

Maulden Lower School

Year 1 Long Term Planning by Area of Learning 2022-23



	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Topic & Key Focus	Dinosaur Planet (History Focused)		Our Country-The UK (Geography Focused)	Our Amazing World (Science, Geography and History Focused)	
English	Fiction: RWI Story Books for partner reading and holding a sentence; traditional tales Non-Fiction: Labels, Lists, Signs and Letters Poetry: Senses Poems for Bonfire Night Daily Phonics – Sound of the Week - revise Set 1 and 2 Daily Handwriting – teach cursive formation of lower case letters in their families Spellings – differentiated groups, linked to sound of the week		Fiction <i>Lost and Found by Oliver Jeffers</i> – Character descriptions, retelling a story, instructions, non-chronological reports. <i>Leo and the Octopus by Isabelle Marinov</i> – Letters, recounts, diaries, posters, past and present tense. RWI story books for lower ability group. Non-Fiction: Commands: Explanations, letters, posters Poetry: Funny Poems Daily Phonics – Sound of the Week – introduce Set 3 Daily Handwriting – revise cursive formation of lower case letters in their families and teach capitals/ascenders/descenders Spellings – differentiated groups, linked to sound of the week Grammar – nouns, verbs, plurals with s, past tense with -ed, adjectives, questions, Capitals for days of week, months, proper nouns.	Fiction: Astro Girl by Ken Wilson-Max – Commands and ‘how’ to guides. Beegu by Alexis Deacon – Descriptions, commands, letters, word dictionary, poems and non-fiction report. Non-Fiction: Information Texts: Comparing Non-fiction and Fiction Information Texts: Butterflies and life cycle Poetry: Poems on a Theme: Nature Poems (including Beegu poem). Daily Phonics, handwriting and spellings, at levels adapted for individuals. Revision of all grammar covered so far. Proof reading our own work – introduction to purple pen editing.	
Maths	Place value within 10. Addition and subtraction within 10. Geometry (shape): Recognise, sort and identify patterns in 2D and 3D shapes		Addition and subtraction within 20. Place Value within 50 Length and Height Mass and volume	Multiplication and Division Fractions Position and Direction Place Value to 100 Money Time	

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Science	<p>Animals Including Humans: My Body: 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>Name body Parts</p> <p>Compare similarities and differences of our bodies by looking at hair colour and length, eye colour and height.</p> <p>Senses – Hearing, tasting, touching, smelling and sight</p> <p>Scientist/ Inventor: Linda Brown Buck a biologist who discovered mammals have odorant receptors in their noses.</p> <p>Working scientifically Comparing eye colour and create a class pictogram.</p>	<p>Seasonal Change: Autumn to Winter observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p> <p>Identify the four Seasons</p> <p>Seasonal Weather</p> <p>Animals in Winter</p> <p>Scientist / Inventor: George James Symons invented the rain gauge</p> <p>Working scientifically To collect data about rainfall, temperature and wind direction.</p>	<p>Everyday Materials: Materials 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>Scientist/Inventor: Ole Kirk Christiansen the inventor of Lego</p> <p>Working scientifically To test materials for suitability and record the results in a table</p>	<p>Seasonal Change: Spring to Summer observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p> <p>Spring/Summer observe changes across the four seasons</p> <p>Seasonal Weather (Spring and Summer) observe and describe weather associated with the seasons and how day length varies</p> <p>Staying Safe in the Summer in the context of the sun</p> <p>Working scientifically To collect and record data about the weather in Summer</p> <p>To draw and write the data they have collected.</p>	<p>Animals Including Humans: Identifying Animals Identifying Animals 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>Grouping animals</p> <p>Animal bodies</p> <p>Herbivores, omnivores and Carnivores</p> <p>Scientists / Inventor: Carl Hagenbeck invented the first Zoo with animal enclosures.</p> <p>Working scientifically</p>	<p>Plants: Identifying Plants 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>Planting Beans</p> <p>To identify and name common wild plants</p> <p>To identify and name common garden plants</p> <p>To identify trees by their leaves</p> <p>To describe parts of trees and plants</p> <p>To observe closely using simple equipment in the context of observing the growth of bean plants.</p> <p>Working scientifically to suggest a question about plants and a way we could answer it</p>

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Computing	E-Safety – I am Kind and Responsible Technology In Our Lives 1 – discovering my technology Handling Data 3 – Showing my Feelings Multimedia 1 – Describing my Toys Technology and My Toys- Compare physical games with their online/app equivalent Basic Skills – safe handling of an ipad, basic functions of an ipad, navigating a website, reading a QR code		E-Safety – I Am Safe Programming 1 – Move my Beebot Programming 2 and 3 (if time) – More Than my Beebot and My Moves on Screen	E-Safety – I Am Healthy Handling Data 1 – Counting My Information Multimedia 3 – Making Animated People	
History	Events Beyond Living Memory living memory: The Dinosaurs and Toys <i>events beyond living memory that are significant nationally or globally</i> <i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i> <ul style="list-style-type: none"> Naming and Labelling dinosaur body parts Understanding that we know about dinosaurs because of finding fossils Carnivores, herbivores and omnivores The lives of significant individuals in the past: Mary Anning carrying out their own fossil dig Timeline from Dinosaurs to now incorporating some significant events Fossils and Dinosaur eggs How dinosaurs became extinct. 		The lives of significant individuals in the past: British Monarchs <i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i> <i>Compare aspects of life, identifying similarities and differences between different periods</i> The Role of a Monarch and significant British Monarchs: the death of Queen Elizabeth and the new Monarch King Charles. To identify and sort photos of some English/British monarchs onto a timeline. Family Trees: to find out how the title of King or Queen is inherited. Then find out about family trees comparing mine and Queen Victoria's Comparing Elizabeth the 1 and Queen Victoria: create a fact file to compare the two Monarchs. The Royal family: learn about the current royal family and the reign of Elizabeth II and our current Monarch King Charles III	The lives of significant individuals in the past: Christopher Columbus and Neil Armstrong <i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i> Order some significant explorers on a timeline. Identify what kit you need for a successful expedition and start to compare the equipment taken by Columbus and Armstrong on their voyages. Have a go at 'dead reckoning' and spaceship navigation.	

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	<p>Changes Within Living Memory: Toys <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <ul style="list-style-type: none"> • Toys Today • Family Favourites toys in the past • Toys of the 20th Century: To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing similar toys from different periods. • Victorian Toys: To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about Victorian toys. • Important Changes: To identify changes in living memory by understanding how toys have changed over time. 				

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Geography	<p>Dinosaur Planet:</p> <p>Locational knowledge: Locating the world's continents and oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Place Knowledge – UK, Jurassic Coast, Isle of Wight, Natural History Museum.</p> <p>Geographical Skills and Fieldwork : Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, east and West) and locational and directional language. [for example, near and far, left and right] to describe the location of features of routes on a map.</p>		<p>Our Country-The UK</p> <p>Locational knowledge: Look at the location of Brasilia and London on a world map</p> <p>Place knowledge: Compare and contrast two capital cities, Brasilia and London seasonal and daily weather patterns. Comparing similarities and differences between the local environment and one other place.</p> <p>Human and Physical Geography Sorting key features of a town and the country. Match the country names, capital city names, country emblems and national flag.</p> <p>Geographical Skills and Fieldwork Trace a route and mark features/ landmarks. Use aerial maps.</p>	<p>Our Amazing World</p> <p>Locational Knowledge: Locating the seven continents of the world.</p> <p>Place Knowledge: Local area (school grounds) Europe, Asia, Africa, Australia, North and South America.</p> <p>Human and physical Geography: To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area of a contrasting non-European country.</p> <p>Geographical Skills and Fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. Describe the location and features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. To use simple fieldwork and observational skills to study the geography of their school and its grounds. To name and locate the world's seven continents and five oceans. To use simple compass directions and locational and directional language. To describe the location of features and routes on a map.</p>	

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Music	<p>Listening, Developing Knowledge & Understanding – Listen, retell the tale and identifying instruments.</p> <p>Performing (Voices & Playing)- Makaton & action songs and Christmas songs & performance.</p> <p>Composing, Improvising & Experimenting – Using instruments to play a rhythm</p>	<p>L,D K & U – Vivaldi Spring and Young Person's guide to Orchestra</p> <p>L,D K& U listen and reflect on a piece of orchestral music</p> <p>C, I & E create their own rhythmic ostinatos and structure them into a piece</p> <p>P (playing) perform as an ensemble begin to learn simple staff notation</p> <p>learn musical language appropriate to the task</p> <p>Performing (Voices & Playing)- Makaton & action songs, Class assembly</p>	<p>L,D K & U – Little Red Riding Hood (BBC schools Radio)</p> <p>1. Controlling sounds through singing and playing – performance skills</p> <p>a) Sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression</p> <p>b) Play tuned and untuned instruments with control and rhythmic accuracy</p> <p>c) Practise, rehearse and present performances with an awareness of the audience</p> <p>2. Creating and developing musical ideas: composing skills</p> <p>a) Improvise, developing rhythmic and melodic material when performing</p> <p>b) Explore, choose, combine and organize musical ideas within musical structures</p> <p>3. Responding and reviewing – appraising skills</p> <p>a) Analyse and compare sounds</p> <p>b) Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</p> <p>4. Listening, and applying knowledge and understandings</p>	<p>Our Music this term follows the recently published Model Music Curriculum, with activities such as :</p> <p>L,D K & U – Vivaldi Summer and Young Person's guide to Orchestra</p> <p>L,D K& U listen and reflect on a piece of orchestral music</p> <p>Basic introduction to elements of music – pitch, rhythm, duration, dynamics</p> <p>Listening critically to different types of music and expressing preferences using musical language eg, the pitch is too high, the beat is too fast.</p> <p>C, I & E create their own rhythmic ostinatos and structure them into a piece</p> <p>P (playing) perform as an ensemble begin to learn simple staff notation</p> <p>learn musical language appropriate to the task</p> <p>Performing (Voices & Playing)- Makaton & action songs,</p>	<p>1. Controlling sounds through singing and playing – performance skills</p> <p>a) Sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression</p> <p>b) Play tuned and untuned instruments with control and rhythmic accuracy</p> <p>c) Practise, rehearse and present performances with an awareness of the audience</p> <p>2. Creating and developing musical ideas: composing skills</p> <p>a) Improvise, developing rhythmic and melodic material when performing</p> <p>b) Explore, choose, combine and organize musical ideas within musical structures</p> <p>3. Responding and reviewing – appraising skills</p> <p>a) Analyse and compare sounds</p> <p>b) Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</p>

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				a) To listen with attention to detail and to internalize and recall sounds with increasing aural memory b) How the combined musical elements of pitch, duration, dynamics, tempo, texture and silence can be organized within musical structures and used to communicate different moods and effects		4. Listening, and applying knowledge and understandings a) To listen with attention to detail and to internalize and recall sounds with increasing aural memory b) How the combined musical elements of pitch, duration, dynamics, tempo, texture and silence can be organized within musical structures and used to communicate different moods and effects
Art	<u>Dinosaur Planet</u> Drawing – experiment with small and large scale when creating dinosaurs from observation of photos and models Painting and colour – mixing light shades to cover the dino egg sculpture; using coloured pencils and thick and thin felt tips to create self portraits Collage – tearing paper to create texture when creating dinosaurs from careful observation. Sculpture - Make dinosaur eggs from paper mache. Making fossil impressions in clay. Making dinosaurs from clay Christmas cards and decoration		<u>Our Country-UK</u> Textiles - Making sun catchers Drawing - Make Seasons Wheels Painting and Colour - mix primary and secondary colours, creating tints. Printing – matchbox printing with different sizes and orientations Artist Study - Introduction to Mondrian, Rothko, Klee Easter cards		<u>Our Amazing World</u> Drawing – close observational drawing from photos and use of sketching pencils Colour – mix primary and secondary colours to paint match landscape pictures Collage – take rubbings; collect natural materials to make a collage or weaving Sculpture - animal masks and products.	

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Design Technology	Design, make & evaluate: Puppets Make: select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic.		Design, make & evaluate: Wacky Windmills Technical Knowledge: build structures, exploring how they can be made stronger, stiffer and more stable select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] Make select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic		Teddy Bears Picnic Design, make and evaluate a fruit Kebab and Teddy bear biscuits Cooking and Nutrition: use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from	
Religious Education	What do Christians believe God is like? The Prodigal Son	Why does Christmas Matter to Christians. How and why do we celebrate special times?	Who is Jewish? What do they believe and how do they live?	Why does Easter Matter to Christians?	Who is a Muslim? What do they believe and how do they live?	What makes some places significant? What makes some places sacred to believers?
PSHCE & Values	Twinkl Life Planning Relationships TEAM Class Agreement & Ways to a Happy Classroom RESPONSIBILITY	Twinkl Life Planning Health and wellbeing: It's My Body Anti-Bullying Week APPRECIATION	Twinkl Life Planning Living In The Wider World: Britain Children's Mental Health Week Activities DETERMINATION	Twinkl Life Planning Relationships: Be Yourself Internet Safety Week Activities TRUTHFULNESS	Twinkl Life Planning Living in the Wider World: Money Matters RESPECT	Twinkl Life Planning Health and Wellbeing: Aiming High Transition support and activities. CO-OPERATION
Physical Education	Fundamentals – Balancing, running, changing direction, jumping, hopping and skipping. Dance – Travelling actions, movement skills and balancing. Yoga – Mindfulness and awareness by improving wellbeing through building strength, flexibility and balance.		Gymnastics – Jumping, rolling, balancing, travelling and movement phrases. Ball skills – Throwing, catching, rolling, hitting a target, dribbling and kicking a ball.		Target games – Improve both underarm and overarm actions, accuracy and distance. Athletics – Running at different speeds, changing direction, jumping and throwing.	
Languages	Basic Makaton Greetings Answering the register		Makaton Signing: Dinosaur Roar	Italian Greetings Numbers	French Greetings Numbers Food	

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Cross Curricular Writing Opps	Story – DT Traditional Tales Description – History and Science Poetry – Fireworks and Christmas Letter – History and Science Instructions – History/art (looking after dinosaur eggs) Recount – History		Story – Geography and Science, St George's Day Description Poetry – Geography and Science Recount Letter Instructions	Story Description Poetry – Science, PSHE and DT Recount – school trips and enrichment activities Instructions Non-fiction -caterpillar / butterfly book writing	
Outdoor Learning	Fossil dig Building a dinosaur home Active Maths	Autumn walk looking for signs of autumn Part Whole Model Maths	Spring Walk looking for signs of Spring.	Class Trip Keeping caterpillars to observe metamorphosis	Planting & growing outside. Identifying wild, and garden plants. Identifying trees on woodland walk. Art – making sculptures from nature.
Enrichment & Cultural Capital plus Key Dates	Settling in & getting to know you activities. Harvest Service.	Diwali. Halloween. Guy Fawkes Night. Children in Need. Christmas & Christmas Performances. Senior Citizen Christmas Events.	Shrove Tuesday. Chinese New Year. St.David's Day. World Thinking Day. World Book Day. Feet First. Easter. Spring Fayre.	Phonic Screening Checks. St. George's Day.	Healthy Eating Week Maulden Village Show Transition Activities