

Year 1 Long Term Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Where We Live | | Turrets and Tiaras | | The Seaside | |
| Key moments | Walk around Hackleton Fruit salad making Welly walks to explore plants | | Topic day | | RNLI visitor RSPCA visitor | |
| English Key texts and genres | The Jolly Postman Goldilocks Cinderella Percy the Park Keeper | Handa's Surprise Instructions The Christmas story Winter poetry | Traditional tales (Jack and the Beanstalk, Little Red Riding Hood, Three Little Pigs) | Non-fiction writing - non-chronological reports (dragons) Instructions | Rainbow fish Snail and the whale Seaside senses poetry | Non chron reports - seaside safety Instructions - jam sandwiches Lighthouse Keeper's Lunch |
| Science | Plants Plants - what do we know and what do we need to find out? What are the different parts of a plant? What are the parts of a tree? Can you name some common plants and trees? How can we grow a plant? What do plants and trees need to grow? How can we identify trees? Exploring seasonal changes | | Materials What are materials? What materials do we know? How are some common materials made? What are properties of different materials? How can we test materials? How do we know if something is waterproof? What is the best material for a coat? Why? | | Animals and humans How can we group animals? What do animals eat? What are the five senses? What are the parts of different animals bodies? What parts of the body do humans have? | |
| Computing (Scheme) | Children will program a toy to move on a map. They will start by thinking about algorithms for their routes. Children will input these as stored programs for the robot. They will predict how the robot will move and then debug their programs. Children will understand that a programmable toy can be controlled by inputting a sequence of instructions. The children will develop and record sequences of instructions as an algorithm and program the toy to follow the algorithm. The children will debug their programs and predict how they will work. | | Children will engage with illustrations in their favourite books. Children will work creatively. Children will use the internet safely to find ideas for their illustrations while selecting and using appropriate painting tools to create and change images on the computer. They will understand how this use of ICT differs from using paint and paper. The children will create an illustration for a particular purpose and know how to save, retrieve and change their work. They will also reflect on their work and use feedback from their peers or adults to improve their work. | | The children will create a talking book that they can share with others. In doing so we will use sound recording equipment to record sounds. The children will develop skills in saving and storing sounds on the computer. They will also develop collaboration skills as they work together in a group. They will understand how a talking book differs from a paper-based book and talk about and reflect on their use of ICT. We will also be sharing our recordings with an audience | |

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| History | How has Hackleton school changed over time? How has the wider area of Northampton changed over time? | Why do we celebrate Remembrance Day? Who was Walter Tull? | Kings and queens (lives of significant individuals) Placing kings and queens in chronological order | Castles What was life like in a castle? Who lived in a castle? Why were castles built? | What did the seaside used to be like? Which features of the seaside are similar or different to the past? Who was Grace Darling? Why did Grace Darling become famous? | |
| Geography | What is Hackleton like? What do we like and dislike about our local area? How could we improve our local area? | How is our environment different to Handa's? Describing Handa's environment using geographical vocabulary | What are the countries that make up the UK? Capital cities of the UK What are the surrounding seas? | Why were castles built where they were? | What is it like at the seaside? Describing locations using geographical vocabulary Comparing Hackleton with a seaside village | |
| Art/DT | Artists who study nature: Andy Goldsworthy Georgia O'Keeffe Making a new piece of playground equipment | Fruit salads Paul Cezanne | Clay castles Coat of arms and shields | Glove puppets (characters from traditional tales) | Watercolour skills Seascapes Different representations of the seaside | Beach hut art Sketching seaside objects |