

Terms	Autumn Term 1	Autumn term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Science	<p>Animals, including humans</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>Animals including humans Seasonal changes</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>	<p>Seasonal changes</p> <p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>	<p>Everyday materials</p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Plants Seasonal changes</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>	<p>Animals, including humans Seasonal changes</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>
<p>Scientific Enquiry Research using secondary resources Comparative and fair testing Observing changes over time Identifying classifying and sorting Pattern seeking</p>	<p>Identifying classifying and sorting</p> <p>How can we organise wild animals?</p> <p>Investigate</p>	<p>Research using secondary resources</p> <p>Do all animals eat the same food as humans?</p> <p>Record Review</p>	<p>Observing over time</p> <p>How do trees change over time?</p> <p>Investigate Record</p>	<p>Pattern seeking</p> <p>Is there a pattern in the types of materials that are used to make objects in school?</p>	<p>Identifying classifying and sorting</p> <p>How can we sort the plants that we saw on our walk?</p>	<p>Comparative and fair testing</p> <p>Is our sense of smell better when we can't see?</p> <p>Plan</p>

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Key concept Plan Investigate Record Review				Plan Investigate Record	Investigate Record	Investigate Record Review
History			How did Florence Nightingale and Mary Seacole change nursing?	How have the shops changed in Northampton since the 1950's?		Who were the Victorians? (Local study of William Barrett's life Queen Victoria)
			Legacy	Change, cause and effect		Chronology
Geography	Human and Physical Geography Where do our favourite animals live? <i>Understand the processes that give rise to key physical and human geographical features of the world, how these are</i>	Place Knowledge Comparison of London and Sydney. <i>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical</i>			Locational Knowledge What is it like where we go to school? <i>Pupils should develop knowledge about the world, the United</i>	



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	<i>interdependent and how they bring about spatial variation and change over time</i>	<i>context for understanding the actions of processes</i>			Kingdom and their locality	
Art			Drawing: Nature drawings (graphite, handwriting pen and coloured pencil)		Painting: Nature painting (watercolour) GUSTAV KLIMT	Sculpture and making: Printing (poster paint) WILLIAM MORRIS
Design Technology	Modelling with plasticine Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Moving Landscapes Design - based on design criteria generate, develop, model and communicate their ideas through talking, drawing. Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable		Food Tech Healthy and varied diet		
Computing		Computer Systems and Networks use logical reasoning to predict the behaviour of simple programs understand what algorithms are; how they are implemented as programs on following precise and unambiguous instructions	Programmable create and debug simple programs		Creating Media use technology purposefully to create, organise, store, manipulate and retrieve digital content	

		digital devices; and that programs execute by				
Online Safety	Term 1- Online Relationships	Term 2- Online reputation	Term 3- Self- Image and Identity	Term 4- Online Bullying	Term 5- Managing Online information/Privacy and Security/ Copyright and Ownership	Term 6- Health, Well-being and Lifestyle
	I can give examples of when I should ask permission to do something online and explain why this is important.	I can describe what information I should not put online without asking a trusted adult first.	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	I can describe how to behave online in ways that do not upset others and can give examples.	I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a +joke.	I can explain rules to keep myself safe when using technology both in and beyond the home.
Music	<p><u>Musical Heartbeat</u> I can Statements: I can move in time with a steady beat</p> <p>I can find the pulse of the music by moving my body</p> <p>I understand that the pulse or beat of the music is like a heartbeat.</p> <p>I can stay in time with music</p> <p>Ocarina notes D and B</p>			<p><u>Learning to listen</u> I can Statements: I can listen to, copy and repeat a simple melody using my voice</p> <p>I can say what I like or dislike about a piece of music and describe how it makes me feel.</p> <p>I can recognise is the music is fast or slow, loud or quiet.</p> <p>I can concentrate and listen to a piece of music</p> <p>Ocarina notes D and B.</p>		<p><u>Let's perform together</u> I can Statements: I can recognise some musical instruments and name them.</p> <p>I can talk about different styles of music and similarities and differences</p> <p>I can sing as part of a group.</p> <p>I can play a tuned and/or untuned instrument carefully</p> <p>Ocarina notes D, B and G</p>

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P.E	REAL PE: Indoor - Birthday Bike + Pirate Pranks Outdoor - Tag rugby skills	REAL PE Indoor - Space + Jungle Outdoor - Basketball	REAL Gym: Indoor - At home + Jungle Trip Gymnastics Outdoor - Hockey	REAL PE: Indoor - Clown + Seaside Outdoor - Netball	REAL Dance: Indoor: Creative Skills Outdoor: Athletics/prep for sports day	REAL PE: Indoor - Juggling and Fairytale Outdoor - Football
R.E	The Christian Family	Christianity and Christmas	Special places to Christians	Christianity influences life	The Family in Islam	Hinduism
Core Learning Skills Focus	I can respond to adults immediately. I can demonstrate good listening. I can take turns fairly and share. I can take joint responsibility for keeping my classroom tidy.	I can use different things to find information. I can choose things to help my learning. I can speak clearly when sharing my ideas.	I can speak clearly when sharing my ideas. I can take turns fairly and share. I can show whole body listening.	I can ask a friend for help. I can use manners.	I can use appropriate expression.	I can use things around the classroom to help me concentrate. When talking, I can keep to the topic.
PSHE	Being Me in My World Piece 1 - Establishing a safe environment Piece 2/3 - I understand the rights and responsibilities for being a member of my class Piece 4 - I know my views are valued Piece 5 - I can recognise the choices I make and understand the consequences	Celebrating Differences Piece 1 - I can identify similarities between people in my class Piece 2 - I can identify differences between people in my class Piece 3 - I can tell you what bullying is Piece 4 - I know some people I can talk to if I am	Dreams and Goals Piece 1 - I can set simple goals Piece 2 - I can set a goal and work out how to achieve it Piece 3 - I understand how to work well with a partner Piece 4 - I can tackle a new challenge and understand how this might stretch my learning. Piece 5 - I can identify obstacles which make it more	Healthy Me Whole - School First Aid Day Piece 1 - I understand the difference between healthy and unhealthy Piece 2 - I know how to make healthy life style choices Piece 3 - I know how to keep myself clean and healthy. I know all household products	Relationships Piece 1 - I can identify the members of my family and understand that there are lots of different types of families Piece 2 - I can identify what being a good friend means to me	Changing Me Piece 1 - I am starting to understand the life cycles of animals and humans Piece 2 - I can tell you some things about me that have changed and some things about me that have stayed the same

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	<p>Piece 6 – I understand my rights and responsibilities within our Learning Charter</p>	<p>feeling unhappy (Helping Hand)</p> <p>Piece 5 – I know how to make new friends</p> <p>Piece 6 – I can tell you some ways I am different from my friends</p>	<p>difficult to achieve me new challenge and can work out how to overcome them</p>	<p>(including medicines) can be harmful if not used properly</p> <p>Piece 4 – I understand that medicines can help me if I am poorly and I know how to use them</p> <p>Piece 5 *Road safety covered in Geography</p> <p>Piece 6 -I can tell you why my body is amazing and can identify some way to keep it safe and healthy</p>	<p>Piece 3 - I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>Piece 4 - I know who can help me in my school community (recap Helping Hand)</p> <p>Piece 5 - I can recognise my qualities as person and a friend</p> <p>Piece 6 - I can tell you why I appreciate someone who is special to me</p>	<p>Piece 3 -I can tell you how my body has changed since I was a baby</p> <p>Piece 4 - I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>Piece 5 - I understand that every time I learn something new I change a little bit</p> <p>Piece 6 - I can tell you about changes that have happened in my life</p>
Trips/visits/experiences	Woburn	Christmas Production	Visit to the church (St.Luke's) A visit from a nurse – CLS launch DWAEC	Design Technology Day Visit to the local shop	Visit the local village	Holdenby House