

Year 1 Long Term Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All Creatures Great and Small Science Led	Remember, Remember History Led	Portsmouth Adventure! History Led	Portsmouth Adventure! Geography Led	Fire, Fire History/Science Led Everyday materials	A Story to be Told... English Led
Hook	Footprints in the classroom	Indoor firework display and experience Melted snowman has appeared in the classroom	Diving boxes and under the sea items appear in the classroom which include pictures and items from HMS Victory	Go on a walk around the school creating a map and walk along Copnor road – observe natural and physical features	Fire alarm going off – whole school evacuate (fire drill) Fire Rescue Service Visit	Hide a variety of clues in the outdoor environment linked to traditional tales for the children to find – children to link the items to a book
Outcome	Booklet about how to care for your pet-share with another class	Grandparent day – children to share what they have learnt and grandparents to share what they remember from when they were younger	HMS Victory and Nelson facts to share with reading buddy class - Year 4	Create a fact file about Portsmouth	Fire brigade to put out the fire to the houses they have made Children to create a news report about the Great Fire	Share songs and read their stories / poems / character profile / wanted posters- parents invited
KEY QUESTIONS	Look at these three pictures e.g. an elephant, a bird and a fish. What is the same and what is different about these animals? Sort the animals into carnivores, herbivores and omnivores	Show pictures of Guy Fawkes, Houses of Parliament on fire and fireworks Children explain what they know about these pictures	Show pictures of Nelson, HMS Victory and a captain's hat Children explain what they know about these pictures	Children have a selection of pictures of landmarks from England Select the landmarks that are features of Portsmouth	Children have a picture of London, a fire, crowded houses, rats Explain what they know about these pictures	*writing assessment*
PSHE	PRIOR LEARNING: Understanding exercise, eating, sleeping and hygiene Eat a balanced diet Understand what they like and dislike Initiate conversations and listen to what others say	PRIOR LEARNING: Identify feelings knowing that some feel good and some feel bad	PRIOR LEARNING: Begin to understand what makes a good friend Say how they are the same/ different to others		PRIOR LEARNING: Knowing what to do in fire alarm Understand simple road safety	
	FUTURE LEARNING: Benefits of physical, rest, healthy eating and dental Learn about diseases Choices have good and not too good consequences Share their opinions on things that matter to them	FUTURE LEARNING: Begin to recognise and explain an emotion and learn from these experiences Understand that as you get older become more independent, you have more responsibilities	FUTURE LEARNING: Respect differences and similarities between people Explain how special people should care for other another Judge what kind of physical contact is acceptable Understand that people's bodies and feelings can hurt Understand how to resist different types of teasing		FUTURE LEARNING: Understand how to keep safe online (SMART) Knowing how to keep safe and when to say yes and no Road safety, parked cars, scaffolding Understand where and how to get help around the school	
	Living in the wider community Help construct, and agree to follow, group, class and school rules and to understand how these rules help them Say what is good about others Understand that actions have consequences Listen to what others say and respond appropriately Health and Well Being Learn about the importance of personal hygiene Take responsibility for our own health and that of others	Health and Well being Develop vocabulary to describe feelings and recognise when you are feeling different emotions Develop strategies for managing different feelings Identify people who look after them and begin to understand how they can help with this Discuss their family networks Understand who to go to if they are worried about something	Relationships Identify differences and similarities between people Identify their special people (family/friends/carers) Understand what makes them special Recognise what is fair/unfair, kind/unkind, what is right and wrong Recognise when people are being unkind to them or others, how to respond, who to tell and what to say	Living in the Wider World Understand that they belong to different groups and communities such as family and school Recognise ways in which we are the same as all other people; what we have in common with everyone else Understand how they can contribute to the life of the classroom and school	Health and Well being Understand and identify ways to keep safe at home and in school Understand the school rules about health and safety Know that there are emergency services and begin to understand what they do Understand how household products, including medicines, can be harmful if not used properly	Living in the Wider World Recognise ways in which they are all unique; understand that there has never been and will never be another 'them' Relationships Understand what makes them special Health and Well Being Name main parts of the body, including external genitalia and discuss the differences between boys and girls

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	Understand how to make real, informed choices to improve physical and emotional health e.g. drinking lots of water helps our brain	Understand the process of growing from young to old and how people's needs change Explore themes of change and loss and associated feeling (moving home losing toys, losing pets or friends)	Understand that there are different types of teasing and bullying, that these are wrong and unacceptable Describe strategies to resolve simple arguments			
P4C	Should we keep animals in a zoo? Should all animals be treated with respect?	What is happiness? Should someone be punished for their wrong doings?	Should we fight? Is it important to remember things that have happened in the past?	Is it better to live by the coast? What is a community?	Should Thomas Farriner have been punished for starting the fire? Are any of the emergency services more important?	Is it ok to lie? (reference to the wolf) Is it ok to judge someone based on actions?
Learning Values	Tolerance – be tolerant of new class friends Collaboration – make new class rules and all support one another to keep them Respect - towards all animals – return them back to their habitat	Tolerance – be tolerant of children's different families Initiative – Use their initiative when talking about bonfire and firework safety Respect – each other's families and upbringing	Tolerance – of different people and how we all act different to different situations Collaboration – Work together to be shipmates and keep the ship in tidy! Respect – for Horatio Nelson and his way of life on board HMS Victory	Initiative – to know who to go to and what to do if you get lost Respect – our local area and school, look after our environment Resilience – to encourage children who have room to work on their resilience may avoid problem-solving and may not feel confident in themselves or in communicating.	Tolerance - to be tolerant when their made houses are burnt Initiative – to use their initiative to keep safe at home and in school Collaboration – to work together to create a road from the GF of L	Resilience – if your team is not the winning team. Tolerance – when taking part in Sports day to be tolerant if you do not win or other team members on your team are not has good as you. Respect – show respect towards girls and boys. We are all unique this need to be celebrated and respected.
Outdoor Learning	Visit to QCEP	Seasonal changes walk	Trip to HMS Victory	Walk around the school grounds Walk along Copnor Road Look at plants and trees in the outdoor area	Use the playground to set fire to our houses Using the environment to show how the fire changed direction or how the flames spread (wind made the fire change direction, dry still weather made the fire spread)	Look at plants and trees in the outdoor area Compare to woodland areas
Life skills	Understand what a computer is and explore the different parts	Know how to stay safe in crowds (bonfire night) and around fireworks / sparklers Logging in / out and accessing an app on a computer	Know how to stay safe by the sea and who to contact if in trouble at/around the coast Know how to stay safe online	Road safety – crossing roads safely, signs and signals Explore the local area – know what to do and where to go if they get lost	Keeping safe at school and at home Understand what to do in an emergency Know what to do in case of a fire Understand how to prevent fires starting	Understand how to look after our bodies (Science/PSHE) Food Preparation – holding and using a knife safely
English	Genre: Story Text Driver: Brown Bear, Brown Bear Purpose: To write our own simple rhymes to entertain another child Genre: Description writing Text Driver: Snail and the Whale Purpose: Inform people about an animal Audience: People visiting a zoo Genre: Story Text Driver: Lost and Found by Oliver Jeffes Purpose: Share with another class Audience: Reception	Genre: Poetry Text Driver: Firework Poems Purpose: Create their own firework poems to share with YR (WAGOLL- Firework poem) Genre: Letter Text Driver: The Memory Tree Purpose: Write a letter from the fox about his memories (WAGOLL –letter from the fox) Genre: Story Writing Text Driver: The Snowman (this text forms the WAGOLL) Purpose: Write a winter story for YR	Genre: Text Text driver: Little Tim and the Brave Captain Purpose: Create an information sheet about being a sailor Genre: Non Fiction Text driver: Life onboard HMS Victory (History) Purpose: Write facts about Horatio Nelson and HMS Victory. Genre: Inform Text Driver: Portsmouth recount – (teacher WAGOLL) Purpose: Write a recount about our trip to HMS Victory	Genre: Diary Entry Text Driver: Dougal's Deep Sea Diary Purpose: Write a diary as if they are Dougal (WAGOLL – Diary entry from Dougal, this will be a different day to the one the children will write about) Genre: Fact Files Text Driver: Portsmouth attractions / places to visit leaflet Purpose: create a leaflet for Dougal telling him about the sights in Portsmouth and what he will find	Genre: Report Text Driver: Toby and the Great Fire of London Purpose: Write a report about the Great Fire of London for our outcome (WAGOLL – Report about the Fire Drill in school) Genre: Recount Text Driver: Toby and the Great Fire of London Purpose: Write a recount of the events of the Great Fire of London from the point of view of Toby (WAGOLL –Recount of the GFOL from the baker)	Genre: Character description Text Driver: Who's Afraid of the Big Bad Book Purpose: Write a description of a character.(WAGOLL – description of Little Red) Genre: Setting description Text Driver: Who's Afraid of the Big Bad Book Purpose: Write a description of a setting (WAGOLL – description of a setting) Genre: Story Text Driver: Little Red Riding Hood Purpose: Write a story for our outcome

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Maths	Problem Solving Number and Place Value Addition and Subtraction Time – Chronological events and vocabulary	Problem solving Addition and Subtraction Measures – language of comparisons for length, Mass/weight, Volume, Capacity	Problem solving Addition and Subtraction Shape - 2D and 3D	Problem solving Number and Place Value Multiplication and Division Money	Problem Solving Number and Place Value Addition and Subtraction Measures – Units of measure for Length, Mass/weight, Volume and capacity	Problem Solving Multiplication and Division Shape – Position and direction Fractions Time – Reading clocks
Computing	<p>PRIOR LEARNING: Represent their own ideas, thoughts and feelings through photography, record music they make, video one another and paint with fingers, trackpad or mouse on screen Make sense of this world, as well as planting the seeds for their understanding of the implications of technology in their lives Create a simple program to make Beebots move</p> <p>FUTURE LEARNING: Online Safety Explain why we use passwords Explain what is personal information is and the need to keep it private Use the keyboard with increasing familiarity including the use of shift for capital letters Explore a website by clicking on the arrows, menus and hyperlinks Know that not all information found online is true Blue Bee bots – Debug an error in a simple Beebot program to move it along a designated route. Then write your own Beebot program Create their own simple Scratch program and change its background and character Discuss meaning of algorithm and link to algorithms they see in everyday life Use the language if ... then to describe the relationship between two actions Interpret a variety of simple pictograms and charts from the computer Create and search a branching database using pre-prepared images and questions</p>					
	<p>What is a Computer? Explain what the basic parts of a computer are used for e.g. mouse, screen, keyboard, printer, consul (Black box, tower) Reasoning – what happens if something stops working? Keyboard skills Mouse skills (left and right) Capital letters on a keyboard Develop familiarity with the keyboard – spacebar, backspace, shift, enter Turn on computer, log on Use a simple password when logging on, where relevant</p>	<p>Understand that we control computers Mouse skills – understand that the mouse has two left and right buttons and how you control it Use computer and tablets i.e. mouse and touch screen Use a paint package to create a detailed picture for a specific purpose Explore shape line and colour to communicate a specific idea Use ICT to source, generate and amend ideas for their artwork Develop a variety of skills using a range of tools and techniques to communicate a specific idea or artistic style/effect Use various tools such as brushes, pens, rubber, stamps, and shapes</p>	<p>Understand that you can use a search engine to find information using keyword searches Talk about we websites they have visited Discuss that not all information found online to true Understand how to use technology safely Know where to go for help and support when they have concerns about content or contact on the internet or other online technologies Understand why we use passwords Reasoning: Why do we need passwords? Explore a website by clicking on the arrows, menus and hyperlinks</p>	<p>Identify and list the steps of a known task in order Understand that we control computers by giving them instructions Create a simple program – Beebots Understand that the order of instructions affects the outcome Need to be clear and unambiguous Predict the outcome of a simple programme Evaluate the success of a programme Understand why we use passwords Debug an error in a simple programme (Beebot) Reasoning – If we put a set of instructions in where would it end up?</p>	<p>Explore technology Recognise common uses of information technology beyond school Recognise and use a range of output devices Contribute to a class email Remind children of internet safety Understand that digital content belongs to the person who first created it</p>	<p>Recognise charts tables and understand why we use them Say what a pictogram is showing them Put data into a program. Sort objects and pictures into lists or simple tables Reasoning: Show a pictogram with a cat picture twice as big as a dog picture. What is wrong here and what impact does this have?</p>
Science	<p>PRIOR LEARNING: Name common animals and talk about how they change Visit local pet shop or visiting animals brought into school Children compare how animals are similar/different to each other Working scientifically Draw pictures of animals</p>			<p>PRIOR LEARNING: Use the school ground to watch how plants grow over time Give opportunities to design practical, attractive environments such as taking care of the flowerbeds Working scientifically</p>	<p>PRIOR LEARNING: Look at a selection of materials e.g. sponge, wood, metal, fabric, cotton wool, plastic Children to talk about what is similar/different about them Working scientifically Explore a range of materials by touching, observing with magnifying glass</p>	

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	Compare how animals are similar/different to other living things e.g. humans, plants			Asking and answering questions e.g. How can we...? What would happen if,,,?	Look at a range of objects around school/ in the classroom and explore what is similar/different about them	
	FUTURE LEARNING: Discuss the offspring of various animals and their adult form Find out the basic needs (air, water food and warmth?) of animals and humans for survival Understand the importance of a healthy lifestyle for humans e.g. exercise, diet & hygiene <u>Working scientifically</u> Observe how different animals, including humans, grow Ask questions about what things animals need for survival and what humans need to stay healthy			FUTURE LEARNING: Design experiments to show that plants need water, light and suitable temperature to grow Summarise best <i>conditions</i> for growth <u>Working scientifically</u> Observe and record the growth of a variety of plants Set up a comparative test to show that plants need light and water to stay healthy	FUTURE LEARNING: Compare two materials and decide which is the most suitable for a particular situation Explore how the shapes of objects can be changed <u>Working scientifically</u> Identify and compare the uses of everyday materials	
	ANIMALS INCLUDING HUMANS	SEASONAL CHANGES		PLANTS	EVERYDAY MATERIALS	SEASONAL CHANGES
	Identify and name common animals including classification e.g. carnivore, herbivore etc. Describe and compare the structure of common animals Identify, name and label basic parts of the human body and the areas responsible for the various senses <u>Working scientifically</u> Use their observations to compare and contrast animals Describe how they identify and group them according to what they eat	Identify, name and label basic parts of the human body and the areas responsible for the various senses Describe the differences of the four seasons e.g. changes in weather, temperature, length of day light Link to other countries where they do not have 4 seasons and discuss why they do not <u>Working scientifically</u> Record the weather a week and make tables and charts about the weather (pictogram) Link to Year 1 Maths – Pictograms <u>Animals including humans continued</u> – looking more at the humans and comparing to animals What are the senses? What are they used for? Are they all as important? What can be used if one sense goes?		Use the school grounds to identify and name a variety of common wild and garden plants including evergreen and deciduous trees Observe closely, draw and label the roots, stems, leaves, petals, flowers and fruits of some common plants <u>Working scientifically</u> Observe closely, perhaps using magnifying glasses Compare and contrast familiar plants; describe how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening Compare and contrast what they have found out about different plants	Observe wood, metal, plastic, paper, glass, and describe their properties (smooth, rough, hard, soft, transparent, opaque, strong, weak, flexible, absorbent) <u>Working scientifically</u> Perform simple tests to explore questions, for example: How could you test how hard a material is? How could you test if a material is absorbent? Group object based on their properties into rough and smooth, hard and soft, strong and weak)	Describe the differences of the four seasons e.g. changes in weather, temperature, length of day light Link to other countries where they do not have 4 seasons and discuss why they do not <u>Working scientifically</u> Record the weather a week and make tables and charts about the weather (pictogram) Link to Year 1 Maths – Pictograms
History/ Geography		PRIOR LEARNING: Describe events in their family's timeline over the last 50 years	PRIOR LEARNING: Recognise that home and school is different for you and your grandparents and that they are a good source of information Physical resources to compare old and new	PRIOR LEARNING: Identify local amenities Draw basic sketches of observations of features around the school Draw a simple map from imagination	PRIOR LEARNING: Recognise that home and school is different for you and your grandparents	
		FUTURE LEARNING: Describe people and places and their lasting legacy (Nelson)	FUTURE LEARNING: Describe people and places and their lasting legacy (Charles Dickens and Florence Nightingale)	FUTURE LEARNING: Use an atlas, name and locate the world's seven continents and five oceans	FUTURE LEARNING: Realise 1800 improves hygiene and help for the poor Link idea of transport in these times to Portsmouth (dockyard)	

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			Describe transport of these periods (Florence Nightingale to Scutari) and discuss how they have changed	Compare Ayers Rock to Portsmouth. Produce a sketch map with labels showing the key features of Portsmouth Draw a simple map of the local area and create their own symbols for key features North, East, South, West	and in Florence Nightingale era	
	Describe people and places and their lasting legacy (Guy Fawkes) Identify reasons for events	HMS Victory and Portsmouth Describe events in the school's timeline since 1907 Begin to make comparisons between new parts of the school building and old parts of the school buildings Compare photographs of local areas & the school Describe people and places and their lasting legacy (Nelson)		Identify where Portsmouth is on a map and identify the features e.g. Beach, Gunwharf, Dockyard Use aerial photos to recognise landmarks in Portsmouth Local study- begin with school grounds and then expand to the local area Draw a simple map of the school grounds Measure using simple words (near, far, left, right) to describe the location of local features or routes on a map Use tally charts or arrays Record a simple conclusion to their fieldwork question Use simple picture maps and globes to locate the four countries of the UK	Great Fire of London Identify differences in their own lives and others around them Realise these topics are about 400 years ago and for each of these spot differences between now and then	
RE	<p>PRIOR LEARNING: Communicate: Initiate conversations, listen and respond to what people say Explain own knowledge and understanding and ask appropriate questions of others Enquire: Be introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression Begin to explore the world of religion in terms of special people, books, times, places and objects, visiting places of worship and through celebration Contextualise: Remember and talk about significant events in their own experience Recognise and describe special times or events for family or friends Talk about some of the similarities and differences in relation to friends and family Reflect upon own feelings and experiences Join in with family customs and routines Knows some of the things that makes them unique Show interest in the lives of people who are familiar to them Evaluate: Begin to understand how and why questions Explain own knowledge and understanding and ask appropriate questions of others</p>		<p>FUTURE LEARNING: Communicate: Talk about some things people believe about God Begin to describe different experiences and feelings I have about a range of important issues Enquire: Use my own experiences to describe a concept Identify important symbols and how some people are considered special through the examples they set Contextualise: Recognise the importance of concepts within religious stories Make comparisons across religious stories and describe their importance Evaluate: Reflect on important issues and talk about my feelings Talk about the meaning of a range of religious stories (Christian/Judaism)</p>			
	<p>Thanking – linked to Harvest and Sukkot Communicate: Talk about my own special day and what to do Talk about the concepts and how they apply to me Enquire:</p>	<p>Journey's End – linking to the nativity journeys Communicate: Talk about things that concern me Enquire:</p>	<p>Remembering – linked to Passover Communicate: Talk about the concepts and how they apply to me Enquire:</p>	<p>Sadness to Happiness – The Easter Story Communicate: Talk about the concepts and how they apply to me Enquire:</p>	<p>Authority – linked to key events in Jesus's life Enquire: Identify where a key concept fits into my own experiences Contextualise:</p>	<p>Special – Comparing special food in Christianity to Judaism Communicate: Talk about things that concern me Talk about the concepts and how they apply to me Enquire: Recognise and describe in simple terms things that are special to others</p>

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	<p>Recognise and describe in simple terms things that are special to others</p> <p>Recognise religious symbols and words</p> <p>Contextualise:</p> <p>Talk about my own feelings and experiences</p> <p>Talk about what is important to me and others</p> <p>Evaluate:</p> <p>Know there are special people and times</p>	<p>Begin to understand the importance of some concepts to religious stories</p> <p>Contextualise:</p> <p>Begin to make comparisons across religious stories and describe their importance</p> <p>Evaluate:</p> <p>Begin to understand the importance of religious stories</p>	<p>Recognise and describe in simple terms things that are special to others</p> <p>Contextualise:</p> <p>Give examples of ways different people show religion and their beliefs are important to them</p> <p>Evaluate:</p> <p>Talk about what I like and dislike in a religious story</p> <p>Know there are special people and times</p>	<p>Identify where a key concept fits into my own experiences</p> <p>Contextualise:</p> <p>Give examples of ways different people show religion and their beliefs are important to them</p> <p>Evaluate:</p> <p>Begin to describe how key concepts are important to religious stories</p>	<p>Begin to identify the significance of a concept within a religious story</p> <p>Evaluate:</p> <p>Begin to understand the importance of religious stories</p> <p>Begin to describe how key concepts are important to religious stories</p> <p>Communicate:</p> <p>Talk about the concepts and how they apply to me</p>	<p>Contextualise:</p> <p>Share my experiences and feelings about sharing and greed; right and wrong</p> <p>Evaluate:</p> <p>Know there are special people and times</p> <p>Begin to understand the importance of religious stories</p>
PE	<p>PRIOR LEARNING:</p> <p>Ball Skills:</p> <p>Intro to ball skills including simple throwing and catching techniques with a variety of balls/beanbags</p> <p>Dance:</p> <p>Copy some dance movements</p> <p>Perform simple and random dance moves</p> <p>Children to explore different ways of changing their body shape</p> <p>Gymnastics:</p> <p>Follow a path in different directions</p> <p>Develop an awareness of space and how to use it</p> <p>Learn to stop and start safely</p> <p>Explore different ways to stretch and crouch when travelling</p>					
	<p>FUTURE LEARNING:</p> <p>Ball Games:</p> <p>Throw a ball with accuracy</p> <p>Begin to understand some concepts of game e.g. opponent, teammate</p> <p>Chest pass and a bounce pass, remind them of W shape catch</p> <p>Use a variety of bats and sticks and body parts to pass and receive the ball</p> <p>Travel in different directions/pathways</p> <p>Dance:</p> <p>Create a short motif inspired by the theme stimulus</p> <p>Change the speed and level of their actions</p> <p>Use simple choreographic devices such as unison, canon and mirroring</p> <p>Gymnastics:</p> <p>Change speed, direction and level of travel (skipping, hopping, jumping, teddy bear rolls)</p> <p>Show three different changes of travel in a sequence</p> <p>Balance – Use a variety of points</p> <p>Jumps/turns – turning and spinning</p> <p>Athletics:</p> <p>Throw different types of equipment in different ways, for accuracy and distance (different balls, beanbags, whistlers)</p> <p>Throw with accuracy at targets of different heights</p> <p>Combine different jumps together with some fluency and control</p> <p>Run at different paces, describing the different paces</p>					
	<p>Ball Skills</p> <p>Develop ability to bounce and MOVE with the ball</p> <p>Vary height of bounce – high to low to high</p> <p>Pass ball with feet through gateways</p>	<p>Ball skills</p> <p>Individual skills using a variety of missiles</p> <p>Partner passing and receiving activities</p> <p>Explore different ways of moving a ball with hands and feet</p> <p>Gymnastics</p> <p>Theme: Control</p>	<p>Ball skills</p> <p>Bounce and catch with two hands</p> <p>Dance- Under the Sea</p> <p>Copy and repeat actions</p> <p>Put a sequence of actions together to create a motif</p> <p>Use simple choreographic devices such as unison, canon and mirroring</p>	<p>Ball skills</p> <p>Throw and catch a ball sometimes with accuracy</p> <p>Play simple ball games involving kicking, catching or throwing</p> <p>Explore different ways of using a beanbag</p>	<p>Bat and Ball Skills</p> <p>Use simple throwing techniques</p> <p>Play simple ball games involving kicking, catching or throwing</p> <p>Introduce the racket and explain how to hold and use it safely</p> <p>Find different ways to use a racket to dribble, carry and hit a ball</p>	<p>Athletics</p> <p>Throw a ball towards a target with increasing accuracy</p> <p>Improve the distance they can throw by using more power</p> <p>Perform different types of jumps</p> <p>Perform a short jumping sequence</p> <p>Vary pace and speed when running</p> <p>Dance</p> <p>Copy and repeat actions</p> <p>Put a sequence of actions together to create a motif</p>

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		Create a sequence of 5 movements that involves different directions and involves stopping and starting safely Balance – one foot / one foot and two points Jumps/turns – forwards, backwards, sideways	Perform using a range of actions and body parts with some coordination	Practise bouncing the ball to each other and catching the ball using 2 hands Gymnastics Theme: Control Create a sequence of 5 movements that involves different directions and involves stopping and starting safely Balance – one foot / one foot and two points Jumps/turns – forwards, backwards, sideways	Understand some concepts of game e.g. opponent, team mate and simple tactics Athletics Throw a ball towards a target with increasing accuracy Improve the distance they can throw by using more power Perform different types of jumps Perform a short jumping sequence Vary pace and speed when running	Use simple choreographic devices such as unison, canon and mirroring Perform using a range of actions and body parts with some coordination
Music	PRIOR LEARNING: Sing simple songs and perform chants from memory, begin to join in with actions	PRIOR LEARNING: Freely experiment with different voices – loud, quiet, like a princess, like a dragon	PRIOR LEARNING: Keep a steady pulse – marching in time to music Use body percussion to represent a simple beat	PRIOR LEARNING: Listen to music and begin to move to the beat, changing movements to match the music	PRIOR LEARNING: Begin to use cues to help sing loudly / quietly	PRIOR LEARNING: Hold and play percussion instruments correctly Choose sounds to accompany songs and stories
	FUTURE LEARNING: Sing with expression, paying attention to the pitch shape of the melody	FUTURE LEARNING: Express emotions with voice – happy, sad, thoughtful Identify rising and falling pitch	FUTURE LEARNING: Combine steady beat and rhythms to accompany a song Play different patterns of steady beat within four beats	FUTURE LEARNING: Understand how to adapt pitch Recognise and respond to a rhythmic ostinato pattern	FUTURE LEARNING: Identify rising and falling pitch	FUTURE LEARNING: Understand a differentiating beat and rhythm Keep a steady beat at different speeds
	Animals and Our School Sing action songs from memories Begin to sing with melody and understand tune	Seasons and Weather Use voice to create different pitched sounds – hummmm, oooh, whee, zip Create music that explores sounds around us (seasonal sounds, weather sounds) – dynamics and timbre	Travel and Water Copy simple rhythms and patterns on instruments and body percussion Sing songs whilst performing a steady pulse Perform using instruments to keep a steady beat	Story Time and Pattern Recognise a steady beat Listen to a piece of music and identify when it gets louder and quieter Recognise, respond and create high, middle and low sounds e.g. mummy bear, daddy bear and baby bear	Machines and Beat Begin to control breathing and sing with dynamics – loud, quiet, soft	Ourselves and Beat Create music that explores sounds around us (seasonal sounds, weather sounds) – dynamics and timbre Identify the natural beats and rhythms around us
Art	PRIOR LEARNING: Sculpture Experiment with junk modelling e.g. cereal boxes, toilet roll tubes, shoe boxes etc. being joined to make sculpture (car, animal) Manipulate materials such as playdough and putty Experiment with rolling, twisting etc. Painting Experiment with paintbrushes and use vegetables, fingers, sponges to create pictures of characters from books e.g. the Gruffalo Drawing Learn how to hold a pencil Use the pencil to draw different patterns and textures e.g. curly hair, trees Draw pictures with a developing sense of scale e.g. size of a house compared to a flower Use a range of drawing implements- chalk, crayon, oil pastels					
	FUTURE LEARNING: Sculpture To revisit manipulating materials such as playdough, putty, plasticine Explore mark making on playdough by using tools e.g. plastic knife, lolly stick Painting Mix both primary and secondary colours to make tertiary colours which could be used to create a piece of fruit/ flower Experiment with tertiary colours to create textures. E.g. dabbing paints in stippling techniques can be used to create a woodland landscape or scene Drawing Record line, shape, colour and texture from direct observation e.g. draw a piece of fruit or a flower					
	Sculpture	Painting- Fireworks Learn to use different sized paintbrushes	Drawing – Portsmouth Use a pencil to explore soft, dark and light marks		Painting- Great Fire of London Learn to use different sized paintbrushes	Sculpture Create a woodland picture using natural materials

Year 1 Long Term Map

	<p>Make a sculpture using man-made and natural materials to create a hedgehog collage</p> <p>Explore using different materials when sculpting to create different textures e.g. if making an animal, buttons for eyes, string for fur, boxes for body</p> <p>Painting (animals)</p> <p>Learn to use different sized paintbrushes</p> <p>Experiment painting on different textures</p>	<p>Mix primary colours to create green, purple, orange</p> <p>Experiment painting on different textures e.g. fabric, cardboard, paper to paint onto a snowman which is junk modelled</p>	<p>Refine colouring-in technique to stay in the lines</p>		<p>GFofL Collage</p> <p>Make a sculpture using man-made and natural materials to create a GFofL scene collage</p> <p>Explore using different materials when sculpting to create different textures</p> <p>Begin to use sticking techniques such as sellotape and PVA glue</p>	
DT	<p>PRIOR LEARNING:</p> <p>Construction Materials</p> <p>Make models and pictures with paper, card, straws pipe cleaners</p> <p>Select tools and techniques needed to shape, assemble and join materials</p>		<p>PRIOR LEARNING:</p> <p>Movement</p> <p>Explore different ways in which to move cars, Lego, trains, dolls, within different environments</p>		<p>PRIOR LEARNING:</p> <p>Food</p> <p>Work Hygienically- know why handwashing is important</p> <p>Identify healthy and non-healthy foods</p> <p>Using playdoh, build techniques of cutting and squeezing</p>	
	<p>FUTURE LEARNING:</p> <p>Year 4: Use tools correctly – saw, glue gun, spar wood</p> <p>Follow instructions to make a wooden frame</p> <p>Measure wood, cut wood, glue wood (glue gun), use triangles to reinforce the corners</p>		<p>FUTURE LEARNING:</p> <p>Year 3: Look and evaluate a range of moving books and cards – comment on, ease of use, surprise factor, design, age appropriateness</p> <p>Build mechanisms - levers, pivots, linkages use card, cuts and split pins</p>		<p>FUTURE LEARNING:</p> <p>Year 2: Explore where different food comes from and research basic nutrition on food packaging</p> <p>Using food that they evaluated children to plan their own healthy meal</p>	
	<p>Construction Materials</p> <p>Firework rocket/Snowman</p> <p>Focus: Design</p> <p>Step 1: explore sticking paper and card together – use: PVA glue, Pritt stick, tape, masking tape, staples</p> <p>Stick toilet rolls down by cutting snips to make a star before sticking down</p> <p>Evaluate the most effective</p> <p>Step 2: design their rocket/snowman including how they will stick the card together</p> <p>Step 3: Using a cardboard box/kitchen roll make rocket/snowman</p> <p>Step 4: celebrate and compare different designs. (no written evaluation)</p> <p>Individual Project</p>	<p>Movement Spring 1 - HISTORY LINK</p> <p>Cardboard well with moving parts</p> <p>Focus: Technical Knowledge</p> <p>Step 1: Look at pictures and models of HMS Victory. Identify and name parts: axis, chassis/frame</p> <p>Step 2: Follow instructions to make a moving well from cardboard box</p> <p>Step 3: Evaluate the moving parts of the well (not written) – comment on size, thickness of card, weight, design</p> <p>Step 4: Allow for improvements to be made e.g. decoration or use different sized wheels.</p> <p>Step 5 draw their well– children to write comments about what they changed and why.</p> <p>Paired project</p>	<p>Food</p> <p>Design a healthy breakfast for Goldilocks.</p> <p>Focus: Evaluation</p> <p>Step 1: Identify and discuss a range of different breakfasts</p> <p>Step 2: Design and create a delicious breakfast snack for Goldilocks that is going to keep her full for longer</p> <p>Step 3: Evaluate. What went well? What would you change for next time? Peer evaluate another person's breakfast – what did you like about their design? What would you suggest they changed next time?</p>			