
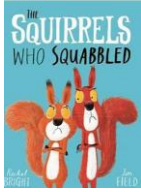

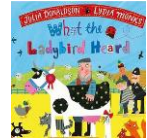
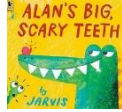
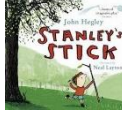

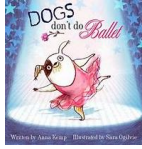
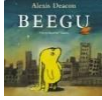
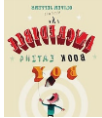

















KPA Year 1 Long Term Plan

YEAR 1		Autumn Term		Spring Term		Summer Term	
Termly breakdown		7 weeks	7 weeks	6 weeks	6 weeks	5weeks	7 weeks
	Writing Stimulus: 	The Squirrels who Squabbled 	Grandad's Island  What the Ladybird Heard  Little Boat- film clip	Alan's Big Scary Teeth  Stanley's Stick   Mrs Mole I'm home by	Dogs Don't do Ballet  Beegu   The Incredible Book Eating Boy	Tell me a dragon  Wanted: The Perfect Pet  Non fiction Instructions Unit – how to make a plant	The Storm whale  Bubbles film clip Non-fiction Information Text Unit Seaside Postcards
	Writing genres	Labels and captions based on phase 3 then phase 5 sounds. Descriptive sentences based on The Squirrels Who Squabbled.	Narrative Letter Description Fact sheet Descriptions recount	Narrative Non-chronological report Wanted poster Narrative Performance Instruction	Narrative Letter Emotions Narrative Information Text	Narrative Poem Explanation Advert Recount Description Narrative	Narrative Persuasion Letter Description Fact files
	Guided Reading / Phonics	Little Wandle validated phonics scheme. Children are taught to read a range of books within a small group which are closely matched to their phonics ability. The children are exposed to a range of texts, including fiction, non-fiction and poetry which support the development of their early reading skills. The Little Wandle guided reading sessions focus on the skills of decoding, prosody and comprehension. Children re-read the same book throughout the week in order to build up these skills and with repetition of the same text develop fluency in reading.					



KPA Year 1 Long Term Plan

						
<p>Mathematics</p> 	<p>Place Value within 10 (5 Weeks) Addition and Subtraction within 10 (2 weeks)</p>	<p>Addition and Subtraction within 10 (3 weeks) Shape (1 week) Place value within 20 (3 weeks)</p>	<p>Consolidation (1 week) Addition and Subtraction within 20 (3 weeks) Place Value within 50 (2 weeks)</p>	<p>Length and Height (2 weeks) Mass and Volume (2 weeks) Recap Place Value within 50 (2 weeks)</p>	<p>Multiplication and Division (3 weeks) Fractions (2 weeks)</p>	<p>Position and Direction (1 week) Place Value within 100 (2 weeks) Money (1 week) Time (2 weeks) Consolidation (1 week)</p>
<p>Science</p> 	<p> Seasonal Changes</p> <p>The four seasons and the weather associated with each. How seasonal changes affect trees, daylight hours and our choices about outfits. They plan and carry out their own weather reports.</p>	<p> Everyday Materials</p> <p>The difference between objects and materials. Find examples of each, work scientifically by planning tests, making observations and recording data. Pupils use results to answer questions and sort and group materials based on their properties.</p>	<p> Sensitive Bodies</p> <p>Basic parts of the human body - investigate their senses. Work scientifically, use their senses to make observations, spot patterns and use data to answer questions. How science can support</p>	<p> Comparing Animals</p> <p>Study local and global animals, recognise common characteristics and physical features. Make comparisons and classify animals. Collect data, record their findings in a block chart. Develop understanding of classification by comparing the dietary</p>	<p> Introduction to plants</p> <p>Identify and name common wild and garden plants, inc deciduous and evergreen trees. Observe and name plant parts, draw and label diagrams of flowers. Observe leaves, sort into</p>	<p> Making Connections: Investigating Science through Stories</p> <p>Broaden their understanding of plants and animals. Gather and record data to find out if taller trees have larger trunks and recap the features of different animal groups. Identify</p>



KPA Year 1 Long Term Plan

				those who have lost sensory function	habits of different animals.	groups based on appearance. Use non-standard units to measure leaf length, record observations. Investigate if beans need water for growth and identify edible plant parts.	animals by closely observing footprints and construct waterproof animal homes with natural materials. Sort birds according to their diet and seek patterns in physical characteristics.
Non-Core Subjects	History 		Longitudinal Study – Community and family		Kings, Queens and Leaders		Parliament and Prime Ministers
	Geography 	Here I am Our school, our local area, identifying local physical and human features.		The United Kingdom		Seven Continents	
	Art 		Drawing: Make your mark Developing observational drawing skills when exploring mark-making . Use a range of tools, investigating how texture can be created		Sculpture and 3D: Creation station Creating simple three dimensional shapes and structures using familiar materials, develop skills in manipulating paper and card. Fold, roll and scrunch materials to make sculpture.		Painting and mixed Exploring colour mixing through paint play, use a range of tools and work on different surfaces. Create paintings inspired



KPA Year 1 Long Term Plan

			in drawings. Apply skills to a collaborative piece using music as a stimulus. Investigate artists Bridget Riley and Zaria Forman .		Opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois .		by Clarice Cliff and Jasper Johns .
D & T 	Structures: Constructing a windmill Construct a windmill to complete a request from a user. Develop an understanding of different types of windmill, how they work and their key features. Begin to use technical skills such as making evenly spaced cuts and adding weight to ensure a successful structure.		Textiles: Puppets Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairytale. Children work to develop their technical skills of cutting, glueing, stapling and pinning.			Cooking and Nutrition Smoothies Handle and explore fruits and vegetables and learn how to identify fruit, before undertaking taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging.	
Computing (Purple Mash) Digital literacy Computer Science Information technology 	Unit 1.1 Online safety and exploring Purple Mash	Unit 1.2 Grouping and sorting Unit 1.3 Pictograms	Unit 1.4 Lego builders Unit 1.5 Maze Explorers	Unit 1.6 Animated story books	Unit 1.7 Coding	Unit 1.8 Technology outside school	

KPA Year 1 Long Term Plan

<p>Music (Charanga)</p> 	<p>Musical Spotlight: My Musical Heartbeat</p> <p>Social Question: How Can We Make Friends When We Sing Together?</p> <p>SONG 1 Find The Beat Style: Hip Hop SONG 2 1-2-3-4-5 Style: Jazz SONG 3 Head, Shoulders, Knees And Toes Style: Hip Hop SONG 4 Shapes Style: Pop SONG 5 We Talk To Animals Style: Pop SONG 6 We Are Together Style: Soul</p>	<p>Musical Spotlight: Dance, Sing and Play!</p> <p>Social Question: How Does Music Tell Stories About the Past?</p> <p>SONG 1 Twinkle, Twinkle, Little Star Style: Reggae SONG 2 In The Orchestra Style: 20th and 21st Century SONG 3 Daisy Bell (Bicycle Built For Two) Style: 20th and 21st Century SONG 4 Dancing Dinosaurs Style: Pop SONG 5 Rock-a-bye Baby Style: Lullaby SONG 6 I'm A Little Teapot Style: Pop</p>	<p>Musical Spotlight: Exploring Sounds</p> <p>Social Question: How Does Music Make the World a Better Place?</p> <p>SONG 1 If You're Happy And You Know It Style: Pop SONG 2 Sing Me A Song Style: Waltz SONG 3 Sparkle Style: Pop SONG 4 Rhythm In The Way We Walk Style: Reggae SONG 5 Big Bear Funk Style: Funk SONG 6 Baby Elephant Style: Lullaby</p>	<p>Musical Spotlight: Learning to Listen</p> <p>Social Question: How Does Music Help Us to Understand Our Neighbours?</p> <p>SONG 1 Days Of The Week Style: Jazz: Swing SONG 2 Name Song Style: Pop SONG 3 Cuckoo Style: Waltz SONG 4 Upside Down Style: Pop SONG 5 Hush Little Baby Style: Lullaby SONG 6 Who Took The Cookie? Style: Pop</p>	<p>Musical Spotlight: Having Fun with Improvisation</p> <p>Social Question: What Songs Can We Sing to Help Us Through the Day?</p> <p>SONG 1 Getting Dressed Style: Pop SONG 2 Dress Up Style: Jazz: Swing SONG 3 Brush Our Teeth Style: Pop SONG 4 Get Ready Style: Pop SONG 5 Up and Down Style: Pop SONG 6 Star Light, Star Bright Style: Lullaby</p>	<p>Musical Spotlight: Let's perform Together!</p> <p>Social Question: How Does Music Teach Us About Looking After Our Planet?</p> <p>SONG 1 The Bear Went Over The Mountain Style: Pop SONG 2 In The Sea Style: 20th and 21st Century SONG 3 Alice The Camel Style: Jazz SONG 4 Ten Green Bottles Style: Country SONG 5 Zoo time Style: Reggae SONG 6 She'll Be Coming 'Round The Mountain Style: Gospel</p>
<p>PE (Primary PE)</p> 	<p>Outdoor adventurous Activities Team Games Football fundamentals</p>	<p>FMS: Gymnastics FMS: Ball Skills 1-6</p>	<p>FMS Dance (Winter) Health Related Fitness: Pirate Fitness</p>	<p>FMS Multi- Skills (target Games) FMS Athletics Skills: Indoor Athletics</p>	<p>FMS Tennis (Net/ Wall Games) FMS Athletics Skills: Athletics</p>	<p>FMS: Mini Muay Thai (non-traditional sport)</p>

KPA Year 1 Long Term Plan

							FMS: Kwik cricket (Striking and fielding)
RE 	<p style="text-align: center;"><u>How did the world begin?</u></p> <p>Christian, Jewish, Hindu</p>	<p style="text-align: center;"><u>What do some people believe God looks like?</u></p> <p>Christian, Hindu, Muslim</p>	<p style="text-align: center;"><u>What is God's job?</u></p> <p>Jewish, Zoroastrianist, Muslim, Hindu, Christian</p>	<p style="text-align: center;"><u>Why should we care for the world?</u></p> <p>Jewish, Muslim, Hindu, Jain, Humanist</p>	<p style="text-align: center;"><u>How do we know that new babies are special?</u></p> <p>Muslim, Hindu, Christian, Humanist</p>	<p style="text-align: center;"><u>Why should we care for others?</u></p> <p>Sikh, Christian, Jewish, Muslim, Humanist</p>	
PSHE 	<p style="text-align: center;"><u>Being Me In My World</u></p> <p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p>	<p style="text-align: center;"><u>Celebrating Difference</u></p> <p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p style="text-align: center;"><u>Dreams and Goals</u></p> <p>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p>	<p style="text-align: center;"><u>Healthy Me</u></p> <p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p style="text-align: center;"><u>Relationships</u></p> <p>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p>	<p style="text-align: center;"><u>Changing Me</u></p> <p>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p>	