

## Year 1 LTP 2023-24

Autumn Term 1	Autumn Term 2	Spring Term	Summer Term
Topic 1	Topic 2	Topic 3	Topic 4
<b>Great Gaddesby</b>	<b>Time travellers</b>	<b>Antarctica to Africa</b>	<b>We do like to be beside the seaside</b>
We will learn about the geography of our local area.	We will learn about changes within living memory (1950s – present day).	We will be comparing the UK to a non-European country and locating hot and cold places as well as the North and South Poles on a map.	We will be learning about changes over time (Victorian seaside to present) and exploring human and physical geographical features.
<b>English</b>			
<ol style="list-style-type: none"> <li>1. Stories with a familiar setting</li> <li>2. Senses poetry</li> <li>3. Lists, labels and captions</li> </ol>	<ol style="list-style-type: none"> <li>1. Traditional tales</li> <li>2. Poems on a theme</li> <li>3. Recounts of personal experience</li> </ol>	<ol style="list-style-type: none"> <li>1. Stories with predictable language</li> <li>2. Traditional tales</li> <li>3. Fact files</li> </ol>	<ol style="list-style-type: none"> <li>1. Shape poetry</li> <li>2. Fact files</li> <li>3. Command sentences</li> <li>4. Traditional tales</li> </ol>
<b>Maths</b>			
Place Value (within 10) Addition and Subtraction (within 10)	Addition and Subtraction (within 20) Geometry (shape)	Place Value (within 20) Addition and Subtraction Place Value (within 50) Length and Height Mass and Volume	Multiplication and Division Fractions Geometry (position and direction) Place value (within 100) Measurement (money) Time
<b>Science</b>			
<u><b>Humans</b></u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<u><b>Materials</b></u> 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.	<u><b>Animals</b></u> Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  Describe and compare the structure of a variety of common animals (fish,	<u><b>Plants</b></u> 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.  Observe changes across the four seasons.

	<p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Working Scientifically</b> Ask simple questions and recognise that they can be answered in different ways.</p> <p>Use simple equipment to observe closely.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>	amphibians, reptiles, birds and mammals, including pets).	Observe and describe weather associated with the seasons and how day length varies.
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**PE**

Scheme	Scheme	Scheme	Scheme
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**History**

Describe significant historical events, people and places in his/her own locality.	<p>Place known events and people in chronological order.</p> <p>Sequence events and recount changes within living memory.</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Describe changes within living memory and aspects of change in national life.</p>	<p>Use a wide vocabulary of everyday historical terms.</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Identify some similarities and differences between ways of life in different periods.</p> <p>Talk, draw or write about aspects of the past.</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements.</p>
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	<p>Describe significant historical events, people and places</p> <p>Sort artefacts from 'then' and 'now'.</p> <p>Ask and answer relevant basic questions about the past.</p> <p>Talk, draw or write about aspects of the past.</p>		<p>Sort artefacts from 'then' and 'now'.</p> <p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Describe significant historical events, people and places</p>
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**Geography**

<p>Know about some present changes that are happening in the local environment e.g. at school.</p> <p>Suggest ideas for improving the school environment.</p> <p>Link their homes with other places in their local community.</p> <p>Make simple maps and plans e.g. pictorial place in a story.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>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.</p>	<p>Make simple maps and plans e.g. pictorial place in a story.</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>
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Art and D/T			
<p><b><u>Sketching local area</u></b>            Use artwork to record ideas, observations and experiences. Represent things observed, remembered or imagined using colour/tools in two dimensions.            Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chinks to represent objects in lines.            Explore mark-making using a variety of tools.            Experiment with different materials to design and make art work in two dimensions.            Know the names of tools, techniques and elements that he/she uses.</p>	<p><b><u>Toys - car</u></b>            Experiment with basic tools on rigid and flexible materials            Create simple designs for a product.            Use pictures and words to describe what he/she wants to do.            Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.            Build structures, exploring how they can be made stronger, stiffer and more stable.            Explore and use wheels and axles in a product.            Evaluate and assess products that he/she has made using a design criterion.</p> <p><b><u>Cooking – Christmas</u></b>            Talk about what he/she eats at home and begin to discuss what healthy foods are            Use simple tools with help to prepare food safely.            Say where some food comes from and give examples of food that is grown.</p>	<p><b><u>Artist Study – Esther Mahlangu &amp; Kandinsky</u></b>            Know that different artistic works are made by craftspeople from different cultures and times.            Know about a range of artists, craft makers and designers making links to their own work.            Give reasons for his/her preferences when looking at art/craft or design work.            Share his/her preferences when looking at art/craft or design work.            Explain what he/she likes about the work of others.            Make marks in print using found objects and basic tools and use these to create repeating patterns.            Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chinks to represent objects in lines.            Explore mark-making using a variety of tools.            Experiment with different materials to design and make art work in two dimensions.            Know the names of tools, techniques and elements that he/she uses.</p>	<p><b><u>Weaving</u></b>            Cut and shape fabrics and experiment with ways of joining them.            Develop techniques to join fabrics such as a running or over stitch.            Make collages from a variety of media and by folding, crumpling and tearing materials.            Cut, glue and trim material to create images from a variety of media.</p> <p><b><u>Van Gogh – sunflowers and seaside</u></b>            Know that different artistic works are made by craftspeople from different cultures and times.            Know about a range of artists, craft makers and designers making links to their own work.            Give reasons for his/her preferences when looking at art/craft or design work.            Share his/her preferences when looking at art/craft or design work.            Explain what he/she likes about the work of others.            Make marks in print using found objects and basic tools and use these to create repeating patterns.            Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chinks to represent objects in lines.            Explore mark-making using a variety of tools.</p>

			Experiment with different materials to design and make art work in two dimensions. Know the names of tools, techniques and elements that he/she uses.
<b>ICT</b>			
Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. Use technology safely and keep personal information private.	Create simple programs. Predict the behaviour of simple programs. Understand that programs execute by following precise and unambiguous instructions.	Recognise common uses of information technology in the home and school environment.	Use technology purposefully to create digital content.
<b>RE</b>			
Identify core beliefs and concepts of Christianity and give a simple description of what they mean.	Retell and suggest meanings to some religious and moral stories from Christianity.  Give examples of how Christian stories show what people believe (e.g. the meaning behind a festival)  Give clear, simple accounts of what stories and other texts mean to believers in Christianity.	Recognise some different symbols and actions which express a community's way of life.  Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.  Give examples of how people use stories, texts and teachings to guide their beliefs and actions  Give examples of ways in which believers put their beliefs into practice	Find out about questions of right and wrong and begin to express their ideas and opinions in response.  Find out about and respond with ideas to examples of cooperation between people who are different.  Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
<b>PSHE</b>			
<b><u>RSE – Be yourself</u></b> Talk about what makes us special.	<b><u>RSE – Team</u></b> Talk about the teams we belong to.	<b><u>RSE – Britain</u></b>	<b><u>RSE – It's my body</u></b>

<p>Name some of the different feelings we have and can describe how they feel.  Talk about things we like that make us feel happy.  Talk about the things that make us feel unhappy or cross and have ideas about what to do when we have these feelings.  Discuss how change and loss make us feel.  Share what we think and feel with confidence.</p>	<p>Be a good listener.  Explain how to be kind and why it is important.  Talk about unkind behaviour, teasing and bullying.  Explain how to be a positive learner.  Identify good and not-so-good choices.</p>	<p>Describe ways that we can help our school community.  Describe ways that we can be a good neighbour.  Identify things that help and harm our neighbourhood.  Describe what it is like to live in Britain.  Explore how people living in Britain can be different and how they are the same.  Share our ideas about being British and living in Britain.</p> <p><b><u>RSE – Money matters</u></b>  Explain where money comes from and why we need it.  Explain how we can keep money safe and why this is important.</p>	<p>Know we can choose what happens to our body.  Make healthy choices about sleep and exercise.  Make healthy choices about food and drink.  Know how to keep my body clean.  Know what is safe to eat or drink.  Choose to keep ourselves safe.</p> <p><b><u>RSE – Aiming high</u></b>  Think of star qualities we already have and those we would like to develop.  Explain how a positive learning attitude can help us.  Talk about jobs that people can do and tell our friends what we want to be when we grow up.  Explain choices we have about spending money and why it is important to keep track of what we spend.  Explain the difference between things we want and things we need.  Explain how we keep my belongings safe and why this is important.  Explain what happens when we go shopping.  Understand that it is a person’s interests and skills that make them suited to doing a job.  Think about things we would like to achieve in the future.  Think about changes which might happen to us and consider how we feel about them.</p>
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Music			
<p><b><u>Pulse</u></b> I can keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments).</p> <p>I can follow and create simple musical directions for faster, slower, stopping and starting.</p> <p>I can create, explore, respond and identify long and short sounds.</p>	<p><b><u>Voice</u></b> I can follow performance instructions, including starting and stopping with accuracy.</p> <p>I can sing and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.</p> <p>I can recognise and represent higher and lower sounds using graphic notation.</p>	<p><b><u>Rhythm</u></b> I can begin to play rhythmic patterns found in speech.</p> <p>I can confidently copy given rhythms.</p> <p>I can begin to understand the differences between pulse and rhythm through physical movement, playing and singing.</p> <p>I can use graphic notation to record rhythms.</p> <p>I can listen to ideas from others and use them to help improve my work.</p> <p><b><u>Pitch</u></b> I can sing in tune and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.</p> <p>Recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally.</p> <p>I can use graphic notation to record rhythms I can listen to ideas from others and use them to help improve my work.</p>	<p><b><u>Music Technology</u></b> To use technology to create and change sounds.</p> <p>To demonstrate an understanding of musical structure.</p> <p>To comment and respond to recordings of own and other's compositions.</p> <p><b><u>20th Century Music</u></b> To listen to recorded music, and use one element, from different traditions, genres, styles, and times.</p> <p>Genres: Folk Music, Experimental, Disco</p>
Trips and Visits			
<p>- Walk around Gaddesby village</p>	<p>- Newarke Houses Museum – toy exhibition and 1950s Leicester street</p>	<p>- Visitor to school?</p>	<p>Seaside Day</p>