

**LONG TERM PLANS**  
**YEAR GROUP - R/1**

<b>Year B</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Topic</b>	<b>Changing</b> (From a baby to now and the changing seasons)	<b>The Jolly Postman</b> (Journeys)	<b>The dinosaur stomp</b>	<b>Footsteps</b> (local area)	<b>Fur, feelers, feathers and fins</b>	<b>Kings, Queens and Castles</b>
<b>English</b>	<b>Activities</b> 'Once there were giants' story focus Sequencing story parts. Labels Descriptions Weather report Poems	<b>Activities</b> 'Jolly Postman' book focus including the Christmas edition Letter writing Postcard writing Lists Cards Acting out narratives	<b>Activities</b> Factual writing Non-fictional texts related to dinosaurs Descriptions 'Harry and his bucket full of Dinosaurs' book focus	<b>Activities</b> Non-chron. Reports Non-fictional texts Leaflets/posters Instructions – how to get to .....	<b>Activities</b> Alliteration Animal adventure stories 'Rainbow fish' book focus	<b>Activities</b> 'Royal Tea Party' story focus Dragon Hunt Invitations Script writing for a play
	<b>Skills &amp; Concepts</b> Sentence construction and word choice.	<b>Skills &amp; Concepts</b> Gathering and acquiring information from letters/leaflets.	<b>Skills &amp; Concepts</b> Features of non-fictional texts	<b>Skills &amp; Concepts</b> Creating informative reports	<b>Skills &amp; Concepts</b> Story events – beginning, middle and end	<b>Skills &amp; Concepts</b> Writing stories with descriptive characters and settings.
<b>Maths</b>	<b>Activities</b> Time (sequence events) Height Days/months Calendars	<b>Activities</b> Distance/Length Weight/size Shapes (2D/3D)	<b>Activities</b> Measuring Patterns Position	<b>Activities</b> Travel survey Housing types survey Position and direction	<b>Activities</b> Size Grouping and sorting	<b>Activities</b> Playing cards Roman numerals Shapes Patterns/symmetry
	<b>Skills &amp; concepts</b> Ordering/sequencing (numbers)	<b>Skills &amp; Concepts</b> Co-ordinates Odd/even numbers	<b>Skills &amp; Concepts</b> Counting in steps/number patterns	<b>Skills &amp; Concepts</b> Data collection Position and direction L R turns ½ ¼	<b>Skills &amp; Concepts</b> Sorting data using lists, charts and diagrams	<b>Skills &amp; Concepts</b> Developing number knowledge to 100 and beyond
<b>Science</b>	<b>Activities</b> Weather Seasons and how they change 5 senses	<b>Activities</b> Senses Materials walk Properties of materials	<b>Activities</b> Visit to Oxford Dinosaur Museum Archaeology – Bones and parts of animals Characteristics of dinosaurs	<b>Activities</b> Plants Naming plants in our environment	<b>Activities</b> Visit to Cotswold Wildlife Park Identify animal parts and characteristics of different animals	<b>Activities</b> Materials and their purpose/use.
	<b>Skills &amp; Concepts</b> Weather associated with changes of season Changes to day length What are the 5 senses?	<b>Skills &amp; Concepts</b> Distinguish between objects/materials Create a raincoat for the Jolly Postman (class investigation)	<b>Skills &amp; Concepts</b> Naming body parts Naming dinosaurs and grouping them according to their features e.g. carnivore	<b>Skills &amp; Concepts</b> Identify basic plant parts and their jobs– roots, leaves, flowers, etc	<b>Skills &amp; Concepts</b> Identify/compare common animals Name animals features	<b>Skills &amp; Concepts</b> Compare materials and their properties. Which material is best for building a strong castle?
<b>RE</b> On a rolling program (see RE Curriculum map 2015 to 2020 for more detail on Harvest, Christmas and Easter themes)	<b>Activities</b> Harvest - Should we celebrate Harvest? Why?  How should we spend the weekend?	<b>Activities</b> Is everybody special? What makes me special?  Diwali – Hindu celebration  Advent Christmas – Nativity	<b>Activities</b> Does everyone celebrate the New Year? Why?  Chinese New Year	<b>Activities</b> Should you wear symbols?  Mini topic – Judaism – Passover  How do Christians celebrate Easter? Pancake day/Lent	<b>Activities</b> Noah's Ark (cc link English)	<b>Activities</b> Who should you follow?  Listen to, recall and discuss key stories from the Bible and their meaning/-teachings.

	<p><b>Skills &amp; Concepts</b> Links to the beauty of the earth (Autumn) and how others spend the weekend – Judaism.</p>	<p><b>Skills &amp; Concepts</b> Personal qualities Qualities of others Why God made us this way?</p> <p>Why do Hindus celebrate the festival of lights?</p> <p>Christmas story/Nativity</p>	<p><b>Skills &amp; Concepts</b> What is New Year? How do we celebrate it? Why do we celebrate it? How do others celebrate it?</p> <p>Why do Chinese people have a different New Year? How do they celebrate it? Why?</p>	<p><b>Skills &amp; Concepts</b> Church visit – Explore artefacts and their meaning/purpose (cross)</p> <p>What is Passover and how is it celebrated?</p> <p>Easter story/church symbols linked to Easter What is lent and how is it celebrated?</p>	<p><b>Skills &amp; Concepts</b> Recall the story events Why did God choose Noah? What does this story teach us?</p>	<p><b>Skills &amp; Concepts</b> Who was Jesus? Why do people follow him? What can we learn from Jesus? Share key stories from the Bible eg The man who climbed a tree Jesus feeds a crowd Etc</p>
<b>History</b>	<p><b>Activities</b> Growing up (changes from a baby to now) My family – Where I come from.</p>	<p><b>Activities</b> Significant people – Guy Fawkes</p> <p>Christmas long ago and Christmas now (for a child)</p>	<p><b>Activities</b> Chinese New Year – the history of this event</p> <p>Dinosaur timeline Identifying some dinosaurs.</p>	<p><b>Activities</b> St David 1<sup>st</sup> March St Patrick 17<sup>th</sup> March</p> <p>History of our village and community eg houses, business', school, etc</p>	<p><b>Activities</b> St George 23<sup>rd</sup> April</p>	<p><b>Activities</b> Visit to Warwick castle Who is the current Royal family? Who were the important Kings and Queens in the past? Why?</p>
	<p><b>Skills &amp; Concepts</b> Sequencing growth Identifying changing needs – What can I do now that I couldn't do as a baby? Creating family trees</p>	<p><b>Skills &amp; Concepts</b> Bonfire Night – key event – Guy Fawkes</p> <p>St Andrew (30<sup>th</sup> Nov) (Link to Scotland – Who was Saint Andrew and how was he connected to Jesus?)</p> <p>Christmas long ago compared to Christmas now</p>	<p><b>Skills &amp; Concepts</b> Chinese New Year – The story of the animals. How it is remembered and celebrated today. Sequencing events Using different resources to find out about the past (visits, books, internet, etc)</p>	<p><b>Skills &amp; Concepts</b> Patron Saints – Who are they and why are they remembered today?</p> <p>Old houses compared with new Changes in local area</p>	<p><b>Skills &amp; Concepts</b> St George - Who was he and why do we remember him?</p>	<p><b>Skills &amp; Concepts</b> Significant historical figures ; Queen Elizabeth II Henry VIII Elizabeth I Queen Victoria</p> <p>Compare life in a castle long ago to life in a castle/palace now.</p>
<b>Geography</b>	<p><b>Activities</b> Food origins linked to Harvest</p>	<p><b>Activities</b> Map work/tracking journeys</p>	<p><b>Activities</b> Changes to the land over time (link this to the dinosaurs that were around – Ice Age)</p>	<p><b>Activities</b> Human/physical features of local area Geographical vocabulary Local/familiar features Map work</p>	<p><b>Activities</b> Where in the world do animals come from?</p>	<p><b>Activities</b> Locate palaces/castles on a map</p>
	<p><b>Skills &amp; Concepts</b> Understand where food comes from? Country of origin to plate</p>	<p><b>Skills &amp; Concepts</b> Identify and describe features of the village</p>	<p><b>Skills &amp; Concepts</b> Features of the land</p>	<p><b>Skills &amp; Concepts</b> Identify and describe features of the environment Physical/human features Compass points NSEW</p>	<p><b>Skills &amp; Concepts</b> Locate places on a map Use atlases/globes Compare different habitats of animals</p>	<p><b>Skills &amp; Concepts</b> Map skills and co-ordinates Features of land – Why was a castle built there?</p>
<b>Computing</b>	<p><b>Activities</b> Pictures and images (Draw it and digital camera)</p>	<p><b>Activities</b> Reading on-line books Typing – labels</p>	<p><b>Activities</b> Research using internet</p>	<p><b>Activities</b> Journeys and following instructions- Beebots</p>	<p><b>Activities</b> Sharing information Power point on animals</p>	<p><b>Activities</b> Type up invitations – Word Insert – clip art Change font, size and colour Book creator</p>

	<b>Skills &amp; Concepts</b> Using a range of tools to create images Using a device with control and accuracy	<b>Skills &amp; Concepts</b> Accessing apps Changing text size, colour and font	<b>Skills &amp; Concepts</b> Tools used for research and gathering information Internet safety	<b>Skills &amp; Concepts</b> Programming devices	<b>Skills &amp; Concepts</b> Presenting information – power point	<b>Skills &amp; Concepts</b> Presenting information - word
<b>DT</b>	<b>Activities</b> Cooking – bread making Making hibernation homes for Autumn animals	<b>Activities</b> Textiles (design and make new outfit)  Christmas cooking – mince pies, Christmas cake, spiced biscuits, etc.	<b>Activities</b> Design and make; Dinosaur masks and costumes for dance Split pin dinosaurs	<b>Activities</b> Lego/Duplo Giant bricks Wooden bricks Junk modelling – structures Design and make miniature village	<b>Activities</b> Animal puppets – Sewing	<b>Activities</b> Designing and making castles/drawbridges/helmet/lance
	<b>Skills &amp; Concepts</b> Exploring materials and techniques	<b>Skills &amp; Concepts</b> Planning and making using plan	<b>Skills &amp; Concepts</b> Test materials, plan and make	<b>Skills &amp; Concepts</b> Designing a house/home	<b>Skills &amp; Concepts</b> Textiles	<b>Skills &amp; Concepts</b> Mechanisms Evaluating product
<b>Art</b>	<b>Activities</b> Collage (season) Self-portraits	<b>Activities</b> Bonfire Night – pastels/silhouettes Making clay Diva lamps Christmas cards and calendars	<b>Activities</b> 3D dinosaur models – Sculpture	<b>Activities</b> Sketching houses/homes	<b>Activities</b> Animal print art String prints Potato prints Mixed media pieces	<b>Activities</b> Castles – large and small – graphite  Photography
	<b>Skills &amp; Concepts</b> Observational skill development	<b>Skills &amp; Concepts</b> Colour mixing. Primary and secondary colours Artist study – Van Gogh (starry night)	<b>Skills &amp; Concepts</b> Mod rock Paper mache Junk modelling	<b>Skills &amp; Concepts</b> Observational drawings	<b>Skills &amp; Concepts</b> Pattern Texture	<b>Skills &amp; Concepts</b> Tone and shape
<b>Music</b>	<b>Activities</b> Sing songs – Weather and Harvest	<b>Activities</b> Nativity songs Songs related to celebrations – Bonfire, Halloween, etc.	<b>Activities</b> Dinosaur songs	<b>Activities</b> Easter songs Church music	<b>Activities</b> Animal songs Who built the ark? The animals went in..	<b>Activities</b> Tudor music Traditional rhymes Oranges & Lemons
	<b>Skills &amp; Concepts</b> Learning and performing songs to an audience	<b>Skills &amp; Concepts</b> Reciting and singing expressively to an audience	<b>Skills &amp; Concepts</b> Reciting songs Keeping a beat/rhythm	<b>Skills &amp; Concepts</b> Reciting and singing expressively to an audience	<b>Skills &amp; Concepts</b> Performing to others	<b>Skills &amp; Concepts</b> Creating pieces of music using instruments
<b>PSHE</b>	<b>Activities</b> Keeping healthy Making friends	<b>Activities</b> People who help us -Postman -Firemen -Teachers - Police	<b>Activities</b> Sharing. Giving	<b>Activities</b> Staying safe; Road safety Stranger danger	<b>Activities</b> Kindness to all living things - animals	<b>Activities</b> Everyone is special and unique
	<b>Skills &amp; Concepts</b> Looking after ourselves and others	<b>Skills &amp; Concepts</b> Who helps us and looks after us?	<b>Skills &amp; Concepts</b> Giving to others. Sharing what we have.	<b>Skills &amp; Concepts</b> Know ways in which to stay safe	<b>Skills &amp; Concepts</b> Caring for others	<b>Skills &amp; Concepts</b> What are mine and others best attributes?
<b>PE</b> (Taught in line with REAL PE scheme of work)	<b>Activities</b> <b>Exploring our bodies/ What are we able to do now:</b> Exploring own space and body. Basic balances and movements.	<b>Activities</b> <b>Nativity dance</b> - Exploring movements and linking movements together. Learning and performing a routine. <b>Partnership dance festival</b>	<b>Activities</b> <b>Dance</b> – Moving expressively to music. Compiling routines/ learning, following and performing routines. (Dinosaur stomp dance)	<b>Activities</b> <b>Ball skills/Games:</b> Throwing, catching, kicking and collecting a ball with control. Throwing/kicking at a target (static target). Collaboration. Taking turns. Passing skills.	<b>Activities</b> <b>Health and fitness:</b> Why do we exercise? What happens to our body when we exercise? How do we stay fit and healthy? What else can we do to maintain our health?	<b>Activities</b> <b>Maypole Dancing:</b> Skipping, galloping, linking movements to music and others. Learning and performing a routine.

		Visit to Christmas Pantomime to see a production in action (dancing/acting as part of Nativity)	<b>Gymnastics:</b> Balance (static and movement). Stretching and rolls. Gym at Woodstock Primary School.			<b>Athletics:</b> Running, jumping, twisting and turning. Track events and Sports day
	<b>Skills &amp; Concepts</b> Personal skills (cog) Static balance (FUN stations 1 and 2)	<b>Skills &amp; Concepts</b> Creative skills (cog) Coordination and floor patterns (FUN stations 2 and 10)	<b>Skills &amp; Concepts</b> Physical skills (cog). Balance and floor work (FUN station 3, 4 and 5)  Physical and creative skills (cog) Coordination and floor patterns (FUN station 10)	<b>Skills &amp; Concepts</b> Social skills (cog). Dynamic balance and agility (FUN stations 5 and 6)	<b>Skills &amp; Concepts</b> Health and fitness skills (cog) Coordination and agility (FUN station 11, 9 and 12)	<b>Skills &amp; Concepts</b> Creative and cognitive skills (cog) Coordination (FUN station 10)  Health/ fitness and cognitive skills (cog) Coordination with equipment (FUN station 8)

Updated November 2017 – V Lawrence and S Arneil

Planned Educational visits