: none"> Present day London Know that a timeline shows a reflects/shows time. 		<p>My Grandparents:</p> <p>Changes in Living Memory</p> <p>I am a child. I was a baby, then a toddler, now an child and will become an adult.</p> <p>Events beyond living memory:</p> <p>Lives of Grandparents</p>		<p>Florence Nightingale</p> <p>Significant Historical events, people and places in their locality</p> <p>Events beyond living memory:</p>

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		<ul style="list-style-type: none"> Know that Houses of Parliament is where the laws of England are made. <p>Events beyond living memory:</p> <ul style="list-style-type: none"> Comparison of London now and 1604 <p>The lives of significant individuals in the past who have contributed to national and international achievements – Guy Fawkes, James I, Robert Catesby</p> <p>Significant Historical events, people and places in their locality- Ashby St Ledgers (Ashby Manor)</p> <p>Skills: Observing timelines Order/ plotting pictures in order. Sequencing. Geography link: cities and the UK Y1 Autumn 1</p>		<p>Changes in toys, technology and lifestyle.</p> <p>Skills: Using timelines – Plotting on a timeline their life. Evidence from the past- toys, technology, photos. Asking questions about the lives of their Grandparents in the past.</p> <p>Science link- Y2 Humans Summer 1 Computing link; Computing systems and networks: Technology in the present day and how this differs to the past.</p> <p>Writing showcase Invites for Grandparent SMART and an Biography of Grandparents.</p>		<p>The lives of significant individuals in the past who have contributed to national and international achievements Florence Nightingale influenced modern nursing and training in the medical profession</p> <p>Skills: Use primary and secondary sources to find out about the lives of Florence Nightingale. Order events chronologically Begin to sequence and order events on a class timeline</p>
Geography	<p>Place Knowledge:</p> <ul style="list-style-type: none"> My school in Daventry and places around school. Differences between village, towns and cities. (Sizes of settlements) <p>Human and Physical features:</p> <ul style="list-style-type: none"> human and physical features of school and close locality (around school) Exploring human and physical features in wider UK. Rural and Urban <p>Geographical skills and field work:</p> <ul style="list-style-type: none"> world maps, atlases and globes to identify the United Kingdom simple compass directions aerial photographs symbols and keys geography of their school-devise simple map and key <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> basic geographical vocabulary <p>Skills: Sort physical and human features using aerial photographs What is a map and how to use and read. Construct a route using a map and using fieldwork observations. Compare geographical features of towns and the countryside using their existing observations, maps and photographs.</p>		<p>Human and physical geography:</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom identify the North and South Poles Location of hot and cold countries <p>Skills:</p> <ul style="list-style-type: none"> Begin to locate hot and cold countries on a world map. Begin to locate and find Uganda and UK on world map. Locate other places such as the North Pole, South Pole and Artic. Use new vocabulary relating to geography e.g: North, South, East and West. Presenting and using weather forecast. <p>Link to Science: Y1 Seasons Spring 2</p> <p>Writing experience Write a letter to Uganda child.</p>		<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> basic geographical vocabulary <p>Locational Knowledge:</p> <ul style="list-style-type: none"> can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Skills</p> <ul style="list-style-type: none"> Use globes, maps and atlases to locate the countries and capital cities of the UK. Use aerial photographs to begin to locate countries. Building a range of simple vocabulary to refer to human and physical features. 	
RE	<p>Judaism- Special places</p> <p>This half term begins with defining religion and setting goals. Weeks 2 and 3 are devoted to Judaism, Weeks 4 and 5 cover Synagogue features and celebrations, and</p>	<p>Christianity- Who is Jesus?</p> <p>This half term begins by exploring the identity of Jesus and setting learning goals. The second week focuses on stories about Jesus, including the Good Samaritan and the theme of "Love Thy</p>	<p>Judaism - <i>What is the Torah?</i></p> <p>This half term begins by introducing the concept of special objects in religion and justifying personal experiences. In Lesson 2, the focus shifts to the Torah's significance in Judaism, including a virtual</p>	<p>Christianity- Places of worship</p> <p>This half term begins by exploring the concept of a church in Week 1. Week 2 delves into the key features of a Christian church, while Week 3 focuses on the significance of belonging to a Christian</p>	<p>Judaism- Jewish life</p> <p>Writing experience Visit a synagogue- Interview a Jewish family and write up a biography about their lives.</p>	<p>Christianity- Bible stories - finding out about what the bible is as well as why it is special to Christians</p>

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	Week 6 centres on Hinduism, emphasising Diwali.	Neighbor." Week 3 is dedicated to understanding Christmas and its importance in the Christian faith. Weeks 4, 5, and 6 involve an in-depth study of the Christmas story, with activities like storyboarding, retelling, and acting it out. Finally, in Week 7, students perform a Nativity play for their parents, with the recording shared on Seesaw. Link to Science: Y1 Humans Summer 1	synagogue tour and discussions on respect. Lesson 3 delves into the origins and teachings of the Torah, with students creating their own set of rules. Lesson 4 explores the concept of "Holy" and involves designing personal Torahs. Finally, in Lesson 5, students recount a Jewish story, rounding out their understanding of religious concepts.	community. In Week 4, students learn about the rituals of Baptism. The curriculum concludes in Week 5 with an interactive Easter experience and a visit to a church.	Lesson 1 introduces Jewish celebrations, while Lesson 2 focuses on the significance of a mezuzah and understanding different religious practices. Key vocabulary related to Judaism is covered in this lesson as well. Lesson 3 delves into the Jewish creation story, and Lesson 4 highlights the observance of Shabbat at home. Lesson 5 involves a Shabbat visitor experience, and the series concludes with Lesson 6, which explores the traditions of Rosh Hashanah.	
Music		<p>Music Express <u>Understanding music:</u> Play or clap simple rhythmic patterns using long and short sounds Find and keep a steady beat Respond to different high and low pitches.</p> <p><u>Improvise together:</u> Keep a steady beat when improvising. Clap four-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using C, D and E.</p> <p><u>Listen and respond:</u> Listen carefully and copy back the actions. Respond to the questions, thinking about the music.</p>		<p>Music Express <u>Seasons 6- pitch</u> Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p><u>Weather 4-exploring sounds</u> ALL</p> <p>Link to Science: Y1 Seasons Spring 2 Link to Geography- Y1 weather</p>		<p>Music Express <u>Our bodies 10- beat</u> Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Link to Science: Y1 Humans Summer 1 <u>Water 12- pitch</u> All</p> <p><u>Our school -7- exploring sounds</u> Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Writing experience Write a short song for end of year performance.</p>
PE	Real PE	Real Gym	Real Dance	Real PE	Real Gym	Real Dance
PSHE	Relationships (InMAT)	Valuing Difference [scarf]	Living in the wider world (InMAT) Link to Geography- Locating and knowing places in the world Y1/Y2 Linking to British Values and No outsiders.	Keeping safe [scarf] Writing experience Keeping safe school handbook and can present it to the governors.	Health and well-being (InMAT) Link to Science: Humans Y2 Summer 1	Rights and Respect [scarf] Growing and Changing