

Year 1 Long Term Plan

	Ourselves	What do we do in winter?	Are we nearly there yet?	Famous Bradfordians	Will it grow?
Science	<p>Animals Including Humans Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Scientific Skills 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.</p>	<p>Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Scientific Skills Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p>	<p>Everyday 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.</p> <p>Scientific Skills 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.</p> <p>Seasonal Changes</p>	<p>Animals Including Humans Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Scientific Skills Asking simple questions and recognising that they can be answered in different ways. Gathering and recording data to help in answering questions.</p>	<p>Plants What are plants and what do they need to grow and flourish? Identify and name a variety of common and wild 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</p> <p>Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Scientific Skills Asking simple questions and recognising that they can be answered in different ways. Observing closely, using</p>

			<p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Scientific Skills Using their observations and ideas to suggest answers to questions.</p>		<p>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.</p>
Geography	<p>Human and physical geography 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. Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop. Geographical skills and fieldwork 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. Use simple fieldwork and observational skills to study the geography of</p>	<p>Human and physical geography Identify seasonal and daily weather patterns in the local area</p>	<p>Locational Knowledge Name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Human and physical geography 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. Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Human and physical geography Use basic geographical vocabulary to refer to key human features including: city, town, village, factory/mill, house, office and shop. Geographical skills and fieldwork 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>their school and its grounds and the key human and physical features of its surrounding environment.</p>				
History	<p>Changes within living memory Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>			<p>Significant historical events, people and places in their own locality. Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	
Art	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>			<p>Use painting to develop and share their ideas, experiences and imagination. To develop a wide range</p>	

	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space			of art and design techniques in using colour, pattern, texture, line, shape, form and space. Find out about the work of artists, describing the differences and similarities between different practices and disciplines and making links to their own work.	
Design Technology	<p>Cooking and Nutrition Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Fruit kebabs</p> <p>Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make: Select from and use a wide range of materials and components.</p> <p>Evaluate: Evaluate their ideas and products against design</p>	<p>Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make: Select from and use a range of tools and equipment to perform practical tasks (cutting card). Select from and use a wide range of materials and components.</p> <p>Evaluate: Explore and evaluate a range of existing products. Evaluate their ideas and</p>	<p>Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make: Select from and use a range of tools and equipment to perform practical tasks (cutting materials, shaping, joining and finishing). Select from and use a wide range of materials and components.</p> <p>Evaluate: Explore and evaluate a range of existing products.</p>		

	<p>criteria. Technical knowledge: Build structures, explore how they can be made stronger and more stable. Construction kits.</p>	<p>products against design criteria. Technical knowledge: Explore and use mechanisms (levers) in their products.</p>	<p>Evaluate their ideas and products against design criteria. Technical knowledge: Explore and use mechanisms (wheels) in their products. Cars</p>			
Music		<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music</p>		<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments.</p>		
Music - Charanga	Rhythm in the Way we walk		In the Groove		Your Imagination Musical Instrument - Djembe	
PE	<p>Multi skills- Invasion games Netball and football Copy and repeat basic movements : running jumping Receive and send the ball to others, with the feet and hands as appropriate. Travel in a variety of ways including running and jumping</p>	<p>Copy and perform dances using simple movement patterns. Repeat and link actions with co-ordination, control and expression. Move in their own space, exploring changes of level and direction. Perform short dances with beginning, middle and end movements.</p>	<p>Develop balance, agility and co-ordination. Move confidently and safely in their own and general space. Explore and link gymnastics actions (e.g. (pencil/straight, tuck, star, pike, dish and arch), body shapes, balances and rolls with increasing control. Explore making their body tense, relaxed, stretched and curled. Copy, explore,</p>	<p>Multi skills- Invasion games Football and netball Copy and repeat basic movements : Throwing catching Begin to use a range of ball skills in games, including shooting and ball control.</p>	<p>Multi skills- Striking games Participate in team games Throw a small ball with increasing control. Catch a small ball with increasing control.</p>	<p>Athletics Develop balance, agility and co-ordination Repeat combinations of actions. Use their bodies and a variety of equipment control and co-ordination. Explore and throw a variety of objects with one hand. Jump from a stationary position with control, landing safely</p>

			sequence and perform movement ideas, on their own and with a partner. Explore different ways of stretching, rolling, balancing and travelling.			
RE	<p>Which books and stories are special?</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <p>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</p> <p>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <p>2. Ultimate Questions of belonging, meaning, purpose and truth.</p>	<p>How do we celebrate special events?</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <p>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p>	<p>What does it mean to belong to a church or mosque?</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <p>1. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <p>2. Ultimate Questions of belonging, meaning, purpose and truth.</p> <p>Visit St Margaret's church, Shipley Fields Rd Visit Jamiyat Tabligh-Ul-Islam, Aireville Road</p>	<p>How and why do we care for others?</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <p>1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;</p> <p>2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>	<p>Who brought messages about God and what did they say?</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <p>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <p>1. The nature of religion and belief and its key concepts;</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <p>1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses.</p>	

Computing (including Online Safety)	Self-Image and Identity (1)	Group and Sorting (2)	Online Relationships (1)	Pictograms (3)	Online Reputation (1)	Lego Builders (3)	Online Bullying (1)	Maze Explorers (3)	Managing Online Information (1)	Animated Stories (5)	Health, well-being and Lifestyle (1)	Tech Outside School (2)	Privacy and Security (1)	Coding (5)	Copyright and Ownership (1)	Spreadsheets (3)
PSHE	Me and My Relationships Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends How are you listening?		Valuing Difference Same or different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair!		Keeping Myself Safe Healthy me Super sleep Who can help? (1) Harold loses Geoffrey What could Harold do? Good or bad touches? Sharing pictures		Rights and Responsibilities Harold's wash and brush up Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid			Being my Best I can eat a rainbow Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Harold has a bad day		Growing and Changing Inside my wonderful body Taking care of a baby Then and now Who can help? (2) Surprises and secrets				