

Marwood Church of England VC Infant School

Year 1 Long Term Plan 2023-2024

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Once upon a time | Celebrations | Land before time | Toys and games | Mesmerising minibeasts | On Safari |
| Enrichment | Guisborough woods | DT food around the world & Nativity <i>wow</i> | fossil excavating <i>wow</i> | Bring in toys to share | Butterfly world & Preston Park museum <i>wow</i> | Safari adventure (launch day) |
| English (text focus) | 'Hello, friend!' (CLPE) <i>now</i> <ul style="list-style-type: none"> Captions (labels, signs, lists) Composing sentence orally before writing them Sequencing & retelling traditional tales. Simple sentence writing. | 'Pattan's pumpkin' (CLPE) & 'The magic porridge pot' <ul style="list-style-type: none"> Descriptions. Recipes. Story writing. | 'Harry and a bucket full of dinosaurs' series & 'Ruby's worry' (CLPE) <i>now/ow</i> <ul style="list-style-type: none"> New Years' Day resolutions Fact files Riddles | 'The adventures of egg box dragon' (CLPE) <ul style="list-style-type: none"> Personal writing (my favourite toy) & evaluation of toys Non-fiction texts: comparing toys & games now and then. Instruction writing. | 'One day on our blue planet' book (CLPE) <i>wow</i> <ul style="list-style-type: none"> Non-fiction texts: information poster (butterflies/tadpoles) Letter to Butterfly world. Recount (of educational visit) Senses poems | 'Meerkat mail' 'The day the crayons quit' series <ul style="list-style-type: none"> Postcards Diary entries (sports week) Story writing Memories |
| SPAG | <ul style="list-style-type: none"> Finger spaces Capital letters Full stops | <ul style="list-style-type: none"> Suffix '-s', '-es' Commands Capital letters (names of people & places) | <ul style="list-style-type: none"> Suffix 'ing' and '-ed' Questions | <ul style="list-style-type: none"> Joining words and clauses using 'and'. Suffix 'er' and '-est' | <ul style="list-style-type: none"> Exclamations & questions Prefix 'un-' | <ul style="list-style-type: none"> Contractions e.g. I'm, he'll, we've Prefix 'un-' Exclamations |
| Maths | 'Ten in the bed' 'Blast off' <ul style="list-style-type: none"> Sorting Number & place value to 10 Addition & subtraction within 10 | 'Have you seen my dragon?' <ul style="list-style-type: none"> Geometry-2D & 3D shapes Repeating patterns Number & place value to 20 | 'Equal shmequal' <ul style="list-style-type: none"> Addition & subtraction within 20 Capacity & volume | 'Is a blue whale the biggest thing there is?' 'How Much Does a Ladybird Weigh?' <ul style="list-style-type: none"> Length & height Weight | 'How many legs?' <ul style="list-style-type: none"> Multiplication (2s, 5s, 10s) Fractions (Halves & quarters) Position & direction | 'The Great Pet Sale' <ul style="list-style-type: none"> Numbers to 100 Time Money |

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| | | | | <ul style="list-style-type: none"> Number & place value to 50 | | |
| Science | <p>Seasonal changes (Autumn & winter) <i>wow</i> 'Autum is here!' 'The Bear's winter house'</p> <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>Trees 'leaf man' 'We're going on a leaf hunt' 'little acorn' 'stick man'</p> <ul style="list-style-type: none"> P1.1 Identify and name a variety of deciduous and evergreen trees. Identify and describe the basic structure of a tree. | <p>Materials Non-fiction texts about different materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. EM1.2 Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. EM1.3 Describe the simple physical properties of a variety of everyday materials. EM1.4 Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>British Science Week Awe & wonder <i>wow</i> Working Scientifically WS1 Asking simple questions WS2 Observing closely WS3 Performing simple tests WS4 Identifying and classifying WS5 Using observations to answer questions WS6 Gathering data</p> | <p>Animals <i>wow</i> Non-fiction texts about animals</p> <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) | <p>Humans 'Keep running gingerbread man!' 'Funnybones' 'Give us a smile Cinderella'</p> <ul style="list-style-type: none"> Identify, name, draw parts of the body. <p>H7-dental care (c/c PSHCE) L6-To recognise the ways they are the same as, and different to, other people (c/c PSHCE)</p> <p>Plants 'Bodge plants a seed'</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants. Identify and describe the basic structure of a variety of common flowering plants. | | |
| PSHE/SMSC/RHE | <p>What is the same & different about us? <i>now</i> Texts: 'Elmer' series 'Happy in our skin' 'The colour monster'</p> | <p>What makes a good friend? Texts: 'Snow White and the very angry dwarf' 'The lamb who came for dinner'</p> | <p>Who is special to us? Texts: 'The Worrysaurus' 'Brontorina'</p> | <p>Who helps to keep us safe? Texts: 'Little chick and the secret of sleep'</p> <ul style="list-style-type: none"> Who helps to keep us safe & | <p>How can we look after each other & the world? <i>Ow & now</i> Texts: Charlie & Lola series 'Look after your planet' & 'Here we are'</p> | <p>What helps us stay healthy? <i>now</i> Texts: 'Eat your greens Goldilocks' & 'Get some rest sleeping beauty'</p> <ul style="list-style-type: none"> What helps us stay healthy? (H1, H5) (Hand washing) |

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| | <ul style="list-style-type: none"> • Safeguarding-how can we stay safe in school & playground? (R5, R20, R24) British values-rule of law • What does friendship look like? (R6, R21, R9) • What does lonely look like? (R7) • How are we different and unique? (H21, H22, R23) British values-mutual respect • What are my strengths? (H23, L14) • How do I share my opinion? (R25) British values-individual liberty • How can I show respect? (R22) British values-mutual respect | <p>How is Diwali celebrated? British values-tolerance</p> <ul style="list-style-type: none"> • Friendship week (whole school) British values-tolerance How can we resolve arguments? (R8) • Safeguarding-Stranger danger (R15) • How do people get money? (earned, won, borrowed, presents) What can we do with money? (spending, saving) • Nativity practise • Nativity • How is Christmas celebrated around the world? British values-mutual | <ul style="list-style-type: none"> • Safeguarding-What is private? (R13) & PANTS rule British values-rule of law • Who is special to us? (R1, R2) • What does family look like? (R3, R4) • What is mental health and how can we look after it? (National children's mental health week - whole school) • How is Valentine's Day celebrated? • How is Chinese New Year celebrated? | <p>healthy? (H33, H10, L5)</p> <ul style="list-style-type: none"> • Safeguarding-How do we get help in an emergency? (H35, H36-When and how to get help in an emergency (how to dial 999 and what to say). • How is St Patrick's Day celebrated? • How is Holi celebrated? British values-mutual respect • Easter service practice | <ul style="list-style-type: none"> • How can we look after the environment? (L2, L3) Earth Day British values-mutual respect • Practical activity to look after the environment (litter picking) • How can we look after each other? (H26) (including the difference between needs & wants) British values-mutual respect • How is St George's day celebrated? • Safeguarding -How can I stay safe in summer? (beach & sun safety) | <ul style="list-style-type: none"> • Sports week (whole school/Tour De Yorkshire) • How can we eat healthily? (Design a healthy meal & make healthy smoothies) British values-Democracy (ongoing) (voting on best smoothie) • Safeguarding - How does medicine help? (H6) • What are our memories of the year? What are we looking forward to next year? (H27) • Leaver's service practice |
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| | <ul style="list-style-type: none"> How is harvest celebrated around the world? | respect & tolerance | | | | |
| Cultural calendar/British values/Worship | Yom Kippur Sukkot | All Saints Day Thanksgiving Black history month Saint Andrew's day | Valentines' Day Chinese New year | Mother's Day Red Nose Day/sports relief Ramadan & Eid Saint David's day | Summer Solstice Saint George's day Saint Patrick's day | Independence day Father's Day |
| RE | <p>1.1 What does it mean to be a Christian? Bible stories God</p> <p>Begin to understand what Christians believe about God and about Jesus as the Son of God. Learn about a variety of bible stories about Jesus and stories that Jesus told.</p> | <p>Christmas <i>wow</i> Bible stories</p> <p>Incarnation: Core learning</p> <p>Continue to deepen our understanding about what Christians believe about God and about Jesus as the Son of God. Continue to learn bible stories about Jesus and stories that Jesus told.</p> | <p>1.2 What does it mean to be a Muslim? 'Tiny ants' Ramadan</p> <p>Learn in depth about Islam, finding out about Muslim ways of life and beliefs and making comparisons to previous learning about Christianity.</p> | <p>Easter <i>ow</i> Shrove Tues/Ash Wed Eid</p> <p>Salvation: Core learning</p> <p>Learn about what Easter means to Christians and how Easter is celebrated.</p> | <p>1.7 What does it mean to belong to a faith community? Gospel</p> <p>Learn about how religious people show they belong to their faith community and learn about how babies are welcomed into religions and the promises made at weddings.</p> <p>L4-about the different groups they belong to (c/c PSHCE)</p> | <p>1.5 What makes places sacred?</p> <p>Learn about places of worship for Christians and Muslims.</p> |
| Geography | <p>Observing and comparing the weather around the UK.</p> <ul style="list-style-type: none"> Identify daily weather patterns in the UK. Identify seasonal weather patterns in the UK (Autumn & winter) <p>Countries in the UK <i>now</i> 'Nessie needs new glasses'</p> <ul style="list-style-type: none"> Name and locate the country Scotland and its capital city Edinburgh. Identify characteristics of the country Learn how St Andrew's day is celebrated (30th Nov) | | <p>Countries in the UK <i>now</i></p> <p>Texts: 'Stories from around the world' 'Katie goes to London'</p> <ul style="list-style-type: none"> Name and locate the country Wales and its capital city Cardiff. Learn how St David's day is celebrated. Name and locate the country Northern Ireland and its capital city Belfast. Identify characteristics of these countries | | <p>Countries in the UK</p> <ul style="list-style-type: none"> Name and locate the country England and its capital city London How St George's day is celebrated (23rd April). <p>Seas around the UK</p> <p>Texts: 'Stories from around the world'</p> <p>L1. Name and locate seas surrounding UK P1. Understand and make compare to another country (Kenya) HP1.1 Identify seasonal weather patterns in the UK. Compare the weather in the UK to weather in different parts of the world.</p> | |

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| | Our local environment (incl. School) Texts: 'George's dragon goes to school' <ul style="list-style-type: none"> geography around the school. | | | | | |
| History | Guy Fawkes & Bonfire night <i>ow</i> Remembrance Day (c/c PSHCE) <ul style="list-style-type: none"> Compare life between 2 different time periods Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality. | | How toys have changed over time. <i>wow</i> <ul style="list-style-type: none"> Changes within living memory. Compare life between 2 different time periods Mary Anning <i>wow</i> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. | | David Attenborough <i>wow</i> H1.4 Significant historical events, people and places in their own locality. | |
| Computing | E-safety <i>now</i> <ul style="list-style-type: none"> use technology safely and respectfully. learn to keep 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. Technology in our lives <i>now</i> <ul style="list-style-type: none"> recognise common uses of information technology beyond school. | | Multimedia (2 simple & ipads) <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content. Handling Data <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content. | | Programming (Beebots/(Scratchjr./Hourofcode)) <ul style="list-style-type: none"> understand what algorithms are. Understand how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. create and debug simple programs. use logical reasoning to predict the behaviour of simple programs. | |
| Art & DT | Colour mixing, paintings and prints inspired by David Hockney and the colour wheel <i>wow</i> Art 1c. Begin to use drawing and painting techniques with some control over colour, pattern, shape, form and space. Art 1d. Replicate the work of some famous artists, crafts makers and | Topical baking & cooking DT-Food. Group familiar food products e.g. vegetables. DT-Food Work safely and hygienically to chop and peel a range of ingredients e.g. fruit and vegetables. Christmas card & decorations DT-D1 With support, design a product based on design criteria. | Toy with moving parts. <i>wow</i> Art1b. With support, draw, paint and produce 3D models to share ideas, experiences and imagination. DT-M1a. With help measure, mark out, cut and shape materials e.g. paper, card and pieces of dowel. DT-D1 With support, design a product based on design criteria. | Pencil techniques & observational drawings - teddy bear watercolours. Art 1c. Begin to use drawing and painting techniques with some control over colour, pattern, shape, form and space. Collaborative collage Art 1a. Begin to design and create simple | Modroc project <i>wow</i> Art 1c. Begin to use drawing and painting techniques with some control over colour, pattern, shape, form and space. Art1b. With support, draw, paint and produce 3D models to share ideas, experiences and imagination. DT-M1a. With help measure, mark out, cut and shape materials e.g. paper, card and pieces of dowel. | Roy Lichtenstein Sewing project Art 1c. Begin to use drawing and painting techniques with some control over colour, pattern, shape, form and Space. DT-M1a. With help measure, mark out, cut and shape materials e.g. paper, card and pieces of dowel. DT-M1b. Make models with construction kits (ongoing provision) Mud huts (made from clay) |

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| | <p>designers through history.</p> <p>Self-portraits inspired by Frida Kahlo Art 1c. Begin to use drawing and painting techniques with some control over colour, pattern, shape, form and space. Art 1d. Replicate the work of some famous artists, crafts makers and designers through history.</p> <p>Experiment with Autumn leaves and photo-sensitive paper</p> <p>Model making/construction DT-M1b. Make models with construction kits (ongoing provision)</p> | <p>Talk through their ideas, evaluate and improve with support. DT-M1a. With help measure, mark out, cut and shape materials e.g. paper, card and pieces of dowel. DT-E1. Talk about what they like and dislike about the items they have made and discuss possible changes they would make next time.</p> <p>Model making/construction DT-M1b. Make models with construction kits (ongoing provision)</p> <p>Clay work - diva lamps (Diwali)</p> | <p>Talk through their ideas, evaluate and improve with support. DT-E1. Talk about what they like and dislike about the items they have made and discuss possible changes they would make next time.</p> <p>Art - Land Before Time</p> <p>Dinosaur skeletons - cotton buds Dinosaur silhouettes - sunset(embedding colour mixing/colour wheel work</p> | <p>products based on criteria.</p> <p>Model making/construction DT-M1b. Make models with construction kits (ongoing provision)</p> | <p>DT-M1b. Make models with construction kits (ongoing provision)</p> <p>Model making/construction DT-M1b. Make models with construction kits (ongoing provision)</p> <p>Art - Alma Thomas - nature-inspired expressionist work</p> | <p>Art1b. With support, draw, paint and produce 3D models to share ideas, experiences and imagination. African masks DT-M1a. With help measure, mark out, cut and shape materials e.g. paper, card and pieces of dowel. DT-D1 With support, design a product based on design criteria. Talk through their ideas, evaluate and improve with support. DT-E1. Talk about what they like and dislike about the items they have made and discuss possible changes they would make next time.</p> |
| PE | <p>Team games</p> <p>PE1.1 master basic movements. PE1.2 participate in team games, developing simple tactics for attacking and defending</p> | <p>Dance & yoga</p> <p>PE1.1 master basic movements. PE1.3 perform dances using simple movement patterns</p> | <p>Gymnastics-PESSCL core tasks</p> <p>PE1.1 master basic movements</p> | <p>Ball skills</p> <p>PE1.1 master basic movements.</p> | <p>Maypole Dancing Swimming</p> <p>PE1.1 master basic movements PE1.3 perform dances using simple movement patterns</p> | <p>Tennis/Rounders Swimming</p> <p>PE1.1 master basic movements SW1 swim competently, confidently and proficiently over a distance of at least 25 metres SW2 use a range of strokes effectively</p> |

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| <p>Music</p> <p>Performances</p> | <p>Sparkyard: Year 1 Move to the beat-exploring pulse & rhythm</p> <p>Specific focus</p> <ul style="list-style-type: none"> • Listen and respond • Sing • Contrasting Pitch • Dynamics (Loud/Soft) • Sing, play and perform <p>M1.1 Sing songs with increasing confidence.</p> <p>M1.3 listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>M1.4 experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p><i>Harvest songs performed at Harvest Festival Service.</i></p> <p><i>Songs and carols performed at Nativity and Carol Service.</i></p> | <p>Sparkyard: Year 1 Exploring sounds</p> <p>Specific focus</p> <ul style="list-style-type: none"> • Long/Short notes • High/Low pitch • Knowing the note value of minims, crochets, and quavers • Sing, Play and Perform • Developing confidence and rhythm when performing individually and as a group • Sustained listening • Atmosphere and mood <p>M1.1 Sing songs with increasing confidence.</p> <p>M1.2 play tuned and untuned instruments musically.</p> <p>M1.3 listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>M1.4 experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><i>Easter songs and hymns performed at Church.</i></p> | <p>Sparkyard: Year 1 High and low – exploring pitch</p> <p>Specific focus</p> <ul style="list-style-type: none"> • Improvise, sing and play • Consolidate knowledge of the three note values • Pulse, singing, moving, and clapping • Sing and perform with instruments • Improvise a whole class percussion piece • Listen sensitively • Memorise rhythmic sequence • sing and move to music • Recognise familiar tunes in unfamiliar music and apply to a class composition • Playing instruments • Aural discrimination <p>M1.1 Sing songs with increasing confidence.</p> <p>M1.2 play tuned and untuned instruments musically.</p> <p>M1.3 listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>M1.4 experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><i>Leaver's service song performance.</i></p> |
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