# Year 1 long term plan

**Riverside Academy**

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **English** | • Traditional Tales<br>• Retelling stories<br>• Recount | • Non-fiction texts<br>• Retelling stories<br>• Instructions | • Traditional tales<br>• Non-chronological report | • Character description<br>• Story set in a place that they have been | • Instructions<br>• Newspaper report | • Postcards<br>• Poetry with rhyme |
| **Maths** | • Place value within 10<br>• Addition and subtraction within 10 | • Geometry: shape<br>• Place value within 20 | • Addition and subtraction within 20<br>• Place value within 50 | • Measurement: length and height<br>• Measurement: weight and volume | • Multiplication and division<br>• Fractions | • Money<br>• Weight<br>• Volume<br>• Position and direction |
| **Science** | <u>Animals including Humans</u><br>• Explore and sort animal groups: mammals, fish, amphibians, reptiles and birds<br>• Research animal diets: carnivore, herbivore and omnivore<br>• Label body parts of humans and other animals<br>• **Senses**<br>• **Investigate!** What do we use our senses for?<br>• **Seasons**<br>• Participate in an Autumn walk around the school<br>• Observe changes from autumn to winter<br>• Record changes in the weather using the weather station around school<br>• **Film and present a weather report about Autumn**<br>• **Film and present a weather report about Winter** | | <u>Everyday Materials</u><br>• Describe properties of materials such as wood, metal, glass and plastic<br>• Distinguish between an object and the material from which it is made<br>• Compare and group everyday objects by their properties<br>• **Investigate!** Which material is best for the three little pigs to use for their house?<br>• **Seasons**<br>• Observe changes from winter to spring<br>• Record changes in the weather using the weather station<br>• **Film and present a weather report about Spring** | | <u>Plants</u><br>• Label parts of a plant<br>• Name common garden plants that we have grown in the classroom<br>• Discover common tree and wild plants in our local area<br>• **Investigate! Seasons**<br>• Observe changes from spring to summer<br>• Record changes in the weather using the weather station<br>• **Film and present a weather report about Summer** | |
| **History** | <u>Simple timelines</u><br><br>• Create timeline of their life to show important events within their living memory<br>• Sequence events from an educational visit on a timeline<br>• Interpret a timeline showing significant events that have happened during their lifetime | | <u>Transport</u><br><br>• Identify and compare how transport has changed over time<br>• **Discover how transport has changed over time at Coventry Transport Museum**<br>• Compare similarities and differences between Frank Whittle and Henry Ford | | <u>History of the local area</u><br><br>• Research and share the history behind the game of Rugby<br>• **Re-enact and film how the game of Rugby started** | |
| **Geography** | <u>Our local area</u><br>• Discover human and physical features in our local area<br>• Interpret simple maps and symbols<br>• Explore aerial view maps | | <u>The United Kingdom</u><br>• Name the countries and capital cities within the UK<br>• Recognise and describe famous | • Interpret simple maps and symbols<br>• Explore aerial view maps | • Identify and name the 7 continents and the 5 oceans of the world | • **Investigate and discuss the human and physical features found at the seaside**<br>• Compare the |

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| | | | landmarks within the UK | | | features of the seaside to those of our local area |
| **Art** | • Use collage techniques to create animal artwork | | | | • Print patterns linking to plants as inspired by the work of William Morris | • **Gather artefacts from the seaside to create sculpture** |
| **DT** | • **Understand where food comes from (Harvest link).**<br>• **Basic food groups**<br>• **Healthy balanced diet**<br>• **Make a harvest soup**<br>• Chop, peel and cut ingredients. Cook ingredients.<br>• Explain why hygiene is important in cooking. | • **Enterprise** project Christmas fair<br>• Design a product that has a clear purpose<br>• Use drawings, templates and mock ups to communicate ideas<br>• Make a product refining their design as work progresses<br>• Evaluate product against design criteria | • **Design and make a patchwork map of the UK using sewing techniques** | • **Design and make a vehicle using wheels and axles**<br>• Design a product that has a clear purpose<br>• Use drawings, templates and mock ups to communicate ideas<br>• Make a product refining their design as work progresses<br>• Evaluate product against design criteria | • Create a moving picture using levers and sliders.<br>• Design a product that has a clear purpose<br>• Use drawings, templates and mock ups to communicate ideas<br>• Make a product refining their design as work progresses<br>• Evaluate product against design criteria | • **Design and make the lighthouse keepers packed lunch**<br>• Make own butter and bread, chop, peel and cut ingredients. Assemble ingredients.<br>• **Healthy balanced diet**<br>• Explain why hygiene is important in cooking.<br>• **Enterprise** project School summer fete<br>• Design a product that has a clear purpose<br>• Use drawings, templates and mock ups to communicate ideas<br>• Make a product refining their design as work progresses<br>• Evaluate product against design criteria |
| **Computing** | • E-safety<br>• We are collectors – science link<br>• Use web search engines to collect pictures<br>• Explore ways in which | • We are celebrating<br>• create a digital greetings card | • We are painters<br>• Use painting tools to create and change images on the computer<br>• Create an | • We are treasure hunters<br>• Program toy using a sequence of instructions<br>• Develop and record | • We are storytellers – history link<br>• Use sound recording equipment to record sounds<br>• Share recordings with an audience | • We are TV chefs<br>• Produce a short cooking video based on healthy meal |

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| | collected pictures can be organised | | illustration for a particular purpose | sequence of instructions as an algorithm<br>• Debug programmes | | |
| **PE** | **Teacher led**: invasion games<br>**Sports partnership**: multi-skills | **Teacher led:** multi-skills<br>**Sports partnership:** target games | **Teacher led:** dance<br>**Sports partnership:** infant agility | **Teacher led:** dance<br>**Sports partnership:** infant agility | **Teacher led:** gymnastics<br>**Sports partnership:** athletics | **Teacher led:** rounders<br>**Sports partnership:** athletics |
| **Music** | • Performance and understanding of rhythm<br>• Singing Christmas choruses<br>• Sing with expression and exploring cultural context of music | | • Basic instrument skills<br>• Play in time with others<br>• Learn how to use a drum to make a beat | | • Learn how to play glockenspiels<br>• Play accurately and in time with the correct notes<br>• Play in time with others<br>• Learn how to play a c major scale | |
| **RE** | • What does it mean to belong to a faith community? | • How and why do we celebrate special and sacred times? | • Who is a Christian and what do they believe? | | • What makes some places sacred? | |
| **PHSE** | • **Taking care project**<br>• My family and me | • **Enterprise** project Christmas fair<br>• Being the healthiest me | • Citizenship | • Caring for the wider world | • Safe me | • **Enterprise** project School summer fete<br>• Economics |
| **Class assemblies** | • School council representatives-introduce democracy.<br>• Getting to know each other.<br>• Happy playtimes.<br>• Our school value of friendship | • Making friends<br>• Falling out with a friend . How do we solve this?<br>• What is bulling?<br>• Dealing with worries<br>• Asking for help- using our networks | • Felling proud of personal achievements<br>• Growing – up what have I achieved so far?<br>• Setting a personal goal<br>• Famous role models<br>• What makes us unique | • People who help us<br>• Mental health awareness<br>• How to stay fit and healthy | • People and places around the world- what makes us the same and different<br>• Knowing right from wrong- being a good citizen.<br>• Making changes happen- link to school council and how we make changes in our school community. | • Making change happen: How can we care for our planet? |
| **Educational Visits** | Walk to local shop and buy ingredients for a picnic. Have a picnic at the park and look at local geography. | Sealife Centre | Coventry Transport Museum | Church | Walk to town focus on local history (Rugby the game).<br><br>11 b4 11 good deed: litter pick in our | Hunstanton |

| | | | | | local area | |
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**Class texts:** Julia Donaldson (e.g. The Gruffalo, Room on the Broom) and Traditional Tales (e.g. The Ugly Duckling)