Year One Long Term Plan 2023-24

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| Subject | **Autumn 1**  **Childhood** | **Autumn 2**  **Childhood** | **Spring 1**  **Bright lights, Big City** | **Spring 2**  **Bright lights, Big city** | **Summer 1**  **School Days** | **Summer 2**  **School Days** |
| Science | Everyday Materials  Identify a range of everyday materials and their sources. | Human senses  This project teaches children that humans are a type of animal, known as a mammal. They name body parts and recognise common structures between humans and other animals. They learn about the senses, the body parts associated with each sense and their role in keeping us safe. | Seasonal Changes  This project teaches children about the seasons, seasonal changes and typical seasonal weather and events. They learn about measuring the weather and the role of a meteorologist. Children begin to learn about the science of day and night and recognise that the seasons have varying day lengths in the UK. | | Plant Parts  This project teaches children about wild and garden plants by exploring the local environment. They identify and describe the basic parts of plants and observe how they change over time. | Animal parts  This project teaches children about animals, including fish, amphibians, reptiles, birds, mammals and invertebrates. They identify and describe their common structures, diets, and how animals should be cared for. |
| History | This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources. | | This project looks at the significant event of the Great fire of London. It teaches children about the term ‘monarch’ and their life and work as a significant monarch. | | Children compare schooling in the Victorian era to their experiences today. | |
| Geography | Our wonderful world  This essential skills and knowledge project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features. | | Bright Lights Big City is a geography project looking at map, the United Kingdom and the four countries it is made up of.  Physical and Human features.  Introducing grid maps.  Looking at weather patterns. | | Looking at maps and satellite views of the local area.  Using keys and looking at changes over time.  Labelling physical and human features. | |
| Art & Design | Mix it  This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork. | Funny faces  This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait. | Rain and Sunrays  This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints. | | Street view  This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work. | |
| D & T | **Shelters**  This project teaches children about the purpose of shelters and their materials. They name and describe shelters and design and make shelter prototypes. Children then design and build a play den as a group and evaluate their completed product.  As part of the Fabulous faces topic, children will also be taught about simple stitching | | **Taxi!**  This project teaches children about wheels, axles and chassis and how they work together to make a vehicle move. | | **Chop, slice and mash**  This project teaches children about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They use this knowledge and techniques to design and make a supermarket sandwich according to specific design criteria. | |
| Computing | Computing systems- Tech all around us | Creating media- digital painting | Programming A- Moving a robot | Data and information- grouping data | Creating media- digital writing | Programming B- Introduction to animation |
| HRE /PSHE | Rules and expectations  Relationships | Health and wellbeing | Relationships | Health and wellbeing | Living in a wider world. | Relationships |
| R.E. | **Autumn Key Q: Who is Christian and what do they believe?** | | **Spring Key Q: What makes some places sacred?** | | **Spring Key Q: What does it mean to belong to a faith community?** | |
| Music  Charanga | Introducing beat | Adding rhythm and pitch | Introducing tempo and dynamics | Combining pulse, rhythm and pitch | Having fun with improvisation | Explore sound and create a story |
| P.E.  Striver | Athletics 1  Games 1 | Dance 1  Games 2 | Games 3  Gymnastics 1 | Gymnastics 2  Dance 2 | Games 4  Yoga | Games 5  Gymnastics 3 |