

Byerley Park Primary School
Year One Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me!		Where I Live		Famous Folk	
English	See Byerley Park Primary School English Long Term Plan					
Maths	See Byerley Park Primary School Mathematics Long Term Plan					
Science	<p><u>Animals including humans – parts of the body</u></p> <ul style="list-style-type: none"> - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - Identify and name a variety of common animals that are carnivores, herbivores and omnivores - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. 		<p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> - Distinguish between an object and the material from which it is made - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. 		<p><u>Plants</u></p> <ul style="list-style-type: none"> - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees. <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. 	
Computing	<p><u>ICT</u></p> <ul style="list-style-type: none"> - Write simple sentences, add pictures (Textease/ Word/ Pages) 	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> - Understand what algorithms are. - Create simple programs. 	<p><u>ICT</u></p> <ul style="list-style-type: none"> - Use devices to record for a purpose. 	<p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> - Use technology safely. - Keep personal information private. - Recognise common uses of information technology beyond school. 	<p><u>ICT</u></p> <ul style="list-style-type: none"> - Create a simple database. 	<p><u>ICT</u></p> <ul style="list-style-type: none"> - Taking pictures and digital artwork in colour magic.
PE	<p><u>Games</u></p> <ul style="list-style-type: none"> - Copy teachers actions - Keep themselves safe by finding free space - Throw underarm, overarm and bounce and catch - Move with the ball - Serve a ball underarm - Strike a ball with my foot 		<p><u>Games</u></p> <ul style="list-style-type: none"> - Move into a space to stop the ball - Watch a ball or object bounce and catch it - Choose how to make it hard to be beaten in game situations - Know the difference between playing WITH or AGAINST a partner. - Understand words such as scoring, team 		<p><u>Athletics</u></p> <ul style="list-style-type: none"> - Jumps in different ways - Changes speed when running - Throws underarm and begins to use overarm - Choose different jumps and join them together in a sequence. - Begin to control their body when running at different speeds and while throwing. 	

	<ul style="list-style-type: none"> - Tell others what they are good at - Help others to get better by practising skills - Tell their teacher how they feel during activities (hot, puffed out, happy, excited, sad). - Discuss why sport is good for them. <p><u>Dance</u></p> <ul style="list-style-type: none"> - Watches and copies teacher's actions - Changes their actions when they move to different types of music - Express themselves as they move - Choose movements to link into a movement phrase (clown balancing, tumbling and falling) - Show their moods and feelings - Practice and repeat their movement phrase to perform. - Say how a friend's dance has made them feel and talk about the actions which they see in the dance. - Talk about which body parts have been used in the dance. - Tell their teacher how they feel during activities (hot, puffed out, happy, excited, sad) Explain why sport is good for them. 	<ul style="list-style-type: none"> - mates and opponents. - Join skills together like throwing a ball and hitting it as well as throwing and hitting a ball to a partner or target area. - Hit a ball with a bat <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - Keep themselves and other safe by moving in a free space - Practice and perform gymnastic actions like traveling, rolling, jumping and balancing. - Practice and perform their gymnastic actions on the floor, mat and apparatus. - Beginning to control their body to join together gymnastic actions to make a simple sequence that they can repeat. - Watch and copy their teachers and partner's actions. - Describe what they are doing. - Know when their body is moving like a gymnast (showing tension, extension and relaxation). - Are able to put apparatus away safely with an adults help. - Front and back balances with arms and legs extended - Travel on hands and feet (hands flat) - Monkey walk - Egg roll moving to teddy bear roll. - Your gymnastic sequence should have: a balance, a travelling action, a jump and a roll. Choose your best 2 actions and teach them to a partner. - Perform your sequence together. 	<ul style="list-style-type: none"> - Tell others what they are good at - Help others to get better by practising skills - Tell their teacher how they feel during activities (hot, puffed out, happy, excited, sad). - Discuss why sport is good for them. <p><u>OAA</u></p> <ul style="list-style-type: none"> - look at a plan of my desk and mark where objects are on the plan - look at a plan of my classroom, the hall or playground and mark where I am on the plan - draw round objects on a plan to show where they are on my desk, on the floor or on the playground - Are able to follow a trail by following arrows. - Are able to travel from one place to another without getting lost. - Find hidden objects/pictures and match them on a check sheet - Suggest good ideas when planning how to do a task in a group. - Can talk and listen with a partner when discussing them. - Listens carefully to instructions to keep myself and friends safe. - Know that working with friends will be enjoyable. 			
History	<ul style="list-style-type: none"> - Use Year One vocabulary accurately - Understand the difference between what happened in the past and present. - Put event and objects in order of when they happened. - Use a simple 		<ul style="list-style-type: none"> - Use Year One vocabulary accurately - Understand the difference between what happened in the past and present. - Talk about why people acted as they did in the past. 		<ul style="list-style-type: none"> - Use Year One vocabulary accurately - Understand the difference between what happened in the past and present. - Put event and objects in order of when they happened. 	

	<p>timeline to order events or objects</p> <ul style="list-style-type: none"> - Knows facts about people and events studied in Year One 		<ul style="list-style-type: none"> - Show awareness of similarities and difference between ways of life in the past - Knows facts about people and events studied in Year One 		<ul style="list-style-type: none"> - Ask and answer questions about the past - Recall a story from the past - Knows facts about people and events studied in Year One 	
Geography		<ul style="list-style-type: none"> - Use simple fieldwork and observation to study the geography of the school, its ground and the surrounding environment. - Use simple compass directions (North, South, East, West) - Locate the United Kingdom on a World Map - Locate all four countries of the United Kingdom on a map - Create a simple route map of their journey to school, identifying key geographical features 		<ul style="list-style-type: none"> - Identify and record seasonal and daily weather patterns in the United Kingdom. - Use Year 1 Human and Physical Geographical vocabulary accurately. 		<ul style="list-style-type: none"> - Locate, name and describe the capital cities of the United Kingdom. - Locate and name the surrounding seas of the United Kingdom.
Art	<p><u>Self Portraits</u></p> <ul style="list-style-type: none"> - Control use of line to create simple pictures from observation - Draw to show some detail using a pens, pencils, crayons and chalk - Make a variety of 		<p><u>Painting and Junk Modelling</u></p> <ul style="list-style-type: none"> - Begin to form own simple 3D pieces, using malleable materials (can be transformed into different shapes and sizes, and their properties can be 		<p><u>Printing/ Collage</u></p> <ul style="list-style-type: none"> - Print successfully onto paper (i.e amount of paint applied) - Print to form patterns (using fruit/veg/ sponges) - Select paper materials to 	

	<p>lines of different sizes, thicknesses and shapes.</p> <ul style="list-style-type: none"> - Use different pencil techniques to create effects (dots and lines, different tones) - Colour within the line - Begin to look at artists and craft makers - Begin to record ideas and experiences, in a sketch book - Controlled use of line to create simple forms from observations and known objects / given images as starting points - Drawing shows some detail inside of line - Use of thick felt tip pens - Smaller/ larger scale - Use of chalks to mark marks - Use of imagination to form simple images from given starting point or description 		<p>changed)</p> <ul style="list-style-type: none"> - Create a 3D polystyrene relief picture using various materials - Can load a brush with the correct amount of paint - Hold paint brush correctly and choose the correct brush size - Recognise and name primary colours (red, yellow, blue) - Collate colours into similar shades - Create and experiment with shades of colour and name some of these - Recognise and name most secondary colours - Hold a larger paint brush correctly (near to tip for control) - Able to make marks with paint using a range using a variety of tool (fingers, card, twigs) - Share colour charts from decorating shops to consider variations on colour families - Creating shades of a colour, naming shades (lime 		<p>develop a collage piece (cut/tear)</p> <ul style="list-style-type: none"> - Begin to record ideas and experiences, in a sketch book - Lighter, darker, thicker, thinner, consider consistency when applying paint - Applying given and some selected colour from direct observation of objects - Create movement with colour that link to water (splashing, waves, blowing, bubbles, frothing, flicking) 	
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			green, forest green, mint),			
DT		<p><u>Control – produce a moving picture</u></p> <ul style="list-style-type: none"> - Design purposeful, functional, appealing products for themselves and other users based on design criteria - Explore and evaluate a range of existing products. 		<p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> - Beging to select from and use a range of tools and equipment to perform practical tasks and explain their choices [for example, cutting, shaping, joining and finishing] - Begin to use the basic principles of a healthy and varied diet to prepare dishes. - Understand where some foods comes from. E.g milk, eggs and meat. 		<p><u>Structure – make a lighthouse/Stephenson’s Rocket</u></p> <ul style="list-style-type: none"> - Beging to select from and use a range of tools and equipment to perform practical tasks and explain their choices [for example, cutting, shaping, joining and finishing] - Build structures, exploring how they can be made stronger, stiffer and more stable
Music	<ul style="list-style-type: none"> - Listen to a song and learn it. - Understand rhythm as long and short sound and pulse as the steady beat. 	<ul style="list-style-type: none"> - Find the pulse whilst listening (using movement) - Listen and comment on a range of music 	<ul style="list-style-type: none"> - Treat each instrument with respect and know the correct technique to play it. - Compose and create musical sounds 	<ul style="list-style-type: none"> - Start and end music together - Practice, rehearse and present performances with an awareness of audience. - Make up their own rhythms and patterns - Compose using 2 or more notes 	<ul style="list-style-type: none"> - Treat each instrument with respect and know the correct technique to play it. - Compose and create musical sounds 	<ul style="list-style-type: none"> - Start and end music together - Practice, rehearse and present performances with an awareness of audience. - Make up their own rhythms and patterns - Compose using 2 or more notes
RE – Big Question	What can we learn from visiting a church?	Why are gifts given at Christmas?	Why is Jesus special to Christians?	What is the Easter Story?	What can we find out about Buddha?	
RE - Objectives	<ul style="list-style-type: none"> - Recognise and name features of religious life and practice - Recall religious stories - Recognise symbols and other verbal and visual forms of religious expression - Talk about what they find interesting or puzzling and what is of value or concern to others - Personal Reflection (In relation to religious material studied) Reflect on their own feelings, ideas and values and be aware of the feelings and experiences of others 					