



# Northborough School - Long Term Plan - Year 1



	Autumn Term		Spring Term		Summer Term	
<b>Curriculum Project</b>	Our Local Area	Memory Box	Bright Lights, Big City	Become a baker	Superheroes	The Enchanted Woodland
<b>Key Drivers</b>	<b>Exploration, Innovation and Creativity</b>		<b>Conflict, Change and Impact</b>		<b>Beliefs, Identity and Diversity</b>	
<b>Memorable experience</b>	Walk around Northborough Visit northborough castle?	Christmas Production  Christmas Church Service  Creating a time capsule	Tea party with the	Easter Church Service  Make and set fire to model houses.	Superhero day with picnic	Trip to Grimsthorpe Castle  Walk around Northborough and visit to the Manor House
<b>English – Spoken Language</b>	Pupils will: *Develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. *Be taught to understand and use the conventions for discussion and debate. *Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.					
<b>Reading by weekly theme</b>	All about me books Harvest Seasons	Autobiography – Black history month Seasons	Seasons	Traditional tales	Seasons	
<b>Extended read</b>	Picture books	Picture books	Otter Chaos	'The Giraffe, the Pelly and Me' by Roald Dahl	Sona Sharma, Looking After Planet Earth	'The Enchanted Woodland' by Enid Blyton
<b>English – Writing</b> Writing is based on: <ul style="list-style-type: none"> <li>• Power of reading texts</li> <li>• Talk for Writing</li> <li>• Life experience</li> <li>• Writing for a purpose</li> </ul>	<u>Fiction</u> Narrative – Its not a stick Billys Bucket	<u>Fiction</u> Descriptive Narrative Letters	<u>Fiction</u> Adventure narrative e.g. No Nancy No!	<u>Non-fiction</u> Instructions – How to make a Gingerbread Man come alive	<u>Fiction</u> Comic Strips	<u>Fiction</u> Own chapter for 'The Enchanted Forest'
	<u>Non-fiction</u> <u>Recount of Summer holiday</u> Labels and captions Recount of village walk	<u>Non-fiction</u> Autobiography: Special Days Class Book (link to RE)	<u>Non-fiction</u> Labels, lists and captions: Book about where they live	<u>Narrative</u> Diary – Point of view of the Ginger Bread man escaping	<u>Non-fiction</u> Journalistic writing: Newspaper Article	<u>Non-fiction</u> Recount: Diary entry about school trip  Instructions about how to make a fairy garden
	<u>Poetry</u> Summer Season?	<u>Poetry</u> 'PEEPO!' (rhyming book)	<u>Poetry</u> Acrostic Poems- LONDON	<u>Poetry</u> John Clare poem – 'The Hare'	<u>Poetry</u> Action Rhymes 'If I was a superhero...'	<u>Poetry</u> Woodland riddles
	To be able to write sentences by: <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul>					

	<ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul> <p>To be able to discuss what they have written with the teacher or other pupils.</p> <p>To be able to read aloud their writing clearly enough to be heard by their peers and the teacher.</p>					
Handwriting	<p>See policy.</p> <p>To be able to sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>To be able to form capital letters.</p> <p>To be able to form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>					
Spelling	See Spelling Shed Progression Map Essential Letters and Sounds overview					
Maths	Number and Place Value within 20.  Addition and Subtraction within 10.	Addition and Subtraction within 10.  Geometry: Shape	Number and Place Value within 50.  Addition and Subtraction within 20.	Measurement: Length and Height  Measurement: Weight and Volume	Multiplication and Division  Fractions  Measuring Position and Direction	Number: Place Value within 100  Money  Time
Computing Core scheme: <a href="http://www.ilearn2.co.uk">www.ilearn2.co.uk</a>	Learning to be E-Safe Ilearn2 – E-Safety Use technology safely and respectfully, online	Learning to use Mouse and Keyboard  <b>Create good friend wanted posters (linked to PSHE- Anti-Bullying Week)</b>	Learning to Program and Code	Learning to add Text and  <b>Make a postcard</b>	Learning to create Digital Music  <b>Create a superhero theme song</b>	Learning to create Digital Art Use lines and fill tools to make interesting patterns.  <b>Jungle or forest landscape picture</b>
Science	<p><u>Working Scientifically</u></p> <p>To be able to ask simple questions and recognising that they can be answered in different ways.</p> <p>To be able to observe closely, using simple equipment.</p> <p>To be able to perform simple tests.</p> <p>To be able to identify and classify.</p> <p>To be able to use their observations and ideas to answer questions.</p> <p>To be able to gather and record data to help in answering questions.</p>					
	<u>Who I am?</u>	<u>Polar Places</u>	<u>Celebrations</u>	<u>Plants and Animals</u>	<u>On Holiday</u>	<u>On Safari</u>
	<p><u>Seasonal Changes- tree study</u> (linked to Geography- identifying seasonal and daily weather patterns)</p> <p>To observe changes across the four seasons.</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p>					
History		Victorians: including toys and our homes		Great Fire of London		Florence Nightingale, Edith Cavell, Mary Seacole

	<u>Historical enquiry</u> Children will be taught to: *Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. *Identify similarities and differences between ways of life in different periods. *Use a wide vocabulary of everyday historical terms. *Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.					
Geography	Where we live: Our local area and our school, changes in living memory.		Countries of the UK		Physical features of the UK, local spaces to national features.	
	<u>Geographical skills and fieldwork</u> To be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. To be able to use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.					
Art and Design	<u>Drawing and digital media</u>		<u>Printing and painting</u>		<u>Sculpture and textiles</u>	
Design Technology	<u>Textiles</u> - Creating their own toy (linked to Art)		<u>Mechanisms</u> (wheels and axels) -London Buses		<u>Cooking and Nutrition</u> -What is a balanced diet? -Healthy Picnic	<u>Construction</u> Fairy Gardens
Music Core scheme: Music Express	<u>My Musical Heartbeat</u>	<u>KS1 Nativity</u>	<u>Exploring Sounds</u>	<u>Learning to Listen</u>	<u>Having Fun with Improvisation</u>	<u>Let's Perform Together!</u>
PSHE Core scheme: Cambridgeshire Primary Personal Development Programme	<u>Beginning and Belonging</u>	<u>Family and Friends</u> <u>Anti- Bullying</u>	<u>Diversity and Communities</u>	<u>Healthy and safer lifestyles</u> <u>Sex and Relationships:</u>  <u>Drug Education.</u>	<u>Personal Safety</u>	<u>Managing Change</u>
P.E Core scheme: Cambridgeshire Scheme of Work	Fitness Fundamentals	Team Building Gymnastics	Ball Skills Dance	Invasion Target Games	Athletics Striking and Fielding	Sending and Receiving SPORTS Day athletics
	To master basic movements including jumping, as well as develop balance, agility and co-ordination.  To begin to apply these in a range of activities.		To master basic movements including running, throwing and catching and begin to apply these in a range of activities.		To be able to perform dances using simple movement patterns.	

# R.E

## Core scheme: The Peterborough Agreed Syllabus for Religious Education

Who are Christians?  
Why and how do they celebrate Harvest and Christmas?  
Skin colour- Christians believe God loves everyone as a father loves his children.  
Helping others- collection for the Food Bank at Harvest  
Annual Remembrance service

Places and writings in Christianity: What and where is important for Christian people?  
Why and how do they celebrate Easter?  
Bible stories- thinking about how the stories told in the Bible can influence our lives whether we are Christian or not.

What message did the Prophet Muhammed bring?  
Keeping the Five Pillars- What difference does it make?  
Stories told by Prophet Mohammed- caring for all creatures of the world