



Broadbent Fold Primary School and Nursery
 Long Term Planning
 Year 1
 Teacher Miss Mainprize

Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Question	Where will your powers take you?	Would a dragon be a good friend?	What happened to the dinosaurs?	How does your garden grow?	Hot or Cold?	Tremendous Toys: Have you got this toy at home?
Hooks: Trips/Visitors	A crime scene involving the characters from Supertato Superhero Dress up Day A visit from our local firefighters	A mysterious egg found in the classroom CCTV footage of a dragon visitor A visit from Santa's elf Erol	A dinosaur footprint trail An archaeological dig for fossils	Grow some plants Make sandwiches and fruit tusk A trip to Gorse Hall	A video call from someone who has been part of an expedition at the South Pole. Science trip to Eureka!	Create a moving toy A newspaper article about the toys coming to life at Broadbent Fold
Text	<u>Fiction</u> Supertato by Sue Hendra and Paul Linnet Potion Commotion by Peter Bentley <u>Poetry</u> If I was a Superhero by Sally Gray	<u>Fiction</u> The Egg by M.P. Robertson The Jolly Christmas Postman by Janet and Allan Ahlberg	<u>Fiction</u> Harry and the Bucketful of Dinosaurs by Ian Whybrow How to Grow a Dinosaur by Caryl Hart and Ed Eaves <u>Non-Fiction</u> Dinosaurs by Heather Alexander <u>Poetry</u> Dinosaur Rap by John Foster	<u>Fiction</u> The Disgusting Sandwich by Gareth Edwards The Tale of Peter Rabbit by Beatrix Potter <u>Non-Fiction</u> Recipes	<u>Fiction</u> Lila and the Secret of Rain by David Conway and Jude Daly <u>Non-Fiction</u> Scott of the Antarctic by Evelyn Dowdeswell, Julian Dowdeswell and Andela Seddon	<u>Fiction</u> Lost in the Toy Museum by David Lucas <u>Non-Fiction</u> Toys and Games by Sally Hewitt Adverts about toys
Genre Focus	Labels, captions and	Letters	Fact files	Instructions	Diary entry	Adverts



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	lists Narrative - Retelling a story Poetry <u>Cross Curricular</u> Label a superhero	Narrative - retelling a story <u>Cross Curricular</u> Label a dragon	Narrative - story endings Performance Poetry <u>Cross Curricular</u> Letter from the jungle	Narrative - story endings <u>Cross Curricular</u> Fact File about Beatrix Potter	Narrative - writing a story <u>Cross Curricular</u> Instructions for a fitness routine	Narrative - writing a story <u>Cross Curricular</u> Diary entry about past toys
Significant People	<u>Black history week</u> = Dame Kelly Holmes <u>Science focus</u> = William Addis <u>Art Focus</u> = Yayoi Kusama	<u>Art focus</u> = Piet Mondrian, Henri Matisse, Wassily Kandinsky, Georges Seurat <u>History focus</u> = Queen Victoria <u>Science focus</u> = Anders Celsius	<u>History focus</u> = Mary Anning <u>Science focus</u> = John Ray	<u>History/Science focus</u> = Beatrix Potter <u>Art focus</u> = Vincent Van Gogh, Georgia O'Keeffe	<u>History focus</u> = Captain Scott <u>Art Focus</u> = Gakonga	<u>Science focus</u> = Ole Kirk Christiansen <u>PE focus</u> = Jonnie Peacock
British Values	We will ensure all pupils have a voice that is listened to, and demonstrate how democracy works. Class to vote for Pupil Leaders to represent Year 1 and to vote for other key roles such as Eco Warriors, the Sports Council and the Worry Wizard	Children are taught the rule of the law; that it is important to have rules, to ensure fairness and safety for everyone. This is evident in the school's Ready, Respectful and Safe statement. They are encouraged to establishing and setting their own class rules in the form of positive	Every child is valued as an individual, and we aim to allow their unique personalities to shine through. Children are encouraged to be reflective, and to learn to take responsibility for themselves. This individual liberty includes reflecting on their own work.		Children should learn to become strong, tolerant and respectful members of our society. They are encouraged to explore these ideas through PSHE and RE. They are encouraged to show mutual respect by celebrating and considering the needs of others, and to develop their knowledge and understanding. To show tolerance of those of different faiths and beliefs, children and staff are encouraged to discuss their own faith and cultural traditions, whilst exploring the faiths and beliefs of others.	



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	Champion.	expectations.				
Maths	Number: Place value (within 10) Number: Addition (within 10)	Number: Subtraction (within 10) Geometry: Shape	Number: Place value (within 20) Number: Addition and subtraction (within 20)	Number: Place value (within 50) Measurement: Length and height Measurement: Weight and volume	Number: Multiplication and Division Number: Fractions	Number: Place value (within 100) Measurement: Money Measurement: Time Geometry: Position and direction
Science	<u>Everyday Materials</u> -Know the name of the materials an object is made from -Know about the properties of everyday materials		<u>Plants</u> -Know and name a variety of common wild and garden plants -Know and name the petals, stem, leaves and root of a plant - Know and name the roots, trunk, branches and leaves of a tree		<u>Animals Including Humans</u> -Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds -Know and classify animals by what they eat (carnivore, herbivore and omnivore) -Know how to sort by living and non-living things -Know the name of parts of the human body that can be seen	
	<u>Seasonal Change</u> -Name the seasons and know about the type of weather in each season.					
History		-Name a famous person from the past and explain why they are famous = Queen Victoria	-Name a famous person from the past and explain why they are famous = Mary Anning -Dinosaurs	-Know the name of a famous person, or a famous place, close to where they live = Beatrix Potter and Gorse Hall		-Know that the toys their grandparents played with were different to their own -Organise a number of artefacts by age -Know what a number of older objects were used for - Know the main



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						differences between their school days and that of their grandparents
Geography	<ul style="list-style-type: none"> -Know the names of the four countries that make up the UK and name the three main seas that surround the UK - Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. 	<ul style="list-style-type: none"> -Know the differences between cities, towns and villages. -Know which is the hottest and coldest seasons in the UK - Know and recognise main weather symbols 		<ul style="list-style-type: none"> -Know which is N, E, S and W on a compass - Know their address including post code -Know that all streets have a name, including post code -Know how to follow a simple road map -Know the name of the nearest town/city. 	<ul style="list-style-type: none"> -Know features of hot and cold places in the world -Know where the equator, North Pole and South Pole are on a globe. 	
Computing / Esafety	<p><u>Computing Systems and Networks - Technology Around Us</u></p> <ul style="list-style-type: none"> -Develop basic mouse and typing skills - Know how to turn a computer on and off and how to login. -Use technology safely -Talk about some of the IT uses in their own home 	<p><u>Creating Media - Digital Painting</u></p> <ul style="list-style-type: none"> -Create, store and retrieve digital content -Develop mouse skills 	<p><u>Programming A - Moving a robot</u></p> <ul style="list-style-type: none"> -Create a series of instructions and plan a journey for a programmable toy 	<p><u>E Safety</u></p> <ul style="list-style-type: none"> -Use technology safely -Keep personal information private <p><u>Data and Information - Grouping Data</u></p> <ul style="list-style-type: none"> -Create, store and retrieve digital content -Use a camera 	<p><u>Creating Media - Digital Writing</u></p> <ul style="list-style-type: none"> -Create, store and retrieve digital content -Develop typing and mouse skills 	<p><u>Programming B - Programming Animations</u></p> <ul style="list-style-type: none"> -Record sound and play back -Create a series of instructions and plan a journey for a sprite -Create, store and retrieve digital content



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P.S.H.E and SRE	<p>Relationships</p> <ul style="list-style-type: none"> Roles of different people, families and being cared for Recognising privacy, staying safe and seeking permission How behaviour affects others and how to be polite and respectful <p>BV Individual liberty, mutual respect and rule of law</p>		<p>Living in the Wider World</p> <ul style="list-style-type: none"> What rules are, caring for others' needs and looking after the environment Using the internet and digital devices and communicating online Strengths and interests and jobs in the community <p>BV Rule of law, democracy and mutual respect</p>		<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Keeping healthy, food and exercise, hygiene routines and sun safety Recognising what makes them unique and special, feelings and managing things when they go wrong How rules and age restrictions help us and keeping safe online <p>BV Rule of law and mutual respect</p>	
Music	Charanga unit: My Musical Heartbeat	KS1 Nativity	Charanga Unit: Dance, Sing and Play!	Charanga Unit: Exploring Sounds	Sing Up unit: Dancing and drawing to Nautilus	Sing Up unit: Cat and Mouse Sing Up unit: Come dance with me
Art	- Describe what can be seen and give an opinion about the work of an artist -Ask questions about a piece of art (Kabocha by Yayoi Kusama)	- Describe what can be seen and give an opinion about the work of an artist -Ask questions about a piece of art. (Composition with large red plane, yellow, black, gray and blue by Piet Mondrian, The Snail by Henri Matisse, Colour Study, Squares with Concentric Circles by	-Know how to use pencils to create lines of different thickness in drawings (Dinosaur skeleton drawings) - Know how to cut, roll and coil materials.	- Know how to create a repeating pattern in print (Printing with fruit and vegetables) - Describe what can be seen and give an opinion about the work of an artist -Ask questions about a piece of art. (Sunflowers by Vincent Van Gogh and Jimson Weed White Flower No 1 by Georgia	- Know how to create moods in art work - Describe what can be seen and give an opinion about the work of an artist -Ask questions about a piece of art (Unity by Gakonga)	-Know the names of the primary and secondary colours - Know how to cut, roll and coil materials.



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		<p>Wassily Kandinsky and The Canal at Gravelines, in the Direction of the Sea by Georges Seurat)</p> <p>- Know how to cut, roll and coil materials. (Making Chinese dragons)</p> <p>-Know how to use IT to create a picture (Composition with large red plane, yellow, black, gray and blue by Piet Mondrian, The Snail by Henri Matisse, Colour Study, Squares with Concentric Circles by Wassily Kandinsky and The Canal at Gravelines, in the Direction of the Sea by Georges Seurat)</p> <p>-Know how to show how people in feel in paintings and drawings (Piasso Weeping Woman)</p>		<p>O'Keeffe)</p> <p>-Know the names of the primary and secondary colours (colour mixing)</p>	
Design and Technology	<p><u>Construction area</u> -Use their own ideas to design something and describe how their own idea works -Explain to someone</p>	<p><u>Junk Modelling - castles to withstand a weight</u> -Use their own ideas to design something and describe how their own</p>		<p><u>Food technology</u> -Cut food safely - Design our own fruit tusks.</p>	<p><u>Create a moving toy</u> -Use their own ideas to design something and describe how their own idea works -Explain to someone</p>



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	<p>else how they want to make their product and make a simple plan before making</p> <ul style="list-style-type: none"> -Use own ideas to make something -Choose appropriate resources and tools 	<p>idea works</p> <ul style="list-style-type: none"> -Explain to someone else how they want to make their product and make a simple plan before making -Use own ideas to make something -Choose appropriate resources and tools -Explain what works well and not so well in the model they have made. -Make their own model stronger. 				<p>else how they want to make their product and make a simple plan before making</p> <ul style="list-style-type: none"> -Use own ideas to make something -Choose appropriate resources and tools -Explain what works well and not so well in the model they have made. -Make a product which moves
P.E.	<p>Dance (Animals)</p> <ul style="list-style-type: none"> -Perform own dance moves -Copy or make up a short dance -Move safely in a space <p>Object Manipulation 2</p> <ul style="list-style-type: none"> -Throw underarm -Throw in different ways -Kick a ball in different ways 	<p>Fundamental Movement skills 2</p> <ul style="list-style-type: none"> -Throw underarm -Throw in different ways -Kick a ball in different ways <p>Gymnastics (Pathways small and long)</p> <ul style="list-style-type: none"> -Make body curled, tense, stretched and relaxed -Control body when travelling and balancing -Copy sequences and repeat them 	<p>Invasion Games 1</p> <ul style="list-style-type: none"> -Throw underarm -Throw in different ways -Kick a ball in different ways <p>Locomotion 2</p> <ul style="list-style-type: none"> -Throw underarm -Throw in different ways -Kick a ball in different ways 	<p>Net and Wall Games Skills 1</p> <ul style="list-style-type: none"> -Throw underarm -Throw in different ways <p>Gymnastics (wide, narrow and curled rolling and balancing)</p> <ul style="list-style-type: none"> -Make body curled, tense, stretched and relaxed -Control body when travelling and balancing -Copy sequences and repeat them 	<p>Striking and Fielding Games 1</p> <ul style="list-style-type: none"> -Throw underarm -Throw in different ways <p>Target Games 2</p> <ul style="list-style-type: none"> -Throw underarm -Throw in different ways 	<p>Athletics 2</p> <ul style="list-style-type: none"> -Throw underarm -Throw in different ways <p>Dance (Under the Sea)</p> <ul style="list-style-type: none"> -Perform own dance moves -Copy or make up a short dance -Move safely in a space



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		-Roll, curl, travel and balance in different ways		-Roll, curl, travel and balance in different ways		
R.E.	Expressing Strand What makes some places sacred? BV Tolerance - different faiths and beliefs		Believing Strand Who is a Christian and what do they believe? BV Tolerance - different faiths and beliefs		Living Strand What does it mean to belong to a faith community? BV Tolerance - different faiths and beliefs	