

- Year 1 Long Term Plan 2022 – 2023

	Autumn	Spring	Summer
Science	<p>Everyday materials Are all materials the same? Chn compare a variety of materials, deciding which are hard, soft, strong, weak, smooth, rough, etc Chn undertake actions to test whether each material has the property (e.g. touching, weighing, etc) Simple comparative test</p>	<p>Animals and humans Are we all the same or are we all different? Chn discover what is the same and what is different about their bodies Are all animals totally different? Using pictures of animals, chn find out if they can find anything that is the same for all of the animals, thinking about what they do and how they look. Show smaller and larger versions of each animal. Noticing patterns</p>	<p>Plants What parts is a plant made of? Chn use pages from a science encyclopaedia to draw and label different plants, spotting similarities and differences. Finding out things from secondary sources</p>
	<p>Seasonal changes Is the weather the same every day? Chn keep a weather diary across a period of time and compare this to a premade one for a different period of the year, drawing conclusions.</p>		
History	<p>History of shopping (within living memory) Enquiry Question What is shopping and how has it changed over time? End points Know two reasons why people shop and two different ways to shop. Recognise how we pay for shopping has changed and why plastic bags are no longer used NC Coverage Changes within living memory</p>	<p>History of Transport (beyond living memory) Enquiry Question What is transport and how has it changed over time? End points Identify different modes of transport in the modern world and the significant improvements made. Know that steam engines have been replaced by electric and identify the environmental benefits. Recognise similarities and differences between Model T Ford and a modern car. Children understand things that have happened in the past NC Coverage Significant changes and events beyond living memory</p>	<p>History of Communication (beyond living memory) Enquiry Question What is communication and how has it changed over time? End points Talk and write about key inventions made by humans to allow them to communicate and how that differs to the past. Recognise some forms of communication that are popular now; TV and internet. Able to talk about how telephone has changed over time and recognise some similarities and differences between the first mobile and those used today NC Coverage Significant changes and events beyond living memory</p>
Geography (Subject to changes)	<p>Four seasons End points Identify seasonal and daily weather patterns.</p>	<p>Where we live End points Begin to use world maps and atlases.</p>	<p>Seven Continents End points</p>

	Use observational skills (notice the change in leaves) Undertake fieldwork (collecting leaves/conkers) Seasons have an effect on animal and plant life.		Begin to use locational and directional language. Describe the location of features on a map. Use aerial photographs. Devise a simple map and key. Use simple fieldwork and observational skills. Understand geographical similarities and differences.		Name and locate the world's seven continents and five oceans. Begin to use world maps and atlases to identify continents and oceans. Use simple compass directions. Understand geographical similarities and differences.	
Art	Artist: Mondrian *Each Class to have a floorbook celebrating the work and demonstrating the learning sequence End Points • To know the names of all the colours. • To know that two primary colours can make a secondary colour. • To communicate something about themselves in their drawings. • To create moods in their drawings. • To draw using pencils and crayons. • To draw different shapes and thickness. Possible topic		Artist: Eric Carle *Each Class to have a floorbook celebrating the work and demonstrating the learning sequence End points • To know the names of the tools, techniques and the formal elements (colours, shapes, tones) that they use. • To tear and cut up paper for their collages. • To gather and sort materials they will use. • To sort materials according to texture and colour. • To ask sensible questions about a piece of art. • To print with a variety of items. • To design their own printing block.		Artist: LS Lowry *Each Class to have a floorbook celebrating the work and demonstrating the learning sequence End Points • To know how to recognise and describe simple characteristics of different kinds of art, craft and design. • To create moods and communicate something in their drawing. • To paint a picture of something they can see. • To weave with paper, fabric and thread. • To make a variety of shapes and structures. • To experiment with constructing and joining recycled materials. • To ask questions about a piece of art. • To say what they like and dislike about a piece of art.	
DT	TBC	TBC	TBC	TBC	TBC	TBC
PSHE	Feelings Getting help Classroom rules Special people Being a good friend End points I can name a variety of different feelings and explain how these might make me behave.	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help End points I can say ways in which people are similar as well as different.	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep End points I can say what I can do if I have strong, but	Taking care of things: Myself My money My environment End points I can give some examples of how I look after myself and my environment - at school or at home.	Growth Mindset Healthy eating Hygiene and health Cooperation End points I can name a few different ideas of what I can do if I find something difficult. I can say why certain foods are healthy and why it's important to	Getting help Becoming independent My body parts Taking care of self and others End points I can identify an adult I can talk to at both home and school. If I need help.

	<p>I can think of some different ways of dealing with 'not so good' feelings. I know when I need help and who to go to for help. I can tell you some different classroom rules.</p>	<p>I can say why things sometimes seem unfair, even if they are not.</p>	<p>not so good feelings, to help me stay safe (e.g. sad - talk to someone). I can give examples of how I keep myself healthy. I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p>	<p>I can also say some ways that we look after money.</p>	<p>eat at least five portions of vegetables/fruit a day.</p>	<p>I can tell you some things I can do now that I couldn't do when I was a toddler. I can tell you what some of my body parts do.</p>
RE	<p>Which books and stories are special? How do we celebrate special events?</p>	<p>What does it mean to belong to a church or mosque? How and why do we care for others?</p>		<p>Who brought messages about God and what did they say?</p>		
<ul style="list-style-type: none"> ● Visits ● Experiences ● Visitors 	<p>Walk in our local area Visit to Manningham Library Morrisons supermarket Bradford Cathedral/Church in Bradford Now Press Play</p>	<p>Eureka GL Barge Bradford interchange Mosque in Bradford Leeds Art Gallery Now Press play</p>		<p>RHS Garden Harlow Carr National Science and Media Museum Bradford Now press play</p>		