

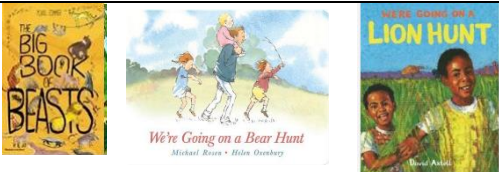

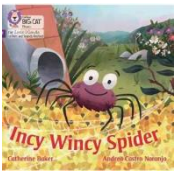







# Year 1 Big Picture Long Term Plan 2023 - 2024

## Year 1 Planning Overview

Term	Autumn		Spring	Summer	
Topic Title	Superheroes	Bright Lights Big City	Paws, claws, and whiskers.	Dinosaur Planet	Splendid Skies
Book links					
Lyfta Links					
Visit/ experience linked to topic		Local church visit Pantomime	Animal Club	New Walk Museum	Zoo
UN Global Goal Links					
Maths	Number: Place Value within 10 Addition/ subtraction within 10. Number place value within 20 Shapes - 2D and 3D		Numbers to 20 addition and subtraction Place Values to 50 Measurement - Length and height measurement- weight and volume	Multiplication and division Fractions Position and direction Number place value 100 Money Time	



<p>Writing</p>	<p>Other non-fiction texts and stories from the same author: Captions- Supertato</p> <p>Character descriptions- Hulk</p>	<p>Traditional tales- 3 little pigs</p> <p>Traditional rhymes: Humpty Dumpty or Wheels on the bus.</p> <p>Wanted poster: Queen's Hat</p> <p>Invitation: Paddington goes to Buckingham Palace.</p>	<p>Recount of familiar event: Animal Club</p> <p>Story with repeating pattern and stories from other cultures We're Going on a Bear Hunt We're going on a Lion Hunt</p> <p>Poem on a theme: Animal poem</p> <p>Non-chronological report: Animal</p>	<p>Poems for learning by heart: Dinosaur Stomp</p> <p>Fact file: Mary Anning</p> <p>Instructions and lists: Science link- how to plant a flower</p>	<p>Fantasy: Bubbles</p> <p>Letter: to year 2 teacher</p>
<p>Reading</p> 	<p>Bug Club Phase 4 and 5 unit 13</p>	<p>Paddington goes to Buckingham Palace. The Queen's Hat See inside Big Cities</p>	<p>The Gruffalo We're Going on a Bear Hunt We're Going on a Lion Hunt The Big Book of Beasts Handa's Surprise The Owl who was afraid of the Dark Animal Poems <a href="#">Pie Corbett's animal poems   Teach Primary</a></p>	<p>Little People Big Dreams Mary Anning A dinosaur that pooped the bed. The Stompysaurus Dinosaurs love underpants The dinosaur department store. The Little Kids first Big book of dinosaurs.</p>	<p>TBC</p>
<p>Science</p>	<p>Working scientifically: Design experiment on question.</p>	<p>Everyday materials: <u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal,</li> </ul>	<p>Animals including humans: <u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> </ul>	<p>Plants <u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> </ul>	<p>Seasonal changes: <u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the</li> </ul>

		<p>water, and rock</p> <ul style="list-style-type: none"> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials based on their simple physical properties.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores, and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p>seasons and how day length varies.</p>
<p>History</p>	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>They should use a wide vocabulary of everyday historical terms.</li> <li>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally</li> </ul>				
<p>Geography</p>	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <p>Human and Physical knowledge:</p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>		<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <p>Geographical; skills and fieldwork:</p> <ul style="list-style-type: none"> <li>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 and</li> </ul>		

	<p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>		<p>routes on a map</p> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>
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<p><b>Music</b></p>	<p><b>National Curriculum Objectives</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voice expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>				
	<p><b>Pulse:</b></p> <ul style="list-style-type: none"> <li>I can keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing.</li> <li>I can follow and create simple musical directions for faster, slower, stopping and starting.</li> <li>I can create, explore, respond and identify long and short sounds.</li> </ul>	<p><b>Voice:</b></p> <ul style="list-style-type: none"> <li>I can follow performance instructions, including starting and stopping with accuracy.</li> <li>I can sing and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.</li> <li>I can recognise and represent higher and lower sounds using graphic notation.</li> </ul>	<p><b>Rhythm:</b></p> <ul style="list-style-type: none"> <li>I can begin to play rhythmic patterns found in speech.</li> <li>I can confidently copy given rhythms</li> <li>I can begin to understand the differences between pulse and rhythm through physical movement, playing and singing.</li> <li>I can use</li> </ul>	<p><b>Pitch:</b></p> <ul style="list-style-type: none"> <li>I can sing in tune and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.</li> <li>Recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing</li> </ul>	<p><b>Music Technology:</b></p> <ul style="list-style-type: none"> <li>To use technology to create and change sounds.</li> <li>To demonstrate an understanding of musical structure.</li> <li>To comment and respond to recordings of own and other's compositions.</li> </ul>

			<p>graphic notation to record rhythms.</p> <ul style="list-style-type: none"> <li>I can listen to ideas from others and use them to help improve my work.</li> </ul>	<p>instruments and vocally.</p> <ul style="list-style-type: none"> <li>I can use graphic notation to record rhythms.</li> <li>I can listen to ideas from others and use them to help improve my work.</li> </ul>		
R.E	<p>Who do Christians say made the world?</p> <ul style="list-style-type: none"> <li>Retell the story of creation from Genesis 1:1-2.3</li> <li>Recognise that 'Creation' is the beginning of the big story of the bible.</li> <li>Say what the story tells Christians about God, Creation and the world.</li> <li>Give at least one example of what Christians do to say 'thank you' to God for Creation.</li> <li>Think, talk and</li> </ul>	<p>Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish Prayer.</li> <li>Re-tell simply some stories used in Jewish celebrations.</li> <li>Give examples of how the stories used in celebrations remind Jews about what God is like.</li> <li>Give examples of how Jewish people celebrate special times.</li> <li>Make links between Jewish ideas of God found in the stories and how people live.</li> <li>Give an example of</li> </ul>	<p>What do Christian believe God is like?</p> <ul style="list-style-type: none"> <li>Identify what a parable is.</li> <li>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.</li> <li>Give clear, simple accounts of what the story means to Christians.</li> <li>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving.</li> </ul>	<p>Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish Prayer.</li> <li>Re-tell simply some stories used in Jewish celebrations.</li> <li>Give examples of how the stories used in celebrations remind Jews about what God is like.</li> <li>Give examples of how Jewish people celebrate special times.</li> <li>Make links</li> </ul>	<p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> <li>Recognise that loving others is important in lots of communities.</li> <li>Say simply what Jesus and one other religious leader taught about loving other people.</li> <li>Give an account of what happens at a traditional Christian and Jewish or Muslim welcoming ceremony and suggest what the actions and symbols</li> </ul>	<p>How should we care for the world and why does it matter?</p> <ul style="list-style-type: none"> <li>Identify a story or text that says something about each person being unique and valuable.</li> <li>Give an example of a key belief some people find in one of these stories.</li> <li>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</li> <li>Give an example of how people show that they care for</li> </ul>

ask questions about living in an amazing world.

- Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.

how some Jewish people might remember God in different ways.

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.
- Give a good reason for their ideas about whether reflecting, thinking, praising and remembering have something to say to them too.

- Give an example of how Christians put their beliefs into practice in worship.
- Think, talk and ask questions about whether they can learn anything for the story for themselves exploring different ideas.
- Give a reason for the ideas they have and the connections they make.

between Jewish ideas of God found in the stories and how people live.

- Give an example of how some Jewish people might remember God in different ways.
- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.
- Give a good reason for their ideas about whether reflecting, thinking, praising and remembering have something to

mean.

- Identify at least two ways people show they love each other and belong to each other when they get married.
- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

others, making a link to one of the stories.

- Give examples of how Christians and Jews can show care for the natural Earth.
- Say why Christians and Jews might look after the natural world.
- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.
- Give good reasons why everyone should care for others and look after the natural world.

				say to them too.		
Computing	<p>Computing Systems and Networks – Technology Around Us</p> <ul style="list-style-type: none"> <li>Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or their online technologies.</li> </ul>	<p>Creating Media – Digital Painting</p> <ul style="list-style-type: none"> <li>Pupils should be taught to use technology purposefully to create, organise and manipulate digital content</li> <li>Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</li> </ul>	<p>Programming A – Moving a Robot</p> <ul style="list-style-type: none"> <li>Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs</li> </ul>	<p>Data and Information – Grouping Data</p> <ul style="list-style-type: none"> <li>Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</li> </ul>	<p>Creating Media – Digital Writing</p> <ul style="list-style-type: none"> <li>Pupils should be taught to use technology purposefully to create, organise and manipulate digital content</li> <li>Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</li> </ul>	<p>Programming B – Programming Animations</p> <ul style="list-style-type: none"> <li>Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs</li> </ul>
Art	<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>					

### This is Me

- Know and understand the terms portrait and self-portrait
- Have knowledge of the style of famous portrait artists such as Pablo Picasso and create self-portraits inspired by them
- Know how to create tints, tones and shades to use for skin
- know how to draw a portrait/self-portrait with knowledge of facial proportions
- Draw carefully through observation, observing details and representing them in their artwork
- Create their own self-portraits in different styles

### Bodies and Bones

- Know and understand the terms anatomy and anatomical
- Have knowledge of the style of artists in particular Leonardo Da Vinci and Jean Michel Basquiat
- Know how to create different shading techniques (e.g. hatching, cross hatching, stippling) with drawing pencils.
- Know how to use a pencil to vary tone
- Know how to draw carefully through observation (close looking), observing details and representing them in artwork
- Know how to work to different scales

### Monets Secret Garden

- Begin to understand how to look closely and observe a piece of artwork *Bridge over a Pond of Water Lillies, 1899*
- Ask questions about a piece of artwork (see above)
- Describe what they see and give a justified opinion on the work of an artist
- Have knowledge of the style of the artist Claude Monet and know some facts about his life
- Learn some printing techniques (sponge, card edge, finger)
- Know the names of both primary and secondary colours
- Know which primary colours mix to make each secondary colour
- Know how to combine different

### Flower Show

- Experiment with an open mind and be creative
- Learn that it is possible to turn a 2D, flat piece of paper into a 3D form
- Explore paper folding/manipulating techniques
- Think about how, why and when these techniques may be used
- Look at the work of paper sculpture artists Li Hongbo, Ray Besserdin and Su Blackwell
- Create 3D flower artwork using paper sculpting techniques – bending, folding, scrunching, cutting, curving, sticking
- Produce a

### It Is Yellow

- Know and understand why yellow is classed as a warm/hot colour
- Know that some artists use yellow as a main colour in their artwork to create certain effects
- Know how to use and explore a range of yellow media to create artwork
- Know how to use a yellow crayon to create texture rubbings
- Know how to group and select according to colour
- Know how to create different variations of the colour yellow
- Know that yellow can mix with other primary and secondary colours and predict the outcomes
- Know which colours contrast with and

### Raindrops and Rainbows

- Mix the primary colours to create secondary colours and use correct colour theory terminology
- Draw straight and curved lines with control
- Discuss and use warm and cool colours
- Use wax crayons and wax candles as drawing tools
- Understand the process of wax resist painting
- Explore the use of watercolours (liquid or tablet)
- Begin to understand perspective when drawing



techniques to create  
a finished piece

range of  
patterns and  
textures (look at  
Matisse' vases  
for inspiration)

- Understand the  
term collage
- Know that you  
can combine  
more than one  
art technique to  
create a  
finished  
composition

complement the  
colour yellow

DT	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <p><b>Design:</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p><b>Make</b> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Evaluate:</b> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria.</p> <p><b>Technical knowledge:</b> Build structures, exploring how they can be made stronger, stiffer and more stable</p>					
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P.E	Invasion games	Gymnastics	Dance	Striking and fielding	Swimming	Rounders
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	Tag rugby	Football	Basketball	Games 1	Games 2	Games 3
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PSHE	<p>What is the same and different about us?</p> <ul style="list-style-type: none"> <li>what they like/dislike and are good at</li> <li>what makes them special and how everyone has different strengths</li> <li>how their personal features or qualities are unique to them</li> <li>how they are similar or</li> </ul>	<p>Who is special to us?</p> <ul style="list-style-type: none"> <li>that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for</li> </ul>	<p>What helps us stay healthy?</p> <ul style="list-style-type: none"> <li>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>that things people put into or onto their bodies can affect how they feel</li> <li>how medicines (including vaccinations and immunisations) can</li> </ul>	<p>What can we do with money?</p> <ul style="list-style-type: none"> <li>what money is – that money comes in different forms</li> <li>how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>how people make choices about what to do with money, including</li> </ul>	<p>Who helps us stay safe?</p> <ul style="list-style-type: none"> <li>that people have different roles in the community to help them (and others) keep safe – the jobs they do and how they help people who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say</li> <li>how to respond</li> </ul>	<p>How can we look after each other and the world?</p> <ul style="list-style-type: none"> <li>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively the responsibilities they have in and out of the classroom</li> <li>how people and animals need to be looked after and cared for what can</li> </ul>
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	<p>different to others, and what they have in common</p> <ul style="list-style-type: none"> <li>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul>	<p>how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together</p> <ul style="list-style-type: none"> <li>that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>	<p>help people stay healthy and that some people need to take medicines every day to stay healthy</p> <ul style="list-style-type: none"> <li>why hygiene is important and how simple hygiene routines can stop germs from being passed on what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ul>	<p>spending and saving</p> <ul style="list-style-type: none"> <li>the difference between needs and wants – that people may not</li> <li>always be able to have the things they want</li> <li>how to keep money safe and the different ways of doing this</li> </ul>	<p>safely to adults they don't know</p> <ul style="list-style-type: none"> <li>what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>	<p>harm the local and global environment; how they and others can help care for it</p> <ul style="list-style-type: none"> <li>how people grow and change and how people's needs change as they grow from young to old</li> <li>how to manage change when moving to a new class/year group</li> </ul>
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