

Slingsby County Primary School - LONG TERM PLANNING
Class One (Year 1) 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme History Geography	All About Me History Key Question: How are we making history? Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born	Toys History Key Question: How have toys changed? Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.	Maps Geography Key Question: What is it like here? Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	Weather Geography Key Question: What is the weather like in the UK? Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key	Explorers History Key Question: How have explorers changed the world? Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.	Around the World Geography Key Question: What is it like to live in Shanghai? Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.

<p>English Fiction N Fiction Poetry</p>	<p>TEXTS: FICTION: * The Colour Monster *Five Minutes Peace *Knuffle Bunny *Mrs Armitage on Wheels</p> <p>POETRY *Pussy Cat Pussy Cat *A Sailor went to Sea Skipping rhymes</p> <p>THEMES Recognising, expressing and naming feelings <i>The Colour Monster</i> The children use colour to express their feelings and examine emotions through music and imagery. Week 1</p> <p>Familiar settings and family stories <i>Five Minutes Peace</i> <i>Knuffle Bunny</i> Children relate the stories to their own</p>	<p>TEXTS: FICTION: *No-Bot *Harvey Slumfenburger's Christmas</p> <p>NON-FICTION: *The Usborne Book of Big Machines</p> <p>POETRY: *Hickory Dickory Dock *Twinkle Twinkle Little Star *Where go the boats?</p> <p>THEMES Poems with repeating patterns and rhymes. <i>Hickory Dickory Dock</i> <i>Twinkle Twinkle Little Star</i> <i>Where go the boats?</i> Children continue to use pattern and rhyme to help learn and write poetry. They develop comprehension skills and explore tense endings. Weeks 1 and 2</p> <p>Information Texts: Big Machines <i>No Bot</i></p>	<p>TEXTS: FICTION: *The Day the Crayons Quit *The Jolly Postman</p> <p>POETRY: *Sensational Poems *The Works: Every poem you will ever need at school</p> <p>THEMES: Letters in different contexts. The Day the Crayons Quit The Jolly Postman Children explore letters in different contexts. They draft their own letters and responses and explore punctuation, including when to use capital letters and end of sentence punctuation. Weeks 1 and 2</p> <p>Poems about the senses. <i>Sensational Poems</i></p>	<p>TEXTS: FICTION: *Don't let the Pigeon stay up late *Don't let the Pigeon drive the bus * This is the House that Jack Built *Dragon Dinosaur *Chicken Licken</p> <p>THEMES: Instructions and Explanations <i>Don't let the Pigeon stay up late</i> <i>Don't let the Pigeon drive the bus</i> Children explore commands and imperative ("bossy") verbs. They write their own instructions before writing their own version of the story using commands. Weeks 1,2,3</p> <p>Traditional Tales: Sharing and Retelling</p>	<p>TEXTS: POETRY: *A selection of traditional poems *Poems to perform: a classic collection</p> <p>FICTION: *There's a Tiger in the Garden</p> <p>NON-FICTION *Tigress *Big Blue Whale</p> <p>THEMES: Traditional poems <i>A selection of traditional poems</i> <i>Poems to perform: a classic collection</i> Children learn and perform a variety of traditional rhymes. They look at verbs and compose new lines and versions of the rhymes. Weeks 1,2,3</p> <p>Information texts: Comparing fiction and non-fiction.</p>	<p>TEXTS: NON-FICTION: *Usborne Questions and Answers about Food</p> <p>FICTION: *The Three Billy Goats Gruff *How to Catch a Star</p> <p>THEMES: Information texts: Questions and Answers About Food Children read and discuss an information text about food. They revisit question sentences and compose answers as statements. We learn about recipes and find imperative verbs before writing our own. The children create their own non-fiction page in a question and answer format. Weeks 1,2,3</p>
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	<p>experience before writing their own versions, drawing on this experience.</p> <p>Weeks 2,3,4</p> <p>Repeating Patterns: Mrs Armitage on Wheels</p> <p>Children examine the repeating patterns in this story. They explore repeated refrains and develop sentence writing and punctuation skills.</p> <p>Weeks 5 and 6</p> <p>Poems with repeating patterns and rhymes: Pussy Cat Pussy Cat, A Sailor went to Sea</p> <p>Children read and learn short rhyming poems with repeating patterns. They compose new lines.</p> <p>Weeks 7 and 8</p>	<p>The Usborne Book of Big Machines</p> <p>Children explore the differences between fiction and non-fiction books about machines. They examine the key features of information texts and continue to look at suffixes, examining plurals. They produce a class information text, encompassing all the key features.</p> <p>Weeks 3,4,5</p> <p>Repeating Patterns: Harvey Slumfenburger's Christmas Present</p> <p>The children return to repeated refrains and develop sentence writing and punctuation skills by using "and" to extend sentences.</p> <p>Weeks 6 and 7</p>	<p>The Works: Every poem you will ever need at school</p> <p>Children read and learn poems about the senses. They use the theme to write questions and answers, exploring the punctuation needed. They examine how adjectives improve a piece of writing and the effect of the prefix "un".</p> <p>Weeks 3,4,5</p>	<p>This is the House that Jack Built</p> <p>Dragon Dinosaur</p> <p>Chicken Licken</p> <p>Children explore and compare traditional tales giving opinions. They look at characters and learn how to extend sentences using "and" and "because"</p> <p>Weeks 4,5,6</p>	<p>There's a Tiger in the Garden</p> <p>Tigress</p> <p>Big Blue Whale</p> <p>Children compare fiction and non-fiction, write facts and descriptive sentences.</p> <p>Weeks 4 and 5</p>	<p>Traditional Tales</p> <p>The Three Billy Goats Gruff</p> <p>Read and share the tale, thinking about the characters and their qualities. Children create their own version, revisiting punctuation and adjectives.</p> <p>Weeks 4 and 5</p> <p>Spoken language: expressing emotions.</p> <p>How to Catch a Star</p> <p>Children create resources to role play a familiar story.</p> <p>Week 6</p>
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<p>Maths (WRM)</p>	<p>Number: place value within 10 Weeks 1-5 Addition and subtraction within 10. Weeks 6-8</p>	<p>Addition and subtraction within 10 Weeks 1-2 Shape Week 3 Consolidation Week 5 and 6</p>	<p>Number: place value within 20 Weeks 1-3 Addition and subtraction within 20 Weeks 4-6</p>	<p>Number: place value within 50. Weeks 1-2 Measurement Length and height Weeks 3-4 Mass and volume Weeks 5-6</p>	<p>Number: multiplication and division Weeks 1-3 Fractions Week 4 and 5</p>	<p>Geometry: position and direction Week 1 Number: place value within 100 Week 2 and 3 Measurement Money Week 4 Time Week 5 and 6 Consolidation Week 7</p>
<p>Science</p>	<p>Seasonal Change Key Questions: <ul style="list-style-type: none"> • What is the weather today? • How does the weather change? • How can we observe the weather? Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and clothing choices. They plan and carry out their own weather reports,</p>	<p>Everyday Materials Key Questions: <ul style="list-style-type: none"> • What is a material? • How can we sort materials? • How do we choose the right material for an object? Identifying the difference between objects and materials, children explore their surroundings to find examples of each. They work scientifically by planning tests, making observations and recording data. Pupils use results to answer questions and sort and</p>	<p>Animals including humans: My Body Key Questions: <ul style="list-style-type: none"> • How do we change as we get older? • What are our senses? • How do our senses help us? Familiarising themselves with the basic parts of the human body, children investigate their senses through stimulating experiences that highlight how we interact with the world around us. They work scientifically, using their senses to make observations, spot patterns and use data to</p>	<p>Animals including humans: Animals Key Questions: <ul style="list-style-type: none"> • What animals do we know? • How are animals different? • Who lives in our playground? • What is a habitat? Studying both local and global animals, children recognise common characteristics and physical features. They use this information to make comparisons and classify animals. Pupils consider the most effective way to collect data about class pets and record their findings</p>	<p>Plants Key Questions: <ul style="list-style-type: none"> • What plants do we know? • What is growing in the school grounds? • What are the parts of a flower? • How can we sort trees? • What does a seed need to grow? Venturing outside, children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They use magnifying glasses</p>	<p>Scientific Investigations Key Questions: <ul style="list-style-type: none"> • Do taller trees have wider trunks? • What features do different animals share? • What is a suitable material to make a waterproof animal home? • Are birds' carnivores, herbivores or omnivores? Using picture books and hands-on outdoor activities, children broaden their understanding of plants and animals. They gather and record data to find out if taller trees have</p>

	considering the knowledge required for this job.	group materials based on their properties.	answer questions. They develop an understanding of how science can support those who have lost sensory function and consider how firefighters use their senses at work.	in a block chart. They develop their understanding of classification by comparing the dietary habits of different animals and role play as Jane Goodall carrying out research into chimpanzees in the wild.	to observe and name plant parts and sort leaves into groups based on appearance. Pupils investigate if beans need water for growth and identify edible plant parts.	larger trunks and recap the features of different animal groups. They identify animals by closely observing footprints and construct waterproof animal homes with natural materials. Pupils sort birds according to their diet and seek patterns in their physical characteristics.
Computing (Children have one online safety lesson each half term)	Computing Systems and Networks: Improving mouse skills Knowing how to log in 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.	Programming 1: Algorithms unplugged Using an unplugged approach 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.	Skills showcase: Rocket to the moon 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.	Programming 2: Bee Bots Developing early programming skills using the Bee: Bot.	Creating Media: Digital Imagery 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.	Data Handling: Introduction to data Learning what data is and the different ways that it can be represented as well as 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.
Art/ DT	Drawing Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how	Mechanisms Learn about the main components of a wheeled vehicle. Develop understanding of how wheels, axles and axle holders work; problem-	Painting Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired	Textiles Explore different ways of joining fabrics before creating hand puppets based upon an Easter animal. Develop technical skills of	Craft and Design Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven	Cooking and Nutrition Handle and explore fruits and vegetables and learn how to identify fruit, before undertaking taste testing to establish chosen ingredients for a

	texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.	solve why wheels won't rotate; to design and build their own vehicle designs	by Clarice Cliff and Jasper Johns.	cutting, gluing, stapling and pinning.	artworks inspired by artist Cecilia Vicuña.	smoothie they will make, with accompanying packaging.
R.E.	Which stories are special and why? Children talk about their own favourite stories before looking at stories from the Bible. They explore these as well as the story of Rama and Sita and the celebration of Diwali.	Who is a Christian and what do they believe? Children examine Christianity through stories learning about a parable, a miracle and the teachings of Jesus. They hear from a visitor from the Christian church who shares their beliefs before expressing where God is for them through Art.	Which people are special and why? Children begin by thinking who is special to them. They explore this further by hearing from someone special in school as well as a visitor from another faith. The children learn about stories of Jesus choosing his disciples and helping and healing others.	What makes some places sacred? Children think about special places and things for them before learning about sacred and holy objects and symbols in Church and the Mosque. The children then reflect whether they personally have any sacred places or things.	What is special about our world? Children explore favourite plants or animals for them before learning about Creation and the Creation story. They consider how to care for the world through the story of Muhammad and the Ant.	How should we care for others and the world and why does it matter? Children explore and examine how they show that they care for others and the world and how Jesus did so through stories. The class then plan a fund-raising event to show how we care and why it matters.
PE	Locomotion: Running	Locomotion: Jumping	Ball skills: feet	Ball skills: hands	Team-building: Playing Games Swimming Lessons	Games for understanding Ball Skills: Rackets, bats, balls & balloons
PSHE/RSE	Families and Relationships Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings	Health and Wellbeing Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and	Safety and the Changing Body Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services;	Safety and the Changing Body/Citizenship Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an	Citizenship/Economic Wellbeing Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some job roles in and out of school.	Economic Wellbeing Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some job roles in and out of school.

	differently and that stereotyping is unfair.	people in the community who	identifying: hazards in the home and people in the community who keep us safe	introduction to democracy.		
Music (SING Education)	Pulse & Tempo.	Exploring Rhythm.	Exploring Pitch.	Composing: Creating Music.	Musicianship: Singing & Playing Skills.	Musicianship: Preparing for Reading Notation (percussion)