Barrowby CE Primary School: R/Year 1B Long Term Plan

EYFS Prime Areas: Communication and Language - Listening, Attention and Understanding, Speaking. PSED - Self-Regulation, Managing Self and Building Relationships. PD - Gross Motor Skills and Fine Motor Skills

	Autumn 1 *Commotion in the Ocean*	Autumn 2 *Commotion in the Ocean*	Spring 1 *Wagons Roll!!*	Spring 2 *Wagons Roll!!*	Summer 1 *Open Your Eyes*	Summer 2 *Open Your Eyes*
Visits/Visitors/Experiences Food Technology	'Seaside town', Campfire			Chilli Bean Jacket potatoes	White Post Farm	
Digital Media Stimuli	Night and Day Pixar short film	The Snowman/ The Polar Express	The Cowboy needs a Horse Toy Story 3,	The Catch Ride of Passage	It's a Bug's Life	
English EYFS: *Literacy* - Comprehension, Word Reading, Writing *Expressive Arts and Design* - Creating with Materials, Being Imaginative and Expressive	**Narrative:** Stories with familiar themes Outcomes: Story retell **Stories from different Cultures** Outcomes: Setting description/Stories with a message Outcomes: Story response- what I have understood Information Stories with a message **Poetry:** Patterns in the Page Outcomes: Poetry inspired by reading **Non-Fiction:** Information Outcomes: Explanation	**Narrative:** Stories with Familiar Settings Outcomes: Setting descriptions Story narrative **Non—Fiction:** Finding information,	**Narrative:** Digital Media Outcomes: Short stories, Story retell Story descriptions **Narrative:** Stories with repetitive phrases Outcomes: Alternative story using book structure **Non-Fiction:** Explanations Outcomes: Recount	**Non-Fiction:** Instructions Outcomes: Instructions **Narrative:** Fantasy Stories/ Traditional Tales Outcomes: Story retell **Poetry:** Poems on a Theme Outcomes: Senses acrostic	**Narrative:** Stories on a Theme Outcomes: Stories focussing on setting, alternative endings **Digital Media** **Non-Fiction:** Information Outcomes: Information Writing **Poetry:** Poems on a Theme Outcomes: Descriptive poems/ riddles	**Narrative:** Traditional Tales Outcomes: Own traditional tale **Non-Fiction:** Information Texts Outcomes: Information Writing **Poetry:** Shape Poems Outcome: Shape poem linked to topic
Mathematics EYFS: *Mathematics* - Number, Numerical Patterns	EYFS: Subitising (including equivalence, more and less), Counting Skills (Stable order and one to one correspondence), Comparison—Measures, Pattern Recognition, Classification, Counting the Sort (including cardinality) Year 1: Positional Language and Sequencing, Subitising - Leading to More and Fewer, Number Magnitude, Estimation and Comparison, Place Value—Making Ten(s) and Some More, Time—Estimating, Sequencing and Comparing, Additive Reasoning—the Understanding and Language of Operations, Part Whole, Equality and Comparison, Measures—Length, Height and Mass		EYFS: Using Counting to Compare, Spatial Thinking, Magnitude—Ordering and Estimating, Regrouping the Whole, Regrouping parts to find the total (the Whole) Year 1: Geometry 1, Regrouping to Add and Subtract, Strategy Choices for Addition and Subtraction, Problem Solving with Addition and Subtraction, Doubling and Halving, Multiplication—Counting, Multiples and Repeated Addition, Multiplication—Number of Groups, Group Size and Product, Division—Sharing and Grouping, Problem Solving with Multiplication and Division		EYFS: Finding the whole and missing parts, Ten and Some More Doubling and Halving, Odd and Even, Counting Beyond 20 Year 1: Money, Fractions, Problem Solving—All Four Operations, Time—Turns and Telling the Time, Time– Drawing the Hands on a Clock and Intervals of Time, Measures and Reading Scales, Statistics, Geometry 2, Place Value with Larger Numbers, Calculation Review	
Science EYFS: *Understanding the World* - Natural World	*Animals including Humans* Identify and name a variety of common animals that we find in and around the ocean including fish, reptiles, birds and mammals. Identify herbivores and carnivores, prey & predators. *Seasonal changes* Observe changes in weather, e.g. Autumn to Winter Observe changes in length of day linked to seasons		*Everyday materials* Identify everyday materials and examine which are natural and synthetic. Compare and group materials on the basis of similar physical properties. Investigate which materials float and sink. Observe and discuss how states of matter change (ice, cooking) *Plants and Animals* Name and identify common plants and animals that grow in the desert. Examine what they need in order to survive in a hot and dry climate.		*Plants* To identify parts of flowering plants and vegetables including the roots. Describe the basic structure of common plants including trees., *Animals including humans* Identifying, grouping and naming common animals, including mini-beasts/insects, identify and describe the structure of mini-beasts, discuss life cycles of common animals.	
Computing	EYFS: Understanding the World Aut 1: Children to explore and discover functions of electronical devices. Children can roleplay with a range of technology, both functioning and model/broken devices to discover how they function. Aut 2: Physical Development This unit will support the development of fine motor skills to become familiar with a range of input devices, including a keyboard. Year 1: IT Around Us How is information technology being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it		EYFS: Expressive arts and design The use of painting and graphics applications to further support and develop creativity using a tablet. The children will be able to create drawings of their chosen topic to produce on a drawing application on the tablet. Year 1: Robot Algorithms This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming.		EYFS: Introduction to Programming Physical programming using bluebots/code-a-pillar. Children could create a story about the Bee Bot's journey, such as around a local area or a country being studied, or they could sequence events within a story being studied. For example, children could guide the Bee Bot between different locations, characters and locations within Little Red Riding Hood. Year 1: Making Music They will make patterns and use those patterns to make music with both percussion instruments and digital tools. Learners will share their creations and compare creating music digitally and non-digitally. Pictograms Learners will begin to understand what data means and how this can be collected in the form of a tally chart. . They will then progress onto presenting data in the form of pictograms and finally block diagrams.	
Religious Education EYFS: *Understanding World* - People, Culture and Communities	EYFS: God/Creation UC F1 (Core) Why is the word 'God' so important to Christians? Year 1: God UC 1.1 (Core) What do Christians believe God is like?	EYFS: LAS Unit Our Beautiful World To explore and respond to the natural world. Year 1: Creation UC 1.2 (core) Who do Christians believe made the world?	EYFS: LAS Unit Myself To recognise and explore feelings. Year 1: LAS (Compulsory) Being Human - Islam How does faith and belief affect the way Muslims live their lives?	EYFS: LAS Unit Special Times for Me and Others To recognise and respond to key religious events throughout the year. Year 1: LAS (Compulsory) Life Journey - Islam What do Muslims do to celebrate birth?	EYFS: Summer 1 - Salvation UC F3 (core) Who do Christians put a cross in an Easter garden? Summer: LAS Unit Special People to me Recognise and respond appropriately to key figures in their lives. Year 1: LAS (Additional) Places of Worship Where do people of different religions go to worship and how do they worship?	
P.S.H.C.E/RSE EYFS: Prime Areas	**Reception** PSHCE theme - Managing Self RSE theme - *Myself and others* **Year 1:** PSHCE theme - Developing confidence and responsibility and making the most of my abilities. RSE theme - *Myself and others*	**Reception** PSHCE theme - Managing Self RSE theme - *Myself and others* **Year 1:** PSHCE theme - Preparing to play an active role as citizens RSE theme - *Myself and others*	**Reception** PSHCE theme - Building Relationships *RSE - Family Networks* **Year 1:** PSHCE theme - Developing good relationships and respecting the differences between people. *RSE - Family Networks*	**Reception** PSHCE theme - Building Relationships *RSE - Body Awareness* **Year 1:** PSHCE theme - Developing good relationships and respecting the differences between people. *RSE - Body Awareness*	**Reception** PSHCE theme - Self -Regulation *RSE - Family* **Year 1:** PSHCE theme - Developing a healthy safer lifestyle. *RSE - Family*	**Reception** PSHCE theme - Self -Regulation *RSE - Hygiene* **Year 1:** PSHCE theme - Developing a healthy safer lifestyle. *RSE - Hygiene*
History EYFS: *Understanding the World* - Past and Present	Changes within living memory Changes to the seaside	Events beyond living memory The Gunpowder Plot	**Significant individuals** Christopher Columbus, Matthew Henson, Gertrude Bell		Significant individuals Florence Nightingale, Edith Cavell, Mary Seacole	
Geography EYFS: *UW - People*, Culture and Communities	Why do we love to be beside the seaside so much? (Physical and human features of the seaside)		Why does it matter where our food comes from? (Introduction to farms and farming, including trade and being sustainable)		How does Kampong Aire (Brunei) compare with where I live? (Finding similarities, and differences, between where we live and a small area in Brunei, Asia)	
Design & Technology Food Technology EYFS: *Expressive Arts & Design* - Creating with Materials	Design a model lighthouse that will be assembled using simple fixing techniques. Explore scooping techniques and spreading. E.g. making a sandwich.		Use simple movement components, such as wheels and axels to design, make and evaluate a moving wagon or vehicle.		Make and evaluate - to select from and use a wide range of materials to create a weaved product	
Art & Design EYFS: *Expressive Arts and Design* - Creating with Materials	**Drawing** - improving pencil skills using tone. **Painting** - identify primary colours by name, mix primary colours to make secondary colours Use of oil pastel to leave marks under a watercolour wash inspired by David Hockney's 'Pool with two figures and green tide. **Design** - Famous Artist - explore the work of David Hockney		**Design & Evaluate - Famous Artist** - explore the work of Kandinsky, to explore shape and form. Using mixed media (collage) **Painting** - Use Kandinsky's Concentric Circles to explore different shades of the primary colours by adding black (shade) and white (tint)		**Design & Evaluate - Famous Artist** - explore the work of Matisse and still life. **Drawing/Painting** - draw representations of minibeasts, adding additional detail using colour mixing skills and suggesting improvements. **Sculpture** - Nature inspired clay relief tile.	
Music EYFS: *Expressive Art & Design* - Being Expressive	**EYFS: Listening & Appraising R** Listen to audio recordings and/or music and describe what they like. **Year 1: Listening & Appraising 1** listen to audio recordings and/or music and describe how sounds are being made. Describe how sounds makes children feel.	**EYFS: Perform & Evaluate—Singing** Use voices to speak chants and rhymes as well as sing together **Year 1: Perform & Evaluate—Singing - 1** Use voices to sing in unison with some control.	**EYFS: Perform & Evaluate - Instrumental R** Recognise different sounds and describe how they are made. **Year 1: Perform & Evaluate - Instrumental 1** Play simple rhythms on untuned percussion instruments.		EYFS: Create & Compose R Organise sounds simply e.g. identify start and end. **Year 1: Create & Compose 1** Create/select sounds for a purpose.	
Physical Education EYFS: Prime Areas	Real PE Unit 1 Personal Skills Games: Val Sabin 2011 'Games in the Curriculum' Unit 1+2	Real PE Unit 2 Social Skills Dance: Val Sabin SoW Unit 1	Real PE Unit 3 Cognitive Skills 3+4 Gym: Rawmarsh SoW.	Real PE Unit 4 Creative Skills Dance Val Sabin SoW Unit 3	Real PE Unit 5 Applying Physical Skills Athletics	Real PE Unit 6 Health and Fitness Games: Val Sabin 2011 'Games in the Curriculum' Unit 3 + 4