Hollingwood Primary School – Long Term Plan – This is a working document and subject to updating and change				Year 1 – 2022/2023	
HT1	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
English					
Studied Texts – What makes me unique? **Avocado Baby** **From Head to Toe** **Funny Bones** **Skill Development** **Focusing on:** ● **capital letters** ● **finger spaces** ● **full stops** ● **lists** ● **adjectives**	**Studied Texts – What happened 'Once upon a time'?** **Rapunzel** **Hansel and Gretel** **The Ugly Duckling** **Skill Development** **Focussing on:** ● **traditional tale themes** ● **capital letters** ● **finger spaces** ● **full stops** ● **lists**	**Studied Texts – Where are we going today?** **Paddington** **Amelia Earheart (Little People Big Dreams).** **The Grotilyn** **Skill Development** **Focussing on:** ● **capital letters** ● **finger spaces** ● **full stops** ● **exclamation Marks** ● **verbs** ● **proper nouns** ● **conjunction 'and'** ● **suffix 'ed'** ● **rhyme**	**Studied Texts – What's in our garden?** Jack and the Beanstalk Jasper's Beanstalk Oliver's Vegetables **Skill Development** Focussing on: ● capital letters ● finger spaces ● full stops ● exclamation Marks ● verbs ● proper nouns ● conjunction 'and' ● plurals	**Studied Texts - What's in our universe?** Man on the Moon Look Up! One Giant Leap: A Historical Account of the First Moon Landing Look Inside: Space (non-fiction). **Skill Development** Focussing on: *writing recounts of a paragraph or more *using connectives to join phrases together *adjectives *verbs Using the prefix 'un' Using suffixes 'ed' 'ing' and 'er'	**Studied Texts –** Dear Greenpeace Greta Thunberg and David Attenborough (Little People Big Dreams). The Storm Whale The Snail and the Whale **Skill Development** Focussing on: *letter writing *diary writing (recounts) *rhyme *stories form other cultures
Maths					
Number: Place Value ***Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.** ***Count, read and write numbers to 10 in numerals and words.** **Given a number, identify one more or one less.** ***Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, greater than, less than (fewer), most, least.**	**Number: Addition and Subtraction** ***Represent and use number bonds and related subtraction facts within 10** ***Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.** ***Add and subtract one digit numbers to 10, including zero.** ***Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.** **Geometry: Shape** ***Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)** ***Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)**	**Number: Addition and Subtraction** ***Represent and use number bonds and related subtraction facts within 20** ***Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.** ***Add and subtract one-digit and two-digit numbers to 20, including zero.** ***Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ☐ – 9** **Place Value** ***Count to 20 forwards and backwards, beginning with 0 or 1, or from any number.** ***Count, read and write numbers to 20 in numerals.** ***Given a number, identify one more or one less.**	**Place Value** *Count to 500 forwards and backwards, beginning with 0 or 1, or from any number. *Count, read and write numbers to 50 in numerals. *Given a number, identify one more or one less. * Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. *Count in multiples of twos, fives and tens. **Measurement: Length and Height** *Measure and begin to record lengths and heights. *Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)	**Number: Multiplication and Division** *Count in multiples of twos, fives and tens. *Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher **Number: Fractions** *Recognise, find and name a half as one of two equal parts of an object, shape or quantity. *Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Geometry: position and direction** *Describe position, direction and movement, including whole, half, quarter and three quarter turns	**Number: Place Value** *Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. *Count, read and write numbers to 100 in numerals. *Given a number, identify one more and one less. *Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. **Measurement: Money** *Recognise and know the value of different denominations of coins and notes. **Measurement: Time** *Sequence events in chronological order using language *Recognise and use language relating to dates, including days of the week, weeks, months and years.

		*** Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.** ***Count in multiples of twos, fives and tens.**	<u>Measurement: Weight and Volume</u> *Measure and begin to record mass/weight, capacity and volume. *Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]		*Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. *Compare, describe and solve practical problems for time *Measure and begin to record time
Science					
<u>Working Scientifically</u> ● **asking simple questions and recognising that they can be answered in different ways** ● **observing closely, using simple equipment** ● **performing simple tests** ● **identifying and classifying** ● **using their observations and ideas to suggest answers to questions** ● **gathering and recording data to help in answering questions.** **We will take a seasonal walk around the local area to observe the changes that happen to places we know.** <u>Animals: Including humans</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.** **We do this by:** **Labelling the body parts of a human skeleton.** **Going on a senses walk around the school.** **Exploring our senses - using a feely bag and tasting sweet, sour and savoury foods.**	<u>Working Scientifically</u> ***asking simple questions and recognising that they can be answered in different ways** ***observing closely, using simple equipment** *** performing simple tests** *** identifying and classifying** *** using their observations and ideas to suggest answers to questions** ***gathering and recording data to help in answering questions.** **We will take a seasonal walk around the local area to observe the changes that happen to places we know.** <u>Everyday Materials</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** *** compare and group together a variety of everyday materials on the basis of their simple physical properties** **We do this by:** **naming different materials;** **investigating the properties of different materials;** **testing materials for specific purposes: observing and recording what happens; answering questions**	<u>Working Scientifically</u> ***asking simple questions and recognising that they can be answered in different ways** ***observing closely, using simple equipment** *** performing simple tests** *** identifying and classifying** *** using their observations and ideas to suggest answers to questions** ***gathering and recording data to help in answering questions.** **We will take a seasonal walk around the local area to observe the changes that happen to places we know.** <u>Seasonal changes</u> ***observe changes across the four seasons** ***observe and describe weather associated with the seasons and how day length varies.** **We do this by:** **Making a class weather book and weather station;** **Observing and describing weather associated with the seasons and how day length varies;** **Gathering and recording data to help in answering questions;**	<u>Working Scientifically</u> *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions. **We will take a seasonal walk around the local area to observe the changes that happen to places we know.** <u>Plants</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. **We do this by:** Planting seeds and observing them grow into seedlings and plants; Label the parts of trees and plants; Growing plants and seeds in different conditions – predict/investigate by testing Identifying a wide range of wild/garden plant and evergreen and deciduous trees. Watching the changes to plants we have been growing over time.	<u>Working Scientifically</u> *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions. **We will take a seasonal walk around the local area to observe the changes that happen to places we know.** <u>Animals: Including humans</u> *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 (fish, amphibians, reptiles, birds and mammals, including pets) **We do this by:** Identifying common animals that live in different water-linked habitats; Looking for animals and mini-beasts in a range of habitats Comparing the structure of different water-linked animals Identifying and classifying – mammals/fish/amphibians/herbivores/carnivores.	<u>Working Scientifically</u> *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions. **We will take a seasonal walk around the local area to observe the changes that happen to places we know.** **Consolidation of all science taught this year.** **Following and investigating children's interests.**
Topic including Science, Geography, History, Art & Design and Technology					

Science **Labelling the body parts of a skeleton.** **Senses walk.** **Exploring our senses - feely bag and tasting sweet, sour and savoury foods.** **Learning objectives:** ● **identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.** **History** **Family trees** **Learning objectives:** ● **significant historical events, people and places in their own locality.** **Geography** **Finding our way around school.** **Learning objectives:** ● **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.** **Art** **Create a self-portrait inspired by the artist Frida Kahlo.** **Chalk pastel faces (in the style of Picasso).** **Learning objectives:** ● **to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.** ● **to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.** ● **learn about the work of a range of artists, craft makers and designers, describing the differences and similarities**	**Science** **Everyday materials** **Investigating the appropriate materials for the Witch's (from Hansel and Gretel) house.** **Autumnal walk** **Children collect the first signs of Autumn.** **Learning objectives:** ● **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 on the basis of their simple physical properties.** ● **observe changes across the four seasons.** ● **observe and describe weather associated with the seasons and how day length varies.** **Geography** **Learning objectives:** ● **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.** **Autumnal walk** **Children collect the first signs of Autumn.** **Using observational skills to study the school grounds and human and physical features of the surrounding environment.** **DT** **Design, make and evaluate Ugly Duckling finger puppets.** **Learning objectives:**	**Geography** **Place Knowledge** **Discovering the UK and its capital cities.** **Learning objectives:** ● **name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.** ● **use world maps, atlases and globes to identify the United Kingdom and its countries.** **Science** **Animals, including Humans** **Exploring animals around the world.** **Learning objectives:** ● **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.** **Art** **Drawing and painting domestic animals inspired by the artist Govinder Nazram.** **Learning objectives:** ● **to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.** ● **to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.** ● **learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.**	**Science** Plants Naming and identifying various plants. Planting a seed. Learning objectives: ● 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. **Art** Drawing and painting sunflowers inspired by Vincent van Gogh. Learning objectives: ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ● learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	**History** Moon Landing Discovering the events that took place during the moon landing. Learning objectives: ● 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 (Neil Armstrong, Buzz Aldrin and Michael Collins). ● events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. **DT** Design, make and evaluate a space themed lunchbox. Learning objectives: ● design purposeful, functional, appealing products for themselves and other users based on design criteria. ● select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. ● select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. ● evaluate their ideas and products against design criteria. **Science** Everyday materials Investigating the appropriate materials for a space rocket. Learning objectives:	**History** Seaside Exploring the seaside. Filey Trip Learning objectives: ● changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. **Geography** Place Knowledge Discovering Learning objectives: ● name and locate the world's seven continents and five oceans. ● use world maps, atlases and globes to identify continents and oceans studied at this key stage. ● use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. **Art** Making beach collages inspired by Vincent van Gogh. Learning objectives: ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ● learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

between different practices and disciplines, and making links to their own work. **<u>DT</u>** **Design, make and evaluate a fruit salad linking to healthy eating.** **Learning objectives:** ● **design purposeful, functional, appealing products for themselves and other users based on design criteria.** ● **select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].** ● **evaluate their ideas and products against design criteria.**	● **design purposeful, functional, appealing products for themselves and other users based on design criteria.** ● **select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].** ● **evaluate their ideas and products against design criteria.** **<u>Art</u>** **Printing Christmas cards (based on the designs of various artists/craft makers).** ● **to use a range of materials creatively to design and make products.** ● **about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.**			● 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 on the basis of their simple physical properties.	
Computing					
Computing is taught in HT3 in Year 1.	**<u>Sequencing, computational thinking, directional language and problem solving,</u>** **<u>Creating and editing content</u>**	**<u>Control, directional language and programming.</u>** ***understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions**	<u>Searching and web skills.</u> *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.	<u>Coding</u> *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.	<u>Creating and editing content</u> *use technology purposefully to create, organise, store, manipulate and retrieve digital content Information writing about Filey

Online Safety is a continuous element of Computing and is taught both online and offline throughout the year	***use technology purposefully to create, organise, store, manipulate and retrieve digital content** ***recognise common uses of information technology beyond school** **Use camera app for stop-motion animation project (fairy-tales)** **Record, store and retrieve animation stories** ***Online Safety is a continuous element of Computing and is taught both online and offline throughout the year.***	***create and debug simple programs** ***use logical reasoning to predict the behaviour of simple programs** **Programmable toys (Bee Bots and car bots)** **Bee Bot app (iPads)** **Sequencing on maps – directional coding** ***Online Safety is a continuous element of Computing and is taught both online and offline throughout the year.***	*use technology purposefully to create, organise, store, manipulate and retrieve digital content Navigating websites Researching online Recording themselves on iPads *Online Safety is a continuous element of Computing and is taught both online and offline throughout the year.*	*use technology purposefully to create, organise, store, manipulate and retrieve digital content *understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions *create and debug simple programs *use logical reasoning to predict the behaviour of simple programs Code Academy (Hour of Code) *Online Safety is a continuous element of Computing and is taught both online and offline throughout the year.*	Typing skills Saving & deleting Microsoft Word *Online Safety is a continuous element of Computing and is taught both online and offline throughout the year.*
PSHE					
<u>Physical health and wellbeing</u> **To understand that a healthy lifestyle involves exercise, rest, healthy eating and looking after our teeth and bodies** **Learning the correct anatomical names of body parts including our private parts**	**<u>Keeping safe and Managing risk</u>** **Pupil learn about safety in familiar situations.** **Pupils learn about personal safety.** **Pupil learn about people who keep them safe outside the home.**	**<u>Going for Goals</u>** **Thinking about how to play and work together and what to do if there are any disagreements**	**<u>Good to be me</u>** To think about good and not so good feelings and words that they use to describe their feelings to others	**<u>Getting on and falling out</u>** To recognise how their behaviour affects others and that people's bodies and feelings can be hurt	**<u>Changes</u>** To look at the environment and discuss what harms and improves it. To recognise that money comes from different sources and can be spent and saved. *Transition*
PE					
<u>Multi skills</u> ● **develop movement capabilities and fitness levels. Work on skills and techniques required to play a range of games, activities or sports. Look to build confidence and relationships (teams/groups).** **<u>Football</u>** ● **aiming to develop ball mastery, the ability to use both feet to move the ball and pass. As well as understanding the concepts of invasion/space recognition in tag/dribbling games.**	**<u>Gymnastics</u>** ***exploring shapes/moving safely with changes of speed, levels and directions** ***Copy/create/link movements** ***Move apparatus safely** ***Recognise how their body changes with exercise** ***evaluate the performances of themselves and others** ***Traditional dancing from each country**	**<u>Dance</u>** ***provide opportunities for pupils to become physically confident in a way which supports their health and fitness.** ***developing balance, agility and co-ordination, and begin to apply these in a range of activities** *** perform dances using simple movement patterns.** ***Perform dances by keeping to a basic rhythm.**	**<u>Games</u>** *Sending and receiving ball skills *Travelling skills -Running (changing direction and speed), stopping, chasing, dodging, jumping, dribbling *Passing ball to partners hands or feet **<u>Basketball</u>** *develop travelling with a ball, moving and bouncing at the same time. *Improve coordination through dribbling games and develop space recognition. *Use passing activities to develop weight and distance when passing to partners or teammates.	**<u>Dance</u>** *pondlife poem, Music – Disney-April Showers, Song of spring – Michel Simone, Folk – Washday blues/Mrs Huddledee * develop response to music through dance, contrasts of speed, shape, direction and level. *develop control, co-ordination, balance poise, and elevation in travelling, jumping, turning stillness. *Evaluate and improve fitness. **<u>Quad kids</u>** *measuring and recording pupil's times/distances in different athletic events.	**<u>Games</u>** (sports day preparation) *skipping, running races, obstacle races *explore skills, actions and ideas with increasing understanding * remember and repeat simple skills and actions with increasing control and coordination. *to recognise and describe how their bodies feel during different activities *travel with, send and receive a ball and other equipment in different ways **<u>OAA</u>** *outdoor activities that challenge the pupil's body and mind. Grasp basic concepts of navigating to and from different points.
RE					
Which books and stories are special? **Describe why a book might be special and talk about how it is treated.**	**How do we celebrate special events?**	**What does it mean to belong to a church or mosque?** **Know what it means to belong**	Learn about Muslim prayer and name the objects used in Muslim prayer	**How and why do we care for others?** Identify people they care about.	**Who brought messages about God and what did they say?** Think about who brings us messages.

Talk about how Christians read the Bible and show that it is special. **Talk about how Muslims read the Qur'an and show that it is special.** **Look at one or more stories in the Bible, exploring the deeper questions that these raise.** ● **The Good Samaritan** ● **The Islamic Story of The Prophet and the Ants.** ● **The Islamic story of the Crying Camel.**	**To know what celebration means and be able to express how this makes them feel.** **Understand why saying thank you is important.** **To know that festival days are celebrated by followers of religions.** **Understand about the kind of gifts that are given at Harvest, and have the opportunity to try them.** **Experience a Harvest Festival – in school or church** **Become familiar with the story of Ramadan** **Outline what and when they eat and drink, and consider what it might be like not to eat or drink during daylight hours.** **Gain an understanding of the celebration of Eid.**	**Understand that symbols have meanings** **Recognise and talk about some Christian and Muslim symbols** **Talk about what makes a place special.** **Name a church and a mosque as a special place for Christians and Muslims.** **Explore the idea that all churches/ mosques do not look the same.** **Learn that Sunday is a special day for Christians, when they meet together as a community** **Find out what some Christians do at church to show they belong.** **How do some Muslims show that they belong by what they wear?**	Identify some important parts of a church and why there are important. Explore what goes on inside a church Think about why people want to belong to the church Explore what goes on inside a church or a mosque. Think about why people want to belong to the church / mosque. Compare what it means to belong to a church and a mosque	Explore ways in which people care for others. Listen to stories that encourage caring and explore ways people follow these examples. Listen to stories that encourage caring and explore ways people follow these examples. Talk and ask questions about how they can care for others	Listen to the stories of Jonah and Daniel from the Old Testament. Begin to think about what the job of a prophet was and understand that prophets were called by God. To know that good things happen when we listen to God. Learn what it means to trust someone. Listen to the story of Abraham and Isaac from the Old Testament. Learn what it means to make choices. Listen to the story of Isaac and Jacob from the Old Testament. To learn what it means to forgive someone. To listen to the story of Joseph from the Old Testament. Discuss what a promise is. Covenants Learn the sequence of events of Jesus' birth. Learn that Christians believe that God gave Jesus, like a present, to the world. Learn that many prophets had prophesied about the coming of a saviour. The Messiah. Learn that Christians believe that Jesus is the Son of God and came to show God's love for all people.
Music					
Feel the beat **Ongoing focus**	**Rhythm in the way we walk and The banana rap** **Ongoing focus**	**In the groove** **Ongoing focus**	**Round and round** Ongoing focus	**Your imagination** Ongoing focus	**Reflect, rewind and replay** Ongoing focus

Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music. **Pulse, rhythm, pitch, tempo, dynamics.** **Singing - start to sing, learn about singing and vocal health.** **Begin to learn about working in a group/band/ensemble.** **Playing - start to play a classroom instrument in a group/band/ensemble.** **Improvisation - begin to explore and create your own responses, melodies and rhythms.** **Composition - begin to create your own responses, melodies and rhythms and record them in some way.** **Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience.** **Discuss/respect/improve your work together**	**Listen & Appraise (descriptions for all strands as above)** **Musical Activities:** **Games** **Singing Perform/Share**	**Listen & Appraise (descriptions for all strands as above)** **Musical Activities** **Games** **Singing** **Playing** **Improvisation** **Composition**	Listen & Appraise (descriptions for all strands as above) Musical Activities Games Singing Playing Improvisation Composition	Listen & Appraise (descriptions for all strands as above) Musical Activities Games Singing Playing Improvisation Composition	Listen & Appraise (descriptions for all strands as above) Musical Activities Games Singing Playing Improvisation Composition