

**BARNBURGH PRIMARY ACADEMY**

Year 1 Long Term Plan

TERM:		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Class Novel</b>		Julia Donaldson books Stories for 5-year-olds Mr Majeika (school)	Martin Waddell books Owl Babies The Pig in the Pond Can't You Sleep Little Bear Once There Were Giants The Owl Who Was Afraid of the Dark	Janet and Allan Ahlberg Books Funny Bones Each Peach Pear Plum The Jolly Postman Cops and Robbers The Hen Who Wouldn't Give Up Poem books	Jill Murphy Books Peace at Last Five Minutes Peace (Large Family collection) Whatever Next! The Worst Witch	Stories for 6 year olds The Queen's Nose	Dilly the Dinosaur stories Meerkat Mail
<b>School trips / Visitor into school</b>		Visit to church (Harvest)	Musical Stories (Concerteenies) TBC RE – visit to church Visit to church (Christmas)	Orienteering in local area Visitor to school to support with sewing	Visit from musicians (timbre) Orienteering in local area Visit to church (Easter) Walk in local area – plant identification	Victorian trip – Canon hall, Cusworth hall or Ripon workhouse	Live musicians – focus on pitch and tempo – Soundtrack Brass – dependent on availability of players.
<b>Maths</b>	<b>Wk1</b>	Place Value (within 10)	Addition and Subtraction (within 10)	Place Value (within 20)	Place Value (within 50)	Multiplication and division	Place Value (within 100)
	<b>Wk2</b>	Place Value (within 10)	Addition and Subtraction (within 10)	Place Value (within 20)	Place Value (within 50)	Multiplication and division	Place Value (within 100)
	<b>Wk3</b>	Place Value (within 10)	Addition and Subtraction (within 10)	Place Value (within 20)	Length and Height	Multiplication and division	Mass and Volume
	<b>Wk4</b>	Place Value (within 10)	Addition and Subtraction (within 10)	Addition and Subtraction (within 20)	Length and Height	Fractions	Time
	<b>Wk5</b>	Place Value (within 10)	Addition and Subtraction (within 10)	Addition and Subtraction (within 20)	Geometry – Position and direction	Fractions	Time – assessment week
	<b>Wk6</b>	Place Value (within 10)	Geometry - Shape	Addition and Subtraction (within 20)		Money	Transition
	<b>Wk7</b>	Place Value (within 10)	Geometry - Shape				Consolidation of Summer Term
	<b>Wk8</b>	Place Value (within 10)					
<b>Writing and Drama</b>	<b>Wk1</b>	Transition back to school – basic skills	The Very Hungry Caterpillar- Hold a phrase	Supertato (retell) (Spag – CEW and suffix -ing)	The Gruffalo (adjectives and suffix ing)	Journey – Aaron Becker Spag ( - CEW and -compound words)	Video – Catch it! (retell) Spag ( - CEW and plurals)
	<b>Wk2</b>	3 Little Pigs (Spag – CEW and fingerspaces)	What the ladybird heard? (retell) (Spag – CEW and personal pronouns and using and)	Tabby McTat- time connectives, verbs	Zog (prefix un)	Journey – Aaron Becker Spag ( - CEW and -er / est)	Video – Catch it! (creative) Spag ( - CEW and exclamation marks)
	<b>Wk3</b>	Goldilocks and 3 bears (Spag – CEW and full stops)	The Smartest Giant in Town (retell) (Spag – CEW and using verbs)	Tiger Who Came to Tea (retell) (Spag – CEW and suffix -er)	The Day the Crayons Quit (Prefix un)	Our Trip to Canon Hall Museum (retell) Spag ( - CEW and time connectives)	All About Me Spag ( - CEW and adjectives)
	<b>Wk4</b>	3 Billy Goats Gruff (Spag – CEW and full stops)	Jonty Gentoo (retell) (Spag – CEW and using imperative verbs)	Stick man- adjectives	Jack and the Beanstalk- suffixes 'er' and 'est'	My Trip to..... (creative) Spag ( - CEW and -adjectives recap)	Writing to my Year 2 teacher Spag ( - CEW and question marks)
	<b>Wk5</b>	Gingerbread Man (Spag – CEW)	Christmas Story (retell) (Spag – CEW and adjectives and verbs)	Room on the broom- suffix 'ed'	Easter story (retell)	Video – The Little Shoemaker (retell) Spag ( - CEW and – ing / ed recap)	SPAG week - recap all SPAG and CEW
	<b>Wk6</b>	Red Riding Hood (Spag – CEW and Capital letters)	Christmas Story (retell) (Spag – CEW and time connectives)	The Snail and The Whale- 'er' and 'est'		Video – The Little Shoemaker (creative) Spag ( - CEW and – un)	TRANSITION WEEK
	<b>Wk7</b>	Little Red Hen (Spag – CEW and Capital letters)	Christmas (fact)				SPORT SWEET / Spag ( - CEW review)
	<b>Wk8</b>	Hansel and Gretel (Spag – CEW review)					
<b>Science</b>		<p><b>Working scientifically</b> <i>asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions</i></p> <p><b>Everyday materials</b> <i>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 identify and compare the suitability of a variety of everyday materials, including wood, metal,</i></p>	<p><b>Working scientifically</b> <i>asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions</i></p> <p><b>Seasonal changes</b> <i>observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</i></p>		<p><b>Working scientifically</b> <i>asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions</i></p> <p><b>Plants</b> <i>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 observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</i></p>	<p><b>Working scientifically</b> <i>asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions</i></p> <p><b>Animals including humans</b> <i>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) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</i></p>	

	<p>plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>				<p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	
<p><b>History</b></p>	<p><b>Past and present</b></p> <p>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.</p>		<p><b>Great fire of London</b></p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>			<p><b>Victorians</b></p> <p>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>significant historical events, people and places in their own locality.</p>
<p><b>Geography</b></p>	<p><b>Locational knowledge</b></p> <p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p><b>Human and physical geography</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p><b>Geographical knowledge and fieldwork taught through OAA</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>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>	<p><b>Place knowledge</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><b>Geographical knowledge and fieldwork taught through OAA</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>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>		
<p><b>Art and Design</b></p>	<p><b>Sculpture</b></p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p><b>Sketchbooks</b></p> <p><b>Work of other artists</b></p> <p><b>Painting and drawing</b></p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p><b>Sketchbooks</b></p> <p><b>Work of other artists</b></p> <p><b>Painting and drawing</b></p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	

<p><b>Design and Technology</b></p>			<p><b>Nutrition and healthy eating</b>  <i>design purposeful, functional, appealing products for themselves and other users based on design criteria</i>  <i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i>  <i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i>  <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i>  <i>explore and evaluate a range of existing products</i>  <i>evaluate their ideas and products against design criteria</i>  <i>use the basic principles of a healthy and varied diet to prepare dishes</i>  <i>understand where food comes from.</i></p> <p><b>Textiles</b>  <i>design purposeful, functional, appealing products for themselves and other users based on design criteria</i>  <i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i>  <i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i>  <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i>  <i>explore and evaluate a range of existing products</i>  <i>evaluate their ideas and products against design criteria</i></p>	<p><b>Construction</b>  <i>design purposeful, functional, appealing products for themselves and other users based on design criteria</i>  <i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i>  <i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i>  <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i>  <i>explore and evaluate a range of existing products</i>  <i>evaluate their ideas and products against design criteria</i>  <i>build structures, exploring how they can be made stronger, stiffer and more stable</i>  <i>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i></p>		
<p><b>Computing</b></p>	<p><b>Staying safe online</b>  <i>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</i></p> <p><b>Using computers and evaluating digital content</b>  <i>Recognise common uses of information technology beyond school</i></p>			<p><b>Staying safe online</b>  <i>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.</i></p> <p><b>Using data</b>  <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>	<p><b>Staying safe online</b>  <i>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</i></p> <p><b>Algorithms, programming and debugging</b>  <i>understand what algorithms are; how they are implemented as programs on digital devices; and those programs execute by following precise and unambiguous instructions</i>  <i>create and debug simple programs</i>  <i>use logical reasoning to predict the behaviour of simple programs</i></p>	
<p><b>RE</b></p>	<p>C1.1 What does it mean to belong to a community of belief? (P1)</p>	<p>C1.2 How are symbols used to welcome new life? (P2)</p>	<p>C1.3 How can we make good choices? (P3)</p>	<p>F1.12 How and why do we care for others (P3)</p>		
<p><b>Music</b></p>	<p><b>Pulse and rhythm</b>  <b>History of music</b>  <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>  <i>Play tuned and untuned instruments musically</i>  <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i>  <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>	<p><b>Classical music, dynamics and tempo</b>  <b>History of music</b>  <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>  <i>Play tuned and untuned instruments musically</i>  <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i>  <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>	<p><b>Musical vocabulary</b>  <b>History of music</b>  <i>Play tuned and untuned instruments musically</i>  <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i>  <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>	<p><b>Timbre and rhythmic patterns</b>  <b>History of music</b>  <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>  <i>Play tuned and untuned instruments musically</i>  <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i>  <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>		<p><b>Pitch and tempo</b>  <b>History of music</b>  <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>  <i>Play tuned and untuned instruments musically</i>  <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i>  <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>
<p><b>PSHE/RSE</b>  <i>Relationships taught through drama</i></p>		<p><b>Health and wellbeing</b></p>		<p><b>Living in the wider world</b></p>		<p><b>Transition</b></p>

<p><b>PE</b></p>	<p><b>Invasion games – rugby</b>  <i>lead healthy, active lives</i>  <i>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</i></p> <p><i>participate in team games, developing simple tactics for attacking and defending</i></p> <p><b>Gymnastics</b>  <i>lead healthy, active lives</i>  <i>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</i></p>	<p><b>Multiskills</b>  <i>lead healthy, active lives</i>  <i>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</i></p> <p><b>Invasion games – basketball</b>  <i>lead healthy, active lives</i>  <i>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</i>  <i>participate in team games, developing simple tactics for attacking and defending</i></p>	<p><b>Invasion games – Dodgeball</b>  <i>lead healthy, active lives</i>  <i>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</i>  <i>participate in team games, developing simple tactics for attacking and defending</i></p> <p>OAA</p>	<p><b>Athletics</b>  <i>lead healthy, active lives</i>  <i>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</i></p> <p>OAA</p>	<p><b>Net and wall games – Netball</b>  <i>lead healthy, active lives</i>  <i>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</i>  <i>participate in team games, developing simple tactics for attacking and defending</i></p> <p><b>Dance</b>  <i>lead healthy, active lives</i>  <i>perform dances using simple movement patterns</i></p>	<p><b>Striking and fielding games – Rounders</b>  <i>lead healthy, active lives</i>  <i>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</i></p> <p><i>participate in team games, developing simple tactics for attacking and defending</i></p> <p><b>Multiskills</b>  <i>lead healthy, active lives</i>  <i>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</i></p>
<p><b>Outdoor Learning</b></p>	<p>Forest school introduction</p>		<p>OAA link to geographical knowledge and fieldwork</p>		<p>Art Enrichment - Sculpture</p>	
<p><b>MFL</b></p>	<p>Locational knowledge  Greetings  Numbers</p>		<p>Locational knowledge  Greetings  Days of the week and months of the year</p>		<p>Locational knowledge  Greetings  Colours</p>	<p>Locational knowledge  Greetings  Pets</p>
<p><b>Drama</b></p>	<p>Will be used as a tool to teach Relationships in RSE</p>					