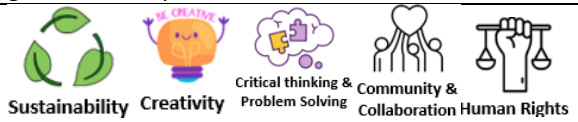
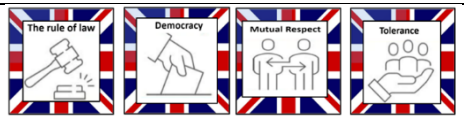
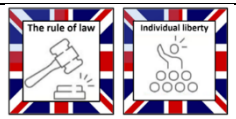
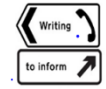
Year 1 Big Ideas
Long Term Planning 2024-2025

	Year 1 Planning Overview		
	Autumn	**Spring**	**Summer**
Topic title	**This is me!**	**Secret Garden**	**Whatever the Weather**
Drivers (past present future)	**Past**: What was I like before I started school? Photograph montage: What did I like / not like to eat? What was my favourite toy to play with? What did I like doing? **Present:** How have I changed and the people and places around me changed? Who are the important people in the country and how do they help me? **Future:** What will I be like when I am older? What do I want to do when I am older?	**Past**: How gardens have changed over time? (e.g. Food based to play-based) **Present:** What does my garden look like? What is happening to the wildlife in our garden? **Future:** How can we make sure that the wildlife in our gardens has a place to live?	**Past**: What did the weather used to be like? **Present:** What changes happen in the seasons of a year? **Future:** How can we use the weather to help us? (Solar panels, wind farms)
Curriculum of Global Discovery drivers	 **Avenues for exploration:** What do I want to be when I am older? How can I take care of my mind and body? What makes a good leader? Kings and Queens of the past	 **Avenues for exploration:** What is your local environment like? Should everyone have the right to a green space? How can we help Prince Charles achieve his vision? How can we use our gardens to help with food waste?	 **Avenues for exploration:** **Technology** – wind, sun, water power (overview – recovered later) **Equity and Diversity** – how can we help people who are affected by the weather?
UN Global Goal links			
British Values			

Charity Link					
Visit/ experience linked to the topic	Local Walk to the park		Botanical Gardens (Leicester) Farm trip		Green screen for weather report
Hook					
Overall outcome for topic (showcase)	Oracy: present to a friend in their partner school about what they are like, where they live and what they want to be when they are older		Create a habitat in the Forest School Area or outdoor space – for a minibeast.		Use their subject outcomes to play the game 'Guess the Season' with their partner class
Key Text suggestions	• The Owl who was Afraid of the dark • Funnybones • Rapunzel • Jolly Postman at Christmas		• Jim and the beanstalk • The enormous potato • The most important animal of all. • Monkey puzzle • There's a Tiger in my Garden • The Tiny Seed • The Big book of Bloom		• 7 sector 7 • Literacy shed video - • Poems out loud • Once upon a Raindrop • Little Cloud
English/Phonics	• RWI phonics – lessons grouped by assessment • The Write Stuff			**ICT Unit - Creating Media** – Digital Writing – Unit 3 Year 1 Pupils should be taught to use technology purposefully to create, organise and manipulate digital content Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.	
Purposes for writing	Writing to entertain			 Writing to inform	
Mathematics	Place value - 10	Number – Addition and Subtraction Place Value - 20	Number – Addition and Subtraction Number: Place value – Multiples	Measurement: Length and height Weigt and Volume	Number – multiplication and division Fractions	Place Value – numbers to 100 Money Time

Focus Subjects	**Block 1**	**History – Old and New** Children will investigate old and new things from their own lifetime and some items from when their grandparents were young.	**Science Animals** Children will understand and be able to name different types of animals	**Geography The UK and the weather** Children will investigate the 4 countries that make up the UK and will be able to identify them on a map
	Subject outcome 1	Create own scrap books based on younger self – sentences / captions alongside photographs	Learn and design a garden that would attract hedgehog's / birds. Leaflet about protecting wildlife of choice...	Label a map of the UK
	Block 2	**Geography – Locality Study** Children will explore the local village and will be able to identify features	**Science – Plants** Children will study plants and will be able to label parts of them	**Science - Physics Seasonal Changes** Children will understand that there are 4 seasons and will know some of the weather associated with them
	Subject outcome 2	Create the front of a postcard that accurately represents the village that they live in ready for school to use	Create a diagram with real parts of flowers to accurately represent a flower: petal, stem, root, leaf and photograph it	Track the weather over a week and produce a weatherman-style video to show what the weather is like across the UK
	Block 3	**Science (Humans)** Children will investigate the human body and be able to identify key parts	Computing **Data and Information** – Grouping Data - Unit 4 Year 1 Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.	Computing **Programming A – Moving a Robot** – Unit 5 Year 1 Pupils should be taught to 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. **Programming B – Programming Animations** Unit 6 Year 1 Pupils should be taught to 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
	Subject outcome 3	*To create human body using a range of materials identifying key parts of the body and labelling/ naming bones, anatomy and captions identifying which body parts have changed and how.*	Data and Information – Grouping Data - Unit 4 Year 1 demonstrate how computers are able to group and present data	Programming A – Moving a Robot – Unit 5 Year 1 Use the early stages of program design through algorithms. Programming B – Programming Animations Unit 6 Year 1 Use the early stages of program design through the introduction of algorithms.
	Block 4	**Computing** **Systems and Networks – Technology Around Us - Unit 1 Year 1** Pupils should be taught to 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 their online technologies.	**Art - <u>Monet's Secret Garden</u>** An art learning journey in sketchbooks demonstrating research and experimentation using colour mixing. A finger paint colour mixing representation of Monet's flower garden. Knowledge of the life and works of Claude Monet	**Art - <u>Raindrops and Rainbows- Art Project</u>** An art learning journey in sketchbooks demonstrating research and experimentation. A clear understanding of mixing primary colours to create secondary colours (rainbow)
	Subject outcome 4	**Computing Systems and Networks – Technology Around Us - Unit 1 Year 1** Developing keyboard and mouse skills consider how to use technology responsibly.	A mixed media piece of artwork inspired by *Bridge over a Pond of Water Lillies* – tissue paper collage and oil pastel	A warm and cool colours paintings of umbrella A wax resist artwork using wax crayons and liquid watercolours

	Block 5	**Creating Media – Digital Painting – Unit 2 Year 1** Pupils should be t aught to use technology purposefully to create, organise and manipulate digital content Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.		**D&T – Bee House** Children to design a functional object – focus on bee home that will be planned and evaluated.		**Science – Everyday Materials** Children will explore materials and be able to identify different types of materials	
	Subject outcome 5	Creating Media – Digital Painting – Unit 2 Year 1 Create their own digital paintings, while gaining inspiration from a range of artists' work.		Make a home for an animal in our school garden (add a camera to see what comes in it)		How can we use the weather to help us- Presentation shared with an audience – flip grid	
Lessons (Taught Weekly)							
RE		1.10 What does it mean to belong to a faith community?	1.1 God – What do Christians believe God is like?	Unit 1.7 Who is Jewish and how do they live?		1.2 Creation – Who made the world?	1.9 How should we care for others and the world?
PSHE		Beginning and Belonging BB12	Family and Friends FF12 Anti-bullying AB12	Diversity and Communities DC12	Relationships & Sex Education RS1 Drug Education DE12	Personal Safety PS12	Healthy Lifestyles HL12
PE		Fundamental Movement	Dance	Gymnastics	Personal Challenges	Striking and field Games	QAA
Music		**Voice & Pitch Unit** Use pitch and timbre to create my own composition		Rhythm and Pulse unit Perform a short rhythm based on notations		**Recorder Unit** Play the recorder using a sequence of notes.	