



St Nicholas at Wade CE Primary School Long Term Planning



Year Group-Year One

Duration	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic	Enchanted Woodland	Splendid Skies	Dinosaur Planet	Bright Lights, Big City	Paws, Claws and Whiskers	Moon Zoom
St Nicholas Experience	Woodland visit- Making Tree Boggarts	Aeroplane adventure	Reptile Experience	Canterbury Cathedral	Wingham Trip	Spaceship Crash Landing
Whole School	Harvest	Remembrance Day	Chinese New Year/Pancake Day	Mother's Day Easter World Book Day	Eid Sports Day	Father's Day Transition
Outdoor Learning	Natural art Deciduous and evergreen Nests and dens	Geocaching	Pancakes by the fire Dinosaur bones	Earth Day-seed bombs	Shadow Play Weather machines	Orienteering around the school grounds. Litter picking
English	Fiction: Gruffalo Story Pattern: <i>Defeating the Monster Tale</i> Focus: <i>Characterisation</i> Non Fiction: The Elphog Text Type: <i>Information</i>	Fiction: We're going on a bear hunt Story Pattern: <i>Journey Tale</i> Focus: <i>Scariness</i> Non Fiction: <i>How to make a moon buggy</i> Text Type: <i>Instructions</i>	Fiction: Lost and Found Story Pattern: <i>Journey Tale</i> Focus: <i>Setting</i> Non Fiction: <i>Why are dinosaurs extinct? OR How to catch a dinosaur?</i> Text Type: <i>Explanation</i>	Fiction: Handa Surprise <i>Cumulative Finding Tale</i> Focus: <i>Dialogue</i> Non Fiction: Dear Baby Bear Text Type: <i>Recount in the form of a letter</i>	Fiction: Whatever Next Story Pattern: <i>Journey Tale</i> Focus: <i>Description</i> Non Fiction: <i>Spy Pen 300</i> Text Type: <i>Information</i>	Fiction: Paddington Story Pattern: <i>Meeting Tale</i> Focus: <i>Openings & Endings</i> Non Fiction: <i>Should Paddington be arrested?</i> Text Type: <i>Discussion/trial</i>
English SPAG	Understand the following terminology: letter, capital letter; word,	Use regular plural noun suffixes -s dog/dogs Use capital letters and full stops	Use capital letters and full stops to demarcate sentences in some of his/her	Use plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes e.g, including	Understand how the prefix un- changes the meaning of verbs and adjectives	Use suffixes that can be added to verbs where no change is needed in the

	<p>singular, plural; sentence; and punctuation, full stop, Separate words with spaces Join words and clauses using and. Spell some common exception words.</p>	<p>to demarcate sentences in some of his/her writing. Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. Spell some common exception words.</p>	<p>writing. Use a question mark Spell the days of the week. Spell some common exception words.</p>	<p>the effects of these suffixes on the meaning of the noun Spell some common exception words.</p>	<p>negation, for example, unkind, or undoing: untie the boat. Use capital letters and full stops to demarcate sentences in some of his/her writing. Spell some common exception words.</p>	<p>spelling of root words e.g. helping, helped, helper. Spell some common exception words. Use a question mark, exclamation mark.</p>
<p>English Little Wandle</p>	<p>Phase 3/4 review. Phase 5 GPCs /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Tricky words: Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>	<p>Phase 5 GPCs /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Tricky words: their people oh your Mr Mrs Ms ask* could would should our</p>	<p>Phase 5 GPCs /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Tricky words: any many again who whole where two school call different thought through friend work</p>	<p>Phase 5 GPCs /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school /sh/ ch chef</p>	<p>Revisit Phase 5 GPCs ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant</p>	<p>Phase 5 GPCs /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more review Tricky words: busy beautiful pretty hour move improve parents shoe</p>

		house mouse water want		/z/ /s/ ce se ze freeze Tricky words: once laugh because eye	Tricky words: Revisit	
Maths	Number: Place Value (within 10) 4 weeks	Number: Addition & Subtraction (within 10) 4 weeks Geometry: Shape 1 week Number: Place Value (within 20) 2 weeks	Number: Addition & Subtraction (within 20) 4 weeks Number: Place Value (within 50 including multiples of 2, 5 and 10) 2 weeks	Number: Place Value continued (within 50 including multiples of 2, 5 and 10) 1 week Measurement: Length and Height 2 weeks Measurement: Weight and Volume 2 weeks	Number: Multiplication & Division (reinforce multiples of 2,5 and 10.) 3 weeks Number: Fractions 2 weeks	Geometry: Position and Direction 1 week Number: Place Value (within 100) 2 weeks Measurement: Money 1 week Measurement: Time 2 weeks
In every term address: addition, subtraction, division and multiplication. Need to understand and show the inverse that the questions can be commutative. Use a range of methods including base 10, arrays, pictures, number lines. (Focus on number formation and correct writing of symbols)						
Science	Working Scientifically: 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	Working Scientifically: 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	Working Scientifically: 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		Working Scientifically: 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	Working Scientifically: 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

	<p>help in answering questions.</p> <p>Plants: 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.</p> <p>Seasonal Changes: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p>help in answering questions.</p> <p>Seasonal Changes: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p>help in answering questions.</p> <p>Animals including humans: 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).</p>		<p>help in answering questions.</p> <p>Animals including humans: 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).</p>	<p>help in answering questions.</p> <p>Everyday materials: 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.</p>
Computing	<p>Computing systems: Technology around us</p> <p>E-Safety: Health Wellbeing and Lifestyle</p>	<p>Creating media: Digital Painting</p> <p>E-Safety: Privacy and Security</p>	<p>Creating media: Digital Painting</p> <p>E-Safety: Online Relationships. Online Bullying</p>	<p>Data and information: Grouping Data</p> <p>E-Safety: Copyright and Ownership. Managing Online Information.</p>	<p>Programming: Moving a Robot</p> <p>E-Safety: Self-Image and Identity.</p>	<p>Programming: Introduction to Animation</p> <p>E-Safety: Online Reputation</p>
R.E	<p>GOD What do Christians believe that God is like?</p>	<p>INCARNATION Why does Christmas matter to Christians?</p>	<p>GOSPEL What is the good news that Jesus</p>	<p>SALVATION Why does Easter matter to Christians? CORE LEARNING</p>	<p>JUDAISM Who is Jewish and what do they believe? (Part 1)</p>	<p>JUDAISM Who is Jewish and what do they believe? (Part 2)</p>

		CORE & Digging Deeper	brings? CORE & Digging Deeper			
Geography	<p>Making maps Geographical skills and fieldwork: Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map</p>	<p>Animals around the world Weather watching Human and Physical Features: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Making maps Geographical skills and fieldwork: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Locating dinosaurs Locational Knowledge: Name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Canterbury Cathedral/London Locational Knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Human and Physical Features: Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork: Use simple fieldwork and observational</p>	<p>Making maps Programming Beebots Geographical skills and fieldwork: Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map Locational Knowledge: Name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its</p>	<p>Geocaching Making maps Geographical skills and fieldwork: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>

				skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
History		<p>Sir Francis Beaufort Margate Storms Weather stations</p> <p>Local history: Significant historical events, people and places in their own locality</p> <p>Lives of significant people: 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</p>	<p>Mary Anning Fossils</p> <p>Events beyond living memory: Events beyond living memory that are significant nationally or globally</p> <p>Lives of significant others: 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</p>	<p>The Great Fire of London/Canterbury Cathedral</p> <p>Beyond living memory: Events beyond living memory that are significant nationally or globally</p> <p>Lives of significant people: 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</p>		<p>Neil Armstrong Remembrance Day</p> <p>Lives of significant people: 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</p> <p>Local History: Significant historical events, people and places in their own locality</p>
Art and Design	<p>Colour-mixing Natural Art- Andrew Goldsworthy</p>	<p>Use colour, pattern, texture, line:</p>	<p>Dinosaur prints</p> <p>Use colour, pattern, texture, line:</p>	<p>Canterbury Cathedral-Stephen Wiltshire</p> <p>Range of artists:</p>	<p>Animal Patterns</p> <p>Animal painting- Henri Rousseau</p>	<p>Collage poppies</p> <p>Use colour, pattern, texture, line:</p>

	<p>Use colour, pattern, texture, line: Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Using different materials: Use a range of materials creatively to design and make products.</p> <p>Drawing: Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Using different materials: Use a range of materials creatively to design and make products</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Study 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.</p> <p>Drawing: Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Use colour, pattern, texture, line: Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Drawing: Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Range of artists: Study 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.</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>
<p>Design Technology</p>	<p>Making woodland crowns/nests and food.</p>	<p>Designing: Design purposeful, functional, appealing</p>	<p>Design, make and evaluate sockosaurus</p>	<p>Constructing landmarks/bridges Designing:</p>	<p>Animal enclosures Animal puppets Designing:</p>	<p>Making Space Rock/Moon Buggies.</p>

	<p>Designing: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates.</p> <p>Making: Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Evaluating: Explore and evaluate a range of existing products.</p>	<p>products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates.</p> <p>Making: Select from and use a wide range of materials and components, including construction materials, textiles and ingredients</p> <p>Evaluating: Evaluate their ideas and products against design criteria</p>	<p>Designing: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates.</p> <p>Making: Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Evaluating: Explore and evaluate a range of existing products.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Making: Select from and use a wide range of materials and components, including construction materials, textiles and ingredients</p> <p>Evaluating: Evaluate their ideas and products against design criteria</p> <p>Technical Knowledge: Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates.</p> <p>Making: Select from and use a range of tools and equipment to perform practical tasks.</p>	<p>Designing: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates.</p> <p>Making: Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Evaluating: Explore and evaluate a range of existing products.</p> <p>Technical Knowledge: Explore and use mechanisms, in their products</p>
P.E-	<p>Dance iMoves – Animals</p> <p>Athletics - Running & Jumping Gym-Balance & Agility</p>	<p>Gymnastics Body Management and Floor Exercise Invasion-Throwing & Catching Dance-Animals Jungle</p>	<p>Dance iMoves - Dinosaurs and space Net Skills-Balance & Control-Striking Athletics-FUNDamentals</p>	<p>Gymnastics Vault</p> <p>Sports Day practise Outdoor adventure-Creative Play</p>	<p>Ball skills Throwing, catching, rolling and spatial awareness Tennis Ball and racket skills</p>	<p>Dance iMoves – Countries</p> <p>Invasion-Ball control Dance_Fictional Characters-Traditional Tales</p>

	<p>To consolidate appropriate running technique</p> <p>To jump with control and balance on landing</p> <p>To jump whilst travelling</p> <p>To throw towards a stationary target</p> <p>To know what the term 'healthy eating' means</p> <p>Show an awareness of personal and general space</p> <p>To move with some confidence, imagination, and safety</p> <p>To travel using 'caterpillar', 'monkey' and 'crab' walk</p> <p>To travel in 'crawling slider' position</p> <p>Discuss safety when using apparatus</p>	<p>To be able to throw a ball/ beanbag with accuracy</p> <p>To be able to show an awareness of space</p> <p>To be able to catch a ball/ beanbag with some control</p> <p>To observe, describe and copy with others are doing</p> <p>To work collaboratively with a partner</p> <p>Able to demonstrate large and expansive shapes</p> <p>Able to demonstrate swinging actions with the arms</p> <p>Able to demonstrate heavy and strong dynamics</p> <p>Able to perform in slow motion</p> <p>Able to develop relationships-canon</p>	<p>To aim and strike an object towards a set target</p> <p>To balance a ball on a racket with control</p> <p>To recognise and begin to use space in games</p> <p>To attempt to strike a ball over and beyond a target</p> <p>To attempt to 'set' a ball in the air repetitively (Volleyball)</p> <p>To develop a range of skills associated with Athletics</p> <p>To understand how to change direction, levels and speeds</p> <p>To develop a range of skills for distance and accuracy</p> <p>To develop understanding of how we can use our body to improve performance</p>	<p>Gym-Position & Direction</p> <p>Develop more complex fundamental movement skills</p> <p>To work collaboratively within a group</p> <p>To develop thinking and creativity</p> <p>To develop decision making in games</p> <p>To be able to work independently</p> <p>To move from one body position to another</p> <p>To perform balances on different levels</p> <p>Show a clear beginning & end to shapes/ sequences</p> <p>To further explore the large and small apparatus</p> <p>To balance on small body parts with control</p>	<p>Strike & Field- Partner Games Introduction to invasion</p> <p>To work collaboratively with a partner</p> <p>To use a range of small equipment</p> <p>To throw to a partner with developing accuracy</p> <p>To be able to 'mirror' a partner's movements</p> <p>To be able to listen and observe</p> <p>Develop confidence in moving their bodies at different speeds and in different directions</p> <p>Refine basic fundamental movement skills</p> <p>Develop confidence when moving with equipment</p> <p>Develop confidence in object control</p> <p>Begin to develop confidence and</p>	<p>To move fluently, changing direction & speed easily</p> <p>To use different movements, speeds & pathways</p> <p>To recognise space in games</p> <p>To consolidate passing and receiving</p> <p>To describe and copy what others are doing</p> <p>Able to demonstrate house shapes</p> <p>Able to demonstrate climbing actions</p> <p>Able to move with angry dynamics</p> <p>Able to move to the beat of the music</p> <p>Able to develop relationships-counterbalances</p>
--	--	--	--	---	--	--

			To develop skills in preparation for Athletic style events		understanding when sending a ball to a partner	
Music	<p>Hey You! Style of song: Old School Hip Hop Focus: Explore how pulse, rhythm and pitch work together.</p>	<p>Rhythm In The Way We Walk and The Banana Rap. Style of song: Reggae Focus: Pulse, rhythm and pitch, rapping, dancing and singing.</p>	<p>In the Groove Style of song: Blues, Baroque, Latin, Bhangra, Folk, Funk Focus: How to be in the groove with different styles of music.</p>	<p>Round and Round Style of song: Bossa Nova Focus: Pulse, rhythm and pitch in different styles of music.</p>	<p>Your Imagination Style of song: Pop Focus: Using your imagination.</p>	<p>Reflect, Rewind & Replay Style of song: Classical Focus: The history of music, look back and consolidate your learning, learn some of the language of music.</p>
PSHE	<p>Get Heartsmart/The St Nicholas Way Many choices we make can help or hurt our own and others hearts. Begin to understand our emotions. Whatever we put into our hearts is what comes out. Think of reasons why we are grateful for another person.</p>	<p>Don't forget to let love in Let love into our hearts. There are different types of touch. Differentiate between the truth and lies that are spoken over us or about us. Appreciate the ways in which we are all unique. There is a choice in spending and saving. There is a</p>	<p>Too much selfie isn't healthy! Too Much Selfie isn't Healthy! Notice the people around us. Ways we can help others and recalling ways we have been helped. Show appreciation for the people who look after us. Work as a team to complete some relay races/challenges.</p>	<p>Don't hold on to what's wrong. About the importance of forgiveness. Think about how our behaviour affects others. Think of how we can make amends when we have hurt/upset someone. Forgiveness helps our hearts.</p>	<p>Fake is a mistake! Fake is a Mistake! Being Yourself is the Best. The real me is the best me. There are people we can talk to when we feel sad, worried or angry. Small lies can have a big impact. Look after our teeth. Reflect on ways Fake is a Mistake!</p>	<p>No way through isn't true Keep trying when things are difficult. Differentiate between secrets we should and shouldn't keep. Know what to do if someone asks us to keep a secret that makes us feel uncomfortable. There is hidden potential within us all.</p>

	<p>Make choices that keep our minds and bodies healthy. Reflect on how the choices we make can help or hurt our own and other's hearts.</p>	<p>reward that comes from saving. Different ways we can take care of ourselves every day. Reflect on ways to let love into our hearts.</p>	<p>Simple rules to help keep us safe online. Reflect on how we show love for others.</p>	<p>Different ways to handle negative emotion. Explore different ways to handle disappointment. The words we use affect other people. Reflect on ways we can let go of negative emotion.</p>		<p>Identify dreams in our hearts. About change, loss and the associated feelings. Reflect on ways 'No Way Through' isn't True!</p>
--	---	--	--	---	--	--