



# Long Term Plan 2024-25

## Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation Subjects Covered including visitors, trip and topics</b>	<p><b>RE</b> - Why is light an important symbol? <b>Church</b> visit.</p> <p><b>Science</b> - Materials (make and test a boat)</p> <p><b>DT</b> - Structures - designing a playground (visit to the park, make final piece)</p>	<p><b>Art</b> - Sculptures - Andy Goldsworthy (finished sculpture)</p> <p><b>Geography</b> - hot and cold countries - animals + seasons (small world art project)</p> <p><b>History</b> - changes within living memory (visitor bringing artefacts/old toys)</p> <p><b>Toy museum virtual workshop (The specialists)</b></p>	<p><b>RE</b> - Special symbols and objects (local visit to the church)</p> <p><b>Science</b> - animals including humans (Petting Zoo visit- <b>Animal Workshops Mobile Zoo</b>)</p> <p><b>DT</b> - sensational salads (making their salad) - <b>Visit from the Limes</b></p>	<p><b>Art</b> - Drawing/Paul Klee (final piece of Art)</p> <p><b>Geography</b> - UK (local walk to identify houses and homes)</p> <p><b>History</b> - Kings and Queens (Visit to Colchester Castle)</p>	<p><b>RE</b> - What do my senses tell me about the world of religion and beliefs? (create a sensory trail)</p> <p><b>Science</b> - plants (Growing their own plants)</p> <p><b>DT</b> - Textiles - t-shirt bag (making their bags to take home)</p>	<p><b>Art</b> - painting and printing</p> <p><b>Geography</b> - Local Area. <b>Essex outdoors/Essex wild life trust - orienteering</b></p> <p><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></p>
<b>English</b>	<p><b>Narrative</b> The Enormous Turnip</p> <p><b>Narrative</b> Traction Man - recount/narrative</p> <p><b>Poetry</b> Writing Autumn poems</p> <p><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></p>		<p><b>Narrative</b> The tiger that came to tea</p> <p><b>Narrative</b> You can't take an elephant on a bus</p> <p><b>Narrative</b> Partly Cloudy - Literacy Shed Clip</p> <p><b>Links to British Values:</b> <i>We understand that our positive actions can influence decision-making.</i></p>		<p><b>Narrative</b> The Snail and the Whale</p> <p><b>Fiction</b> Fantasy creatures</p> <p><b>Fiction</b> This Rabbit Belongs to Emily Brown</p> <p><b>Links to British Values:</b> <i>We understand right from wrong.</i></p>	



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<b>Maths</b>  <b>We follow White Rose</b>	<p><b>Non-fiction</b> Writing instructions</p> <p><b>Narrative</b> Lost in the toy museum</p> <p><b>Fiction</b> Stick Man</p> <p><b>Links to British Values:</b> <i>We know that we are all special.</i></p>		<p><b>Poetry</b> Seaside Poems</p> <p><b>Narrative</b> The lighthouse keeper's lunch</p> <p><b>Non-fiction</b> Recounts</p> <p><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></p>		<p><i>We try to help other people. We try to help those living in our community.</i></p> <p><b>Phonics Screening Prep</b></p> <p><b>Fantasy Stories</b> Taking Flight - Literacy Shed</p> <p><b>Narrative</b> Something Fishy - Literacy Shed</p> <p><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></p>	
	<ul style="list-style-type: none"> <li>-Write our numbers to 20 - Finding the missing number in a sequence</li> <li>-Ordering numbers</li> <li>-Reading and Writing Numbers</li> <li>-Identifying one more and one less</li> </ul>	<ul style="list-style-type: none"> <li>-Addition</li> <li>-Problem solving with number bonds to 10</li> <li>-Subtraction</li> <li>-Place value to 20</li> <li>-Number bonds to 20</li> <li>-Number Bonds to 10</li> <li>-Naming and sorting 2D and 3D shapes</li> <li>-Comparing length</li> </ul>	<ul style="list-style-type: none"> <li>- Halves and Quarters</li> <li>-Adding by counting on</li> <li>- Number bonds</li> <li>Add by making 10</li> <li>- Number bonds to 20</li> <li>- doubles and near doubles</li> </ul>	<ul style="list-style-type: none"> <li>-Subtract 1s using number bonds</li> <li>-Subtraction - finding the difference</li> <li><u>Place Value within 50</u></li> <li>-count from 20 to 50</li> <li>-Counting in 10s</li> <li>-partition into 10s and 1s</li> <li>-number lines to 50</li> <li>-estimating on a number line to 50</li> </ul>	<ul style="list-style-type: none"> <li>Length and Height</li> <li>Weight</li> <li>Capacity</li> <li>Multiplication</li> <li>Division</li> </ul>	<ul style="list-style-type: none"> <li>fractions</li> <li>Position and Direction</li> <li>Time</li> <li>Money</li> <li>Place value within 100</li> </ul>



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<b>Science</b>	<p><b>Materials - observation, identification and classification</b></p> <p><b>Seasonal changes</b></p> <p><i>Links to British values and SMSC: Children will begin to learn to treat the toys of others' with respect whilst classifying their materials.</i></p>		<p><b>Animals</b> Including Human</p> <p>Identify, name and classify animal groups using scientific vocabulary</p> <p><b>Seasonal changes</b></p> <p><i>Links to British values and SMSC: 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</i></p>		<p><b>Plants</b></p> <p><b>Seasons - Summer</b> <b>Weather charts</b></p> <p><i>British values and SMSC: 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>	
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			<p><i>and well-being and how they can work with others to exercise and keep healthy</i></p>		
<b>History</b>	<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>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>	<p><b>Significant people - Mary Seacole, Mary Anning, Emeline Pankhurst Neil Armstrong, King Charles</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</i></p>		



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			<i>living and working in the locality of the school and to society more widely;</i>
<b>Geography</b>	<p style="text-align: center;"><b>Seasons and Weather</b> <b>Hot and cold areas of the World</b></p> <p><i>Links to British Values and SMSC: 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 Susan Avingag</i></p>	<p style="text-align: center;"><b>The United Kingdom</b></p> <p><i>Links to British Values and SMSC: 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 style="text-align: center;"><b>Our Local Area</b> <b>Seasons and Weather</b></p> <p><i>Links to British Values and our school values: 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 style="text-align: center;"><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</p>	<p style="text-align: center;"><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</p>	<p style="text-align: center;"><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</p>



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	<p>a variety of shapes, lines and texture on their sculpture.</p> <p><b>Black History month:</b> <a href="#">Floella Benjamin - Coming to England.</a> Artist Nina Sanchez</p> <p><b>British values/SMSC:</b> <i>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.</i></p> <p><i>Students to develop their self-knowledge, self-esteem and self-confidence.</i></p> <p><i>Mixed by Arree Chung 'an inspiring story about colour'.</i></p>	<p>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>British values/SMSC:</b> <i>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.</i></p>	<p>objects. They will experiment with a variety of printing techniques.</p> <p><b>British values/SMSC:</b> <i>Children will have opportunities to start developing their ability to be reflective not only through their own work but through the work of others</i></p> <p><i>Students to develop their self-knowledge, self-esteem and self-confidence.</i></p>
<p><b>DT</b></p> <p><b>Practical safety awareness ensures our children know how to handle and respect</b></p>	<p><b>Structures</b> <b>Simple mechanisms</b></p> <p><i>Children will build structures, exploring how they can be made stronger, stiffer and more stable. They will explore simple mechanisms.</i></p>	<p><b>Food and Nutrition- Sensational Salads/ Healthy eating</b></p> <p><i>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.</i></p>	<p><b>Textiles - Recycled T-shirt</b> <b>Joining materials</b></p> <p><i>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</i></p>



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<b>tools and equipment.</b>	British values and SMSC Links: <i>We all have the right to learn and to grow in confidence.</i>		British values and SMSC Links: <i>Respect the values and beliefs of other. We all have the right to learn and to grow in confidence.</i>		appropriate, information and communication technology  British values and SMSC Links: <i>We all have the right to learn and to grow in confidence.</i>
<b>Computing</b>	Computing systems and networks - technology around us. Programming A - Moving a robot. Creating media - digital painting and writing.		Creating media - digital painting Creating media - digital writing		Data and information - grouping data. Programming B - programming animations
<b>RE</b>	. Why is light an important symbol for Christians Jews and Hindus?  Christian, Jewish, Hindu	What do my senses tell me about the world or Religion and Belief?  Christian, Jewish, Hindu	How does a celebration bring a community together?  Easter, Holi, Shabbat	What do Jewish people remember on Shabbat?  Jewish	How did the universe come to be?  Hindu, Christian
<b>RHSE &amp; Mental Health</b>  *Including - Challenging gender norms and	Relationships  What is the same and different about us?  Mental Health - Worry/Anxiety/ Anger  Text - Ruby's worry		Relationships  Who is special to me?  Mental Health - Emotions and Feelings  Text - The Last Chip Giraffes can't dance		Health and Well being  Who helps us stay healthy?  Mental Health - Empathy and Kindness  Text - The Little Cloud that Poured  British values and links to SMSC:



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<p><b>stereotypes – transgender.</b>  <b>Relationships and different families – homosexuality.</b></p>	<p><b>British values and links to SMSC:</b>  <i>They will develop their respect for others' thoughts feelings and beliefs.</i></p>		<p><b>British values and links to SMSC:</b>  <i>Children will begin to develop a sense of awareness about what is special to themselves and others;</i></p>		<p><i>Children will begin to understand and learn that they have a responsibility to take care of themselves.</i></p>	
<p style="text-align: center;"><b>Music</b></p>	<p><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></p> <p><b>THE ART OF SINGING</b>  <i>Vocal techniques, breathing, learning a variety of traditional songs for occasions</i></p> <p><b>DEVELOPMENT OF CLASSICAL MUSIC &amp; FAMOUS COMPOSERS</b></p>	<p><b>MUSIC FOR MOODS</b>  <i>Cartoons</i>  <i>How music can influence mood and how this is achieved</i></p> <p><b>THE HISTORY OF POPULAR MUSIC</b>  <i>The Blues, Rock &amp; Roll</i>  <i>How styles developed with addition of new instruments and technology</i></p> <p><b>British values and SMSC Links:</b>  <i>Children will develop their own confidence</i></p>	<p><b>MUSIC FROM AROUND THE WORLD</b>  <i>Folk Music</i>  <i>Music of China</i>  <i>How music differs in other parts of the world and the instruments used</i></p> <p><b>THE ORCHESTRA</b>  <i>A look at the basic instruments that form the orchestra and how they developed</i></p> <p><b>CONTINUED VOCAL DEVELOPMENT</b>  <i>Including some basic part singing</i></p> <p><b>British Values and SMSC Links -</b></p>	<p><b>Living in the Wider World</b></p> <p>What can we do with money?</p> <p><b>Mental Health -</b>          Self-esteem and Self-belief</p> <p><b>Text -</b> Some Dogs do</p> <p><b>British values and links to SMSC:</b>  <i>The children will develop an understanding of the value and how we use money in our everyday lives and society more widely.</i></p>	<p><b>Health and Well being</b></p> <p>Who helps to keep us safe?</p> <p><b>Mental Health -</b>          Differences /Diversity</p> <p><b>Text -</b> The Mixed Up Chameleon  <i>Picnic in the park by Joe Griffiths</i></p> <p><b>British values/SMSC:</b>  <i>They will develop a growing sense of independence and responsibility for their own self, possessions and safety.</i></p>	<p><b>Living in the Wider World</b></p> <p>How can we look after each other and the world?</p> <p><b>Mental Health -</b>          Bravery/Courage and fear</p> <p><b>Text -</b> The lion inside.</p> <p><b>British values/SMSC:</b>  <i>The children will begin to distinguish between right and wrong and how our actions can affect others.</i></p>





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<p><i>How music has developed over the past 500 years</i></p> <p><b>British values and SMSC Links:</b> <i>Children will learn to work collaboratively to create music. They 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></p>	<p><i>and learn to express themselves through music.</i></p>	<p><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></p>				