



# Long Term Planner

## Year 1

| Subject                             | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|-------------------------------------|--|---|---|--|---|--|
| TOPIC                               | If you go down to the woods  | The Gunpowder Plot  | Magnificent Maps  | The Moon Landing   | Out and About   | Dragons and Castles  |
| Trips/Visitors                      | Horsford Woods<br>Horsford All Saints Church   | Horsford All Saints Church  | Great Yarmouth Beach and Sealife Centre   |  | Horsford Shops – Fieldwork<br>Aviation Museum   | Bookbugs and Dragon Tales Book Shop  |
| Passport Experiences                |  | Go to a service at Horsford All Saints Church<br>Sing to an audience  | Touch a starfish<br>Visit the beach   |  | Explore on a plane<br>Know what's in our village<br>Know your address and postcode  | Buy a book   |
| English: Power of reading core text | The last wolf<br><i>Fiction</i>  | A walk in London<br><i>Non-Fiction</i>  | Martha maps it out<br><i>Non-Fiction</i>  | Look Up!<br><i>Fiction</i>   | Out and About<br><i>Poetry</i>  | The Eggbox Dragon<br><i>Fiction</i>  |
| Writing Opportunities               | <b>Fiction:</b><br>Character description/wanted poster for the wolf (POR session 2)<br><b>Non-fiction:</b><br>Fact file (endangered animal) (POR sessions 14 – 17)<br><b>Poetry:</b><br>Poetry (woodland themed) - POR sessions 8-10 | <b>Fiction</b><br>Setting description of London.<br><b>Non-Fiction</b><br>Informative sentences (London landmark – plaque)<br><b>Poetry</b><br>Christmas card poetry. | <b>Fiction</b><br>Narrative description (description of your own bedroom.)<br><b>Non-Fiction</b><br>Information writing about local area (informative description)) | <b>Fiction</b><br>Story writing (space adventure)<br><b>Non-Fiction</b><br>Information sentences (sequenced space fact book) | <b>Fiction</b><br>Fictional diary entries (related to the seasons)<br><b>Non-Fiction</b><br>Information sentences about the seasons (fact file)<br><b>Poetry</b><br>Seasonal poetry | <b>Fiction/poetry:</b><br>Letter writing (as a new character to Egg box dragon) (POR session 9)<br><b>Non-fiction:</b><br>Instruction writing (how to make an egg box dragon (POR 2-3) |
| Cross Curricular Writing            | Description of homes for wolves (geography)  | Materials advice letter (science)   | Instructions for making a building (DT)   | Recount of Passover Day (RE)   | Recount of local walk (geography)   | Fact file – Royal Family (history)   |
| Guided Reading                      | Group guided reading   | Group guided reading.   | Group guided reading  | Group guided reading   | Group guided reading  | Whole class guided reading<br>Fiction, Non-Fiction, Poetry   |
| Let's think in English              | La Luna (2 weeks)<br><br>Owl bat (2 weeks)   | Journey (2 weeks)<br>Quest (2 weeks)<br>Return (2 weeks)  | Rosie's Walk (3 weeks)<br>Who did it? (2 weeks)   | Something else (2 weeks)<br><br>Big wolf, little wolf (2 weeks)  | Clockwork (3 weeks)<br>My Treasures (2 weeks)   | Wild (3 weeks)<br>Philosophy sessions (3 weeks: please refer to the LTE for further academic breakdown).   |
| Phonics                             | Phonics will be taught daily following the Nebula SSP  |   |   |  |   |  |



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| <b>SPAG</b>    | The alphabet – uppercase and lowercase; phonetic attempts at words – word and caption level writing; sentence level; naming words; describing words; naming and describing words; doing words; doing words; doing words; more than one (plurals); sentences (including capital letters and full stops); joining words; describing words; doing words; sentences – full stops and question marks; sentences – full stops, question marks and exclamation marks; doing words; more than one; special naming words; doing words; opposites; naming words. |   |  |   |   |   |
| <b>MATHS</b>   | <p>Coverage areas, including ready to progress statements.</p> <p><u>Place value</u></p> <p>Numbers within 10</p> <p><u>Addition and subtraction</u></p> <p>Numbers within 10</p> <p><u>Geometry</u></p> <p>2D and 3D Shape</p> <p><u>Statistics</u></p> <p>Statistics</p>   | <p>Coverage areas, including ready to progress statements.</p> <p><u>Place Value</u></p> <p>Numbers within 20</p> <p><u>Addition and subtraction</u></p> <p>Numbers within 20</p> <p><u>Place Value</u></p> <p><b>Year 1</b> - Numbers within 50</p> <p><u>Measurement</u></p> <p>Length and height</p> <p><u>Measurement</u></p> <p>Weight, volume, mass, capacity and temperature</p> <p><u>General</u></p> <p>Consolidation and assessment</p>   | <p>Coverage areas, including ready to progress statements.</p> <p><u>Division and multiplication</u></p> <p>Division and multiplication</p> <p><u>Fractions</u></p> <p>Fractions: Halves and quarters</p> <p><u>Geometry</u></p> <p>Position and direction</p> <p><u>Place Value</u></p> <p>Numbers within 100</p> <p><u>Measurement</u></p> <p>Money</p> <p><u>Measurement</u></p> <p>Time</p> <p><u>General</u></p> <p>Consolidation and assessment</p>  | <p>Coverage areas, including ready to progress statements.</p> <p><u>Place value</u></p> <p>Numbers within 10</p> <p><u>Addition and subtraction</u></p> <p>Numbers within 10</p> <p><u>Geometry</u></p> <p>2D and 3D Shape</p> <p><u>Statistics</u></p> <p>Statistics</p>  | <p>Coverage areas, including ready to progress statements.</p> <p><u>Place Value</u></p> <p>Numbers within 20</p> <p><u>Addition and subtraction</u></p> <p>Numbers within 20</p> <p><u>Place Value</u></p> <p>Numbers within 50</p> <p><u>Measurement</u></p> <p>Length and height</p> <p><u>Measurement</u></p> <p>Weight, volume, mass, capacity and temperature</p> <p><u>General</u></p> <p>Consolidation and assessment</p> | <p>Coverage areas, including ready to progress statements.</p> <p><u>Division and multiplication</u></p> <p>Division and multiplication</p> <p><u>Fractions</u></p> <p>Fractions: Halves and quarters</p> <p><u>Geometry</u></p> <p>Position and direction</p> <p><u>Place Value</u></p> <p>Numbers within 100</p> <p><u>Measurement</u></p> <p>Money</p> <p><u>Measurement</u></p> <p>Time</p> <p><u>General</u></p> <p>Consolidation and assessment</p> |
| <b>SCIENCE</b> | <p><b>Animals, including Humans (Biology)</b></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><b>Seasonal changes (Biology)</b></p> <p>-Observe changes across the four seasons</p>  | <p><b>Materials (Chemistry)</b></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><b>Seasonal changes (Biology)</b></p> <p>-Observe changes across the four seasons.</p> | <p><b>Planting (Biology)</b></p> <p>-Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Animals, including Humans (Biology)</b></p> <p>-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>-Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>-Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> | <p><b>Animals, including Humans (Biology)</b></p> <p>(CONTINUED)</p> <p>-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>-Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>-Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p><b>Caring for the planet (Sustainability)</b></p> | <p><b>Plants (Biology)</b></p> <p>(CONTINUED)</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><b>Seasonal changes (Biology)</b></p> <p>Observe changes across the four seasons (Autumn).</p> <p><b>Growing and Cooking (Sustainability)</b></p> <p>-Some fruit and vegetables can be grown for food.</p> <p>-Farmers are people who grow crops to be used as food.</p> <p>-Fruit is the part of a flowering plant that contains seeds.</p> <p>-Vegetables are parts of plants that you can eat. Usually the stems, leaves and roots.</p>             |



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|                  |   |   |  | <p>Are equipped with the scientific knowledge required to understand the uses and implications of science today and in the future.</p> <p><b>Seasonal changes (Biology)</b></p> <p>-Observe changes across the four seasons.</p> <p><b>Plants (Biology)</b></p> <p>-Identify and describe the basic structure of a variety of common flowering plants, including trees</p> |  |  |
| <b>History</b>   |   | <p><b>Gunpowder Plot</b></p> <p>To develop an understanding of events beyond living memory that are significant nationally or globally.</p> |  | <p><b>The Moon Landing</b></p> <p>To develop an understanding of events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>   |  | <p><b>The Royal Family</b></p> <p>Changes within living history. Where appropriate, these should be used to reveal aspects of change in national life.</p> |
| <b>Geography</b> | <p><b>Where do wolves live?</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a non-European country.</p> |   | <p><b>Walk around Great Yarmouth</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> |  | <p><b>Out and About in Horsford</b></p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use ariel photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use basic symbols as a key.</p> |  |



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| <b>ART</b>   |   | <b>Fireworks Painting and Sketching</b><br><br>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.<br><br><b>Artist study – James Rosenquist, Fireworks for President Clinton</b><br>Or 'Firework Fun, Wells' or John Dyer |   | <b>Rockets, robots and machines - Collage</b><br><br>Use a range of materials creatively to design and make products.<br><a href="#">Second Grade Alma Thomas Rocket Ship Art Project   TikTok</a><br><br><b>Artist study - Hannah Hoch or Shawn Marie hard.</b> |   | <b>Clay Dragon Eye</b><br><br>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.<br><b>Artist study – Matthew Reeve</b>                                     |
| <b>DT</b>    | <b>Pop up Wolf</b><br>Design, Make, Evaluate.<br>Technical knowledge – explore and use mechanisms.<br><b>Levers and Sliders</b> |   | <b>Build a Home</b><br>Design, Make, Evaluate.<br>Technical knowledge – build structures, exploring how they can be made stronger, stiffer and more stable.<br><b>Cardboard Frame</b> |  | <b>Picnic</b><br>Understand where food comes from – Food around the world.<br>Use the basic principles of a healthy and varied diet to prepare dishes<br><b>Cous Cous salad with chopped seasonal veg</b> |   |
| <b>PE</b>    | <b>Gymnastics</b><br>Skill areas – shape, balance, rolls (Y2) and travel.   | <b>Dance</b><br>Explore movement using their bodies in creative ways. Link moves and demonstrate use of level, speed and pathways.<br>Create a short dance motif using counts of 8.   | <b>Gymnastics</b><br>Skills – flight (jumping and landing safely), rolls sequence and shape.  | <b>Games</b><br>Fundamentals of movement Footwork patterns - agility, coordination and ball skills. Looking at progressive skill development challenges. Cooperative and competitive game opportunities.   | <b>Athletics</b><br>Running for speed and distance. Jumping combinations. Cooperative and competitive games.  | <b>Games</b><br>Sending and collecting skills. Overarm and underarm throwing. Creating own competitive mini team games using skills of throwing, catching and running. Scoring and leading their own games. |
| <b>Games</b> | <b>Multi-Skills</b><br>Fundamental Movements  | <b>Multi-Skills</b><br>Ball Games - Throwing & Catching   | <b>Multi-Skills</b><br>Circuit Training   | <b>Invasion Games</b><br>Consolidation of footwork patterns<br>Football skills<br>Attacking and defending  | <b>Athletics</b><br>Running for speed and distance. Achieving their personal best.  | <b>Net Games</b><br>Tennis  |



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| RE        | <b>Christianity</b><br><b>How do Christians belong to their faith family?</b><br>Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews; Recognise some of the symbols, artefacts and practices used by Christians in the local area; recognise that beliefs can have an impact on a believer's daily life, their family or local community. | <b>Christianity</b><br><b>What does the Nativity story teach Christians about Jesus?</b><br>Give a clear, simple account of at least one narrative, story or important text used by Christians; recognise that narratives, stories and texts used by Christians contain beliefs; give an example of how Christians use beliefs to guide their daily lives. | <b>Judaism</b><br><b>Why do Jews celebrate Passover (Pesach)?</b><br>Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews; recognise some of the symbols, artefacts and practices used by Jewish people in the local area; recognise that beliefs can have an impact on a Jew's daily life, their family or local community. |   | <b>Christianity</b><br><b>What does the cross mean to Christians?</b><br>Give a clear, simple account of the Easter story; recognise that the Easter story contains beliefs; give an example of how Christians use beliefs to guide their daily lives. | <b>Christianity/Multi</b><br><b>How did the universe come to be?</b><br>Ask questions about the world around them and talk about these questions; give a simple reason using the word 'because' when talking about religion and belief; use religious and belief stories to talk about how beliefs impact on how people behave; recognise that beliefs can have an impact on a believer's daily life, their family or local community. |
|           | <b>MUSIC</b><br><b>My Musical Heartbeat</b><br>Sing, rap, rhyme, chant and use the spoken word; demonstrate good singing posture; sing songs from memory; sing in unison   | <b>Playing in an Orchestra</b><br>Move and dance with the music; find the steady beat in a piece of music; talk about feelings created by the music  | <b>Exploring Sounds</b><br>Improvise simple vocal patterns using 'Question and Answer' phrases; find and keep a steady beat together; clap short rhythmic patterns; copy back simple rhythmic patterns using long and short  | <b>Recognising Different Sounds</b><br>Explore and create graphic scores; create musical sound effects and short sequences of sounds in response to music and video stimulus; copy back simple melodic patterns using high and low; use instruments to perform a simple piece; respond to musical indications about when to play or sing. | <b>Having fun with Improvisation</b><br>Recognise some band and orchestral instruments; describe tempo as fast or slow; describe dynamics as loud and quiet  | <b>Our big concert</b><br>Understand the difference between creating a rhythm pattern and a pitch pattern; use instruments to perform a simple piece; respond to musical indications about when to play or sing; add actions to a song   |
| COMPUTING | <b>E-Safety (1-2 hours)</b><br>Use technology safely & respectfully, keeping personal information private; identify where to go for help & support when they have concerns about content or contact on the internet or other online technologies.  | <b>EYFS Digital Art &amp; Design (2 hours)</b><br>Use technology purposefully to create digital content.   | <b>E-Safety (1-2 hours)</b><br>Use technology safely & respectfully, keeping personal information private; identify where to go for help & support when they have concerns about content or contact on the internet or other online technologies.  | <b>Comic Creation (1-2 hours)</b><br>Use technology purposefully to create, organise, store, manipulate & retrieve digital content.   | <b>E-Safety (1-2 hours)</b><br>Use technology safely & respectfully, keeping personal information private; identify where to go for help & support when they have concerns about content or contact on the internet or other online technologies.      | <b>Introduce Programming (5-7 hours)</b><br>Understand what algorithms are; how they are implemented as programs on digital devices; & that programs execute by following precise & unambiguous instructions. Create & debug simple programs.  |



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|             | <b>Mouse &amp; Keyboard Skills (4-6 hours)</b><br>Use technology purposefully to create, organise, store, manipulate & retrieve digital content.   | <b>Digital Art (1-2 hours)</b><br>Use technology purposefully to create digital content.                                      | <b>Text &amp; Images (3-4 hours)</b><br>Use technology purposefully to create, organise, store, manipulate & retrieve digital content.  | <b>Music Creation (2 hours)</b><br>Use technology purposefully to create, organise, store, manipulate & retrieve digital content.   | <b>EYFS Early Programming (3 hours)</b><br>Understand what algorithms are; how they are implemented as programs on digital devices; & that programs execute by following precise & unambiguous instructions.<br>Create & debug simple programs.<br>Use logical reasoning to predict the behaviour of simple programs. | Use logical reasoning to predict the behaviour of simple programs..  |
| <b>PSHE</b> | <b>NSPCC PANTS TEAM</b> – if a class team works well together, it has a positive impact on all of its members and what they can achieve, how an individual's actions can impact the team.                    | <b>Think Positive</b><br>Feelings (comfortable and uncomfortable) and how our attitude towards life can affect mental health. | <b>Diverse Britain</b><br>We live in a diverse, multicultural and democratic society. The need to be respectful of difference.  | <b>Be Yourself</b><br>Confidence to be yourself. Identifying strengths and achievements and recognising different emotions.   | <b>It's My Body</b><br>Choices about looking after their bodies. Making safer choices about their body, sleep and exercise, diet, cleanliness and substances.   | <b>Aiming High</b><br>Goals and aspirations. Looking at achievements so far and the attitude needed for success.   |
| <b>RSHE</b> | <b>My Feelings</b><br>Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals.<br><br>Pupils can recognise what contributes to self-identity and belonging. | <b>My Body</b><br>Pupils can recognise how they grow and will change as they become older.                                    | <b>My Relationships</b><br>Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.<br><br>Pupils can recognise similarities and differences.<br><br>Pupils can demonstrate an awareness of, and pride in, their own individuality. | <b>My Beliefs</b><br>Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another one of them.<br>Pupils can identify different points of view and consider their merits. | <b>My Rights and Responsibilities</b><br>Pupils understand and can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.<br>Pupils understand that they have basic human rights and that some people have these denied.  | <b>Asking for help</b><br>Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid. |