

Morichard Bishop C of E Primary School

Long Term Plan - Class 1 (Year R/1) Year A (2022/2023)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Food & Farming | A Journey to the Moon | Plants and growing | The Jurassic Forest/Dinosaurs | Under the Sea, Seasides & Creatures Oceans & Seas, Environmental issues | |
| Role play | Farm Shop Bakery or Restaurant (SB) | Space Shuttle | Garden Centre or Flower shop (SB) | Dinosaurs | Seaside Sea – Children to make own small world play area | |
| Mathematics | <i>Reception: Numbers & Shape, Space & Measures</i> Year 1: Unit 1 Number sense Unit 2 Additive Reasoning | <i>Reception: Shape, Space, Measures & Numbers</i> Year 1: Unit 3 Geometric Reasoning Unit 4 Number sense | <i>Reception: Numbers & Shape, Space & Measures</i> Year 1: Unit 5 Additive Reasoning Unit 6 Number Sense | <i>Reception: Numbers & Shape, Space & Measures</i> Year 1: Unit 7 Multiplicative Reasoning Unit 8 Number Sense Unit 9 Additive Reasoning | <i>Reception: Numbers & Shape, Space & Measures</i> Year 1: Unit 10 Geometric Reasoning Unit 11 Number Sense | <i>Reception: Numbers & Shape, Space & Measures</i> Year 1: Unit 12 Additive Reasoning Unit 13 Multiplicative Reasoning Unit 14 Geometric Reasoning |
| English | Labels, Lists & Captions (Own unit) TS: Don't spill the milk (Fiction: journey story with prepositions) Farming information text (Own unit) | TS: The Train ride (Fiction/Poetry – story about a journey to the moon with repeated phrases) TS: Look inside Space (Non Fiction – information text with flaps) | TS: Oliver's Vegetables (Fiction: story) TS: Oi Frog (Poetry: Rhyme) TS: Dear Mother Goose (Traditional story/Letter) | TS: Lunchtime (Fiction: story about animals) TS: Creature Features (Non Fiction information book about dinosaurs) | TS: Knock, knock open the door (seaside animals) (F: story book) Rainbow Fish book (Own Unit) | TS: What do you do with a tail like this? (NF: Information text – or book about sea creatures) |
| | Include Performance/Poetry throughout including Drama | | | | | |
| Science | Knowledge: Materials and their properties Working Scientifically: Perform simple tests Bread Making – where food comes from. | Knowledge: Materials and their properties Working Scientifically: Gather and record data to help in answering questions. | Knowledge: Plants Working Scientifically: Use his/her observations and ideas to suggest answers to questions | Knowledge: Animals including Humans Working Scientifically: Identify and classify Y1 — link to Mary Anning. Research a dinosaur and | Knowledge: Seasonal changes Working Scientifically: Use simple equipment to observe closely; Yr 1 – Create a rain gauge and record changes Rec – observe and talk about features of different environments. | |

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| | | Naming and describing materials. Choose materials to make a space vehicle. Link to DT. | Y1 – Growing herbs for soup – observe effect of over and under watering and presence of light. Rec – Observe changes in plants over time – Carnations and coloured water. | use scientific vocabulary to categorise it. Rec – observe features of different dinosaurs. Introduce vocab to characterise different species. | |
| Art | 3D Art Rec: playdough. Yr 1: Clay Kapow: Use sculpture to develop and share their ideas. Develop art and design and techniques in using pattern. Yr 1: Cotton Wool animals for display. | Painting Art Christmas Cards and Decorations. Big Draw Space and Aliens. Kapow: Formal Elements of Art Children work collaboratively to produce one large piece of art. Develop a range art techniques using line and colour. | Painting Art – Printing with sponges Rec: Colour mixing & Yr 1: Observational drawing Artist: Georgia O’Keefe Kapow: adapted to topic Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work | Textiles Art – Felt Rec: Create simple representations of dinosaurs. Puppets. Yr 1: Explore shading - design own fabric. Kapow: Join fabrics together using different methods. | Textiles Art - Collage Collage – explore textures. <i>See D & T below – Artist: Turner, sea paintings.</i> Kapow: Beach Collage Become proficient in drawing, painting and other art, craft and design techniques. |
| NB: BLOCK ART for every afternoon for a week/2 weeks. Forest School (Reception yearly): Clay Models. Continuous ART: Colour, Pattern, texture, line, shape, form and space and a range of artists (<i>use Twinkl plan it for artists</i>) | | | | | |
| D & T | Food & Nutrition Breadmaking Learn about where food comes from. Notice that ingredients change once | Developing, planning and communicating ideas & Evaluating processes and products Space Vehicle | Food & Nutrition Making Oliver’s Veg Soup - using chopping tools. Link to ICT unit and film instructions. | Working with tools, equipment, materials and components to make quality products Milk Bottle Dinosaurs | Developing, planning and communicating ideas Create large Paper Plate Rainbow Fish (<i>HD has photos for ideas</i>) Use a variety of joining techniques. Evaluate the best techniques. |

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| | mixed with other ingredients and these changes cannot be reversed. | 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 technology. | Kapow: Understand where food comes from. | Rec – joining and assembling techniques. Yr1 – Build a model and consider how to make it stronger. Food & Nutrition Pancake day | | |
| NB: BLOCK D & T for every afternoon for a week/2 weeks. Forest Schools (Reception yearly) – Tools: Bowsaws, secateurs, cutting. | | | | | | |
| MUSIC (Kapow) | Rec: BIG BAND <i>(Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience)</i> What makes an instrument, Intro to Orchestra, Follow the beat, Tuned & untuned instruments. Big Band performance Y1: PULSE & RHYTHM (all about me) <i>(Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities)</i> My Favourite Things, You’ve got a friend, Dance dance dance, Happy, Practice makes Perfect. | Rec: CELEBRATION MUSIC <i>(Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas)</i> Diwali, Hanukah, Kwanzaa, Traditional Christmas Music, Christmas Action songs. Y1: CHANTING & TUNED PERCUSSION (Space) <i>(Children journey into the unknown and explore space through music, movement, chanting and the playing of tuned percussion instruments.)</i> Space Movement, Singing in space, Space Chanting, Space travel, Space finale. | Rec: MUSIC & MOVEMENT: <i>(Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music)</i> Action songs, Finding the beat, Exploring tempo, Exploring Tempo & Pitch through dance, Music & Movement performance Y1: PITCH & TEMPO (Superheroes) <i>(Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting)</i> High fliers, Pitch patterns, Faster than a speeding bullet, Superhero theme tune, Final performance. | Rec: MUSICAL STORIES <i>(A unit based on traditional childrens’ tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters)</i> Y1: CLASSICAL MUSIC, DYNAMICS, TEMPO (Animals) <i>(Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals)</i> Percussive animals, Singing animals, Performing animals, Composing animals, The story of a lion. | Y1: MUSICAL VOCABULARY (Under the sea) <i>(Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments)</i> Pulse & Tempo: Dive into Danger, Dynamics & Timbre: Underwater world, Pitch & rhythm: underwater world, Texture & structure: Coral reef, Musical vocabulary | Rec: EXPLORING SOUNDS <i>(Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment)</i> Vocal, Body, Instrumental, Environmental, Nature Sounds Y1: VOCAL & BODY SOUNDS (by the sea) <i>(Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas)</i> The sea, Embodying the sea, Musical treasure hunt, Seaside story, Seaside soundscape |
| PoS: Use of voice expressively and creatively by singing songs & speaking chants & songs; Listen with concentration and understanding to a range of to a range of high quality live & recorded music; Play tuned and untuned instruments musically; Experiment with, create, select and combine sounds using the interrelated dimensions of music. | | | | | | |
| History | | Chronological Understanding | | Using Sources | Identifying Contrast and Themes | |

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| | | Moon Landing & Neil Armstrong Use TV of the time to discuss and prompt questions, learn about the events leading to the moon landing. | | Use Stone Girl, Bone Girl to examine the life and experiences of Mary Anning Discuss the various sources available and explain their usefulness. | | Victorian Beach holidays - make comparisons with modern day experiences https://www.nationalarchives.gov.uk/education/victorianbritain/happy/default.htm |
| For History Curriculum use Art as the common thread | | | | | | |
| Geography | Place Knowledge Human and Physical Geography Features of local area compared to another place (Morchard Bishop and Exeter) rural/urban, church/cathedral and other key human features. | | Geographical Skills and Fieldwork Map own bedrooms then build up to grounds. Use Making a Map guided reading book. | | Locational Knowledge Naming oceans and using geographical vocab | |
| Continuous vocabulary | | | | | | |
| PE | Leap into life (Year 1) - Functional Movement, Manipulative Skills, Movement concepts | Leap into life (Year 1) - Functional Movement, Manipulative Skills, Movement concepts | Leap into life (Year 1) - Functional Movement, Manipulative Skills, Movement concepts Dance (Karina) – Aesthetic Movement | Leap into life (Year 1) - Functional Movement, Manipulative Skills, Movement concepts | Leap into life (Year 1) - Functional Movement, Manipulative Skills, Movement concepts | Leap into life (Year 1) - Functional Movement, Manipulative Skills, Movement concepts |
| Relationships & Health Education SCARF | Rec: Me & My relationships All about me, what makes me special, me and my special people, who can help me, My feelings. Year 1: Relationships – Healthy relationships Surprises & secrets, good or bad touches, unkind, tease or bully, who can help, how are you listening, pass on the praise. | Rec: Valuing differences I'm special, you're special, same & different: families, hoes, Kind and caring. Year 1: Relationships – Feelings & Emotions Thinking about feelings, Harold has a bad day, who are our special people, feelings & bodies. Relationships – Valuing differences – It's not fair, good friends, same or different. | Rec: Keeping myself safe What's safe to go onto my body, what's safe to go into my body (medicines), safe indoors & outdoors, listening to my feelings, keeping safe online, people who help to keep me safe. Year 1: Health & Well being - Keeping Safe Who can help?, school rules, what could Harold do? | Rec: Rights & responsibilities Looking after my special people & friends, being helpful at home & caring for our classroom, caring for our world, looking after money. Year 1: Living in the Wider world – rules, rights, responsibilities Why we have classroom rules, taking care of something, our special people balloons, basic first aid, around & about our school, Harold's money, How should we look after our money? | Rec: Being my best Bouncing back when things go wrong, yes I can, Healthy eating, move your body, a good night's sleep. Year 1: Health & Well being - Healthy Lifestyles Eat well, feelings, wash & brush up, Catch it bin it kill it, eat a rainbow, healthy me, super sleep. | Rec: Growing & Changing Seasons, Life stages (plants, animals, humans), Life stages (Human life stage, who will I be?), where do babies come from? Getting bigger, me and my body (girls and boys). Year 1: Health & Well being – Growing & changing Harold learns to ride his bike, then & now, inside my wonderful body, keeping privates private, taking care of a baby. |

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| Computing (Kapow Primary) | Rec: USING A COMPUTER: <i>(Learning about the main parts of a computer and how to use the keyboard and mouse. Logging in and out)</i> Yr 1: PoS: ICT & Digital Literacy GETTING STARTED <i>(Learning how to login and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits)</i> | Rec: PROGRAMMING BEEBOTS <i>(Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware)</i> Yr 1: PoS: Programming & ICT PROGRAMMING <i>(Developing early programming skills using either the Bee:Bot or virtual Bee:Bot)</i> | Rec: ALL ABOUT INSTRUCTIONS <i>(The children learn to receive and give instructions and understand the importance of precise instructions)</i> Yr 1: PoS: Programming ALGORITHM UNPLUGGED: <i>(This unplugged unit requires no computers so that algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific)</i> | Rec: INTRODUCTION TO DATA <i>(Children sort and categorise data and are introduced to branching databases and pictograms)</i> Yr 1: PoS: ICT INTRODUCTION TO DATA <i>(Learn what data is and the different ways that it can be represented and developing an understanding of why data is useful, how it can be used and ways in which it can be gathered and recorded both by humans and computers)</i> | Rec: EXPLORING HARDWARE <i>(Tinkering and exploring with different computer hardware and learning to operate a camera)</i> Yr 1: PoS: Programming, ICT & Digital Literacy DIGITAL IMAGERY <i>(Using creativity and imagination to plan a miniature adventure story and capture it using developing photography skills. Learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase)</i> | Yr 1: PoS: Programming & ICT ROCKET TO THE MOON <i>(Developing keyboard and mouse skills through designing, building and testing individual rockets by creating a digital list of materials, using drawing software and recording data)</i> |
| | PoS: Digital Literacy ONLINE SAFETY YEAR 1: (Link to SCARF) Learning about online safety, including using useful tips to stay safe when online; how to manage feelings and emotions when someone or something has upset us online; learning about the responsibility we have as online users; exploring the idea of a 'digital footprint' | | | | | |
| RE | Rec: F4: Being special: where do we belong? Y1: 1.10: What does it mean to belong to a faith community? | Rec: F2: Why is Christmas special to Christians? Y1: 1.1: What do Christians believe God is like? | Rec: F1: Why is the word 'God' so important to Christians? Y1: 1.7: Who is Jewish and how do they live? | Rec: F3: Why is Easter special to Christians? Y1: 1.7: Who is Jewish and how do they live? | Rec: F3: Why is Easter special to Christians? Y1: 1.7: Who is Jewish and how do they live? | Rec: F6: What times/stories are special and why? Y1: 1.9: How should we care for the world and for others, and why does it matter? Christians/Jews/non-religious worldviews |
| Big Question | What is happiness? | | What is time? | | If you could travel back in time three years and visit your younger self, what advice would you give? | |
| World Festivals | Rabbit in the Moon <i>(Chinese) - Visual arts</i> | Hanukah <i>(Judaism) - Creative writing</i> Bonfire Night | Saraswati Puja <i>(Hinduism) - Performing arts</i> | Ramadan <i>(Islam) - Facts</i> | World Humanist Day <i>Free choice</i> | |
| Visits | Moor view farm Animals visiting school | | Rosemoor | Dinosaur Park, Torquay | Seaside visit | |

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| Ongoing | Big Draw and Forest School Type Activities |
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Morichard Bishop C of E Primary School

Long Term Plan - Class 1 (Year R/1) YEAR B (2020/2021)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Pirates & Treasure <i>(History)</i> | Jungles and Rainforest <i>(Geography)</i> | Superheroes | Puppets <i>(Traditional Tales & D & T)</i> | Minibeasts <i>(Science)</i> | |
| Role play | Pirate Ship <i>(SB & T)</i> | Jungle/Rainforest Explorers <i>(SB)</i> | Superhero station | Puppet Theatre <i>(SB & T)</i> | Bug Research Lab <i>(SB)</i> Minibeasts Investigation Lab <i>(T)</i> | |
| Mathematics | <i>Reception: Numbers & Shape, Space & Measures</i> Year 1: Unit 1 Number sense Unit 2 Additive Reasoning | <i>Reception: Shape, Space, Measures & Numbers</i> Year 1: Unit 3 Geometric Reasoning Unit 4 Number sense | <i>Reception: Numbers & Shape, Space & Measures</i> Year 1: Unit 5 Additive Reasoning Unit 6 Number Sense | <i>Reception: Numbers & Shape, Space & Measures</i> Year 1: Unit 7 Multiplicative Reasoning Unit 8 Number Sense Unit 9 Additive Reasoning | <i>Reception: Numbers & Shape, Space & Measures</i> Year 1: Unit 10 Geometric Reasoning Unit 11 Number Sense | <i>Reception: Numbers & Shape, Space & Measures</i> Year 1: Unit 12 Additive Reasoning Unit 13 Multiplicative Reasoning Unit 14 Geometric Reasoning |
| English | TS: The High Street <i>(Fiction – writing lists)</i> TS: How to hide a lion at school <i>(Fiction – story about hiding an animal on a school trip or treasure island)</i> | TS: Stuck <i>(Fiction – story about something getting stuck in the jungle)</i> TS: Could a penguin ride a bike? <i>(Non Fiction – question and answer information book about a jungle animal)</i> | TS: Daisy Doodles <i>(Fiction – story about a real and imaginary superhero world)</i> Superheroes <i>(Own Unit)</i> Create an acrostic poem for your own, imaginary superhero) | Traditional Tales <i>(Own Unit – make up their own traditional story book)</i> | TS: I love bugs <i>(Poetry – descriptive poem about creepy crawlies)</i> TS: Boa's Bad birthday <i>(Fiction – story about an animal's birthday)</i> | TS: Reptiles <i>(Non Fiction: Non chronological report on minibeasts)</i> |
| | Include Performance/Poetry throughout including Drama | | | | | |
| Science | Knowledge: Materials and their properties? Working Scientifically: | Knowledge: Seasonal changes Autumn to Winter | Knowledge: Animals including Humans? | Knowledge: Animals including Humans & Plants? | Knowledge: Animals including Humans? | Knowledge: Animals including Humans? |

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| | <p><i>Perform simple tests</i> Rec – Know about similarities and differences in materials. Yr1 – Test materials for a Sail for a pirate ship – discuss forces by blowing the various sail materials and check for waterproofness.</p> | <p>Working Scientifically: <i>Use his/her observations and ideas to suggest answers to questions</i></p> <p>Rec – Look closely at similarities, differences, patterns and change.</p> <p>Yr 1 Seasonal changes around the world - link to jungles. (Twinkl)</p> | <p>Working Scientifically: <i>Identify and classify</i></p> <p>Rec – know about different occupations – Drs, Dentists, Vets Yr 1 Animals, including humans Be a Doctor and a Vet – Identify body parts and focus on the senses</p> | <p>Working Scientifically: <i>Use simple equipment to observe closely</i> Rec - Talk about features of own environment. Yr 1 –Identify Plants including deciduous and evergreen trees.</p> | <p>Working Scientifically: <i>Gather and record data to help in answering questions.</i> Rec & Yr 1 – Living Things - name features of a variety of animals.</p> | <p>Working Scientifically: <i>Use his/her observations and ideas to suggest answers to questions</i> Rec & Yr 1 – observe habitats – Bug Hotels How can the bug hotels be improved to attract more species?</p> |
| ART | <p>Painting Art Shading with pencils – Japanese wave. Artist: Katsushika Hokusai</p> | <p>Textiles Art Sun and Cloud mobiles. Weaving Use a range of materials creatively to design and make products.</p> | <p>Painting Art Sketch book Superheroes – link to D & T Using drawing to share their ideas and imagination.</p> | | <p>3D Art Printing: Artist: Andrew Golsworthy Kapow: Children are taught about the work of a range of artists, craft makers and designers.</p> | <p>3D Art Clay models. Create clay mini-beasts. Link to Forest School. Use tools to make patterns and natural objects to add to models.</p> |
| NB: BLOCK ART for every afternoon for a week/2 weeks. Forest School (Reception yearly): Clay Models. Continuous ART: Colour, Pattern, texture, line, shape, form and space and a range of artists <i>(use Twinkl plan it for artists)</i> | | | | | | |
| D & T | <p>Evaluating processes and products Pirate Making Day – hats, maps, telescopes.</p> | <p>Food & Nutrition Tropical Fruit Salad</p> | <p>Working with tools, equipment, materials and components to make quality products & Developing, planning and communicating ideas Moving Parts Superhero</p> | <p>Working with tools, equipment, materials and components to make quality products Making Puppets – joining techniques Food & Nutrition Pancake day</p> | | |
| NB: BLOCK D & T for every afternoon for a week/2 weeks. Forest Schools (Reception yearly) – Tools: Bowsaws, secateurs, cutting. | | | | | | |
| MUSIC Kapow | <p>Rec: BIG BAND <i>(Learning about the four different groups of musical instruments,</i></p> | <p>Rec: CELEBRATION MUSIC <i>(Learning about the music from a range of cultural and</i></p> | <p>Rec: MUSIC & MOVEMENT: <i>(Creating simple actions to songs, learning how to move to a beat</i></p> | <p>Rec: MUSICAL STORIES <i>(A unit based on traditional childrens' tales</i></p> | <p>Y1: MUSICAL VOCABULARY (Under the sea)</p> | <p>Rec: EXPLORING SOUNDS <i>(Exploring how to use our voice and bodies to make sounds,</i></p> |

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| | <p>following a beat using an untuned instrument and performing a practised song to a small audience)</p> <p>What makes an instrument, Intro to Orchestra, Follow the beat, Tuned & untuned instruments. Big Band performance</p> <p>Y1:</p> <p>PULSE & RHYTHM (all about me)</p> <p>(Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities)</p> <p>My Favourite Things, You've got a friend, Dance dance dance, Happy, Practice makes Perfect.</p> | <p>religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas)</p> <p>Diwali, Hanukah, Kwanzaa, Traditional Christmas Music, Christmas Action songs.</p> <p>Y1:</p> <p>CLASSICAL MUSIC, DYNAMICS, TEMPO (Animals)</p> <p>(Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals)</p> <p>Percussive animals, Singing animals, Performing animals, Composing animals, The story of a lion.</p> | <p>and expressing feelings and emotions through movement to music)</p> <p>Action songs, Finding the beat, Exploring tempo, Exploring Tempo & Pitch through dance, Music & Movement performance</p> <p>Y1:</p> <p>PITCH & TEMPO (Superheroes)</p> <p>(Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting)</p> <p>High fliers, Pitch patterns, Faster than a speeding bullet, Superhero theme tune, Final performance.</p> | <p>and songs, where pupils learn that music and instruments can be used to convey moods or represent characters)</p> <p>Y1: TIMBRE & RHYTHMIC PATTERNS (Fairytale)</p> <p>(Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story)</p> <p>Character voices, Starting with instruments, Rhythms, Responding to music, Keeping the pulse</p> | <p>(Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments)</p> <p>Pulse & Tempo: Dive into Danger, Dynamics & Timbre: Underwater world, Pitch & rhythm: underwater world, Texture & structure: Coral reef, Musical vocabulary</p> | <p>experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment)</p> <p>Vocal, Body, Instrumental, Environmental, Nature Sounds</p> <p>Y1:</p> <p>VOCAL & BODY SOUNDS (by the sea)</p> <p>(Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas)</p> <p>The sea, Embodying the sea, Musical treasure hunt, Seaside story, Seaside soundscape</p> |
| PoS: Use of voice expressively and creatively by singing songs & speaking chants & songs; Listen with concentration and understanding to a range of to a range of high quality live & recorded music; Play tuned and untuned instruments musically; Experiment with, create, select and combine sounds using the interrelated dimensions of music. | | | | | | |
| History | <p>Chronological Understanding/ Using Sources</p> <p>Rec - talk about the past. Yr 1 – Compare ships of the past and present. Use a variety of sources to prompt questions.</p> | | <p>Identifying Contrast and Themes</p> <p>Florence Nightingale/Mary Seacole</p> | <p>Chronological Understanding</p> <p>Toys in the past, puppet toys – Puppets on TV. Look at Pieter Bruegel The Great's Children's Games painting – identify toys and games.</p> | | |
| For History Curriculum use Art as the common thread | | | | | | |
| Geography | | <p>Human and Physical Geography/Geographical Skills and Fieldwork</p> <p>Where are the rainforests? Use Atlases and Globes.</p> | | | <p>Locational Knowledge</p> <p>Name countries and cities in UK – vocab describing places.</p> | <p>Human and Physical Geography</p> <p>Naming features of the environment.</p> |
| Continuous vocabulary | | | | | | |
| PE | Leap into life (Rec) - Functional Movement, | Leap into life (Rec) - Functional Movement, | Leap into life (Rec) - Functional Movement, | Leap into life (Rec) - Functional | Leap into life (Rec) - Functional Movement, | Leap into life (Rec) - Functional Movement, |

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| | Manipulative Skills, Movement concepts | Manipulative Skills, Movement concepts | Manipulative Skills, Movement concepts Dance (Karina) – Aesthetic Movement | Movement, Manipulative Skills, Movement concepts | Manipulative Skills, Movement concepts | Manipulative Skills, Movement concepts |
| Relationships & Health Education (SCARF) | Rec: Me & My relationships All about me, what makes me special, me and my special people, who can help me, My feelings. Year 1: Relationships – Healthy relationships Surprises & secrets, good or bad touches, unkind, tease or bully, who can help, how are you listening, pass on the praise. | Rec: Valuing differences I'm special, you're special, same & different: families, hones, Kind and caring. Year 1: Relationships – Feelings & Emotions Thinking about feelings, Harold has a bad day, who are our special people, feelings & bodies. Relationships – Valuing differences – It's not fair, good friends, same or different. | Rec: Keeping myself safe What's safe to go onto my body, what's safe to go into my body (medicines), safe indoors & outdoors, listening to my feelings, keeping safe online, people who help to keep me safe. Year 1: Health & Well being - Keeping Safe Who can help?, school rules, what could Harold do? | Rec: Rights & responsibilities Looking after my special people & friends, being helpful at home & caring for our classroom, caring for our world, looking after money. Year 1: Living in the Wider world – rules, rights, responsibilities Why we have classroom rules, taking care of something, our special people balloons, basic first aid, around & about our school, Harold's money, How should we look after our money? | Rec: Being my best Bouncing back when things go wrong, yes I can, Healthy eating, move your body, a good night's sleep. Year 1: Health & Well being - Healthy Lifestyles Eat well, feelings, wash & brush up, Catch it bin it kill it, eat a rainbow, healthy me, super sleep. | Rec: Growing & Changing Seasons, Life stages (plants, animals, humans), Life stages (Human life stage, who will I be?), where do babies come from? Getting bigger, me and my body (girls and boys). Year 1: Health & Well being – Growing & changing Harold learns to ride his bike, then & now, inside my wonderful body, keeping privates private, taking care of a baby. |
| Computing (Kapow Primary) | Rec: USING A COMPUTER: <i>(Learning about the main parts of a computer and how to use the keyboard and mouse. Logging in and out)</i> Yr 1: PoS: ICT & Digital Literacy GETTING STARTED <i>(Learning how to login and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits)</i> | Rec: PROGRAMMING BEEBOTS <i>(Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware)</i> Yr 1: PoS: Programming & ICT PROGRAMMING <i>(Developing early programming skills using either the Bee:Bot or virtual Bee:Bot)</i> | Rec: ALL ABOUT INSTRUCTIONS <i>(The children learn to receive and give instructions and understand the importance of precise instructions)</i> Yr 1: PoS: Programming ALGORITHM UNPLUGGED: <i>(This unplugged unit requires no computers so that algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific)</i> | Rec: INTRODUCTION TO DATA <i>(Children sort and categorise data and are introduced to branching databases and pictograms)</i> Yr 1: PoS: ICT INTRODUCTION TO DATA <i>(Learn what data is and the different ways that it can be represented and developing an understanding of why data is useful, how it can be used and ways in which it can be gathered and recorded both by humans and computers)</i> | Rec: EXPLORING HARDWARE <i>(Tinkering and exploring with different computer hardware and learning to operate a camera)</i> Yr 1: PoS: Programming, ICT & Digital Literacy DIGITAL IMAGERY <i>(Using creativity and imagination to plan a miniature adventure story and capture it using developing photography skills. Learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase)</i> | Yr 1: PoS: Programming & ICT ROCKET TO THE MOON <i>(Developing keyboard and mouse skills through designing, building and testing individual rockets by creating a digital list of materials, using drawing software and recording data)</i> |
| PoS: Digital Literacy ONLINE SAFETY YEAR 1: (Link to SCARF) Learning about online safety, including using useful tips to stay safe when online; how to manage feelings and emotions when someone or something has upset us online; learning about the responsibility we have as online users; exploring the idea of a 'digital footprint' | | | | | | |

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| RE | Y1: 1.6: Who is a Muslim and how do they live? #1 <i>Rec: F4: Being special: where do we belong?</i> | Y1: 1.3: Why does Christmas matter to Christians? <i>Rec: F2: Why is Christmas special to Christians?</i> | Y1: 1.6: Who is a Muslim and how do they live? #2 <i>Rec: F1: Why is the word 'God' so important to Christians?</i> | Y1: 1.5: Why does Easter matter to Christians? <i>Rec: F3: Why is Easter special to Christians?</i> | Y1: 1.4: What is the 'good news' Christians believe Jesus brings? <i>Rec: F6: What times/stories are special and why?</i> | Y1: 1.8: What makes some places sacred to believers? <i>Christians/Muslims</i> <i>Rec: F5: What places are special and why?</i> |
| Big Question | What is beauty? | | Is it ever right to tell a lie? | | If you could give one gift to every single child in the world, what gift would you give? | |
| World Festivals | Gandhi Jayanti (Hinduism) - Visual arts | Shichi-Go-San (Japanese) - Creative writing Bonfire Night | Purim (Judaism) - Performing arts | Hanamatsuri (Buddhism) - Facts | The Night of Power/Honour/Dignity (Islam) - Free choice | |
| Visits | Pirate Day | | | | Rosemoor - Minibeasts | Forest School |
| Ongoing | Big Draw and Art activities | | | | | |

Morichard Bishop C of E Primary School

Long Term Plan - Class 1 (Year R/1) - YEAR C (2021/2022)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| KS1 Topic | Ourselves | People who help us | Extreme Weather/Travel Agents | Local Nature Detectives <i>(School nature, litter pick, spiritual garden)</i> | Castles | |
| Role play | Doctor's surgery | Fire station | Weather station/ Travel Agents | Garden centre | Castles and Knights | |
| Mathematics | <i>Reception: Numbers & Shape, Space & Measures</i> Year 1: Unit 1 Number sense Unit 2 Additive Reasoning | <i>Reception: Shape, Space, Measures & Numbers</i> Year 1: Unit 3 Geometric Reasoning Unit 4 Number sense | <i>Reception: Numbers & Shape, Space & Measures</i> Year 1: Unit 5 Additive Reasoning Unit 6 Number Sense | <i>Reception: Numbers & Shape, Space & Measures</i> Year 1: Unit 7 Multiplicative Reasoning Unit 8 Number Sense Unit 9 Additive Reasoning | <i>Reception: Numbers & Shape, Space & Measures</i> Year 1: Unit 10 Geometric Reasoning Unit 11 Number Sense | <i>Reception: Numbers & Shape, Space & Measures</i> Year 1: Unit 12 Additive Reasoning Unit 13 Multiplicative Reasoning Unit 14 Geometric Reasoning |
| English | Labels, Lists, Captions <i>(Own unit)</i> TS: What I like! <i>(Poetry about our senses)</i> TS: It's my birthday <i>(Fiction – story familiar setting)</i> | Fireman Sam <i>(Own unit - Drama)</i> Duckies' Walk <i>(Fiction – book)</i> TS: How to catch Santa <i>(Fiction – story or letter writing)</i> | TS: Hot and Cold <i>(Non Fiction: Information book about the weather)</i> Dress up as <i>(Non Fiction – instructions)</i> Harold and the Purple Crayon <i>(Fiction – story)</i> | TS: Transport <i>(Non Fiction: Non chronological report about our local area)</i> | TS: Knights <i>(Non Fiction: Information book)</i> TS: Tell me a dragon <i>(Poetry: write a poem about dragons)</i> | TS: Zim Zam Zoom <i>(Poetry – write a kenning poem)</i> |
| | Include Performance/Poetry throughout including Drama | | | | | |
| Science | Knowledge: Animals including Humans Working Scientifically: | Knowledge: Materials and their properties Working Scientifically: | Knowledge: Seasonal Changes Working Scientifically: | Knowledge: Plants Working Scientifically: <i>Perform simple tests;</i> | Knowledge: Materials and their Properties Working Scientifically: | Knowledge: Plants Working Scientifically: |

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| | <p><i>Use his/her observations and ideas to suggest answers to questions;</i></p> <p>Rec - All about me – changes from birth. Yr 1 - understanding growth and changes. Animals and humans TWINKL unit</p> | <p><i>Use simple equipment to observe closely <u>and</u> Identify and classify</i></p> <p>Everyday Materials (Y1) Naming and identifying features of different materials Rec – Descriptive Language about natural and man-made objects</p> | <p><i>Gather and record data to help in answering questions.</i></p> <p>Seasonal Changes – Autumn and Winter Year 1Keep a weather diary Rec – talk about Seasonal changes.</p> | <p>Year 1 Plants/Growing (New NC Y1/2/3)/2/3</p> <p>Test plants growing in different environments – which is the most successful?</p> | <p><i>Perform simple tests;</i></p> <p>Consider the materials used to build a castle, use The Three Little Pigs as a starting point – why were Castles made of large stones?</p> | <p><i>Use simple equipment to observe closely;</i></p> <p>Look at interaction between insects and plants – beekeeping – importance of preserving environment.</p> <p>Focus on being Eco-Friendly – planning for summer.</p> |
| Art | <p>Painting Art Y1 Self Portraits, drawing, sketches Rec – representing people. Artist: Van Gough</p> | <p>3D Art Shoe box fire engine or rescue vehicles 3D models Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> | <p>Painting Art How Artists depict the weather in their pictures Artist: Monet/Turner Children will learn about a range of artists and describe similarities and differences between them.</p> | <p>Textiles Art Weaving Create patterns with a range of materials.</p> | <p>Textiles Art Design a flag fabric crayons</p> <p>Learning about a range of materials and art and design techniques using colour and lines.</p> | |
| NB: BLOCK ART for every afternoon for a week/2 weeks. Forest School (Reception yearly): Clay Models. Continuous ART: Colour, Pattern, texture, line, shape, form and space and a range of artists (<i>use Twinkl plan it for artists</i>) | | | | | | |
| D & T | <p>Food & Nutrition Healthy plate collage</p> | <p>Developing, planning and communicating ideas & Evaluating processes and products Link to Art above</p> | | <p>Working with tools, equipment, materials and components to make quality products Easter card with slides and levers. Food & Nutrition Pancake day</p> | | <p>Evaluating processes and products Junk Modelling Castles</p> |
| NB: BLOCK D & T for every afternoon for a week/2 weeks. Forest Schools (Reception yearly) – Tools: Bowsaws, secateurs, cutting. | | | | | | |

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| MUSIC (Kapow) | Rec: BIG BAND <i>(Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience)</i> What makes an instrument, Intro to Orchestra, Follow the beat, Tuned & untuned instruments. Big Band performance Y1: PULSE & RHYTHM (all about me) <i>(Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities)</i> My Favourite Things, You've got a friend, Dance dance dance, Happy, Practice makes Perfect. | Rec: CELEBRATION MUSIC <i>(Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas)</i> Diwali, Hanukah, Kwanzaa, Traditional Christmas Music, Christmas Action songs. Y1: CLASSICAL MUSIC, DYNAMICS, TEMPO (Animals) <i>(Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals)</i> Percussive animals, Singing animals, Performing animals, Composing animals, The story of a lion. | Rec: EXPLORING SOUNDS <i>(Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment)</i> Vocal, Body, Instrumental, Environmental, Nature Sounds Y1: MUSICAL VOCABULARY (Under the sea) <i>(Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments)</i> Pulse & Tempo: Dive into Danger, Dynamics & Timbre: Underwater world, Pitch & rhythm: underwater world, Texture & structure: Coral reef, Musical vocabulary | Y1: VOCAL & BODY SOUNDS (by the sea) <i>(Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas)</i> The sea, Embodying the sea, Musical treasure hunt, Seaside story, Seaside soundscape | Rec: MUSICAL STORIES <i>(A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters)</i> Y1: TIMBRE & RHYTHMIC PATTERNS (Fairytale) <i>(Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story)</i> Character voices, Starting with instruments, Rhythms, Responding to music, Keeping the pulse | Rec: MUSIC & MOVEMENT: <i>(Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music)</i> Action songs, Finding the beat, Exploring tempo, Exploring Tempo & Pitch through dance, Music & Movement performance Y1: PITCH & TEMPO (Superheroes) <i>(Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting)</i> High fliers, Pitch patterns, Faster than a speeding bullet, Superhero theme tune, Final performance. |
| | PoS: Use of voice expressively and creatively by singing songs & speaking chants & songs; Listen with concentration and understanding to a range of to a range of high quality live & recorded music; Play tuned and untuned instruments musically; Experiment with, create, select and combine sounds using the interrelated dimensions of music. | | | | | |
| History | | Identifying Contrasts and Themes/ Vocabulary Great Fire of London Understand and retell the events. Make comparisons with how we deal with fires now. | Questioning Grace Darling Learn about her life and her heroism. Encourage questions about the events. | | Using Sources/ Questioning St George Listen to the story – consider its basis, encourage questions, how reliable is this story? | |
| | For History Curriculum use Art as the common thread | | | | | |
| Geography | Geographical Skills and Fieldwork Map Classroom – Year 1 draw a | | Human and Physical Geography Countries and Continents with | Locational Knowledge Focus on the United Kingdom – locate the four capital cities. Identify natural features. | | Geographical Skills and Fieldwork Use geographical vocabulary Compass points |

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| | map/Reception Create a map with blocks | | extreme weather events | | | |
| | Continuous vocabulary | | | | | |
| PE | Leap into life - Functional Movement, Manipulative Skills, Movement concepts | Leap into life - Functional Movement, Manipulative Skills, Movement concepts | Leap into life - Functional Movement, Manipulative Skills, Movement concepts Dance (Karina) – Aesthetic Movement | Leap into life - Functional Movement, Manipulative Skills, Movement concepts | Leap into life - Functional Movement, Manipulative Skills, Movement concepts | Leap into life - Functional Movement, Manipulative Skills, Movement concepts |
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| Big Question | How do you know you are not dreaming right now? | | If animals could talk, would you still eat them? | | If you could make one rule that everyone in the world had to follow, what rule would you make? Why? | |
| World Festivals | Ethiopian New Year’s Day <i>(Rastafari) - Visual arts</i> | Human Rights Day - <i>Creative writing</i> Bonfire Night | The Prophet’s Night Journey & Ascent <i>(Islam) - Performing arts</i> | Passover/Pesach <i>(Judaism) - Facts</i> | Dragon Boat Festival <i>(Chinese) - Free choice</i> | |
| Visits | Dr. visiting to discuss health and personal care | Visit to Crediton Fire station School visits from Dr., Police officer, Naval officer, Vet, Dentist | | | Moor View Farm – Forest School R Castle visit | |
| Ongoing | Big Draw and Forest School Type Activities | | | | | |