# Brooke & Marshland Federation
## Long Term Planning

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer2 |
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| **Theme** | PAWS, CLAWS AND WHISKERS | MOON ZOOM | MEMORY BOX | Bright Lights, Big City | ENCHANTED WOODLAND | SUPERHEROES |
| **Educational Visit** | | | Cusworth Hall Museum | | Forest School High Melton | |
| **Engage Activity** | Sam's Safari | Planetarium | School Trip Bring in baby photos | Royal Visit ? | School Woodland Walk | Superheroes movie |
| **Featured Text(s)**<br><br>**Film Clips/ Animations** | Three by the Sea *Mini Grey* Dear Zoo *Rod Campbell* Meerkat Mail Little Mouse's Big Book of Fears *Emily Gravett* The Tiger Who Came to Tea *Judith Kerr*<br><br>The Lion King | Whatever Next *Jill Murphy* The Way Back Home *Oliver Jeffers* The Man on the Moon Alien Spotters Guide *Simon Bartram*<br><br>Animation for: The Way Back Home Baboon on the Moon Clangers video clips | 'Old Thorne' Non-fiction texts The Large Family *Jill Murphy* How Are You Feeling Today? *Molly Potter* Matchbox Diary *Paul Fleischman* If I Could be *Sharratt & Goodhart*<br><br>Clips from Bedknobs and Broomsticks and Mary Poppins | Charlie and Lola – We Completely Must Go to London by Lauren Child The Prince of Pants by Alan Macdonald Katie in London by James Mayhew | Little Red Riding Hood *Lari Don* Good Little Wolf *Nadia Shireen* The Tin Forest *Helen Ward* The Gruffalo *Julia Donaldson* Into the Forest *Anthony Brown* Brave Little Owl *Penny Little*<br><br>Clips from Bambi, Snow White, Sleeping Beauty | Nat Fantastic *Giles Andreae* Superworm *Julia Donaldson* Traction Man *Mini Grey*<br><br>Incredibles and other Disney superhero clips |
| **Literacy** | • Labels and Captions<br>• Asking and Answering Questions<br>• Sentences sequenced to create a narrative | • Non-Fiction: Fact Finding<br>• Character Profiles<br>• Shapes Poetry | • Narratives<br>• Expressing Feelings | • Non-chronological reports<br>• Poetry<br>• Letters to the Queen | • Recount from trip<br>• Instructions<br>• Fairytales | • Comic Strips<br>• Fact Files<br>• Story Writing |
| **Maths** | • Number and Place Value<br>• Addition and Subtraction | • Number and Place Value<br>• Measurement<br>• Shape<br>• Position and Direction | • Number and Place Value<br>• Addition and Subtraction<br>• Fractions | • Number and Place Value<br>• Shape<br>• Multiplication and Division | • Number and Place Value<br>• Measurement<br>• Position and Direction | • Number and Place Value<br>• Multiplication and Division<br>• Fractions |

| International Outlook | Endangered Animals | Protecting Our Planet | Age Concern | How do other countries recycle? | Stranger Danger | Who are the current international heroes? |
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| **Science** | **Animals including humans:** Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.<br><br>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.<br><br>Describe and compare the structure of a variety of common animals (fish, amphibians, retiles, birds and mammals, including pets). | **Everyday Materials:** Distinguish between an object and the material from which it is made from.<br><br>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.<br><br>Describe the simple physical properties of a variety of everyday materials.<br><br>Compare and group together a variety of everyday materials on the basis of their simple physical properties. | **Everyday Materials**: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. | **Animals including humans**: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.<br><br>Identify and name animals that are herbivores, carnivores and omnivores. | **Plants:** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.<br><br>Identify and describe the basic structure of a variety of common flowering plants, including trees.<br><br>**Seasonal changes:** Observe changes across the four seasons.<br><br>Observe and describe weather associated with the seasons and how day length varies. | **Plants:**<br><br>Identify and describe the basic structure of a variety of common flowering plants, including trees - *fruit and vegetables, growing healthy foods*<br><br>**Animals, including humans:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. |
| **History** | | The lives of significant individuals in the past who have contributed to national and international achievements. (Neil Armstrong)<br><br>Events beyond living memory that are significant nationally or globally. (Moon Landings) | Changes within living memory. (Babies, toddlers, young children)<br><br>Significant historical events, people and places in their own locality. (Parents, Grandparents, changes to Thorne) | The lives of significant individuals in the past who have contributed to national and international achievements. (Queen Elizabeth 2)<br><br>Great Fire of London | | |
| **Geography** | **Locational knowledge**: | **Geographical skills and fieldwork:** | **Place knowledge:** | **Place knowledge:** | **Human and Physical Geography:** | **Locational Knowledge:** Name, locate and |

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| | Name and locate the world's seven continents. (Animals native to particular continents)

Use world maps, atlases and globes to identify the UK and its countries. | Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. (Globes of Earth) | understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Old Thorne) | What is the capital of England? Where does the Queen live? | Key physical features: forests (local forests- Buntings Wood, Sandall Beat Wood) | identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas |
| **Art and Design** | **Artists:** About the work of a range of artists, and making links to their own work (Surprised! By Henri Rousseau)

**Techniques:** To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space. (Animal printing) | | **Techniques**: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (Self-portraits) | **Techniques**: Cutting, Gluing

**Techniques, Creative:** Designing and creating a pair of pants for the Prince of Pants (English Link) | **Artists:** About the work of a range of artists (Harry Goldsworthy)

**Techniques, Creative:** To use a range of materials creatively to design and make products.(Forest natural collage)

**Techniques**: To use sculpture to develop and share their ideas, and experiences (Clay animals) | **Techniques, Creative:** To use sculpture to develop and share their ideas, and experiences and imagination (Own superhero) |
| **Design and Technology** | | **Design, Make, Evaluate, Technical Knowledge:** Design purposeful functional appealing products for themselves and others. (Moon Buggies)

Explore and use mechanisms [for example, levers, sliders, | **Design, Make, Evaluate**: Design purposeful, functional, appealing products for themselves and other users based on design criteria (Memory Box toys)

Select from and use a range of tools and equipment to perform practical tasks. | | | **Design, Make, Evaluate:** Select from and use a range of tools and equipment to perform practical tasks (Superhero mask, attachments)

**Cooking and Nutrition**: Maintaining a healthy body: use the basic principles of a healthy |

| | | wheels and axles], in their products.<br><br>Evaluate their ideas and products against design criteria. | Evaluate their ideas and products against design criteria. | | | and varied diet to prepare dishes. (Make a healthy meal) |
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| **PE** | **Multi-Skills**<br>Master basic movements including running, jumping, throwing and catching. | **Dance**<br>Perform dances using simple movement patterns. | **Wall/Net**<br>Participate in team games, developing simple tactics for attacking and defending. | **Gymnastics**<br>Developing balance, agility and co-ordination. | **Multi-Skills** (football)<br>Participate in team games, developing simple tactics for attacking and defending. | **Athletics**<br>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. |
| **RE** | Beliefs about God | The Bible: The Christmas Story | Church and Worship | Living The Christian Life | Judaism | Key People |
| **Music** | **Charanga:**<br>Hey You! | **Charanga:**<br>Little Angel Gets Her Wings by Nick Perrin | **Charanga:**<br>In the Groove | **Charanga:**<br>Rhythm in the way we walk and Banana rap | **Charanga:**<br>Round and Round | **Charanga:**<br>Reflect, Rewind and Replay |
| **Computing** | Use technology purposefully to create, organise, store, manipulate and retrieve digital content.<br><br>(Logging on and extending use of Tizzy's Tools.) | Recognise common uses of information technology beyond school (NASA)<br><br>E-Safety | Use technology purposefully to create, organise, store, manipulate and retrieve digital content.<br><br>(Word Processing: Printing, Saving and Retrieving.)<br><br>E-safety | Recognise common uses of information technology beyond school<br><br>Dazzle | Understand what algorithms are. Create and debug simple programs (Coding) | CODING - Understand what algorithms are. Create and debug simple programs. |
| **PSCHE/SEAL** | **New Beginnings – SEAL**<br>I know that I belong to a community.<br>I can help to make the class a safe and fair place and good place to learn.<br>I know what I have to do myself to make the classroom and school a | **Getting on and falling out –SEAL**<br>I can tell you what being a good friend means to me.<br>I can work well in a group. | **Say No to Bullying-SEAL**<br>I can tell you what bullying is. | **Good to be me –SEAL**<br>I can tell you something that makes me feel proud.<br>I can tell you about my gifts and talents.<br>I can tell when I am feeling proud. | **Going for Goals – SEAL**<br>I know we learn in different ways. | **Relationships and changes - SEAL** |

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| | safe and fair place for everyone. | | | | | |
| **EXPRESS ACTIVITY** | The Lion King | Christmas Concert | | Street Party – Queen's Birthday | Walk around Buntings Wood, Thorne | Family Picnic |