

Year 1

Long Term Plan

1. Autumn
2. Spring
3. Summer



“Learn. Believe. Achieve.”
Resilient, Persistent, Self-Motivated, Creative
Risk Takers, Good Citizens, Entrepreneurial

Year 1	Maths <i>Herts suggested</i>	English <i>Herts suggested</i>	Science	Computing	Art	DT	Geography	History	Music	Performing Arts
	Term 1: - Geometry (positional language incl. ordinal numbers); - numbers to 10 (patterns; counting; comparison; estimating and ordering; regrouping the whole; addition and subtraction; solving problems; equality and balance); - numbers to 20 (making 10 and some more; estimating and ordering; 1 more and 1 less; doubling; halving; odd and even); geometry (names and properties of 2D and 3D shapes)	Narrative: Stories with predictable phrasing (T1) Contemporary fiction - stories reflecting children's own experience (T2) Traditional Tales – fairy tales (T3) TAKE ONE BOOK (T1,2,3)	Working Scientifically – practical learning at every opportunity Plants - common wild and garden plants - deciduous and evergreen trees - basic plant structure	Using Technology Safely Algorithm Project - write simple algorithms in 'human language' (eg) instructions to make a sandwich	Cultural Understanding Drawing Project - master line drawings, shape and colouring the work of an artist	Cultural Understanding Paper Product Project - cut, shape and join a wide range of paper-based materials (eg) celebration card	Cultural Understanding Fieldwork - outdoor, practical learning at every opportunity	Cultural Understanding	Cultural Understanding	Mime Project: Facial Expressions Express emotions through facial expressions
	Term 2: Measures (length; height; mass; speed); sequencing events (days of the week/months of the year); Numbers to 20 (adding/subtracting using 'think 10; equality and balance; part or whole unknown; problem solving; comparison incl. statistics; measures (coins; ordering; comparing); counting in 2s, 5s, 10s, Measures (non-standard and standard)	Non-Fiction: Labels, lists, captions (T1) Recount (T1) Report (T2) Instructions (T2) Report (T3) Explanations (T3)	Animals, including Humans fish, amphibians, reptiles, birds, mammals - carnivores, herbivores, omnivores - basic parts of the human body Use of Everyday Materials - identify and name everyday materials - describe properties of everyday materials - compare and group materials	Beebot Project - navigate a beebot towards a target using simple algorithms Digital Work Project - save a file and open it again (eg) type a story over several sessions; edit an image over several sessions	Colour Mixing Paint Project - master colour mixing and paint techniques through the work of an artist Clay Sculpture Project - texture form and space through the work of an artist	Builder Project - select and use construction materials to build a structure (eg) Lego building Wheels Project - explore and use wheels and axels (eg) design and create a vehicle/ imaginary creature/robot	Map Drawing Project - construct maps using symbols (eg) pirate treasure maps UK Project - explore the UK - UK weather (eg) become weather reporters/farmers/travel agents etc	Remarkable Event Project - Significant historical event beyond living memory Inspiring Person Project - significant individual with NATIONAL achievements	Singing Project - use voices expressively (eg) Christmas songs Instrument Project - tuned and untuned percussion - dynamics/tempo - well-known songs	Drama Project: Audio Story Express emotions through tone and voice
	Term 3: Multiplication and division (equal/unequal groups and remainders; repeated addition; arrays; problem solving; scaling and counting in 2s to 24; Division (sharing and grouping problems); Time (o'clock/half past); fractions (sharing into equal groups/equal or unequal parts of shapes/continuous quantities incl. capacity) numbers to 20 review; numbers to 100 (place value and digits; making tens and some more); place value (estimation, ordering and comparison)	Poetry: Vocab building (T1, T2, T3) Rhyming couplets (T1, T2) TAKE ONE POET (T3) Poetry: Take one poet	Seasonal Changes - changes across the four seasons - seasonal weather - day length variation			Food Project Prepare a healthy savoury dish	My School Project - conduct a field study on the school grounds (eg) tour guides/ play area designers/ woodland explorers	Our Town Project - changes within living memory - significant historical people, events, places in their own locality (eg) museum trip/visitor	Symbol Project - simply notate compositions - duration (eg) using and drawing pictorial symbol notation grids	Ribbons Project: using ribbons to describe music Use movement to express rhythm and emotion

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Year 1	RE Herts Scheme Christianity Hinduism	PSHE Jigsaw Scheme	PE
Autumn 1	<i>Beliefs and Practice; Justice and Fairness: harvest traditions and giving to charity</i>	Being me in my own world – class charter; feeling special and safe in my class	- Movement Checklist - Gymnastics
Autumn 2	<i>Symbols and Actions; Ultimate Questions: Festivals of Light/Christmas</i>	Celebrating Difference – differences that make us special and unique	- Movement Checklist - Gymnastics
Spring 1	<i>Identity and Belonging: naming ceremonies/family/visiting a place of worship</i>	Dreams and Goals – celebrating success	- Ball Skills - Invasion Games
Spring 2	<i>Prayer, Worship and Reflection; Ultimate Questions; Beliefs and Practices: Easter/ Jesus/ artefacts for prayer and worship</i>	Healthy Me – identifying ways to keep safe and healthy	- Movement to Music - Invasion Games
Summer 1	<i>Sources of wisdom – sacred texts and faith stories</i>	Relationships – expressing appreciation	- Athletics - Striking and Fielding
Summer 2	<i>Human Responsibilities and Values; Ultimate Questions: taking responsibility/ Big questions about God</i>	Changing Me – identify body differences between boys and girls	- Athletics and Sports Day Activities

Rights Respecting School Articles		
<p>Article 1 Everyone under 18 has these rights.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p> <p>Article 4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.</p> <p>Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.</p> <p>Article 6 You have the right to be alive.</p> <p>Article 7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).</p> <p>Article 8 You have the right to an identity – an official record of who you are. No one should take this away from you.</p> <p>Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.</p> <p>Article 10 If you live in a different country than your parents do, you have the right to be together in the same place.</p> <p>Article 11 You have the right to be protected from kidnapping.</p> <p>Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p>Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p>	<p>Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p> <p>Article 16 You have the right to privacy.</p> <p>Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p> <p>Article 18 You have the right to be raised by your parent(s) if possible.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 20 You have the right to special care and help if you cannot live with your parents.</p> <p>Article 21 You have the right to care and protection if you are adopted or in foster care.</p> <p>Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.</p> <p>Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.</p> <p>Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p> <p>Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p> <p>Article 26 You have the right to help from the government if you are poor or in need.</p> <p>Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>	<p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p>Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.</p> <p>Article 31 You have the right to play and rest.</p> <p>Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.</p> <p>Article 33 You have the right to protection from harmful drugs and from the drug trade.</p> <p>Article 34 You have the right to be free from sexual abuse. Article 35 No one is allowed to kidnap or sell you.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.</p> <p>Article 39 You have the right to help if you've been hurt, neglected or badly treated.</p> <p>Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.</p> <p>Article 41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.</p> <p>Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.</p> <p>Articles 43 to 54 These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.</p>