

Year 1 LTP 2022-23

	Term 1 Me and my community	Term 2 Enchanted Woodland	Term 3 Superstars!	Term 4 Old Toys	Term 5 Going Green!	Term 6 Castles and Dragons
Trips, visitors, cultural capital ideas	Chartwells visit linked to healthy food. Parents and Carers invited to visit Local area walk Year 1 'must reads' introduced Key celebrations/festivals representing whole school community	Puzzle Wood Oldbury Court Estate Christmas pantomime (Bristol Old Vic?)	Pirates	Blaise Castle Toy workshop Parents and Carers invited to visit – toys from their childhood/culture.	Farm visit (Farmlink.org) Grimsbury community farm Local councillor visit →	Caldicott Castle
WOW	A presentation about me to parents and carers. Talent show final week	Wood visit (Take TA – Sharon – forest schools trained/firepit/marshmallow)	Inspirational visitor – Pirate man http://pirateattack.co.uk/	Parents and teachers to share their favourite toy from when they were young. Bring a bear/ Favourite toy day.	Farm visit/Local councillor visit to pitch improvement ideas	Medieval banquet
Literacy	Fact files: All about me, Healthy eating Lists labels and captions: Body parts, Local area Recount: Trip of local area Poetry: Senses Instructions: Fruit kebab PSHE book – all about me. Take a tale: You choose	Poetry: Fireworks Setting description: Woodland Character description: TT character – Retell: Traditional Tales from other cultures/twisted tales Recount: e.g. Christmas performance The story of Guy Fawkes Take a tale: One Snowy Night	Story writing: Pirate adventure. Poetry – pirate shanties. Non-Chron: Visitor Pirate report/news/ Take a tale: The gingerbread Man	Story writing: Toys Non-Chron: Old and new toys PSHE book Take a tale: The Gruffalo	Letter writing: improvement letter PSHE book Take a tale: Goldilocks	Story writing: Fairy tales Character description: FT character PSHE book Take a tale: Little Red Hen
Book ideas	Ada Twist Scientist (senses) The listening walk (senses)	Little red riding hood Percy Park Keeper Gruffalo/Gruffalo child	Edward Teach – Blackbeard. Ching Shi – Famous female pirate from china.	Kippers Toy box Old Bear Traction man Threadbear	The Trouble with Dragons Dear Greenpeace The Curious Garden Michael recycle	The Trouble with Dragons The Egg Lullabyhullabaloo

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	The sound collector poem Marvellous me Oliver's vegetables Tasty poems PSHE food book		Benjamin Hornigold Grace O'malley – Irish Pirate	Wheres My Teddy? Found.	Litterbug Doug Tidy Ten Seeds The Tiny Seed A Seed in Need The extraordinary garden.	There is no dragon in this story George and Dragon – mouse version. Paper bag princess
Geography	Local area • School map • Local area map • Key routes/directions Daily weather chart	Maps of Traditional Tales	Learn about the 7 seas – the oceans of the world. Write a comparison of the united kingdom and the Bahamas.		Local improvement • Map with a key	UK countries and capital cities • Castles around the UK ➔
	<ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom. • 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • 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 • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and 		<ul style="list-style-type: none"> • 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 		<ul style="list-style-type: none"> • 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • 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 • 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 their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • use world maps, atlases and globes to identify the United Kingdom and its countries. • 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

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	construct basic symbols in a key • 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.						
History	Passing of time • Family tree Knowyourplace.com • Family heritage • Changes over time in local area		Significant people – Pirates Edward Teach – Blackbeard. Ching Shi – Famous female pirate from china. Benjamin Hornigold Grace O’malley – Irish Pirate	Toys - changes over time	Troopers hill – from quarry to wildlife sanctuary.		
	• changes within living memory.		• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality	• changes within living memory.	• changes within living memory. • significant historical events, people and places in their own locality		• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
		Pupils should:					

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		<ul style="list-style-type: none"> 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. 				
Science	Animals including humans (body parts, senses and pets)	Animals including humans (classification and variation, herbivores and carnivores)	Everyday Materials <ul style="list-style-type: none"> changing materials. – Gingerman in different liquids. Floating and sinking. 	Everyday Materials Toys made from different materials.	Everyday materials (recycling)	Animal Habitats in local.
	Senses experiment Seasonal changes Daily weather chart linked to Geography.	Sorting and classifying Senses (woodland walk linked to senses) Plants (woodland) Seasonal change observing trees during woodland visit	Classifying animals – reptiles, mammals etc.	sorting and classifying – materials.	Plants _____ Fair test (linked to plants)	
	<ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (pets) 	<ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (woodland animals) identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
	•	<ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies 				
RE See separate planning from SH	Family Celebrations How do we celebrate our journey through life? <ul style="list-style-type: none"> Identify important 	Festivals and Celebrations Diwali, Christmas, Hanukkah	Where do we belong? Chinese New Year <ul style="list-style-type: none"> To understand what it means to belong to 	Special places. Comparing places of worship Easter, Passover	Eid-al-Fitr Why are some places special?	Eid-al-Adha

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	<p>lifetime celebrations</p> <ul style="list-style-type: none"> Learn how people of different faiths celebrate the birth of a baby and weddings 		<p>a family, community, faith</p> <ul style="list-style-type: none"> How Christians are baptised into the faith, the importance of prayer to Muslims and the ritual of Shabbat for Jewish people. 		<ul style="list-style-type: none"> To recognise religious symbols and their importance. <p>To describe different places of worship and what happens there</p>	
Art	<p>Self-portraits – link to Giuseppe Arcimboldo?</p> <p>Observational drawings of fruit</p>	<p>Woodland crown</p> <p>Leaf rubbings.</p> <p>Tree hanging/sculpture</p> <p>Firework pictures</p> <p>Christmas art – hoops etc.</p>	<p>Draw Walt Disney and Quentin Blake characters.</p> <p>Mural</p> <p>Sewing – cross stitch – attach buttons.</p>	<p>2D shape pictures e.g. robots and trains</p>	<p>Leaf printing/observational drawing/collage</p> <p>Rainbow of food colour mixing</p>	<p>Block printing by Paul Klee</p> <p>Graffiti mural.</p>
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 				
DT	<p>Make Fruit Kebab. Our school menu. Chartwells visit?</p>	<p>Made vehicles for little red riding hood to escape from the bear.</p> <p>Axels and Wheels.</p>	<p>Design, make and evaluate new boat for GBM.</p>	<p>Design and make a sock puppet.</p>	<p>Build a bird feeder -</p> <p>Recycled clothes – make a cape for Michael Recycle.</p>	<p>Medieval shield.</p>
	<ul style="list-style-type: none"> 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 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> 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 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> 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 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> 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 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	<ul style="list-style-type: none"> explore and evaluate a range of existing products 	<ul style="list-style-type: none"> 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 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

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	materials, textiles and ingredients, according to their characteristics			<ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p>		<p>joining and finishing]</p> <ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
Computing See ICT overview and separate planning E- safety, coding, computers and devices, using computers	Links: Paint a picture of yourself and label with your name. Google Earth - navigate your way from school to home	Links: Use film/sound to record Traditional Tale role play/xmas performance and watch back. Traditional Tale QR quiz	Links: Paint your own Superhero. Practise typing by labelling it.	Links: Kiddle search toys to copy and paste as research	Links: Use PicCollage to create a poster for Greenpeace Google Earth - navigate your way from school to the park. Park and Stride .	Links: Explore inside the castle on the app Castlerama Independently login and type in the URL for BBC Bitesize castle information
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 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. 				
PSHE Jigsaw	Being me in my world	Celebrating differences	Dreams and goals	Relationships	Healthy me	Changing me
Music	Chant, say and sing simple songs from memory. Sing call & response songs. Listen & pitch voice correctly.	Learn songs for a Christmas performance. Each class to select own song. Maybe add untuned instrumental accompaniment.	Introduce the idea of making different sounds with body parts. Use these to accompany favourite songs. (Clapping a steady beat,).	Move/ clap a steady beat. Change speed as music tempo changes. Use body percussion or untuned	Introduce different untuned musical instruments and explore the sound they make through games and free exploration. (Which are good for which musical dimension)	Improvise simple vocal chants. Question & Answer phrases. Create musical sound effects e.g. for a toy train.

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		BBC music – Traditional tale songs		instruments to play repeated rhythm patterns. (Short copy cat patterns)		Explore and invent own symbols to represents sounds created. Follow symbols to repeat sounds.
		Learn a range of songs both old & new, from different cultures or topic appropriate.				
	Singing Assembly – Music Appreciation during Assemblies.				Classical	→
	Jazz & Blues	Choral & religious	Music from other cultures	Modern		Modern
	•	<ul style="list-style-type: none"> • 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 • experiment with, create, select and combine sounds using the inter-related dimensions of music 				
PE Real PE BBC KS1: Lets move	Personal Coordination: Footwork Static balance: One leg	Social Dynamic balance to agility: Jumping and landing Static balance: seated	Cognitive Dynamic balance: on a line Static balance: Stance	Applying physical Coordination: sending and receiving Agility: Reaction/response	Creative Coordination: ball skills Counterbalance with a partner	Health and Fitness Agility: Ball Chasing Static balance: Floor work
Maths Primary Stars	Number: Place Value (within 10) Number: Addition and subtraction (within 10)	Number: Addition and subtraction (within 10) Geometry: Shape Number: Place Value (within 20)	Consolidation Number: Addition and subtraction (within 20) Number: Place Value (within 50)	Consolidation Number: Multiplication and Division Number: Fractions	Measurement: Length and Height Measurement: Weight and Volume Consolidation	Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time

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