



# Long Term Plan 2022-23

## Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation Subjects Covered including visitors, trip and topics</b>	<b>RE</b> - Why is light an important symbol? <b>Church</b> visit. <b>Science</b> - Materials (make and test a boat) <b>DT</b> - Structures - designing a playground (visit to the park, make final piece)	<b>Art</b> - Sculptures - Andy Goldsworthy (finished sculpture) <b>Geography</b> - hot and cold countries - animals + seasons (small world art project) <b>History</b> - changes within living memory (visitor bringing artefacts/old toys) <b>Toy museum trip (The specialists)</b>	<b>RE</b> - Special symbols and objects (local visit to the church) <b>Science</b> - animals including humans (animal visiting school (we bottle fed lambs) ( <b>Wild science</b> )) <b>DT</b> - sensational salads (making their salad) - <b>Visit Farmers Market</b>	<b>Art</b> - Drawing/Paul Klee (final piece of Art) <b>Geography</b> - UK (local walk to identify houses and homes) <b>History</b> - significant people (individual presentation on a person they feel was most significant) - <b>Class teachers to dress up as historical figures</b>	<b>RE</b> - What do my senses tell me about the world of religion and beliefs? (create a sensory trail) <b>Science</b> - plants (Hyde Hall visit) <b>DT</b> - Textiles - t-shirt bag (making their bags to take home)	<b>Art</b> - painting and printing <b>Geography</b> - Local Area. <b>Essex outdoors/Essex wild life trust - orienteering</b> <b>History</b> - Kings and Queens (role play coronation; virtual tour of Buckingham Palace) <b>'Past productions - Kings and Queens workshop'</b>
	Seasonal change and weather/plants Significant People					
<b>English</b>	<b>Narrative</b> The Naughty Bus  <b>Narrative</b> Traction Man - recount/narrative  <b>Poetry</b> Writing Autumn poems		<b>Non-fiction</b> Writing instructions  <b>Narrative</b> Lost in the toy museum  <b>Fiction</b> Stick Man		<b>Narrative</b> The Snail and the Whale  <b>Fiction</b> Fantasy creatures  <b>Fiction</b> This Rabbit Belongs to Emily Brown  <b>Links to British Values:</b> <i>We understand</i>	



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	<b>Links to British Values:</b> <i>We try to help other people. We understand the consequences of our actions. We understand right from wrong.</i>		<b>Links to British Values:</b> <i>We know that we are all special.</i>		<i>right from wrong. We try to help other people. We try to help those living in our community.</i>	
<b>Maths</b>  <b>We follow White Rose</b>	-Write our numbers to 20 - Finding the missing number in a sequence  -Ordering numbers -Reading and Writing Numbers -Identifying one more and one less -Number Bonds to 10 -Naming and sorting 2D and 3D shapes -Comparing length	-Addition -Problem solving with number bonds to 10 -Subtraction -Place value to 20 -Number bonds to 20	- Halves and Quarters -Adding by counting on - Number bonds Add by making 10 - Number bonds to 20 - doubles and near doubles	<b>Narrative</b> The tiger that came to tea  <b>Narrative</b> You can't take an elephant on a bus  <b>Narrative</b> Partly Cloudy - Literacy Shed Clip  <b>Links to British Values:</b> <i>We understand that our positive actions can influence decision-making.</i>	<b>Poetry</b> Seaside Poems  <b>Narrative</b> The lighthouse keeper's lunch  <b>Narrative</b> The Train Ride  <b>Links to British Values:</b> <i>We understand right from wrong. We try to help other people. We try to help those living in our community.</i>	<b>Fantasy Stories</b> Taking Flight - Literacy Shed  <b>Non-fiction</b> Recounts  <b>Narrative</b> Something Fishy - Literacy Shed  <b>Links to British Values:</b> <i>We understand right from wrong. We try to help other people. We try to help those living in our community.</i>
	<b>Materials - observation, identification and classification</b>	<b>Animals Including Human</b> Identify, name and classify	<b>Plants</b>  <b>Seasons - Summer</b>	-Subtract 1s using number bonds -Subtraction - finding the difference	Length and Height Weight Capacity Multiplication	fractions Position and Direction Time Money



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	<p><b>Seasonal changes</b></p> <p><i>Links to British values and SMSC:</i> Children will begin to learn to treat the toys of others' with respect whilst classifying their materials.</p>	<p><b>animal groups using scientific vocabulary</b></p> <p><b>Seasonal changes</b> <i>Links to British values and SMSC:</i> Through this topic children will discuss how they can take care and look after animals and birds in the winter, they will develop their awareness and sense of responsibility towards the needs of all living things. The children will begin to learn how to be responsible for their own health and well-being and how they can work with others to exercise and keep healthy</p>	<p><b>Weather charts</b></p> <p><b>British values and SMSC:</b> <i>Children will start reflecting upon the beauty and preciousness of nature by exploring the outside environment and growing their own plants. They will start developing their sense of wonder, respect and appreciation for the natural outside world.</i></p>	<p><u>Place Value within 50</u> -count from 20 to 50 -Counting in 10s -partition into 10s and 1s -number lines to 50 -estimating on a number line to 50</p>	<p>Division</p>	<p>Place value within 100</p>
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<p><b>History</b></p>	<p><b>Changes within living memory.</b>  <b>Objects within the home.</b>  <b>Baby Photos - How we have changed</b>  Children will start to understand chronology and how to sequence events. They will also start to use phrases relating to the passing of time. They will also have the opportunity to sort historical objects from 'then' and 'now'. They will also be encouraged to ask relevant basic questions about the past as well as understand the key features of events. We will also discuss how we have changed since we were a baby.</p> <p><b>Links to British Values/SMSC</b>  <i>Through this topic children will develop their understanding of how people lived in the past, they will listen to adults sharing their experiences and investigate how homes, schools and toys have changed over the years. They will have opportunities to discuss both personal experiences and changes within their community.</i></p>	<p><b>Significant people - Mary Seacole, Mary Anning, Emeline Pankhurst</b>  <b>Neil Armstrong, Queen Elizabeth II</b>  Children will be able to research people from the past who have changed our lives for the better. They will be able to talk about historical events that have happened in the past and identify some similarities and difference between ways of life in different periods. They will begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past).</p> <p><b>Links to British Values/SMSC</b>  <i>Through this topic children will develop their understanding of how people lived in the past and how certain historical events are remembered or celebrated today. Children encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;</i></p>	<p><b>Kings and Queens</b>  <b>Royal family</b>  <b>Queen Elizabeth II, Elizabeth I, Queen Victoria, Henry VIII</b>  Children will understand that we have a queen that rules us and that Britain has had a king or queen for many years. They will find answers to some simple questions about the past from simple sources of information. They will begin to explain differences between past and present in my life and that of other children from a different time in history. They will also understand how succession works and begin to understand the structure of the royal family.</p> <p><b>Links to British Values/SMSC</b>  <i>Children are enabled to acquire a broad general knowledge of and respect for public institutions and services in England. Understand that we have a Queen who rules us but we have a democratically elected government.</i></p>
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<b>Geography</b>	<p><b>Seasons and Weather</b> <b>Hot and cold areas of the World</b></p> <p><i>Links to British Values and SMSC:</i> <i>Children will begin to understand what it is like to live in other countries with more extreme climates. They will think about how animals adapt to these conditions. They will begin to understand how people from countries in Africa and people from countries in the Arctic live differently to them and will start developing a sense of respect for this.</i></p> <p><i>Fishing with Grandma - Charlene Chua</i> <i>Susan Avingag</i></p>	<p><b>The United Kingdom</b></p> <p><i>Links to British Values and SMSC:</i> <i>Children will have opportunities to talk about and appreciate where they live. We will compare cities and towns and the four counties that make up the United Kingdom. Children will discuss how their lives might be different to children who live in busy cities such as Chelmsford and London.</i></p>	<p><b>Our Local Area</b> <b>Seasons and Weather</b></p> <p><i>Links to British Values and our school values:</i> <i>By looking at our school and Burnham on Crouch the children will begin to develop an understanding and appreciation of the sense of community - they will learn how to be good citizens. The children will be made aware of opportunities to participate in the school community through our school council, activities and clubs. They will start to develop the skill of tolerance as they learn to respect and accept others beliefs and opinions.</i></p>
<b>Art</b>	<p><b>Sculpture</b> <b>Andy Goldsworthy</b> <b>Seasonal changes - Autumn</b></p> <p>Children will use natural materials for sculpting. They will explore shape and form and select appropriate materials to create a 3D sculpture. They will use a variety of shapes, lines and texture on their sculpture.</p> <p><b>Black History month:</b> <i>Floella Benjamin - Coming to England.</i> Artist Nina Sanchez</p>	<p><b>Drawing</b> <b>Collage</b> <b>Paul Klee</b> <b>Continuous line drawing</b></p> <p>Children will use a variety of tools including pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. Children will draw lines or different shapes and thickness, using 2 different grades of pencil. They will use a combination of materials that have been cut, torn and glued, including photocopy material, fabric, plastic, tissue, magazines, crepe paper.</p>	<p><b>Painting and printing</b> <b>Andy Warhol</b> <b>Mon printing</b> <b>Repeated pattern -Tingatinga African Art</b></p> <p>Children will identify the primary colours and create mood in my drawings or paintings. Children will print with a variety of objects including natural and made objects. They will experiment with a variety of printing techniques.</p>



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	<p><b>British values/SMSC:</b> Children will develop their imagination and creativity through art. By looking at each other's work they will start learning to appreciate and respect differences.</p> <p>Students to develop their self-knowledge, self-esteem and self-confidence.</p> <p>Mixed by Arree Chung 'an inspiring story about colour'.</p>	<p><b>British values/SMSC:</b> Children will develop their imagination and creativity through art. By looking at each other's work they will start learning to appreciate and respect differences. Students to develop their self-knowledge, self-esteem and self-confidence.</p>	<p><b>British values/SMSC:</b> Children will have opportunities to start developing their ability to be reflective not only through their own work but through the work of others</p> <p>Students to develop their self-knowledge, self-esteem and self-confidence.</p>
<p><b>DT</b></p> <p><b>Practical safety awareness ensures our children know how to handle and respect tools and equipment.</b></p>	<p><b>Structures</b> <b>Simple mechanisms</b></p> <p>Children will build structures, exploring how they can be made stronger, stiffer and more stable. They will explore simple mechanisms.</p> <p><b>British values and SMSC Links:</b> We all have the right to learn and to grow in confidence.</p>	<p><b>Food and Nutrition- Sensational Salads/ Healthy eating</b></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Children will learn how to use kitchen equipment safely and hygienically. They will make a healthy savoury or fruit salad.</p> <p><b>British values and SMSC Links:</b> Respect the values and beliefs of other. We all have the right to learn and to grow in confidence.</p>	<p><b>Textiles - Recycled T-shirt</b> <b>Fabric printing</b></p> <p>They can ask and answer simple questions about existing product and those that they have made. Children will select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>British values and SMSC Links:</b> We all have the right to learn and to grow in confidence.</p>
<b>Computing</b>	Discovery Espresso Coding/On the	Discovery Espresso Coding/Simple	Discovery Espresso Coding/On the move



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<p><b>E-safety awareness ensures our children make safe choices</b></p> <p><b>ICT will be planned for in all areas of the curriculum</b></p>	<p style="text-align: center;"><b>move</b></p> <p style="text-align: center;">Under the sea Royal Chase Transport on the go Another Planet</p> <p style="text-align: center;"><b>E-Safety</b></p> <p style="text-align: center;">Smartie the Penguin - Talking to strangers and personal information</p> <p><b>British values and SMSC Links:</b> <i>The children will start learning how they can stay safe on the Internet. Children will also gain awareness and learn about the importance of staying safe on the Internet gaining an understanding of the threat of 'stranger danger' online and how they can keep themselves safe.</i></p> <p><i>Ada's ideas: The story of Ada Lovelace the world's first computer programmer by Fiona Robinson</i></p>	<p style="text-align: center;"><b>Inputs</b></p> <p style="text-align: center;">Burst the bubbles Catch the fish Magic Castle</p> <p style="text-align: center;"><b>E-Safety</b></p> <p style="text-align: center;">Smartie the Penguin - Fact checking/unreliable information and unsuitable websites.</p> <p><b>British values and SMSC Links:</b> The children will learn how to distinguish between right and wrong and develop their self-knowledge to question facts and opinions.</p>	<p style="text-align: center;">Emergency Debugging Exercises</p> <p style="text-align: center;"><b>E-Safety</b></p> <p style="text-align: center;">Smartie the Penguin - Cyberbullying</p> <p><b>British values and SMSC Links:</b> <i>They will begin to learn about their 'digital footprint' and how they should treat others on the Internet with respect, as they would in person.</i></p>
<p style="text-align: center;"><b>RE</b></p>	<p style="text-align: center;"><b>Special People.</b></p> <p style="text-align: center;">Special Me, people and pets Making people feel special (birthdays and other times)</p> <p style="text-align: center;">The family book by Todd Parr</p> <p style="text-align: center;">Hinduism - the story of Rama and Sita, lights at Diwali</p> <p style="text-align: center;">Hinduism - Gods of sky, sun and fire, a Hindu creation story</p>	<p style="text-align: center;"><b>Special Symbols and Objects.</b></p> <p style="text-align: center;">Special things in the home Special symbols</p> <p style="text-align: center;">Judaism - the Torah scroll, the story of Moses, Seder meal during Pesach</p> <p style="text-align: center;">Buddhism - the Buddha image, festival of Wesak</p>	<p style="text-align: center;"><b>Special Things in Nature.</b></p> <p style="text-align: center;">Looking after the natural world</p> <p style="text-align: center;">Sikhism - stories about the childhood of Guru Nanak, celebration Guru Nanak's birthday</p> <p style="text-align: center;">Islam - Stories about Mohammad's kindness to animals, Mount Hira, Qur'an</p>





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	<p style="color: #0070C0;">Guru Nanak - Sikhism stories</p> <p>Christianity - stories about Jesus, The Christmas story, Christmas lights</p> <p><b>British values and SMSC Links:</b> Children will begin to develop a sense of respect for the stories and teachings of special people within different religions such as Jesus within Christianity, Guru Nanak within Sikhism and Rama and Sita within Hinduism.</p>	<p>Christianity - the Creation story, stories about Jesus, hymns about the beauty of the natural world, St Francis of Assisi</p> <p>Christianity - the Christian home, the Cross, Easter symbols</p> <p><b>British values and SMSC Links:</b> Children will begin to develop a sense of respect for special books and stories including religious ones. They will begin to show an understanding of different beliefs and faiths such as Christianity, Buddhism and Judaism and will learn to be tolerant and respectful of the feelings, opinions and choices of others</p>	<p><b>British values and SMSC Links:</b> During this term children will be developing a sense of interest and curiosity about the beauty and preciousness of nature, they will have opportunities to reflect on this within the class and the outside environment. They will learn to care for, respect and appreciate all things living and natural</p>
<p><b>RHSE &amp; Mental Health</b></p> <p><b>*Including - Challenging gender norms and stereotypes - transgender. Relationships and different families - homosexuality.</b></p>	<p style="text-align: center;"><b>Relationships</b></p> <p style="text-align: center;">What is the same and different about us?</p> <p style="text-align: center;"><b>Mental Health -</b> Worry/Anxiety/ Anger</p> <p style="text-align: center;"><b>Text -</b> Ruby's worry</p> <p><b>British values and links to SMSC:</b> They will develop their respect for others' thoughts feelings and beliefs.</p>	<p style="text-align: center;"><b>Relationships</b></p> <p style="text-align: center;">Who is special to me?</p> <p style="text-align: center;"><b>Mental Health -</b> Emotions and Feelings</p> <p style="text-align: center;"><b>Text -</b> The Last Chip <span style="color: #0070C0;">Giraffes can't dance</span></p> <p><b>British values and links to SMSC:</b> Children will begin to develop a sense of awareness about what is special to themselves and others;</p>	<p style="text-align: center;"><b>Health and Well being</b></p> <p style="text-align: center;">Who helps us stay healthy?</p> <p style="text-align: center;"><b>Mental Health -</b> Empathy and Kindness</p> <p style="text-align: center;"><b>Text -</b> The Little Cloud that Poured</p> <p><b>British values and links to SMSC:</b> Children will begin to understand and learn that they have a responsibility to take care of themselves.</p>





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<b>Music</b>	<b>ELEMENTS OF MUSIC</b> <i>Pitch, Rhythm, Tempo, Dynamics</i> <i>The basics of music demonstrated and developed via pair and group work creating short pieces</i>	<b>MUSIC FOR MOODS</b> <b>Cartoons</b> <i>How music can influence mood and how this is achieved</i>	<b>MUSIC FROM AROUND THE WORLD</b> <b>Folk Music</b> <b>Music of China</b> <i>How music differs in other parts of the world and the instruments used</i>	<b>Living in the Wider World</b>  What can we do with money?  <b>Mental Health -</b> Self-esteem and Self-belief	<b>Health and Well being</b>  Who helps to keep us safe?  <b>Mental Health -</b> Differences /Diversity
	<b>THE ART OF SINGING</b> <i>Vocal techniques, breathing, learning a variety of traditional songs for occasions</i>	<b>THE HISTORY OF POPULAR MUSIC</b> <b>The Blues, Rock &amp; Roll</b> <i>How styles developed with addition of new instruments and technology</i>	<b>THE ORCHESTRA</b> <i>A look at the basic instruments that form the orchestra and how they developed</i>	<b>Text - Some Dogs do</b>  <b>British values and links to SMSC:</b> The children will develop an understanding of the value and how we use money in our everyday lives and society more widely.	<b>Text - The Mixed Up Chameleon</b> <b>Picnic in the park by Joe Griffiths</b>  <b>British values/SMSC:</b> <i>They will develop a growing sense of independence and responsibility for their own self, possessions and safety.</i>
	<b>DEVELOPMENT OF CLASSICAL MUSIC &amp; FAMOUS COMPOSERS</b> <i>How music has developed over the past 500 years</i>	<b>British values and SMSC Links:</b> <i>Children will develop their own confidence and learn to express themselves through music.</i>	<b>CONTINUED VOCAL DEVELOPMENT</b> <i>Including some basic part singing</i>		
	<b>British values and SMSC Links:</b> <i>Children will learn to work collaboratively to create music. They</i>		<b>British Values and SMSC Links -</b> <i>Children will start to value and appreciate the music of other countries and cultures gaining an appreciation of how it is different to the music we listen to.</i>		<b>Living in the Wider World</b>  How can we look after each other and the world?  <b>Mental Health -</b> Bravery/Courage and fear  <b>Text - The lion inside.</b>  <b>British values/SMSC:</b> The children will begin to distinguish between right and wrong and how our actions can affect others.



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	<i>will start developing respect and appreciation for music created by others. Children will develop their own confidence and learn to express themselves through music.</i>					