




Shire Oak CE Primary School Long Term Plan YEAR 1 (Nile Class) Please see subject progression maps for detail on knowledge, skills and understanding to be learned.

Topic Name	Autumn Growing	Spring Toys	Summer Hot and Cold
English	Phonics Phase 3 - 4	Phonics Phase 3-5	Phonics Phase 3-5+
Core Texts			
Writing Focus	<p>Lists, labels, captions and simple sentences booklet about myself growing e.g. baby photo captions, birthdays, significant events over their lifetime. Own version of 'A little Stuck' by Oliver Jeffers Instructions – planting seed (sentences)</p>	<p>Traditional Tales Story writing – toys-adventure story Postcards – Bear UK Recount – Abbey House Instructions – playing a game</p>	<p>Information booklet - science Poetry -animal riddles Story Author focus – e.g. Mairi Hedderwick Message in a bottle</p>
Maths	<p>Number: Place Value within 10 Number: Addition and Subtraction within 20 Geometry: Shape Number: Place Value within 20</p>	<p>Number: Addition and Subtraction within 20 Number: Place Value within 50 Measurement: Length and Height Measurement: Weight and Volume</p>	<p>Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time</p>
History	<p><u>Changes within living memory</u> Make own timeline/family tree (sequence events in their life) family photographs etc  <u>Places in their own locality</u></p>	<p><u>Changes within living memory</u> Toys our parents and grandparents played with (stories to show fact and fiction)  Artefacts – develop enquiry</p>	<p><u>Significant people in their own locality</u> Captain Oakes' (Meanwood) voyage to the South Pole.  <u>Significant individuals</u></p>

	<p>Shire Oak tree</p> <p><u>Events beyond living memory that are significant nationally or globally</u> Harvest and Remembrance</p>	<p>Abbey House Toys workshop</p>	<p>Grace Darling David Attenborough</p>
<b>Geography</b>	<p>Identify seasonal and daily weather patterns in the United Kingdom. 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-field work. Use a picture map to move around school.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use maps etc. Use world maps, atlases and globes to identify the United Kingdom and its countries. Paddington Bear (or other toy) visits 4 countries of UK, naming capital cities.</p>	<p>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Name, locate seas surrounding the UK. Express views of features of the environment. Place and location knowledge.</p>
<b>Science</b>	<p><u>Animals including humans</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>Plants</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. <u>Seasonal Change</u> Observe changes across the seasons -Autumn, Winter. <u>Working scientifically</u> Observing closely, identifying and classifying.</p>	<p><u>Everyday Materials</u> 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 based on their simple physical properties. <u>Seasonal Change</u> Observe changes across the four seasons – Winter -Spring. <u>Working scientifically</u> Gathering and recording information. Performing simple tests Asking simple questions and using observations to answer questions.</p>	<p><u>Plants</u> Identify and describe the basic structure of a variety of common flowering plants, including trees. <u>Animals including humans.</u> 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). <u>Seasonal Change</u> Observe and describe weather associated with the seasons – Spring-Summer and how day length varies. <u>Working scientifically</u> Gathering and recording information. Identifying and classifying.</p>
<b>Art and Design</b>  <b>Vincent Van Gogh</b>	<p><u>Drawing and Colour</u> Self-portrait, colour mixing, rainbows, still life growing things, seasonal pictures, Bonfire Night.</p>	<p><u>Texture and Pattern</u> Patterns on toys, e.g. Paddington Bear patterns for clothes. Link texture to science materials, make a material collage. Repeated pattern pictures (maths link).</p>	<p><u>Print making</u> Animal markings, footprints. Mono prints of plants, flowers. <u>3D form</u> 3D Clay tiles. Shire Oak class sculpture park in outside area. Sand sculptures.</p>

<b>R.E.</b> (Religious Education) <b>Class Value:</b> <b>Kindness</b>	Unit 1:1 – Which books and stories are special?  Unit 1:2 – How do we celebrate special events?  Nativity	Unit 1:4 – How and why do we care for others?  Kindness Value	Unit 1:3 – What does it mean to belong to a church or mosque?  Unit 1:5 – Who brought messages about God and what did they say?
<b>D.T.</b> (Design and Technology)	Mechanisms: levers and sliders – making a moving Christmas card.  We are reviewing our DT curriculum and aligning units	Structures e.g. making a shelter for a class teddy or mechanisms: wheels and axles e.g. making a toy car.	Cooking and nutrition e.g. fruit smoothie/summer picnic/sorbet. to our new topics
<b>Computing</b>	1. We are painters (illustrating an eBook) 1:3, 2. We are celebrating (creating a card digitally) 1:6	1. We are treasure hunters (programmable toys) 1:1 2. We are collectors (finding images using the web) 1:4	1. We are TV chefs (filming the steps of a recipe) 1:2, 2. We are story tellers (producing a talking book) 1:5
<b>Music</b>	1. Hey You 2. Nativity production (singing)	1. Rhythm in the Way We Walk and Banana Rap 2. In the Groove	1. Round and Round 2. Your Imagination
<b>P.E.</b> (Physical Education)	Team Games (hand / eye co-ordination throwing catching) Gymnastics - apparatus Dance – simple movement patterns	Team Games (invasion game skills) Gymnastics – jumping Dance (Toys) Multi skills – running	Team Games (attacking and defending skills) Multi skills – agility, balance and coordination Athletic Skills (Sports Day preparation)
<b>PSHCE</b> (Personal Social Health and Citizenship Education)	<i>Currently under review (PSHCE is still being taught using a modified version of our previous curriculum)</i>		
<b>Key visits, visitors and experiences</b>	Autumn/ seasons walk in school grounds, nature garden and orchard. Nativity production	Abbey House Museum, Kirkstall (Toys from the past workshop)	Filey – seaside trip only