

# The Nar Valley Federation of Church Academies YR/1B Long Term Plan



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Christian Value:</b> Generosity	<b>Christian Value:</b> Respect/Reverence	<b>Christian Value:</b> Wisdom	<b>Christian Value:</b> Forgiveness	<b>Christian Value:</b> Perseverance	<b>Christian Value:</b> Responsibility
<b>Topic Theme:</b> Into the Woods / All about Me <b>Enquiry Question:</b> <i>Where do the leaves go?</i>	<b>Topic Theme:</b> Frozen World <b>Enquiry Question:</b> <i>What is it like to live in a cold world?</i>	<b>Topic Theme:</b> Toys <b>Enquiry Question:</b> <i>Are toys today as much fun as our Grandparents' toys?</i>	<b>Topic Theme:</b> Superheroes <b>Enquiry Question:</b> <i>What makes a superhero?</i>	<b>Topic Theme:</b> Minibeasts <b>Enquiry Question:</b> <i>Where can we find minibeasts?</i>	<b>Topic Theme:</b> At the seaside <b>Enquiry Question:</b> <i>How is the seaside different from our village?</i>
English					
The Gruffalo Little Red Riding Hood	The Little Polar Bear Lost and Found The Gingerbread man	Traction man	Supertato Stan Lee (Marvel) Real life heroes	The Big Book of Bugs Anansi stories	At the Beach Billy's Bucket
<b>Writing Focus</b> - labels, lists, captions, simple sentences - poetry using senses - adjectives	<b>Writing Focus</b> - own version of a traditional narrative - information writing	<b>Writing Focus</b> - thought bubbles - fact file top trump card - playscript/ page of graphic novel/comic book	<b>Writing Focus</b> - newspaper report - character profile - instructions - narrative familiar setting - comic book/ page of graphic novel	<b>Writing Focus</b> - using contents/ index/glossary - non chronological report - poetry: pattern and rhyme - narrative from another culture	<b>Writing Focus</b> - poems on a theme - recount of seaside trip - postcard - fantasy narrative
Mathematics					
<b>Reception</b> - Getting to know you - Just Like Me!	<b>Reception</b> - It's me 1, 2, 3! - Light and Dark	<b>Reception</b> - Alive in 5! - Growing 6, 7, 8!	<b>Reception</b> - Building 9 and 10 - Consolidation	<b>Reception</b> - On the move - Superhero to 20 and beyond	<b>Reception</b> - First, then, now - Find my pattern
<b>Year 1</b> - Number: Place Value (within 10) - Number: Addition and Subtraction (within 10)	<b>Year 1</b> - Number: Addition and Subtraction (within 10) - Geometry: Shape - Number: Place Value (within 20)	<b>Year 1</b> - Number: Addition and Subtraction (within 20) - Number: Place Value (within 50)	<b>Year 1</b> - Number: Place Value (within 50) - Measurement: Length and Height - Measurement: Weight and Volume	<b>Year 1</b> - Number: Multiplication and Division - Number: Fractions - Geometry: Position and Direction	<b>Year 1</b> - Number: Place Value (within 100) - Measurement: Money - Measurement: Time
Science					
<b>Seasonal changes 1</b> <b>Animals, including humans 1</b>	<b>Seasonal changes 1</b> <b>Animals, including humans 1</b>	<b>Seasonal changes 1</b> <b>Everyday materials 1</b>	<b>Seasonal changes 1</b>	<b>Seasonal changes 1</b> <b>Animals, including humans 1</b>	<b>Seasonal changes 1</b> <b>Everyday materials 1</b>
History					
<b>Into the Woods</b> - Sandringham House & Gardens / Woods - Significant historical people and places in their own locality Queen Elizabeth II	<b>Frozen World</b> - Significant historical people and events - Scott of the Antarctic Explorer 1910-13	<b>Toys</b> - Changes within living memory. - Aspects of change in national life	<b>Superheroes</b> - Significant historical people and events - Stan Lee	<b>No History specifically studied</b>	<b>At the Seaside</b> - Significant historical events, people and places in their own locality - Edith Cavell - significant person to the local area being studied. - Events beyond living memory that are significant nationally - Changes in a seaside town - Sherringham/ Cromer lifeboat station

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## Geography

<p><b>Into the Woods</b></p> <ul style="list-style-type: none"> <li>- Name the 7 continents and 5 oceans</li> <li>- Using globes, world maps, atlas, maps and satellite images.</li> <li>- UK and its four nations (England, Scotland, Wales and Ireland) and learnt what their capital cities are</li> <li>- Compass directions - NSEW - follow a route using directional language</li> <li>- Fieldwork - school/grounds and the surrounding local environment - looking at the physical features</li> </ul>	<p><b>Frozen World</b></p> <ul style="list-style-type: none"> <li>- Name the 7 continents and 5 oceans</li> <li>- Using globes, world maps, atlas, maps and satellite images.</li> <li>- UK and its four nations (England, Scotland, Wales and Ireland) and learnt what their capital cities are</li> <li>- Compass directions - NSEW - follow a route using directional language</li> <li>- Fieldwork - school/grounds and the surrounding local environment - looking at the physical features</li> </ul>	<p><b>Toys</b></p> <ul style="list-style-type: none"> <li>- No actual Geography objectives but seasonal changes, weather, physical environment of school/grounds and surrounding area with a fieldtrip</li> <li>- UK and its four nations</li> <li>- Compass work NSEW and directional language - all embedded across the full curriculum spectrum.</li> </ul>	<p><b>Superheroes</b></p> <ul style="list-style-type: none"> <li>- No actual Geography objectives but seasonal changes, weather, physical environment of school/grounds and surrounding area with a fieldtrip</li> <li>- UK and its four nations</li> <li>- Compass work NSEW and directional language - all embedded across the full curriculum spectrum.</li> </ul>	<p><b>Minibeasts</b></p> <ul style="list-style-type: none"> <li>- Field Trip - Coastal</li> <li>- World maps, globe, atlas, O/S maps</li> <li>- Aerial photos, satellite images electronic maps</li> <li>- Compass knowledge NSEW and directional language</li> <li>- Human features - town, port, shop, lifeboat station,</li> <li>- Devising a map route and creating a simple map with a key</li> <li>- Physical features - beach, cliff, sea. coast, vegetation, season &amp; weather</li> </ul>	<p><b>At the Seaside</b></p> <ul style="list-style-type: none"> <li>- Field Trip - Coastal</li> <li>- World maps, globe, atlas, O/S maps</li> <li>- Aerial photos, satellite images electronic maps</li> <li>- Compass knowledge NSEW and directional language</li> <li>- Human features - town, port, shop, lifeboat station,</li> <li>- Devising a map route and creating a simple map with a key</li> <li>- Physical features - beach, cliff, sea. coast, vegetation, season &amp; weather</li> </ul>
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## Religious Education

<p><b>Disciplinary Focus:</b> Philosophy <b>Enquiry Question(s):</b> How did the universe come to be? <b>Hinduism, Christianity</b></p>	<p><b>Disciplinary Focus:</b> Human/Social Sciences <b>Enquiry Question(s):</b> How does a celebration bring a community together? (Diwali, Christmas) <b>Hinduism, Christianity</b></p>	<p><b>Disciplinary Focus:</b> Theology <b>Enquiry Question(s):</b> What do Jewish people remember on Shabbat? <b>Judaism</b></p>	<p><b>Disciplinary Focus:</b> Theology <b>Enquiry Question(s):</b> What does the cross mean to Christians? <b>Christianity</b></p>	<p><b>Disciplinary Focus:</b> Philosophy <b>Enquiry Question(s):</b> What do my senses tell me about the world of religion and belief? <b>Christianity</b></p>	<p><b>Disciplinary Focus:</b> Human/Social Sciences <b>Enquiry Question(s):</b> How does a celebration bring a community together? <b>Islam</b></p>
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## Art

<p><b>Independent Art</b> A wide range of materials available continuously for freestyle independent art.</p>	<p><b>Printing / Sculpture</b> Pictures / mobiles using natural objects to print Print using different paints and inks; use different tools to create a pattern / mark making; print using 2 colours Objects - leaves, wood, pine cones, Design a pattern; evaluate work for improvement; create a sketchbook for the final piece <b>Artist - Picasso</b> <b>Independent Art</b> A wide range of materials available continuously for freestyle independent art.</p>	<p><b>Independent Art</b> A wide range of materials available continuously for freestyle independent art.</p>	<p><b>Drawing</b> Self Portrait Be expressive using marks, lines and curves; use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, Ballpoints; explore tone using different grades of pencil, pastel and chalk; creates a sketchbook; evaluate work for improvement <b>Artist - Van Gogh</b> <b>Independent Art</b> A wide range of materials available continuously for freestyle independent art.</p>	<p><b>Independent Art</b> A wide range of materials available continuously for freestyle independent art.</p>	<p><b>Textiles</b> Create a minibeast Be aware of colour, texture and shape; sort, discuss and pull apart cloths and threads; use a variety of techniques e. g weaving, finger knitting, sewing fabric crayons and binca (cross stitch fabric); stitch and cut threads and fibres; create a sketchbook; evaluate work for improvement <b>Artist - William Morris</b> <b>Independent Art</b> A wide range of materials available continuously for freestyle independent art.</p>
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## Design Technology

<p><b>Creating a Picnic</b> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from <b>Freestyle modelling continuously available</b> Recycled materials, straws, wool, pipe cleaners, wheels, lolly sticks</p>	<p><b>Freestyle modelling continuously available</b> Recycled materials, straws, wool, pipe cleaners, wheels, lolly sticks</p>	<p><b>Making Toys</b> Create simple designs using pictures and images. Design a product; evaluate the product; use tools to cut, join and shape; use wheels and axles; choose suitable materials for a product <b>Freestyle modelling continuously available</b> Recycled materials, straws, wool, pipe cleaners, wheels, lolly sticks</p>	<p><b>Freestyle modelling continuously available</b> Recycled materials, straws, wool, pipe cleaners, wheels, lolly sticks</p>	<p><b>Making a Pizza</b> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from <b>Freestyle modelling continuously available</b> Recycled materials, straws, wool, pipe cleaners, wheels, lolly sticks</p>	<p><b>Freestyle modelling continuously available</b> Recycled materials, straws, wool, pipe cleaners, wheels, lolly sticks</p>
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## Physical Education

Ball skills and team games	Invasion games	Gymnastics	Dance	Fundamental skill sessions	Bat and ball
Athletics/ fitness	Invasion games	Tag Rugby	Football	Racquet sports	Athletics

## Computing

Computing systems and networks - Technology around us	Creating media - Digital painting	Creating media - Digital writing	Data and information - Grouping data	Programming A - Moving a robot	Programming B - Introduction to animation
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## PSHE including RSE

<p><b>Relationships</b> - Families and friendships - Safe relationships - Respecting ourselves and others <b>RSE Lessons 1 and 2</b></p>	<p><b>Living in the wider world</b> - Belonging to a community - Media literacy and digital resilience - Money and work <b>RSE Lessons 3 and 4</b></p>	<p><b>Health and Wellbeing</b> - Physical health and Mental wellbeing - Growing and changing Keeping safe <b>RSE Lessons 5 and 6</b></p>
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## Music

<b>Charanga Unit:</b> Rhythm in the way we walk (Y1)	<b>Charanga Unit:</b> Rhythm in the way we walk (Y1) + Christmas music/performance	<b>Charanga Unit:</b> Round and round (Y1)	<b>Charanga Unit:</b> Round and round (Y1)	<b>Charanga Unit:</b> Reflect, rewind and replay - revisit key elements - Aut1 and Sp.1 <i>Composition focus</i>	<b>Charanga Unit:</b> Reflect, rewind and replay - revisit key elements - Aut1 and Sp.1 <i>Composition focus</i>
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