

Year 1 - Long Term Planning

	Autumn	Spring	Summer
	Fire and Plague	Discovering Dinosaurs	How does your garden grow?
English	<p style="text-align: center;"> Recount List writing / sentence building and writing Rhyming sentences Capital letters / lower case letters Informative writing Narrative Narrative / Descriptive / Sequencing Recount Sequencing / Invitation </p> <p> Texts and stimulus used: Shark in the park by Nick Sharratt - list writing Oi Frog - by Kes Gray Animalphabet by Julia Donaldson - flap books Incey Wincey Spider by Kate Toms Each Peach pear Plum by Janet and Allan Allberg - wanted poster for witch Fire of London workshops Vlad by Kate and Sam Cunningham Grumpy Badger's Christmas by Paul Bright and Jane Chapman </p>	<p style="text-align: center;"> Recount Invitation / Fact File Thank you letter Email / letter / postcard Instruction writing Narrative/descriptive </p> <p> Texts and stimulus used: Dinosaur workshop There's a T-rex in town by Ruth Symons Dear Dinosaur by Chae Strathie How to look after a dinosaur by Jason Cockcroft Dinosaur in Danger by Paul Geraghty </p>	<p style="text-align: center;"> Recount Descriptive Diary / letter / postcard Invitation Informative poster Descriptive </p> <p> Texts and stimulus used: trip to Wisely The magical garden of Claude Monet by Laurence Anholt Diary of a spider by Doreen Cronin The Queen's Knickers by Nicholas Allen Greta and the Giants by Zoe Tucker Katie and the Sunflowers </p>
MATHS	As Maths planning overview	As Maths planning overview	As Maths planning overview

Humans / hygiene - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
 -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Materials - 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, plastic, glass, brick, rock, paper and cardboard for particular uses
 - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

In addition Year 1 - Spring / Summer seasonal changes - observe changes across the four seasons
 -observe and describe weather associated with the seasons and how day length varies.

Identifying Animals and their structure

Animals and their habitats - notice that animals, including humans, have offspring which grow into adults
 -find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
 -explore and compare the differences between things that are living, dead, and things that have never been alive
 - 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
 - identify that most living things live in habitats to which they are suited and describe
 - how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
 -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Plants - 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
 - identify and name a variety of plants and animals in their habitats, including microhabitats

Climate Change - what it is and how it affects us. What can we do to help?

DT	<p>Pop up Christmas cards (Year 1) Christmas decoration (Year 2)</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Year 1 - Explore and use mechanisms - pop ups and sliders</p> <p>Year 2 - clay decorations</p> <p>ENRICHMENT LINKS - sewing and cooking</p>	<p>Dinosaur footprints - Different techniques using paper Sculpture</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>ENRICHMENT LINKS - sewing and cooking</p>	<p>Hinged bird boxes</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms in their products - wheels and axles</p> <p>ENRICHMENT LINKS - sewing and cooking</p>
COMPUTING	<p>Coding espresso(each year group) Class animal pics (year 1) Information (Year 2) - saving work, retrieving work Online safety</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>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</p> <p>ENRICHMENT LINKS - Coding/ online safety</p>	<p>Coding espresso(each year group) Online safety ENRICHMENT LINKS - Coding / online safety</p> <p>Recognise common uses of information technology beyond school</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>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</p>	<p>Coding Espresso (each year group) Word processing skills Online safety</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>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</p> <p>ENRICHMENT LINKS - Coding / online safety</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HISTORY</p>	<p>Events beyond living memory - Great Fire of London Plague Significant people - Samuel Pepys</p> <p>What is the plague? When and what happened in the fire of London? How did things change after the fire? How has the past shaped our lives?</p> <p>Learn about events beyond living memory that are significant nationally or globally - Fire of London and Plague</p> <p>Learn about the lives of significant individuals (Samuel Pepys) in the past who have contributed to national and international achievements and compare aspects of life between Samuel Pepys and now.</p> <p>Learn about significant historical events, people and places in their own locality</p>	<p>Events beyond living memory - Dinosaurs Timelines / chronology Significant person - Mary Anning</p> <p>Who is Mary Anning? What did she teach us?</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about the lives of significant individuals (Mary Anning) in the past who have contributed to national and international achievements and compare aspects of life between Mary Anning and now.</p>	<p>Significant historical events, people and places in their own locality. Changes within living memory. - Where do most of us live? Fleet in modern day compared to Fleet in past. How has Fleet changed recently? Edenbrook, what was there before?</p> <p>How did Fleet start? What does Fleet look like now?</p> <p>Learn about changes within living memory. Where appropriate and look at how these reveal aspects of change in national life</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about significant historical events, people and places in their own locality.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GEOGRAPHY</p>	<p>Identify the UK and capital cities. - Where is Fleet? Where is London? What is special about the UK?</p> <p>Place knowledge - linked to history and London in the fire and how the map of London has changed since the fire.</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Linked with History - How has Great Britain and the landscape of the world changed?</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</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language</p> <p>Local area study Fleet High Street Maps / plans of Fleet</p> <p>Learn to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</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>Use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

<p style="text-align: center;">ART</p>	<p>Class animals using different media - sketching, painting, pastels</p> <p>Drawing and painting - Self portraits - Using a range of media</p> <p>Portraits of Samuel Pepys</p> <p>Great Fire of London art - hot /cold colours.</p> <p>Shades of red and orange - use a range of media - using a range of paintings and photos</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, line, shape, form and space</p> <p>Learn 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>Sculpture - Dinosaur footprint linked to DT</p> <p>Using materials, different techniques and textures</p> <p>Andy Goldsworthy</p> <p>Use a range of materials creatively to design and make products</p> <p>Use sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, texture, shape, form and space</p>	<p>Watercolours - Monet / Van Gogh applying to own painting</p> <p>Drawing - dragonflies and Austin's Butterfly</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, line, shape, form and space</p> <p>Learn 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 style="text-align: center;">MUSIC</p>	<p>Exploring sounds</p> <p>Dynamics</p> <p>Singing</p> <p>Play/composition/perform</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically to experiment and create music with using different musical dimensions.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Dynamics/Duration/Tempo</p> <p>Listening and responding to music</p> <p>Play/composition/perform</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically to experiment and create music with using different musical dimensions.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Dynamics/Duration/Timbre</p> <p>Listening and responding to music</p> <p>Play/composition/perform</p> <p>Beat/rhythm/clapping chants</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically to experiment and create music with using different musical dimensions.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>

<p style="text-align: center;">P.E</p>	<p style="text-align: center;">Games Dance</p> <p>Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility and coordination, individually and with others.</p> <p>Learn to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Learn to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p>	<p style="text-align: center;">Gymnastics</p> <p>Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination.</p> <p>Learn to master basic movements including jumping, developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Perform gymnastic sequences.</p>	<p style="text-align: center;">Games / Swimming Sports day</p> <p>Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility and coordination, individually and with others.</p> <p>Learn to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Learn to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>
<p style="text-align: center;">RE</p>	<p style="text-align: center;">Year 1 - Thanking Harvest Journeys End Nativity Journey</p> <p style="text-align: center;">Year 2 - Special Place Hindu Mandir Waiting Advent</p> <p style="text-align: center;">Open the Book collective worship</p>	<p style="text-align: center;">Year 1 - Belonging Followers of Jesus Welcoming Palm Sunday</p> <p style="text-align: center;">Year 2 - Remembering Holi Sad and happy Easter story</p> <p style="text-align: center;">Open the Book collective worship</p>	<p style="text-align: center;">Year 1 - Community Community in Hindu traditions Story across religions</p> <p style="text-align: center;">Year 2 - Special food across religions and traditions God across religions</p> <p style="text-align: center;">Open the Book collective worship</p>

PERSONAL DEVELOPMENT AND RSE

	<p>New Beginnings Rights & Responsibilities Class charter Getting on & Falling Out Friendship Right to points of View Sex education - My body is mine</p> <p>Recognise what they like and dislike, what is fair and unfair, and what is right and wrong. Share their opinions on things that matter to them and explain their views. Take part in discussions with one other person and the whole class. Take part in a simple debate about topical issues; Recognise choices they can make, and recognise the difference between right and wrong. Agree and follow rule / charters for their group and classroom, and understand how rules / charters help them. Realise that people and other living things have needs, and that they have responsibilities to meet them; Know they belong to various groups and communities, such as family and school. Contribute to the life of the class and school. Maintain personal hygiene. Know some diseases spread and can be controlled. Know that all household products, including medicines, can be harmful if not used properly. Recognise how their behaviour affects other people. Know that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p>	<p>Going for goals Right to learn Planning to reach a Goal Right to food Good to be me Feelings Respecting each other What I'm good at</p> <p>Recognise what they like and dislike, what is fair and unfair, and what is right and wrong. Share their opinions on things that matter to them and explain their views. Take part in discussions with one other person and the whole class. Take part in a simple debate about topical issues; Recognise choices they can make, and recognise the difference between right and wrong. to recognise, name and deal with their feelings in a positive way; Think about themselves, learn from their experiences and recognise what they are good at. Know how to set simple goals. Take part in a simple debate about topical issues. Contribute to the life of the class and school. Know that family and friends should care for each other. Identify and respect the differences and similarities between people. Developing good relationships and respecting the differences between people Listen to other people, and play and work cooperatively;</p>	<p>Relationships Right to a home Right to water Talk about feelings Changes Making changes / Accepting change Right choices</p> <p>Recognise what they like and dislike, what is fair and unfair, and what is right and wrong. Share their opinions on things that matter to them and explain their views. Take part in discussions with one other person and the whole class. Take part in a simple debate about topical issues; Realise that money comes from different sources and can be used for different purposes. Learn how to make simple choices that improve their health and wellbeing; Know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe. Contribute to the life of the class and school. Know about the process of growing from young to old and Understand how people's needs change. Know what improves and harms their local, natural and built environments and about some of the ways people look after them.</p>
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<p style="text-align: center;">CLASS COLLECTIVE WORSHIP THEMES BASED ON PERSONAL DEVELOPMENT AND</p>	<p style="text-align: center;">Belonging British Values - Rule of school - school council All types of family Who are your VIP's? Caring for each other Healthy lifestyles - exercise, cleanliness, food, sleep My body is mine My body is mine - Is it ok? Remembrance Who can I ask for help? My body is mine - Can I eat it? (medicine, alcohol, drugs, smoking) Right to be safe Being thankful Christmas story</p>	<p style="text-align: center;">What makes a good learner? British Values - Tolerance Perseverance Belonging All Families Choose kindness Shrove Tuesday Healthy and unhealthy relationship Respect for all Mothering Sunday Right to a family Right to choose own culture</p>	<p style="text-align: center;">Keeping Safe Keeping Safe at home Keeping Safe outside/roads/water Keeping Safe around strangers Keeping Safe - Safe secrets and surprises British Values - Individual Liberty Living in the wider world - Families Living in the wider world - Schools around the world Money Matters Money Matters - Want or need Money Matters - Where does it come from? Money Matters - Spend or save</p>
<p style="text-align: center;">VISITS / VISITORS</p>	<p style="text-align: center;">Fire of London Drama workshop Christmas theatre group Life Education Pantomime trip Open the Book collective worship</p>	<p style="text-align: center;">Dinosaurs visit Open the Book collective worship</p>	<p style="text-align: center;">Wisley visit Fleet High Street walk Sports Day District Sports Open the Book collective worship Library reading challenge</p>