



## Year 1 Ellington Primary School Key Stage One Long Term Plan 2022-2023



	<u>Science</u>	<u>Computing</u>	<u>Geography</u>	<u>History</u>	<u>Design and Technology</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>RE</u>	<u>PSHE</u>
<b>Autumn 1</b>	<p><b>Working Scientifically (Continued over the course of the year).</b></p> <p>Pupils in Year 1 should:</p> <ol style="list-style-type: none"> <li>1. Ask simple questions and recognising that they can be answered in different ways</li> <li>2. Observe closely, using simple equipment.</li> <li>3. Perform simple tests</li> <li>4. Identify and classify</li> <li>5. Use their observations and ideas to suggest answers to questions</li> <li>6. Gather and record data to help in answering questions</li> </ol>	<p><b>E Safety Focus: Online Reputation</b></p> <p><b>Computing Focus: Computing Systems and Networks – Technology around us</b></p> <ol style="list-style-type: none"> <li>1. Describe what information I should not put online without asking a trusted adult first.</li> <li>2. Identify a computer and its main parts.</li> <li>3. Use a mouse and keyboard in different ways.</li> </ol>	<p><b>What is the Geography of where I live?</b></p> <p>During this topic we will do a local study of Ellington. We will learn where we live on the map and in which Continent we live in. We will also learn about Human and Physical Features.</p>		<p><b>Structures: Create a moving Windmill for the Mouse of Amsterdam.</b></p> <ol style="list-style-type: none"> <li>1. Identify some features that would appeal to the client (a mouse) and create a suitable design.</li> <li>2. Make stable structures, which will eventually support the turbine, out of card, tape and glue.</li> <li>3. Make functioning turbines and axles that are assembled into the main supporting structure.</li> <li>4. Say what is good about their windmill and what they could do better</li> </ol>		<p><b>First steps in Music: Mr Burns</b></p> <p>Building Blocks' (external music tutor): Children are introduced to fundamental musical elements to support their ongoing musical progression.</p>	<p><b>Invasion Games – Focus Throwing and catching</b></p> <ol style="list-style-type: none"> <li>1. Develop hand eye co-ordination</li> <li>2. Roll and follow a rolling ball</li> <li>3. Receive a ball with control</li> </ol>	<p><b>What does it mean to belong to a Faith community?</b></p> <ol style="list-style-type: none"> <li>1. Recognise that loving others is important in lots of communities.</li> <li>2. Say simply what Jesus and one other religious leader taught about loving other people</li> <li>3. Describe what happens at a Christian, Islam and Jewish welcoming ceremony and discuss symbols.</li> <li>4. Identify ways Christians show they love each other when they get married.</li> <li>5. Explain how people express themselves within a faith community.</li> <li>6. Talk about what they think is good about being in a community.</li> </ol>	<p><b>Setting Ground Rules for RSE and PSHE.</b></p> <p><b>Families and Relationships</b></p> <ol style="list-style-type: none"> <li>1. Understand that families can include a range of people.</li> <li>2. Understand who their friends are.</li> <li>3. Describe what people might look like if they are feeling: angry, scared, upset or worried.</li> <li>4. Identify ways of responding to emotions by either offering help or giving them space.</li> <li>5. Understand the skills needed to work together in a group.</li> <li>6. Understand that friendships can have problems and learn ways to overcome these problems.</li> <li>7. Understand how the actions of others can affect people.</li> <li>8. Explain what a stereotype is.</li> </ol>
<b>Autumn 2</b>	<p><b>Everyday Materials</b></p> <ol style="list-style-type: none"> <li>1. Distinguish between an object and the material</li> </ol>	<p><b>E Safety Focus: Online Bullying</b></p> <p><b>Computing Focus: Creating</b></p>		<p><b>How has shopping changed?</b></p> <p>During this history topic we will learn what shopping used to be like.</p>		<p><b>Drawing: Make your Mark</b></p> <p><b>Create an observational drawing using</b></p>		<p><b>Gymnastics</b></p> <ol style="list-style-type: none"> <li>1. Balance on large body parts</li> <li>2. Use equipment safely</li> </ol>	<p><b>What do Christians believe God is like?</b></p>	<p><b>Health and Wellbeing</b></p> <ol style="list-style-type: none"> <li>1. Describe how they feel using appropriate</li> </ol>

	<p>from which it is made</p> <p>2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>3. Describe the simple physical properties of a variety of everyday materials</p> <p>4. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><b>Media- Digital Painting</b></p> <p>1. Describe how to behave online in ways that do not upset others</p> <p>2. Make careful choices when painting a digital picture</p> <p>3. Compare painting a picture on a computer and on paper</p>		<p>What the similarities and differences of shopping is and</p>		<p><b>different lines and techniques.</b></p> <p>1. Show control when using string and chalk to draw lines.</p> <p>2. Experiment with a range of mark-making techniques, responding appropriately to music.</p> <p>3. Colour neatly and carefully, featuring a range of different media and colours.</p> <p>4. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making</p>		<p>3. Perform simple movements</p>	<p>1. identify what a parable is.</p> <p>2. tell the story of the Lost Son and recognise a link with the Christian idea of God as a forgiving father.</p> <p>3. Give simple accounts of what the story means to Christians.</p> <p>4. Give ways in which Christians show their belief in God as loving and forgiving.</p> <p>5. Ask questions about whether they can learn anything from the story themselves, exploring different ideas.</p>	<p>vocabulary.</p> <p>2. Describe situations which may provoke certain feelings.</p> <p>3. Describe their own qualities and strengths and recognise something they want to get better at.</p> <p>4. Describe their bedtime routine, explaining why sleep is important.</p> <p>5. Explain how rest and relaxation affects our bodies.</p> <p>6. Understand that germs can be spread via our hands. Know how to wash hands properly.</p> <p>7. Know the three things they need to do when out in the sun to keep safe.</p> <p>8. Know people can be allergic to certain things and how to help with an allergic reaction.</p> <p>9. Understand that there are a range of people who help to keep us healthy.</p>
<p><b>Spring 1</b></p>	<p><b>Animals Including Humans</b></p> <p>1. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>2. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>3. Describe and compare the structure of a</p>	<p><b>E Safety Focus: Managing Online Information</b></p> <p><b>Computing Focus: Programming A- Moving a Robot</b></p> <p>1. Give simple examples how to find information using digital technologies</p> <p>2. Combine forwards and backwards</p>	<p><b>Continents of the World and animals that live there.</b></p> <p>We will learn the 7 continents of the world and where to find these on a globe. We will also learn the 5 oceans of the world and which seas surround the UK. We will also look at each continent and learn which animals live there and how they manage to survive in each place.</p>		<p><b>Textiles: Puppets - Create a puppet based on the storybook Little Red Hen.</b></p> <p>1. Join fabrics together using pins, staples or glue.</p> <p>2. Design a puppet and use a template.</p> <p>3. Join their two puppets' faces together as one.</p> <p>4. Decorate a puppet to match their design.</p>		<p><b>Charanga: Rhythm in the way we walk and Banana Rap</b></p> <p>All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). We will Listen &amp; Appraise other styles of music and continue to embed the interrelated dimensions of music through games and</p>	<p><b>Dance</b></p> <p>1. Respond to a range of stimuli</p> <p>2. Link movement to sound and music</p> <p>3. Remember simple movement and dance steps</p>	<p><b>Who is a Jewish and how do they live?</b></p> <p>1. Recognise the words of the Shema as a Jewish Prayer,</p> <p>2. Retell some stories used in Jewish Celebrations – Chanukah</p> <p>3. Give examples of how Jewish people celebrate special times (Shabbat, Sukkot, Chanukah),</p> <p>4. Makes links</p>	<p><b>Safety and the Changing Body</b></p> <p>1. Know a number of adults in school and know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.</p> <p>2. Understand ways to keep safe and not get lost and know the steps to take if they do get lost.</p> <p>3. Know the number</p>

	<p>variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>4. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>commands to make a sequence</p> <p>3. Plan and create a simple program for a floor robot</p>					singing.		<p>between Jewish ideas of God found in the stories and how people live.</p> <p>5. Give examples of how some Jewish people might remember God in different ways.</p> <p>6. Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people.</p>	<p>for the emergency services and their own address.</p> <p>4. Understand that some types of physical contact are never acceptable.</p> <p>5. Know what can go into or onto the body and when they should check with an adult.</p> <p>6. Understand that there are hazards in houses and know how to avoid them.</p> <p>7. Understand and name jobs that people do to help keep us safe.</p>
<b>Spring 2</b>		<p><b>E Safety Focus: Health Wellbeing and Lifestyle</b></p> <p><b>Data and Information-Grouping Data</b></p> <p>1. Explain rules to keep myself safe when using technology both in and beyond the home</p> <p>2. Describe, count and compare groups of objects</p> <p>3. Answer questions about groups of objects</p>		<p><b>History of transport:</b></p> <p>In this topic, we will learn that it is much easier to get around as we have many more modes of transports now. We will look at when particular modes of transport were invented and plot these onto a timeline. We will also look further into how the trains, cars and air transport has changed over the years.</p>		<p><b>Sculpture and 3D: Paper Play</b></p> <p><b>To create 3D pictures out of paper.</b></p> <p>1. Roll paper tubes and attach them to a base securely.</p> <p>2. Shape paper strips in a variety of ways to make 3D drawings.</p> <p>3. Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.</p> <p>4. Create a tree of life sculpture that includes several different techniques for shaping paper.</p> <p>5. Paint with good technique, ensuring good coverage.</p>	<p><b>Charanga: Round and Round</b></p> <p>All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.</p>	<p><b>Invasion Games – Focus Kicking and dribbling</b></p> <p>1. Kick in a variety of ways</p> <p>2. Use both feet for control</p> <p>3. Pass and receive with a partner</p>		<p><b>Citizenship</b></p> <p>1. Explain why the class and school rules are important.</p> <p>2. Discuss the different needs of a range of pets.</p> <p>3. Describe some of the needs of babies and young children.</p> <p>4. Recognise some similarities and differences between themselves and others.</p> <p>5. Identify some groups which they belong to and different people belong to different groups.</p> <p>6. Explain why voting is a fair way to make a decision involving a lot of people.</p>
<b>Summer 1</b>	<p><b>Seasonal Changes</b></p> <p>1. Observe changes across the four seasons</p> <p>2. Observe and describe weather</p>	<p><b>E Safety Focus: Privacy and Security</b></p> <p><b>Computing Focus: Creating Media-Digital</b></p>	<p><b>The Four Season</b></p> <p>We will learn about the 4 seasons, Winter, Spring, Summer and Autumn. We will look at the climate of the UK across the four</p>		<p><b>Foods: Fruits and Vegetables</b></p> <p><b>To create a vegetable smoothie.</b></p> <p>1. Describe fruits and</p>		<p><b>Charanga: Your Imagination</b></p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Your</p>	<p><b>Striking and fielding – Rounders</b></p> <p>1. Throw a ball underarm towards a target with control</p> <p>2. Develop throwing</p>	<p><b>Who do Christians say made the world?</b></p> <p>1. Retell the story of creation from</p>	<p><b>Economic Wellbeing</b></p> <p>1. Explain how children might get money.</p> <p>2. Explain some different ways to</p>

	<p>associated with the seasons and how day length varies.</p>	<p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1.Explain how passwords are used to protect information, accounts and devices</li> <li>2.Use a computer to write, making careful choices when changing text</li> <li>3.Compare writing on a computer with writing on paper</li> </ol>	<p>seasons. We will also look at which animals hibernate in the UK. We will also look at how each season affects our immediate surrounding and learn about deciduous and evergreen trees.</p>		<p>vegetables and explain why they are a fruit or a vegetable.</p> <ol style="list-style-type: none"> <li>2.Name a range of places that fruits and vegetables grow.</li> <li>3.Describe basic characteristics of fruit and vegetables.</li> <li>4.Prepare fruits and vegetables to make a smoothie.</li> </ol>		<p>Imagination by Joanna Mangona and Pete Readman</p>	<p>and catching skills over a variety of distances</p> <ol style="list-style-type: none"> <li>3.Hit the ball using a bat/racket</li> </ol>	<p>Genesis 1:1-2:3</p> <ol style="list-style-type: none"> <li>2.Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</li> <li>3.Explain what the story tells Christians about God, Creation and the world.</li> <li>4.Give examples of what Christians do to say 'Thank you' to God for Creation.</li> <li>5. Think, talk and ask questions about living in an amazing world.</li> <li>6. Make connections between the Jewish/Christian story and the world they live in.</li> </ol>	<p>keep money safe.</p> <ol style="list-style-type: none"> <li>3.Discuss the role of banks and building societies.</li> <li>4.Recognise that people may make different choices about spending or saving.</li> <li>5.Explain that a range of jobs exist in school and that different skills are needed for these jobs.</li> </ol>
	<p><b>Plants</b></p> <ol style="list-style-type: none"> <li>1.Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>2.Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ol>	<p><b>E Safety Focus: Copyright and Ownership</b></p> <p><b>Computing Focus: Programming B- Programming Animations</b></p> <ol style="list-style-type: none"> <li>1.Explain why work I create using technology belongs to me</li> <li>2.Show that a series of commands can be joined together</li> <li>3.Use an algorithm to create a program to move sprites</li> </ol>		<p><b>History of Communication</b></p> <p>We will initially learn what communication is and how this has changed from the recent part (last 50 Years) and the distant part (beyond 50 years ago). We will look at why humans invented different forms of communication and which ones are popular now. We will also be looking at how telephones have changed overtime and we will plot these onto a timeline.</p>		<p><b>Painting: Colour Splash</b></p> <ol style="list-style-type: none"> <li>1.Name the primary colours.</li> <li>2.Mix primary colours to make secondary colours.</li> <li>3.Apply paint consistently to their printing materials to achieve a print.</li> <li>4.Mix five different shades of a secondary colour.</li> <li>5.Decorate their hands using a variety of patterns.</li> <li>6.Mix secondary colours with confidence to paint a plate.</li> </ol>	<p><b>Charanga: Reflect, Rewind and Replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music</p>	<p><b>Athletics</b></p> <ol style="list-style-type: none"> <li>1.Perform a range of throwing actions</li> <li>2.Run at different speeds</li> <li>3.Jump from a standing position with control</li> </ol>	<p><b>How should we care for others and the world and why does it matter?</b></p> <ol style="list-style-type: none"> <li>1.Identify a story that says something about each person being unique and valuable.</li> <li>2.Give examples of a key belief some people find in one of these stories (e.g God loves all people).</li> <li>3.Give clear, simple accounts of what Genesis 1 tells Christians and Jews about the natural world.</li> <li>4.Give examples of how people show that they care for others (e.g by giving to charity).</li> <li>5.Give examples of how Christians and Jews might look</li> </ol>	<p><b>Transition</b></p> <p>Children think about their individual strengths and new skills they have to prepare for their move from Year 1 to Year 2.</p>

										<p>after the natural world.</p> <p>6. Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.</p> <p>7. Give good reasons why everyone should care for others and look after the natural world.</p>	
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