

Long Term Plan - Year 1 2022-23

	Magical Kingdoms	Superheroes	Paws and Claws
SCIENCE	<p>I can ask questions and know they can be answered in different ways</p> <p>I can look closely, using equipment.</p> <p>I can do tests</p> <p>I can name and group</p> <p>I can use my observations and ideas to suggest answers to questions</p> <p>I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter</p> <p>I can name, draw and label the basic parts of the human body and say which part of the body is to do with each sense</p> <p>I can name some common wild and garden plants, including deciduous and evergreen trees</p> <p>I can name and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>I can ask questions and know they can be answered in different ways</p> <p>I can look closely, using equipment</p> <p>I can do tests</p> <p>I can name and group</p> <p>I can use my observations and ideas to suggest answers to questions</p> <p>I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter</p> <p>I can tell the difference between an object and the material from which it is made</p> <p>I can name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>I can describe some everyday materials</p> <p>I can make groups of materials based on what they are like</p>	<p>I can ask questions and know they can be answered in different ways</p> <p>I can look closely, using equipment</p> <p>I can do tests</p> <p>I can name and group</p> <p>I can use my observations and ideas to suggest answers to questions</p> <p>I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter</p> <p>I can spot and name a variety of common animals</p> <p>I can group animals according to what they eat</p> <p>I can spot and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>I can describe and compare the structure of a variety of common animals</p>
RE	<p>What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish (Philosophy)</p> <ul style="list-style-type: none"> Recognise some religious symbols and use some religious vocabulary correctly. Recognise religious objects/places/people/practices Express his/her own experiences and feelings, recognising what is important in his/her own life <p>How does a celebration bring a community together? Muslim, Christian (Human / Social Sciences)</p> <ul style="list-style-type: none"> Recognise some religious vocabulary correctly. Recognise religious practices. Recognise interesting/puzzling aspects of life 	<p>What do Jewish people remember on Shabbat? Jewish (Theology)</p> <ul style="list-style-type: none"> Recount elements of religious stories. Recognise some and use some religious vocabulary correctly. Recognise religious objects /practices. <p>What does the cross mean to Christians? Christian (Theology)</p> <ul style="list-style-type: none"> Recognise some religious symbols Recount elements of religious stories. Recognise interesting/puzzling aspects of life. Express what is of value and concern to himself/herself and others in relation to matters of right and wrong. 	<p>How did the universe come to be? Hindu, Christian (Philosophy)</p> <ul style="list-style-type: none"> Recognise interesting/puzzling aspects of life. Express his/her own experiences and feelings, recognising what is important in his/her own life. Express what is of value and concern to himself/herself and others in relation to matters of right and wrong.

HISTORY	<p>Chronological Understanding I can place known events in the order of when they happened I can use common words and phrases relating to the passing of time</p> <p>Historical enquiry I can sort historical objects from 'then' and 'now' I can describe some simple similarities and differences between artefacts. I can ask and answer relevant basic questions about the past</p> <p>Understanding of events, people and changes I can understand key features of events I can identify some similarities and differences between ways of life in different periods</p> <p>Historical interpretation I can relate my own account of an event and understand that others may give a different version</p> <p>Organisation and Communication I can talk, draw or write about aspects of the past</p>	<p>Chronological Understanding I can sequence events and recount changes within living memory I can use common words and phrases relating to the passing of time</p> <p>Historical enquiry I can ask and answer relevant basic questions about the past</p> <p>Historical interpretation I can relate my own account of an event and understand that others may give a different version</p> <p>Organisation and Communication I can talk, draw or write about aspects of the past</p>	<p>Historical enquiry I can ask and answer relevant basic questions about the past I can find answers to some simple questions about the past from simple sources of information</p> <p>Historical interpretation I can relate my own account of an event and understand that others may give a different version</p> <p>Organisation and Communication I can talk, draw or write about aspects of the past</p>
GEOGRAPHY	<p>Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Geographical Skills & Field work Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Human 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 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Human Physical Geography Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Geographical Skills & Field work Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>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</p> <p>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>

			Human 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 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
MUSIC	Hey You (Charanga) I can say what I like or dislike about a piece of music and describe how it makes me feel I can listen to, copy and repeat a simple rhythm or melody Christmas Play I can perform rhymes, raps and songs I can follow the conductor or band leader I can understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently	In the Groove (Charanga) I can understand that pitch describes how high or low sounds are I can understand that tempo describes how fast or slow the music is Round and Round (Charanga) I can find the pulse by moving my body I can understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse	Use your Imagination (Charanga) I can use musical words and phrases to describe a piece of music I can name different musical instruments I can understand that dynamics describe how loud or quiet the music is
DT	I can talk about what I eat at home and begin to discuss what healthy foods are I can say where some food comes from and give examples of food that is grown I can use simple tools with help to prepare food safely	I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing I can use a range of simple tools to cut, join and combine materials and components safely I can build structures, exploring how they can be made stronger, stiffer and more stable I can use wheels and axles in a product	I can create a simple design for my product I can use pictures and words to describe what I want to do I can ask simple questions about existing products and those that I have made
Art & Design	Landscapes using Different Media To learn about composition. To work with different art materials to create texture.	Sculpture & 3D: Paper Play Use their hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they have seen.	Drawing: Make your Mark Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; beign able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. Painting & Mixed Media: Colour Splash Experiment with paint using a variety of tools to apply paint. Investigate colour mixing. Play with combinations

					of materials to create simple collage effects. Select materials based on their properties.	
COMPUTING	I know to tell an adult if I see anything worrying online I can recognise how I use technology in my home and at school I can use a program to create a simple document	I know to tell an adult if I see anything worrying online I can explain that an algorithm is a step by step set of instructions. I can recognise how I use technology in my home and at school.			I know to tell an adult if I see anything worrying online I can recognise how I use technology in my home and at school I can predict the behaviour of a programmed toy I can explain that an algorithm is a step by step set of instructions	
	Fundamentals To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping and skipping actions. To explore co-ordination and combining jumps. To explore combination jumping and skipping in an individual rope	Gymnastics To explore travelling movements. To develop quality when performing and linking shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence.	Yoga To explore yoga and mindfulness To be able to copy and remember poses To develop flexibility when holding poses To develop balance whilst holding poses To create poses yoga poses using a hoop To create a yoga flow with a partner	Sending & Receiving To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching skills over a longer distance. To apply sending and receiving skills to small games.	Teambuilding To co-operate and communicate with a partner to solve challenges. To explore and develop teamwork skills. To develop communication skills. To use communication skills to lead a partner. To plan with a partner and small group to solve problems. To communicate with a group to solve challenges.	Athletics To learn to move at different speeds for varying distances To develop a foundation for balance and stability. To develop agility and co-ordination.. To hopping, jumping and leaping for distance To develop throwing for distance To develop throwing for accuracy.
PE	Fitness To develop knowledge about how exercise can make you feel. To develop knowledge about how exercise can make you strong and healthy.	Ball Skills To develop control and co-ordination when dribbling a ball with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target.	Invasion To develop dribbling towards a goal To develop passing to a teammate with feet To develop dribbling a ball with hands towards a goal To develop throwing to a teammate	Target Games To develop underarm throwing towards a target To develop throwing for accuracy. To develop underarm and overarm throwing for accuracy.	Striking & Fielding To develop underarm throwing and catching and put this into small sided games. To develop overarm throwing.	Net and Wall To defend space using the ready position To play against an opponent and keep the score To develop control when handling a racket

	<p>To develop knowledge about how exercise relates to breathing.</p> <p>To develop my understanding of how exercise helps my brain.</p> <p>To develop my understanding of how exercise helps my muscles.</p> <p>To begin to understand the importance of daily exercise.</p>	<p>To explore catching with two hands.</p> <p>To explore control and co-ordination when dribbling a ball with your feet.</p> <p>To explore tracking a ball that is coming towards me.</p>	<p>To move into a space showing awareness of defenders</p> <p>To be able to stay with a player when defending</p>	<p>To develop throwing for accuracy and distance using underarm and overarm.</p> <p>To select the correct technique for the situation.</p> <p>To develop throwing for accuracy and distance.</p>	<p>To develop striking a ball with my hand and equipment.</p> <p>To retrieve a ball when fielding.</p> <p>To understand how to get a batter out.</p> <p>To develop decision making and understand how to score points.</p>	<p>To develop racket and ball skills</p> <p>To develop sending a ball using a racket</p> <p>To develop hitting over a net</p>
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