

Year 1 Long Term Map

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1- topic title	All Creatures Great and Small Animals including humans	Remember, Remember History Led	Portsmouth Adventure! History Led	A Story to be Told... Plants	Fire, Fire History/Science Led Everyday materials	Castle Explorers History Led
Hook	Footprints in the classroom	Memory Boxes Melted snowman has appeared in the classroom	Diving boxes and under the sea items appear in the classroom	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. Mini Hooks throughout the topic	Fire alarm going off – whole school evacuate (fire drill)!! Compare Then and Now Fire Rescue Service Visit	Dragon Eggs – where has it come from, who does it belong to? Look for clues in the outdoor environment.
Outcome	Booklet about how to care for your pet- share with another class	Create a class book with their own versions of the snowman story	Create a factfile about Portsmouth Create an alphabet animal book to share with reception	Share songs and read their stories / poems / character profile / wanted posters- parents invited	Fire brigade to put out the fire to the houses they have made Children to create a news report about the Great Fire.	Visit to Southsea Castle Dress up as Kings and Queens and have a Royal Banquet
PSHE		Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
		I can tell you some ways I am different from my friends I understand these differences make us all special and unique	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy	I can tell you why I appreciate someone who is special to me and express how I feel about them	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina I respect my body and understand which parts are private
Learning Values	Tolerance Collaboration Respect	Tolerance Collaboration Respect	Tolerance Collaboration Respect	Tolerance Initiative Respect	Tolerance Initiative Resilience	Initiative Collaboration Tolerance
Outdoor Learning	Visit to QCEP	Seasonal changes walk	Walk around Copnor area	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)	Southsea Castle

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					weather made the fire spread).	
Contexts/ Life skills	Research and make an animal of their choice	Memory boxes of their special memories	Map of their route to school	Keep a diary of growing a plant as homework	Keeping safe. What to do in an emergency. What to do in case of a fire. What can be used in case of a fire? How to prevent fires starting.	Looking after our bodies (Science/PSHE) Food Preparation – holding and using a knife safely Knowing their location
English	<p>Genre: Story Text Driver: Brown Bear, Brown Bear Purpose: To write our own simple rhymes to entertain another child</p> <p>Genre: Description writing Text Driver: Snail and the Whale Purpose: Inform people about an animal Audience: People visiting a zoo</p> <p>Genre: Story Text Driver: Lost and Found by Oliver Jeffes Purpose: Share with another class Audience: Reception</p>	<p>Genre: Poetry Text Driver: Firework Poems Purpose: Create their own firework poems to share with YR (WAGOLL- Firework poem)</p> <p>Genre: Letter Text Driver: The Memory Tree Purpose: Write a letter from the fox about his memories (WAGOLL –letter from the fox)</p> <p>Genre: Story Writing Text Driver: The Snowman (this text forms the WAGOLL) Purpose: Write a winter story for YR</p>	<p>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)</p> <p>Genre: Fact Files Text Driver: Commotion in the Ocean Purpose: Write a fact file about the animals in the oceans. (WAGOLL – Fact file about an sea creature)</p> <p>Genre: Inform Text Driver: Portsmouth recount – (teacher WAGOLL) Purpose: Write a recount about our trip to HMS Victory</p>	<p>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)</p> <p>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)</p> <p>Genre: Story Text Driver: Little Red Riding Hood Purpose: Write a story for our outcome</p>	<p>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)</p> <p>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)</p>	<p>Genre: Instructions Text Driver: How to catch a Dragon Purpose: A list of instructions on how to look after the dragon (WAGOLL – instructions on how to look after the rabbits)</p> <p>Genre: Character description Text Driver: The Knight who wouldn’t Fight Purpose: Write a character description (WAGOLL – character description of the dragon from last weeks text)</p>

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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>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Identify devices that can be used to search the Internet.</p> <p>Identify what things count as personal information.</p> <p>Identify when inappropriate content is accessed and act appropriately.</p>					
	<p>What is a Computer?</p> <p>Explain what the basic parts of a computer are used for. e.g. mouse, screen, keyboard, printer, consul (Black box, tower) Children to act out a computer.</p> <p>Reasoning – what happens if something stops working?</p> <p>Keyboard skills</p> <p>Mouse skills (left and right)</p> <p>Capital letters on a keyboard.</p> <p>Develop familiarity with the keyboard –</p>	<p>Understand that we control computers.</p> <p>Mouse skills – understand that the mouse has two left and right buttons and how you control it.</p> <p>Use computer and tablets i.e. mouse and touch screen</p> <p>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</p>	<p>Understand that you can use a search engine to find information using keyword searches.</p> <p>Talk about we</p> <p>websites they have been on.</p> <p>Discuss that not all information found online to true.</p> <p>To understand how to use technology safely and respectfully.</p> <p>Why we need to keep personal</p>	<p>Identify and list the steps of a known task in order.</p> <p>Understand that we control computers by giving them instructions.</p> <p>Create a simple programme - Beebots</p> <p>Understand that the order of instructions effect the outcome.</p> <p>Need to be clear and unambiguous.</p> <p>Including straight forwards / backwards / turn one at a time.</p> <p>Explore what happens</p>	<p>Explore technology. Recognise common uses of information technology beyond school. Recognise and use a range of output devises.</p> <p>Contribute to a class email.</p> <p>Remind children of internet safety.</p> <p>Understand that digital content belongs to the person who first created it.</p>	<p>Recognise charts tables and understand why we use them.</p> <p>Say what a pictogram is showing them. Put data into a program. Sort objects and pictures into lists or simple tables.</p> <p>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>

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	<p>spacebar, backspace, shift, enter</p> <p>Turn on computer, log on. Use a simple password when logging on, where relevant.</p>	<p>their art work.</p> <p>Develop a variety of skills using a range of tools and techniques to communicate a specific idea or artistic style/effect.</p> <p>Repeat an a</p> <p>Use various tools such as brushes, pens, rubber, stamps, and shapes.</p>	<p>information private;</p> <p>To know where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Understand why we use passwords.</p> <p>Reasoning: Why do we need passwords?</p> <p>Explore a website by clicking on the arrows, menus and hyperlinks.</p>	<p>when a sequence of instructions is given.</p> <p>Predict the outcome of a simple programme.</p> <p>Evaluate the success of a programme.</p> <p>Debug an error in a simple programme (Beebot)</p> <p>Reasoning – If we put a set of instructions in where would it end up?</p>		
Science	<p>Ongoing: seasonal changes observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p>					

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	<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 - identify, name, draw and label the basic parts of the human body 			<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. 	<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 based on their simple physical properties. Vocabulary: Waterproof, transparent, absorbent, rough 	
History	<p style="text-align: center;">changes within living memory</p> <p style="text-align: center;">events beyond living memory that are significant nationally or globally (the Great Fire of London)</p> <p style="text-align: center;">the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example kings and queens)</p> <p style="text-align: center;">significant historical events, people and places in their own locality – Battle of Trafalgar, Admiral Lord Nelson</p>					
		<p>Study Guy Fawkes – to begin to develop an awareness of the past, using common words and phrases relating to the passing of time. Begin to build up events and there they fit within a chronological framework. Identify similarities and differences between ways of life in different periods.</p>	<p>Study Horatio Nelson and The Victory - Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. I can sort historical objects from 'then' and 'now'</p>		<p>Study the GFOL and develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Know where the events they study fit within a chronological framework.</p> <p>Identify similarities and differences between ways of life in different periods. I can sort historical objects from 'then' and 'now'</p> <p>Show awareness of how London has changed, including its buildings, people and transport.</p>	<p>Ask questions that we would like to research the answers to. Compare castles around the UK and sequence when they were built in chronological order. Identify significant individuals from the past. Revisit previously visited Kings – King Charles II (Great Fire of London), King James I (Guy Fawkes) and compare to other royalty (QE I and QE II).</p> <p>Understand the changes different Kings / Queens</p>

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			<p>Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p>Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>made to England. Also identify how castles have changed through time (Motte and Bailey – Stone)</p> <p>Use subject specific vocabulary when recalling facts – portcullis, bailey, reign, turret.</p> <p>Analyse the different life styles in and around the castles (social classes). How did this affect the castle life?</p>
Geography	Ongoing (linked to Science): identify seasonal and daily weather patterns in the local area. Use simple measuring equipment and track in class (e.g. measure rainfall in a week with a measuring cylinder, observe cloud cover and record, make simple wind metre with pencil and string).					
			<p>Local study – begin with just the school grounds and then expand to Copnor area.</p> <p>Name and locate the four countries in the United Kingdom – where does Copnor go?</p> <p>use basic geographical vocabulary to refer to Portsmouth:</p> <p>key physical features, including: beach, coast, hill, sea, ocean, and weather</p> <p>key human features, /including: city, town, house, port and shop</p> <p>use simple directional language [for example, near and far; left and right] to describe location.</p> <p>use simple fieldwork and observational skills to study the geography</p>	<p>key human features, including: village, farm, house.</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe routes on a map.</p> <p>use aerial photographs and plan perspectives to devise a simple map and use and construct basic symbols in a key</p>		<p>Locate 4 UK countries and their castles. Look in more detail the castles in England, Northern Ireland, Scotland and Wales and where they are situated.</p> <p>Show powerpoint on UK – briefly discuss the human and physical features</p> <p>Locate the 4 countries where are there capital cities? Place them on a UK map.</p>

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			of their school and its grounds. Then expand to think about Portsmouth as a whole.			
RE	Thanking – harvest and Sukot Communicate I can <u>talk</u> about my own responses to my experiences of the concepts explored.	Journeys end – nativity journeys Apply I can <u>identify</u> how my responses relate to events in my own life.	Remembering – Passover Enquire I can <u>identify</u> and talk about key concepts explored that are common to all people.	Welcoming – Palm Sunday Contextualise I can <u>recognise</u> that the concept is expressed in the way of life of the people studied	Authority – Key events in Jesus' life Evaluate I can <u>evaluate</u> human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by <u>identifying</u> an issue raised.	Special – special place Choose any of the 5 objectives that may need additional assessment
PE	Gym – balancing, movement KNOW: <i>..the difference between a pathway and travelling in different directions;</i> APPLY: <i>..they can plan, perform and repeat a sequence they have practised and developed;</i> UNDERSTAND: <i>..the importance of working in space;</i> Games – ball skills KNOW: <i>..that the height of the bounce can depend upon the properties of the missiles;</i> APPLY: <i>..they can control the height and direction of the ball when it is bounced;</i> UNDERSTAND: <i>..the importance of using the correct technique when bouncing/catching a ball – to improve close control;</i>	Real PE-Unit 2 Ball skills KNOW: <i>..how to control a ball using a variety of different body parts;</i> APPLY: <i>..they can dribble and kick a ball with control;</i> UNDERSTAND: <i>..the relationship between body position and the direction in which the ball is likely to travel;</i>	Dance KNOW: <i>..the different ways in which they can work with a partner i.e. side by side, facing, etc.</i> APPLY: <i>..they can co-operate with a partner to show matching/mirroring actions;</i> UNDERSTAND: <i>..the importance of working co-operatively with a partner;</i> Games KNOW: <i>..how to take off and land on either the same foot or different feet when required to do so;</i> APPLY: <i>..they can hop, jump and skip with balance and control;</i> UNDERSTAND: <i>..why it is important to take-off from areas that are not slippery and land on safe, soft areas</i>	Games KNOW: <i>..that different missiles behave in different ways and the selection of the most appropriate is important for the success of their game;</i> APPLY: <i>..they can make up a game with a partner to improve their skills;</i> UNDERSTAND: <i>..the importance of rules when making up a game;</i>	Game Form Athletics KNOW: <i>..how to pace themselves when running over longer distances;</i> APPLY: <i>..they can run with speed over a short distance;</i> UNDERSTAND: <i>..the importance of a 'fair' race;</i> Gymnastics KNOW: <i>..how different take-offs can affect their shape whilst in the air;</i> APPLY: <i>..they can jump in different directions using their hands;</i> UNDERSTAND: <i>..the importance of safe landings when jumping from a height;</i>	Athletics Dance KNOW: <i>..the different ways in which they can work with a partner i.e. side by side, facing, etc.</i> APPLY: <i>..they can co-operate with a partner to show matching/mirroring actions;</i> UNDERSTAND: <i>..the importance of working co-operatively with a partner;</i>

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			<i>during jumping activities;</i>			
Music	<p>Animals – high and low pitches</p> <p>Our school – Sounds around us (beats and rhythm)</p>	<p>Seasons – getting louder and quieter (pitch)</p> <p>Weather – Exploring sounds (dynamics and timber)</p>	<p>Travel – combining voices, movement and instruments to perform (beat and rhythm)</p> <p>Water – pitch and repeated patterns heard in music</p>	<p>Story time – fast, slow, loud, quiet</p> <p>Pattern – beat (match, keep, perform a steady beat)</p>	<p>Machines – Beat (Playing and sequencing sounds)</p> <p>Number – Beat (Recognising and developing a sense of steady beat through using voices and body percussion)</p> <p>Great fire of London (London’s burning; sing and perform) – Keeping a steady beat /rhythm</p>	<p>Ourselves – Creating and responding to vocal sounds</p> <p>Our body – Beat</p> <p>Performing a steady beat at two different speeds (tempi)</p> <p>Responding to change of mood in a piece of music with a slow and fast steady beat</p>
Art	<p>Experiment with paint (brush size, finger painting, stamping using sponges/vegetables etc).</p> <p>Explore lightening / darkening paint without using white or black.</p>	<p>Begin to control the types of marks made with the pencil, pastel and crayon.</p> <p>Investigate textures by describing, naming, tearing, rubbing, copying.</p>	<p>To develop control when mark-making with a variety of media.</p> <p>Develop a range of tone using a pencil. Develop drawing techniques such as scribbling, hatching, stippling and blending.</p>	DT UNIT	<p>Use a range of materials to design and make – oil pastels, paints etc.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>When sculpting, continue to develop technique for using pattern, texture, shape or form.</p>	<p>When drawing, use a pencil to develop shading – making light and dark tones.</p> <p>Experiment with previously taught skills (painting, sketching or sculpture).</p>

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	<p>Paint on different materials (cardboard, paper, fabric etc).</p> <p>Colour mixing with secondary colours.</p>		<p>Create dark and light lines with pencil.</p> <p>Continue to investigate texture by describing, naming and rubbing.</p>			
DT				<p>Design a healthy breakfast DT – Nutrition. Use the basic principles of a healthy and varied diet to prepare a healthy breakfast. Design a healthy breakfast for Goldilocks based on design criteria. From their design, make it according to their characteristics. Once they have designed it they will evaluate their ideas and products against design criteria.</p>	<p>Design and create houses built from straws, sticks and bricks Select from a range of tools and equipment, explaining their choices.</p> <p>How freestanding structures can be made stronger, stiffer and more stable.</p> <p>The correct technical vocabulary for the projects they are undertaking.</p>	<p>Design and create a drawbridge/carriage using working mechanisms Select from a range of tools and equipment, explaining their choices about the simple working characteristics of materials and components. About the movement of simple mechanisms such as levers, sliders, wheels and axles. How freestanding structures can be made stronger, stiffer and more stable. The correct technical vocabulary for the projects they are undertaking.</p>