

Year 1 Long Term Plan

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Length of Half Term	7 ½ weeks	6 ½ weeks	5 ½ weeks	6 weeks	6 weeks	7 weeks
Focus	Digging up dinosaurs. (History)	Remember, Remember the 5th of November (History)	Do polar bears wear sunglasses? (Geography/ Science)	You are here! Google map pin. (Geography)	Can grandads play computer games? (History)	Oh I do like to be beside the seaside! (Geography)
Write It (Writing)	Narrative Harry and his bucketful of dinosaurs Writing captions Re-telling known stories Simple sentences Non-fiction Poetry	Narrative Non-fiction Instruction writing Letter writing to Santa Recount of Cinderella trip Recount of bonfire night Poetry Kit Wright – magic box	Narrative Descriptive writing Non-fiction Report writing Poetry Rhyming couplets	Narrative Story writing Non-fiction Letter writing Poetry	Narrative Non-fiction report writing information texts diary entry Poetry	Narrative Story writing Descriptive writing Non-fiction Recount Adverts/posters Poetry
Do It! (WOW / Hook)	Hatch dinosaur egg Dinosaur footprints in classroom Continuous provision areas	Firework videos of displays Continuous provision area	Science experiments	School grounds walk	Invite parents/grandparents in to play computer games with the children	Visit to blackpool tower and the beach

Read it (Reading)	Fiction	Fiction	Fiction and non fiction	non fiction	Fiction and non fiction	Fiction and non fiction
Work it out (Maths)	Place value Addition within 10	Addition and subtraction within 10	Shape Place value within 20 Addition and subtraction within 20	Place value within 50 Include multiples of 2,5,10 Measurement	Multiplication and division Fractions Position and direction (MNP)	Place value within 100 Money Time (MNP)
Remember It (History)	<p>Fossils Mary Anning</p> <p>I can use common words and phrases relating to the passing of time</p> <p>I can ask and answer relevant basic questions about the past</p> <p>I can find answers to some simple questions about the past from simple sources of information</p>	<p>Guy fawkes I can place known events in the order of when they happened</p> <p>I can identify some similarities and differences between ways of life in different periods</p> <p>I can understand key features of events</p> <p>I can talk, draw or write about aspects of the past</p>	Relate to the ice age – how have things changed?	Compare images of Shaw from many years ago and today	<p>I can sequence events and recount changes within living memory (chronological understanding)</p> <p>I can describe some simple similarities and differences between man-made objects</p> <p>I can sort historical objects from 'then' and 'now'</p> <p>I can ask and answer relevant basic questions about the past</p>	

<p style="text-align: center;">Explore it (Geography)</p>	<p>I can talk, draw or write about aspects of the past</p>				<p>I can relate my own account of an event and understand that others may give a different version</p> <p>I can identify some similarities and differences between ways of life in different periods</p> <p>I can talk, draw or write about aspects of the past</p>	
		<p>Houses of parliament location</p>	<p>I can ask simple geographical questions</p> <p>I can describe seasonal weather changes</p>	<p>I can ask simple geographical questions</p> <p>I can use simple observational skills to study the geography of the school and its grounds</p> <p>I can use simple maps of the local area</p>		<p>I can use words such as near and far, left and right to talk about where things are</p> <p>I can name, describe and compare places I know</p>

				<p>I can understand how some places are linked to other places</p> <p>I can show I know about changes that are happening in the local environment</p> <p>I can make simple maps and plans</p> <p>I understand how places are linked to other places e.g. roads/ trains</p> <p>I can suggest ideas for improving the school environment</p>		<p>I understand how places are linked to other places e.g. roads/ trains</p>
<p>Investigate it (Science)</p>	<p>Our body</p>	<p>Seasonal changes</p> <p>I can explain changes through autumn, winter, spring and summer.</p> <p>I can describe the weather in</p>	<p>Seasonal changes</p> <p>I can explain changes through autumn, winter, spring and summer.</p>	<p>plants</p>	<p>Materials</p>	

		autumn, winter, spring and summer and that the days get longer and shorter.	I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter.			
Compute it (Computers)	e-safety	Use tools to create firework pics	Research seasonal changes	Using google maps to look at the school and where they live	VLE	VLE
Create it (Art)	Collages printing	Use different materials to create firework pictures Christmas cards	Seasons pictures Water colour painting Creating a winter scene using different materials	Drawing maps Creating birds eye view images Easter cards	Designing a toy	
Make it (D & T)	Dinosaur eggs	Design and create a rocket		Junk model aerial view of the school	Design and create a toy	
Get active (PE)	Dinosaur dance	Gymnastics – firework related	Taught through scheme	Taught through scheme	Taught through scheme	Taught through scheme
Listen to it (Music)	Taught through Charanga	Taught through Charanga Firework sounds Choose and instrument to create the sound of a firework	Taught through Charanga	Taught through Charanga	Taught through Charanga	Taught through Charanga
Understand it (PSHE)	generosity	comparison	Courage	forgiveness	Friendship	

Understand it (RE)	Harvest	God's creation Christmas gifts	Jesus was special	Easter celebrating new life	What is a saint?	Baptism
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