

## Year 1 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Literacy</b>	<p style="text-align: center;"><b><u>Lost and Found</u></b></p> <p>Themes: friendship, loneliness, a lost penguin arrives on a boy's doorstep – journey to the South Pole.</p>	<p style="text-align: center;"><b><u>Nibbles</u></b></p> <p>Themes: Fairy Tales – mischievous monster who messes up the original folk tales.</p>	<p style="text-align: center;"><b><u>The Lion Inside</u></b></p> <p>Themes: Being true to yourself, aspirations, friendship, rhyming – mouse wants to roar like a lion; the lion fears the mouse.</p>	<p style="text-align: center;"><b><u>The Curious Case of Missing Mammoth</u></b></p> <p>Themes: Chasing a baby woolly mammoth through a museum of interesting creatures and objects, endangered/extinct species.</p>	<p style="text-align: center;"><b><u>Toys in Space</u></b></p> <p>Themes: Toys left outside who get on a spaceship and travel in to space. Meet a lonely alien in need of help and friends.</p>	<p style="text-align: center;"><b><u>Goldilocks and Just One Bear</u></b></p> <p>Themes: Grown up baby bear wanders out of the forest and is lost in a big city.</p>	
	<p><b><u>Outcome:</u></b> Adventure story based on the structure of Lost and Found. <b><u>Greater Depth:</u></b> Change the setting.</p>	<p><b><u>Outcome:</u></b> Recount – diary entry. <b><u>Greater Depth:</u></b> Add in detail about others character's feelings.</p>	<p><b><u>Outcome:</u></b> Journey story based on the structure of The Lion Inside. <b><u>Greater Depth:</u></b> Change both animals in the story</p>	<p><b><u>Outcome:</u></b> Adventure story based on the structure of The Curious Case of the Missing Mammoth. <b><u>Greater Depth:</u></b> Change the setting.</p>	<p><b><u>Outcome:</u></b> Fantasy story based on the structure of Toys in Space. <b><u>Greater Depth:</u></b> Choose their own toy to write about and change the space creature.</p>	<p><b><u>Outcome:</u></b> Traditional story based on the structure of Goldilocks and Just One Bear. <b><u>Greater Depth:</u></b> Change the animals and the setting</p>	
	<p style="text-align: center;"><b><u>Mastery Keys</u></b></p> <p>Combine words to make sentences Leave spaces between words Begin to use capitals letters and full stops Use capital letters for the names of people and the personal pronoun 'I'</p>	<p style="text-align: center;"><b><u>Mastery Keys</u></b></p> <p>Join words using 'and' Punctuate sentences using a capital letter and a full stop. Use capital letters for names of people. Sequence sentences to form short narratives. Use plural noun suffixes 's' and 'es'</p>	<p style="text-align: center;"><b><u>Mastery Keys</u></b></p> <p>Punctuate sentences using a capital letter and a full stop, some question marks, some exclamation marks. Join words and clauses using 'and.' Some accurate use of the pre-fix 'un.' Some accurate use of suffixes (where no change is needed to the root of the word e.g. ed, ing, er, est.</p>	<p style="text-align: center;"><b><u>Mastery Keys</u></b></p> <p>Join words and clauses using 'and.' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Add suffixes to a word (where no change is needed to the root of the word e.g. ed, ing, er, est.</p>	<p style="text-align: center;"><b><u>Mastery Keys</u></b></p> <p>Join words and clauses using 'and.' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Add suffixes to verbs (where no change is needed to the root of the word e.g. ed, ing, er, est. Change the meaning of verbs and adjectives using the prefix 'un.'</p>	<p style="text-align: center;"><b><u>Mastery Keys</u></b></p> <p>Join words and clauses using 'and.' Use simple description. Sequence sentences to form short narratives (link ideas or events by pronouns). Use a capital letter for places and days of the week. Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	
	<b><u>Missed NC Objectives not covered in Pathways to Write</u></b>						
	Days of the week, naming letters of the alphabet.						
	<p style="text-align: center;"><b><u>Poetry</u></b> (To be completed during Assessment Week)</p> <p><b><u>Poem:</u></b> There are no such thing as monsters! <b><u>Outcome:</u></b> To create and describe new monsters to add to the model of the poem. <b><u>Greater Depth:</u></b> To write own version of the poem (including elements of rhyme) <b><u>Poetry Keys:</u></b> Create imaginative ideas. List words and phrases. Use simple language patterns e.g. repetition and rhyme.</p>	<p style="text-align: center;"><b><u>Poetry</u></b> (To be completed during Assessment Week)</p> <p><b><u>Poem:</u></b> At the Zoo <b><u>Outcome:</u></b> Add their own items to a list poem about a visit to a museum. <b><u>Greater Depth:</u></b> Include elements of rhyme with the option to use own opening and closing lines. <b><u>Poetry Keys:</u></b> Play with words e.g. onomatopoeia, rhyme. List words and phrases. Use simple language patterns e.g. repetition and rhyme.</p>	<p style="text-align: center;"><b><u>Poetry</u></b> (To be completed during Assessment Week)</p> <p><b><u>Poem:</u></b> <b><u>Outcome:</u></b> <b><u>Greater Depth:</u></b> <b><u>Poetry Keys:</u></b></p>				
<b>Mathematics</b>	<p><b><u>Number: Place Value Within 10</u></b> Count to 10 forwards and backwards beginning with 0 or 1, or any given number. Count, read and write numbers to 10 in numerals and words. 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, fewer, most, least. <b><u>Number: Addition and Subtraction Within 10</u></b> 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, pictorial representations and missing number problems. <b><u>Geometry: Shape</u></b> Recognise and name common 2D shapes including rectangles, circles and triangles. Recognise and name common 3D shapes including cuboids, pyramids and spheres. <b><u>Number: Place Value Within 20</u></b> Count to 20 forwards and backwards beginning with 0 or 1, or any given number. Count, read and write numbers to 20 in numerals and words. 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, fewer, most, least.</p>	<p><b><u>Number: Addition and Subtraction within 20</u></b> 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, pictorial representations and missing number problems. <b><u>Number: Place Value within 50</u></b> Count to 50 forwards and backwards beginning with 0 or 1, or any given number. Count, read and write numbers to 50 in numerals and words. 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, fewer, most, least. <b><u>Measurement: Length and Height</u></b> Compare, describe and solve practical problems for lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) <b><u>Measurement: Weight and Volume</u></b> 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).</p>	<p><b><u>Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)</u></b> Count in multiples of two, fives and tens. Solve one step problems involving multiplication and division using concrete objects, pictorial representations and arrays with the support of the teacher. <b><u>Number: Fractions</u></b> Find, recognise 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. Compare, describe and solve practical problems for lengths and heights. Compare, describe and solve practical problems for mass/weight. <b><u>Geometry: Position and Direction</u></b> Describe position, direction and movement, including whole, half, quarter and three-quarter turns. <b><u>Number: Place Value within 100</u></b> Count to and across 100, forwards and backwards, beginning with 0 or 1, or 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, fewer, most, least. <b><u>Measurement: Money</u></b> Recognise and know the value of different denominations of coins and notes. <b><u>Measurement: Time</u></b> Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years. 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 (for example, quicker, slower, earlier, later. Measure and begin to record time (hours, minutes, seconds)</p>				

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Geography/History	<p style="text-align: center;"><b>Our Country</b></p> <p>Discuss and locate the four countries on a map of The United Kingdom. Identify the main seas around The United Kingdom. Identify the Capital Cities of each country and locate on a map of The United Kingdom.</p> <p><b>Additional English Text:</b> Using <i>'The Naughty Bus'</i> as a stimulus, focus on London and identify famous landmarks, e.g. Tower Bridge, Big Ben, Buckingham Palace.</p> <p>Focusing on London discuss Physical features of a city. Compare the city of London to the village of Rainford and the town of St Helens.</p> <p>Take the children on a walk around the village linking directional language. Children to learn their address and postcode.</p>	<p style="text-align: center;"><b>Our Wonderful Village</b></p> <p>Look at the village of Rainford now and 100 years ago. Use Photographs to discuss what is alike and what is different? Look at an aerial view of the village—what is missing? What is different? Talk about jobs today and jobs in Rainford years ago. What would we ask someone who has lived in Rainford all of their life? Visit from grandparents to recount stories and to answer the children's questions. Compare answers. What is Rainford famous for? (Clay pipe factories., farming: use photographs) to aid discussion.</p> <p><b>PSHE-</b> To know what improves and harms their local, natural and built environments. L5</p>	<p style="text-align: center;"><b>Hot Places</b></p> <p>Name the seven continents and five oceans. Identify these in relation N, E, S, W.</p> <p>Use Globe Earth as a stimulus. Children to use Atlases to find and locate. Identify hot continents and discuss in relation to the equator Use N, E, S, W.</p> <p>Identify animals that live in these hot continents. Refer back to Globe Earth to identify Climate Zones including those with Deserts.</p> <p>Focus on one hot country (Africa – Link to The Lion Inside) and discuss its features. Collect facts and information about Africa, including animals, to create an exhibition for parents. Children will need time to put the exhibition together and practise sharing information.</p> <p><b>Links:</b> English: Focus on Africa – Link to <i>The Lion Inside</i></p>	<p style="text-align: center;"><b>Cold Places</b></p> <p>Recap the seven continents and five oceans. Identify these in relation N, E, S, W.</p> <p>Children to use globes to locate continents and oceans. Identify the cold continent Antarctica and discuss in relation to the equator. Identify animals that live here.</p> <p>Using the equator, identify cold countries such as Iceland, Greenland, Russia and the North Canada. Discuss Physical Features and Human Features. Share facts about cold countries.</p> <p><b>Links: Non-Fiction Writing:</b> Children to produce mini fact finders about each cold country.</p>	<p style="text-align: center;"><b>Toys</b></p> <p>Sequence their birthday, start of Reception and start of Year 1. Sequence toys from different times. (Use photographs to discuss what is different and what is alike?)</p> <p>Look at what toys are made from past and present. Venn diagram - link to materials. Match toys to different aged people. Children to think about what they would like to ask Grandparents about toys that they used to play with. Devise a questionnaire to send home. Visit from grandparents to come in and recount stories about their past and the games they played.</p> <p><b>PSHE-</b> To think about change and loss (in relation to how they feel if they lose a toy)H5 To develop a vocabulary to describe their feelings to others. H4</p>	<p style="text-align: center;"><b>Famous People Who Changed History</b></p> <p>Place Florence Nightingale on the timeline and discuss. Who is Florence Nightingale and why is she important? Recognise the differences between nurses now and in the past. What is alike and what is different? Look at Mary Seacole – how is she different to Florence Nightingale? Is she any less of an important person? Recognise the differences between hospitals now and in the past. What is alike and what is different?</p> <p><b>SMSC:</b> May 12th—international nurses day. Celebrates and commemorates her birth and role.</p> <p><b>Links: Non-Fiction Writing:</b> Write a thank you letter to send to local hospitals thanking them for the work they do. Reference Florence Nightingale.</p>
Science	<p style="text-align: center;"><b>Animals Including Humans – All About Me</b></p> <p>Learn about the senses: sight, taste &amp; touch. Learn about the senses hearing and smell. Understand the importance of taking care of your body. Identify, name, draw and label the basic parts of the human body. Show how humans mimic nature. Learn about changes in your body since you were a baby.</p> <p><b>PSHE-</b>The importance of, and how to, maintain personal hygiene.H6 The process of growing from young to old and how people's needs change. H8 What constitutes a healthy lifestyle including the benefits of physical activity, rest and healthy eating. H1</p>	<p style="text-align: center;"><b>Plants</b></p> <p>Understand what a plant needs in order to grow well. Know the basic parts of a plant. Understand the difference between a deciduous and evergreen plant. Understand that some food is grown as a crop on a farm. Know about arable crops grown by farmers. How plants change over time.</p> <p><b>Links:</b> English: Possible link to other fairy tales – <i>Jack and the Beanstalk</i>, History: link to farming in Rainford and crops grown here now compared to in the past</p>	<p style="text-align: center;"><b>Animals Including Humans – All About Pets</b></p> <p>Understand what animals need in order to grow. Explain how animals obtain food, discover how pets need to be cared for differently. Discover how an animal's offspring is the same as its parents. Identify a variety of animals including fish, amphibians, reptiles, birds and mammals. Identify a variety of common animals that are carnivores, herbivores and omnivores. Know where birds live and what they need.</p> <p><b>Links:</b> Geography: Discuss animals related to topic of hot places.</p>	<p style="text-align: center;"><b>Seasonal Changes</b></p> <p>Identify the four seasons. Look at the different types of weather and how it affects places on Earth. Learn about clouds and rainfall. Recognise the different types of weather. Understand thunderstorms, lightning, thunder and hail; know how to keep safe during thunderstorms. Recognise the different types of cold weather.</p> <p><b>Links:</b> Geography: Develop understanding of weather around the world to make comparisons – particularly weather in cold places.</p>	<p style="text-align: center;"><b>Everyday Materials – About Materials</b></p> <p>Know everyday uses of magnets. Understand that magnets only attract certain types of metals. Understand that magnets have a North and South Pole. Recognise a variety of widely used materials and how materials can be recycled. Understand why materials are chosen for specific tasks. Know how to test materials for their strength; understand that some materials are natural, and some are man-made.</p> <p><b>Links:</b> English: different materials of the toys and their suitability for different types of play. SMSC: Recycling.</p>	<p style="text-align: center;"><b>Everyday Materials – About Materials</b></p> <p>Know the story of Wilbur and Orville Wright – first aeroplane. Distinguish between an object and the material in which it's made. Describe the simple physical properties of a variety of everyday materials. Explore everyday materials which are opaque/transparent. Compare and group together everyday materials on the basis of their simple physical properties. Explore everyday materials which are absorbent/non-absorbent.</p> <p><b>Links:</b> History: Famous people from the past &amp; materials/objects used by nurses today compared to then</p>

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<b>Computing (Twinkl Scheme)</b>	<p style="text-align: center;"><b><u>Painting</u></b></p> <p>Paint with different colours using 'Paint'. Paint with different brushes on 'Paint'. Create shapes on 'Paint'. Learning how to save paintings in their folder. Fill an area with colour. Undo and redo actions. Add and format text while learning how to resize text and images.</p>	<p style="text-align: center;"><b><u>Computer Skills</u></b></p> <p>Click and drag with a mouse or a trackpad. Switch on and shutdown a computer independently. Launch an application by double clicking it. Log on and off on a computer independently. Manipulate an application window by moving and resizing it. Gain confidence when double clicking with a mouse or a trackpad. Save their work independently.</p>	<p style="text-align: center;"><b><u>Online Safety</u></b></p> <p>Typing their name on a piece of work that they have created. Open a web browser independently. Recall and learn SMART rules for internet safety. Know who to tell if someone online asks for personal information. Understand why email is a good way to communicate. Choose the correct safe search filter when searching online. Make links between online and offline worlds. Learn how to construct an email.</p> <p style="background-color: #FF0000; color: white; padding: 2px;">PSHE- Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety H12</p>	<p style="text-align: center;"><b><u>Programming</u></b></p> <p>Open Scratch app and start a new project. Add new characters and background. Use blocks for movement in different directions. Create short sets of sequenced instructions. Use different end blocks, including repeat forever. Change the size of characters to grow or shrink. Hide and show characters with an instruction block. Program two or more characters with instructions at the same time. Try to predict behaviour of a character based on a sequence of instructions.</p>	<p style="text-align: center;"><b><u>Word Processing</u></b></p> <p>Type with two hands. Use shift, space and enter correctly. Use undo and redo correctly and when necessary. Make text bold, italic and underline. Save work in their own folder. Edit text using backspace, delete and the arrow keys. Format the font and select single words. Develop some knowledge of the location of letters and symbols on the keyboard. Select text in different ways (drag and highlight, shift and direction).</p>	<p style="text-align: center;"><b><u>Using and Applying</u></b></p> <p>Turn on a computer and open an application independently. Type letters and symbols, including use of the shift key. Format text in different ways (bold, italic, underline). Draw different shapes using paint software. Click, double-click and drag objects. Save and open files independently. Make shapes to a desired size and in the correct position, on paint software. Select and compare different brush types. Try to move, resize, minimise and restore windows</p>
<b>Music (Charanga Scheme)</b>	<p style="text-align: center;"><b><u>Hey You!</u></b></p> <p>Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.</p> <p><a href="https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1312259-hey-you">https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1312259-hey-you</a></p>	<p style="text-align: center;"><b><u>Rhythm in the way we walk and the banana rap</u></b></p> <p>All the learning is focused around two songs: Rhythm in the way we walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen &amp; Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p> <p><a href="https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1312267-rhythm-in-the-way-we-walk-and-banana-rap">https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1312267-rhythm-in-the-way-we-walk-and-banana-rap</a></p>	<p style="text-align: center;"><b><u>In the groove</u></b></p> <p>In the Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles: Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In the Groove. In the Listen and Appraise section of this unit you will also listen to a well-known song in that week's style.</p> <p><a href="https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1312275-in-the-groove">https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1312275-in-the-groove</a></p>	<p style="text-align: center;"><b><u>Round and Round</u></b></p> <p>All the learning is focused around one song: Round and Round, a Bossa Nova Latin style. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p><a href="https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1313445-round-and-round">https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1313445-round-and-round</a></p>	<p style="text-align: center;"><b><u>Your Imagination</u></b></p> <p>This is a song about using your imagination.</p> <p><a href="https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1314285-your-imagination">https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1314285-your-imagination</a></p>	<p style="text-align: center;"><b><u>Reflect, rewind, replay</u></b></p> <p>This Units of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><a href="https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1314332-reflect-rewind-and-replay">https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1314332-reflect-rewind-and-replay</a></p>

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Art/DT (KAPOW)	<b>Lost and Found</b>	<b>Fabric Bunting</b>	<b>The Lion Inside</b>	<b>Dips and Dippers</b>	<b>Toys in Space</b>	<b>Pirate Paddy's Lunch</b>
	Draw lines of different shapes and thickness, using 2 different grades of pencil.	This Fabric Bunting unit will teach pupils about working with fabric. It includes evaluating a range of existing bunting, setting a design criteria, use a graphics program, cut out a bunting shape and use a simple running stitch.	Name the primary colours and mix, match colours, and predict outcomes.	This Dips and Dippers unit will teach pupils about good food hygiene rules and using kitchen equipment to prepare food safely. They will apply these skills when making and evaluating a healthy dip and dippers.	Use junk model recycling to create a 3D sculpture.	The Lunch Problems unit gives pupils the opportunity to develop their understanding of structures (lunch boxes) They create their ideas following the design criteria, create models and test their product and suggest further improvements.
	Show patterns and texture in drawings.	Evaluate bunting. Design a bunting flag. Use a paper template to help cut out a fabric shape. Use a running stitch to join fabric. Join fabric and decoration to the felt flag. Evaluate bunting. Use design criteria to help evaluate and say two things that went well and one thing that would be improve. Select fabrics that are suitable for decorating bunting.	Paint using fine and chunky paintbrushes to create different effects. Print with sponges, vegetables and fruit to create a repeating pattern.	Explore and discover where foods come from as they choose, prepare and taste different foods. Experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. Use a range of simple food preparation techniques when working with food. Develop and use problem solving strategies to meet challenges with a food. Adapt and improve ideas and can express my own thinking in different ways. Use a range of simple food preparation techniques when working with food. When preparing and cooking a variety of foods, become aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.	<b>END PIECE – MAKE A MODEL OF THEIR FAVOURITE TOY</b>	Investigate and evaluate existing products. Explore different materials and decide which will be useful for making a lunch. Design a new lunch box that meets the design criteria. Select and use tools and equipment to make a lunch box and test it and then evaluate it. Use evaluations to make improvements to their lunch box and then retest and evaluate it. To improve the lunchbox by making it stronger, stiffer, more stable and more waterproof.
	<b>END PIECE: DRAWING OF A PENGUIN</b>	<b>END PIECE: Design bunting for the Rainford Village Hall (Our Wonderful Village – History topic) or for a local garden Centre (Plants – Science topic).</b>	<b>END PIECE – PAINTING OF A LION AND A MOUSE</b>	<b>END PIECE - Design food for different seasons (Seasonal Changes – Science topic) or snacks suitable for cold climates (Cold Places – Geography topic).</b>	<b>*Suggested Artists:</b>	<b>END PIECE - Design a lunch box for Florence Nightingale and Mary Seacole (Famous people who changed history – History topic). Links well to Science unit Everyday materials.</b>
	<b>*Suggested Artists: Matisse and Picasso.</b>		<b>*Suggested Artists:</b>			

## Year 1 Long Term Planning

<b>PSHE</b>	<p><b>Transition to Y1/All about me</b> How can they contribute to the life of the classroom? L1</p> <p>To help construct, and agree to follow, group, class and school rules. L2</p> <p>To know that people and other living things have rights. (turn taking) L3</p> <p>Ways in which they are all unique; understand that there has never been and never will be another 'them'. L8</p> <p>Ways in which we are the same as all other people; what we have in common with everyone else. L9</p> <p>To recognise what they like and dislike. H2</p>	<p><b>Anti-Bullying week November</b> That people's bodies and feelings can be hurt (including what make them feel comfortable and uncomfortable) L3</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. R12</p> <p>To know how to communicate their feelings to others. R1</p> <p>To recognise that their behaviour can affect other people. R2</p> <p>The difference between secrets and nice surprises (that everyone will find out about eventually) R3</p> <p>To recognise what is fair/unfair, kind/unkind, right/wrong. R4</p> <p>To listen to other people and play and work cooperatively (including strategies for negotiation) R6</p>	<p><b>Trust</b> People who look after them and how to speak to them if they're worried. H13</p> <p>How they can help the people who look after them so that they can look after them better. H14</p> <p>To know that they do not need to keep secrets. H15</p> <p>What is meant by 'privacy' H16</p>	<p><b>Money</b> To know that money comes from different sources and can be used for different purposes. L6</p>	<p><b>How to stay safe</b> That household products, including medicines can be harmful if not used properly. H11</p> <p>Rules for and ways of keeping physically and emotionally safe including road safety, water and fire safety. H12</p>	<p><b>Transition for Y2</b> To recognise and celebrate their strengths and set simple but challenging goals. H3</p>
<b>RE (St. Helens Scheme)</b> <u>What do people say about God?</u>	<ul style="list-style-type: none"> <li>To help construct, and agree to follow, group, class and school rules.</li> </ul>	<p style="text-align: center;"><b>Christianity Jesus</b></p> <p>Why is Jesus special to Christians? The nativity story.</p> <ul style="list-style-type: none"> <li>Beliefs about Jesus as God incarnate</li> <li>Christmas</li> </ul>	<p style="text-align: center;"><b>Islam</b></p> <p>How might beliefs about creation affect the way people treat the world?</p> <ul style="list-style-type: none"> <li>God as creator</li> <li>Care for the planet</li> </ul>	<p style="text-align: center;"><b>Judaism</b></p> <p>Why might some people put their trust in God?</p> <ul style="list-style-type: none"> <li>God's promise</li> <li>Noah/Abraham</li> <li>Trusting in God</li> </ul>	<p style="text-align: center;"><b>Hindu dharma</b></p> <p>What do Hindus believe about God?</p> <ul style="list-style-type: none"> <li>One God in many forms</li> <li>God in all things</li> <li>Expressing ideas about God</li> </ul>	<p style="text-align: center;"><b>Christianity Church</b></p> <p>How might people show that they 'belong' to God?</p> <ul style="list-style-type: none"> <li>Baptism</li> <li>Belonging</li> </ul> <p>PSHE- To identify their special people (family, friends, carers) R9</p> <p>To identify and respect the differences and similarities between people. R8</p> <p>To know that they belong to different groups and communities such as family and school. L4</p>

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<b>PE (Sports 4 Kids)</b>	<b><u>Ball Skills</u></b>	<b><u>Tennis</u></b>	<b><u>Gymnastics</u></b>	<b><u>Team Games 1</u></b>	<b><u>Team Games 2</u></b>	<b><u>Athletics</u></b>
	<p>Develop hand/eye co-ordination</p> <p>Develop hand/foot co-ordination</p> <p>Display passing skills with a partner</p> <p>Demonstrate passing skills in a small group to an accurate degree</p> <p>Develop these skills within a team situation</p>	<p>Gain control and precision of movement of racket</p> <p>Control and alter footwork leading to striking the ball</p> <p>Use hand-eye co-ordination when striking the ball</p> <p>Use a net to as a target for increasing accuracy of shot</p> <p>Put learnt skills into practise in a game</p>	<p>Demonstrate an ability to understand and hold shapes</p> <p>Demonstrate an ability to understand and hold shapes with equipment</p> <p>Display ability to travel safely</p> <p>Display ability to travel safely on apparatus</p> <p>Combine skills learnt to use shapes and travelling in transitions</p> <p>Put together sequences to perform transitions</p>	<p>Display individual skills (self-confidence &amp; awareness when performing)</p> <p>Develop communication skills (working with others in a group)</p> <p>Develop unity when working in a small group</p> <p>Working as a team to complete a set goal/target</p> <p>Complete above skills in a competition situation</p>	<p>Develop knowledge of what makes a good team/teamwork</p> <p>Increase communication skills in teamwork using a variety of methods (verbal, non-verbal, tactical)</p> <p>Develop and understand their own spatial awareness</p> <p>Understand tactical awareness of where to position themselves when attacking and defending as a team</p> <p>Making movements to progress the team forward—attacking/gameplay</p> <p>Apply above skills into a team game</p>	<p>Develop running technique (direction &amp; self-awareness)</p> <p>Develop running technique (speed &amp; reaction)</p> <p>Develop jumping technique (technique &amp; co-ordination)</p> <p>Develop jumping technique (timing &amp; footwork)</p> <p>Demonstrate object control (basic throwing)</p> <p>Demonstrate object control (competitive throwing)</p> <p>Apply these techniques to a competitive game/situation</p>
	<b><u>Dance</u></b>				<b><u>Bat &amp; Ball Skills</u></b>	
	<p>Use different body parts to make a variety shapes</p> <p>Move around in space while controlling speed of movements</p> <p>Vary poses and movements (high, middle and low heights / number of points of contact)</p> <p>Keep in time with dance counts, beats of music and move in time with music</p> <p>Display emotions related to chosen music through dance</p> <p>Perform a rehearsed dance and review fundamentals</p>				<p>Demonstrate hand/eye co-ordination catching skills</p> <p>Demonstrate individual throw &amp; hit skills</p> <p>Display and practise partner throwing and catching skills</p> <p>Participate in small group bat/ball game skills</p> <p>Put techniques into place during a game situations (cone tennis, mini-cricket etc.)</p>	