

Barrowby CE Primary School: R/Year 1B Long Term Plan

		Autumn 1 <i>Looking After Ourselves</i>	Autumn 2 <i>Looking After Ourselves</i>	Spring 1 <i>Extinct and Endangered</i>	Spring 2 <i>Extinct and Endangered</i>	Summer 1 <i>Homes and Habitats</i>	Summer 2 <i>Homes and Habitats</i>	
Visits/Visitors/Experiences Food Technology	<b>EYFS Prime Areas: Communication and Language -</b> Listening, Attention and Understanding, Speaking, <b>PSED -</b> Self-Regulation, Managing Self and Building Relationships, <b>PD -</b> Gross Motor Skills and Fine Motor Skills							
Digital Media Stimuli		Funny Bones animation	The Snowman/ The Polar Express	Ice Age: Dawn of the Dinosaurs	Sir David Attenburgh - The IsTitanosaur	Madagascar	Sir David Attenburgh - The Island of Marvels	
<b>English</b> EYFS: <i>Literacy</i> - Comprehension, Word Reading, Writing <i>Expressive Arts and Design</i> - Creating with Materials, Being Imaginative and Expressive		<b>Narrative:</b> Stories with familiar themes <b>Outcomes:</b> Story retell, Story writing, Story endings  <b>Poetry:</b> Poems on a Theme <b>Outcomes:</b> Autumn poetry inspired by nature  <b>Non - Fiction:</b> Information <b>Outcomes:</b> Report- what are my senses? How do I use them? (c/c Science)	<b>Poetry:</b> Nursery rhymes and Action rhymes <b>Outcomes:</b> Nursery Rhyme  <b>Non - Fiction:</b> Instructions <b>Outcomes:</b> Instructions: How to make a puppet.  <b>Fiction:</b> Imaginary Settings <b>Outcomes:</b> Setting descriptions Story narrative	<b>Narrative:</b> Fantasy Stories and imaginary settings <b>Outcomes:</b> Short stories, Story retell	<b>Non-Fiction:</b> Information Texts <b>Outcomes:</b> Recount  <b>Non-Fiction:</b> Explanations <b>Outcomes:</b> Explanations  <b>Poetry:</b> Poems on a Theme <b>Outcomes:</b> Dinosaur poem	<b>Poetry:</b> Patterns on the page <b>Outcomes:</b> Acrostic, shape poems  <b>Fiction:</b> Fantasy Stories <b>Outcomes:</b> Stories focussing on setting  <b>Fiction:</b> Traditional Tales <b>Outcomes:</b> Stories focussing on character  <b>Non-Fiction:</b> Finding Information <b>Outcomes:</b> Information Writing	<b>Fiction:</b> Stories with familiar settings <b>Outcomes:</b> Re tell familiar stories  <b>Non-Fiction: Historical Information</b> <b>Outcomes:</b> Recount/diary Topical Information  <b>Non-Fiction: Topical Information</b> <b>Outcomes:</b> Madagascar	
<b>Mathematics</b> EYFS: <i>Mathematics</i> - Number, Numerical Patterns		EYFS: Subitising (including equivalence, more and less), Counting Skills (Stable order and one to one correspondence), Comparison—Measures, Pattern Recognition, Classification, Counting the Sort (including cardinality) Year 1: Positional Language and Sequencing, Subitising - Leading to More and Fewer, Number Magnitude, Estimation and Comparison, Place Value—Making Ten(s) and Some More, Time—Estimating, Sequencing and Comparing, Additive Reasoning—the Understanding and Language of Operations, Part Whole, Equality and Comparison, Measures—Length, Height and Mass		EYFS: Using Counting to Compare, Spatial Thinking, Magnitude—Ordering and Estimating, Regrouping the Whole, Regrouping parts to find the total (the whole) Year 1: Geometry 1, Regrouping to Add and Subtract, Strategy Choices for Addition and Subtraction, Problem Solving with Addition and Subtraction, Doubling and Halving, Multiplication—Counting, Multiples and Repeated Addition, Multiplication—Number of Groups, Group Size and Product, Division—Sharing and Grouping, Problem Solving with Multiplication and Division		EYFS: Finding the whole and missing parts, Ten and Some More Doubling and Halving, Odd and Even, Counting Beyond 20 Year 1: Money, Fractions, Problem Solving—All Four Operations, Time—Turns and Telling the Time, Time—Drawing the Hands on a Clock and Intervals of Time, Measures and Reading Scales, Statistics, Geometry 2, Place Value with Larger Numbers, Calculation Review		
Science EYFS: <i>Understanding the World</i> - Natural World		<b>Animals including Humans</b> Identify, name and label exterior parts of the human body. Identify and name the 5 senses. Which part of the body is associated with each sense? Identify the need for personal hygiene, including teeth, a balanced diet and exercise.  <b>Seasonal changes</b> Observe and record changes in weather, e.g. Autumn to Winter Observe changes in length of day linked to seasons.		<b>Animals including Humans</b> Identify dinosaurs that were herbivores, carnivores or omnivores. Identify and name endangered animals that include carnivores, herbivores and omnivores. Describe/compare the structure of some easily identifiable endangered animals.  <b>Seasonal changes</b> Observe and record changes in weather, e.g. Autumn to Winter Observe changes in length of day linked to season		<b>Everyday Materials</b> Using our environment, identify and name a variety of everyday materials and describe their properties. Distinguish between an object and the material from which it is made. Examine ways materials are useful for different purposes.  <b>Plants</b> Identify and name a variety of common wild and garden plants, describing their basic structure. Identify different deciduous and evergreen trees in our school environment.		
<b>Computing</b>		<b>EYFS: Understanding the World</b> Children to explore and discover functions of electronic devices. Children can roleplay with a range of technology, both functioning and model/broken devices to discover how they function. Children can roleplay with a range of technology, both functioning and model/broken devices to discover how they function.  <b>Year 1 - Technology Around Us</b> Classify what is / is not technology in our classroom and school	<b>EYFS: Physical Development</b> This unit will support the development of fine motor skills to become familiar with a range of input devices, including a keyboard.  <b>Year 1 - Digital Painting</b> create own paintings, while getting inspiration from a range of other artists. Consider their preferences when painting with, and without, the use of digital devices.	<b>EYFS: Expressive arts and design</b> The use of painting and graphics applications to further support and develop creativity using a tablet. The children will be able to create drawings of their chosen topic to produce on a drawing application on the tablet.  <b>Year 1 - Grouping Data</b> Use labels to put objects into groups and label these groups. Sort objects into different groups, based on the properties they choose. Sort objects into different groups to answer questions about data.		<b>EYFS: Introduction to Programming</b> Physical programming using bluebots/code-a-pillar. Children could create a story about the Bee Bot's journey, such as around a local area or a country being studied, or they could sequence events within a story being studied. For example, children could guide the Bee Bot between different locations, characters and locations within Little Red Riding Hood.  <b>Year 1 - Introduction to animation</b> On-screen programming through ScratchJr. Explore the way a project looks by investigating sprites and backgrounds. Use programming blocks to use, modify, and create programs. Explore program design through the introduction of algorithms		
<b>Religious Education</b> EYFS: <i>Understanding World</i> - People, Culture and Communities		Summer: LAS Unit Special People to me Recognise and respond appropriately to key figures in their lives. Year 1: LAS (Compulsory) God - Islam What do Muslims believe about Allah?	EYFS: LAS Unit Special Times for Me and Others To recognise and respond to key religious events  Year 1: LAS (Compulsory) Community - Islam How do Muslims express their religion and beliefs?	EYFS: LAS Unit Our Beautiful World To explore and respond to the natural world.  Year 1: LAS (Additional) Thankfulness How do different religions around the world show that they are thankful?	EYFS: LAS Unit Myself To recognise and explore feelings.  Year 1: LAS (Additional) In depth study of another religion - Judaism.	EYFS: Salvation UC F3 (core) Who do Christians put a cross in an Easter garden?  Year 1 Salvation UC 1.5 (Core) Why does Easter matter to Christians?	EYFS: God UC F3 (core) Why is the word 'God' so important to Christians?  Year 1 Incarnation UC 1.3 (Core) Why does Christmas matter to Christians?	
P.S.H.C.E/RSE EYFS: Prime Areas		<b>Reception</b> <b>PSHCE theme - Managing Self</b> <b>RSE theme - Myself and others</b> <b>Year 1:</b> <b>PSHCE theme - Developing confidence and responsibility and making the most of my abilities.</b> <b>RSE theme - Myself and others</b>	<b>Reception</b> <b>PSHCE theme - Managing Self</b> <b>RSE theme - Myself and others</b> <b>Year 1:</b> <b>PSHCE theme - Preparing to play an active role as citizens</b> <b>RSE theme - Myself and others</b>	<b>Reception</b> <b>PSHCE theme - Building Relationships</b> <b>RSE - Family Networks</b>  <b>Year 1:</b> <b>PSHCE theme - Developing good relationships and respecting the differences between people.</b> <b>RSE - Family Networks</b>	<b>Reception</b> <b>PSHCE theme - Building Relationships</b> <b>RSE - Body Awareness</b>  <b>Year 1:</b> <b>PSHCE theme - Developing good relationships and respecting the differences between people.</b> <b>RSE - Body Awareness</b>	<b>Reception</b> <b>PSHCE theme - Self -Regulation</b> <b>RSE - Family</b>  <b>Year 1:</b> <b>PSHCE theme - Developing a healthy safer lifestyle.</b> <b>RSE - Family</b>	<b>Reception</b> <b>PSHCE theme - Self -Regulation</b> <b>RSE - Hygiene</b>  <b>Year 1:</b> <b>PSHCE theme - Developing a healthy safer lifestyle.</b> <b>RSE - Hygiene</b>	
<b>History</b> EYFS: <i>Understanding the World</i> - Past and Present		Changes within living memory Childhood through time Family tree and toys		Changes beyond living memory Significant Individuals Alexander Graham Bell and Louis Braille		Local History Study How has Barrowby changed?		Event beyond living memory (Great Fire of London)
<b>Geography</b> EYFS: <i>UW - People, Culture and Communities</i>		What is the Geography of where I live? (Introduction to geographical skills and local area study)		How does the weather affect our lives? (Understanding our weather and the weather in Antarctica and the Sahara Desert)		Why don't penguins need to fly? (The concept of biomes, the north and south poles and the equator)		
<b>Design &amp; Technology</b> Food Technology EYFS: <i>Expressive Arts &amp; Design</i> - Creating with Materials		Cooking and nutrition - Identify and name different fruits and vegetables. Technical Knowledge - Design and make a worry puppet, using a running stitch.		Technical Knowledge - Design and make a model, using reclaimed materials and different joining techniques.		Cooking and nutrition - Explore different cutting techniques and scooping out. Technical knowledge - Design and make a moving pictures, using a simple movement component, such as a lever.		
<b>Art &amp; Design</b> EYFS: <i>Expressive Arts and Design</i> - Creating with Materials		Painting: Picasso inspired portraits		Design & Evaluate - Famous Artist - explore the abstract work of Yayoi Kusama. Drawing: dinosaur inspired. Painting: in the style of Kusama		Drawing: wildlife inspired. Sculpture: Clay animals from wildlife inspired drawing and natural sculpture inspired by Andy Goldsworthy		
<b>Music</b> EYFS: <i>Expressive Art &amp; Design</i> - Being Expressive		<b>EYFS: Listening &amp; Appraising R</b> Listen to audio recordings and/or music and describe what they like. <b>Year 1: Listening &amp; Appraising 1</b> Listen to audio recordings and/or music and describe how sounds are being made. Describe how sounds makes children feel.	<b>EYFS: Perform &amp; Evaluate—Singing</b> Use voices to speak chants and rhymes as well as sing together  <b>Year 1: Perform &amp; Evaluate—Singing - 1</b> Use voices to sing in unison with some control.	<b>EYFS: Perform &amp; Evaluate - Instrumental R</b> Recognise different sounds and describe how they are made.  <b>Year 1: Perform &amp; Evaluate - Instrumental 1</b> Play simple rhythms on untuned percussion instruments.		<b>EYFS: Create &amp; Compose R</b> Organise sounds simply e.g. identify start and end.  <b>Year 1: Create &amp; Compose 1</b> Create/select sounds for a purpose.		
<b>Physical Education</b> EYFS: Prime Areas		Real PE Unit 1 Personal Skills Games: Val Sabin 2011 'Games in the Curriculum' Unit 1+2	Real PE Unit 2 Social Skills Dance: Val Sabin SoW Unit 1	Real PE Unit 3 Cognitive Skills 3+4 Gym: Rawmarsh SoW.	Real PE Unit 4 Creative Skills Dance Val Sabin SoW Unit 3	Real PE Unit 5 Applying Physical Skills Athletics	Real PE Unit 6 Health and Fitness Games: Val Sabin 2011 'Games in the Curriculum' Unit 3 + 4	