

The Leys Primary and Nursery School Long term Plan 2018-2019

Year 1	Autumn 1 8 weeks				Links to local community				Parents Thursday				Autumn 2 7 weeks				CLASS TRIP Link to R.E.			RE Trip	
Dates	4/9	10/9	17/9	24/9	1/10	8/10	15/10	22/10	5/11	12/11	19/11	26/11	3/12	10/12	17/12						
Whole School Events	I'm a star fortnight				No Pens Day 3 Oct Spelling Fortnight		Harvest Week/Perf ormances			Anti bullying week Choose respect				3 Dec School closed Enterprise Week							
TOPIC THEME/s	Space Inspirational person: Neil Armstrong								A squash and a squeeze Inspirational person: Julia Donaldson												
	Weeks 1-2		Weeks 3-4		Weeks 5-6			Week 7/8	Weeks 1-2			Weeks 3-4		Weeks 5-6/7							
MATHS	1LS1, 1LS2, 1LS3 Positional Language Finding Patterns Counting and Comparison		1LS4, 1LS5, 1LS6 Estimating and ordering Regrouping Addition and subtraction		1LS6, 1LS7 1LS8, 1LS9 Addition and subtraction Solving problems Comparison Equality and balance				1LS10, 1LS11 Making 10 Estimating and ordering			1LS12, Doubling		1LS13, 1LS14 Odd and Even numbers. Names and Properties							
LITERACY Genre	Take one book: Lists, labels and caption.		<i>Recounts</i>		Poetry Take one book: Whatever Next!				Take one book: What the Ladybird heard Stories with predictable phrasing			Stories with predictable phrasing		Vocabulary building rhyming couplets							
SCIENCE	Scientist: <i>distinguish between an object and the material from which it is made</i> <i>compare and group together a variety of everyday materials on the basis of their simple physical properties.</i>								Scientist: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)												

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Computing	<i>Log onto chromebooks and purple mash E-safety</i>	<i>Can create a text based document, adding basic effects to sections of text.</i>	<i>Communication and collaborating online Understands the messages can be sent electronically over distances.</i>	Digital media Can explore sounds and music using technology.	Can record sound using ICT and save and play it back.	Inserts for Christmas Cards
History	<i>Accurately order events. compare ideas from different time periods - looking at the space shuttles and suits compare words and phrases relating to the passing of time recognise and describe some characteristics of different kinds of art, craft and design (Artist study)</i>			Composing as a class - Halloween Pitch High/Low Listening and recognising pitch changes Introduction to pitched percussion Playing with correct technique Playing very basic tune by ear in time with a song Taking turns Christmas songs		
Geography	<i>LOCATIONAL KNOWLEDGE Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i>			PLACE KNOWLEDGE Can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.		
FRENCH	<i>Counting to 10</i>	Counting to 10	Counting to 10	colours	colours	colours
ART and DESIGN	Colour mixing - Creating planets			Christmas Crafts		
DESIGN and TECHNOLOGY	<i>D and T day – designing a spaceship to keep the egg safe.</i>					
MUSIC	Finding the singing voice Sirening, exploring different vocal sounds Keeping a beat - lots of games to practise this			Exploring different non pitched percussion instruments Loud and quiet Vocab - forte and piano		
R.E.	<i>Child Initiated Learning</i>			<i>Beliefs and practices - What do Christians and Jews believe? How do Christians and Jews celebrate festivals?</i>		
P.E.						

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	<p><i>Topic 1 – Core Physical Skills</i></p> <p><i>Topic 2 – Team Building</i></p>	<p><i>Topic 1- Core Physical Skills</i></p> <p><i>Topic 2 – Balls Skills</i></p>
PSHE	<p><i>We're all stars</i></p> <p><i>To write a class charter</i></p> <p><i>To find out about each other</i></p> <p><i>To understand how to solve problems</i></p> <p><i>To think about ways to look after each other</i></p> <p><i>To understand what makes a happy playtime</i></p> <p><i>To be able to make choices</i></p>	<p>Be friendly, be wise</p> <p>To understand how to make friends</p> <p>To understand why we sometimes fall out with our friends</p> <p>To develop strategies to manage angry feelings</p> <p>To develop strategies to prevent bullying (National Anti- bullying Week)</p> <p>To be aware that there are hazards in the home</p> <p>To know how to cross the road safely</p>
Reflect Ed	<p><i>Introduction to reflect Ed</i></p> <p><i>Learning a new skill</i></p>	<p>Growth mindset</p>

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Year ...	Spring 1 6 weeks		Links to local community						Spring 2 6 weeks		CLASS TRIP			Mountfichet Castle	
Dates	8/1	14/1	21/1	28/1	4/2	11/2			25/2	4/3	11/3	18/3	25/3	1/4	
Whole School Events			Science Week							World Book Day					
TOPIC THEME/s	Knights and castles (Literacy topic)							Dragon quest							
	Weeks 1-2		Weeks 3-4		Weeks 5-6		Week 7/8	Weeks 1-2		Weeks 3-4		Weeks 5-6/7			
MATHS	1LS15, 1LS16 Measures Sequencing Events		1LS17, 1LS18 Add using 'think 10' Subtraction using 'Think 10'		1LS19, 1LS20 Equality and balance Part or whole unknow Problem solving Comparison		1LS21, 22		1LS23 Measures		1LS24 Counting in 2s, 5s, 10s		1LS25 Measures		
LITERACY Genre	Take one book: Traditional tales		Traditional tales		Instructions how to grow a beanstalk.			Owl Babies Report - Egg in classroom		Instructions - how to train a dragon. How to save the		Traditional tales			
SCIENCE	Scientist: 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							Scientist: 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							
Computing	<i>Using the internet understand that information comes from</i>		<i>understands that ICT can give access quickly to a wide variety of resources</i>		<i>can talk about ICT and the internet and other methods to find information.</i>			Programming and control understands that devices respond to		Can take photographs for a range of different purposes.					

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	<i>different sources e.g. books, web sites, etc...</i>			commands.		
History	<i>Use a variety of sources and understand different ways to find out about the</i> <i>Ask and answer questions related to an area of study</i>			N/A		
Geography	N/A			Geographical skills use simple compass directions (North, South, East, West) and simple directional language (near and far; left and right) to describe the location of features and routes on maps. Uses simple fieldwork and observational skills to study the geography of their school and the key human and physical features of the surrounding environment- where would be the best place for the dragon to land/lay egg. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key		
FRENCH	<i>greetings</i>	<i>greetings</i>	<i>greetings</i>	<i>colours</i>	<i>colours</i>	<i>colours</i>
ART and DESIGN	N/A			N/A		
DESIGN and TECHNOLOGY	<i>Designs purposefully and functional</i> <i>Puppets – Use D and T booklet</i>			N/A		
MUSIC	Duration Long/Short notes Moving to the beat Learning about phrases in songs Showing understanding of phrase with physical movement Lots of singing games Exploring how to make long and short sounds on percussion instruments Dynamics Exploring how to make loud and quiet sounds			Timbre Grouping the instruments according to how we play them, using correct technique Tempo Listening to fast and slow Discussing these and the different effects they have Reading very basic graphic scores, reading 1 line individually and then 2 lines with a partner Performing to the class Listening to each other		

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R.E.	Books and Stories	<i>Examining the symbols of different religions , learning about the meaning of some</i>
P.E.	<p><i>Topic 1 – Gymnastics</i></p> <p><i>Topic 2 – Dance</i></p>	<p><i>Topic 1- Gymnastics</i></p> <p><i>Topic 2 – Fitness</i></p>
PSHE	<p><i>Living long and living strong</i></p> <p><i>To understand some basic hygiene principles</i></p> <p><i>To introduce the concept of growing and changing</i></p> <p><i>To explore different types of families and who to ask for help</i></p> <p><i>To know how to look after our teeth</i></p> <p><i>To know how to stay healthy</i></p> <p><i>Tip set simple personal goal</i></p>	<p>Darling to be different</p> <p>know our likes and dislikes</p> <p>To recognise when someone is feeling proud</p> <p>To appreciate being special</p> <p>To know how to recognise worrying feelings</p> <p>To know how to stay calm and relaxed</p> <p>To know how to stand up for myself</p>
Reflect Ed	<i>Mistakes</i>	<i>Successful learners</i>

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Year ...	Summer 1 5 weeks					Links to local community			Summer 2 8 weeks				CLASS TRIP Link to R.E.		Seaside Trip	
Dates	24/4	29/4	6/5	13/5	20/5					4/6	10/6	17/6	26/6	1/7	8/7	15/7 22/7
Whole School Events			KS1 SATs start	KS2 SATS Week	Healthy Living/Walk to School Week					Maths Week	Y1 Phonics			MUSIC WEEK		French Day 14 July
TOPIC THEME/s	Weather								Sea sides							
	Weeks 1-2		Weeks 3-4		Weeks 5-6		Week 7/8	Weeks 1-2		Weeks 3-4		Weeks 5-6/7				
MATHS	1LS26, 27, 28 Multiplication and Division		1LS29, 30 Multiplication		1LS31,32,33 Division Geometry, Time		1LS34,35 Fractions	1LS35 Fractions		1LS36 Numbers to 20		1LS37, 38 Numbers to 100 Place value				
LITERACY Genre	Take one book: Billy's bucket		Explanations		Reports - weather			Take one book: Where's my Teddy?		contemporary fictions the toy museum						
SCIENCE	Scientist: observe changes across the four seasons observe and describe weather associated with the seasons and how day lengths varies								Scientist: identify, name, draw and label the basic parts of the human body and say what parts of the body is associated with each sense.							
Computing	Can create graphs and pictograms.		Understands that video can be		Knows that buttons/icons can represent different functions e.g			can explore a variety of electronic information		understands that a range of different technology		Understands that a range of different				

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		<i>recorded using technology and to begin to record video.</i>	<i>record, pause, play.</i>	as parts of a given topics.	can be used to record sounds.	technology can be used to record sounds.
History	<i>Compare ideas from different time periods</i>			N/A <i>Understand changes within living memory - how their lives are different compa generations.</i> <i>Recognise and describe some simple characteristics of different kinds of art, craft and design (Artist study)</i>		
Geography	<i>Physical geography</i> <i>Can identify seasonal and daily weather patterns in the United Kingdom.</i> <i>Can refer to key physical features including: beach, cliff, coasts, forests, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</i> <i>Human Geography</i> <i>Can refer to key human features including: city, town, village, factory, farm house, office, port, harbour, shop</i>			N/A		
FRENCH	<i>Numbers</i>	<i>Numbers</i>	<i>Numbers</i>	Recap objectives	Recap objectives	Recap objectives
ART and DESIGN	<i>Sea side collage (Matisse) - Use materials purposefully to achieve particular characteristics or qualities</i> <i>Recognise and describe some simple characteristics of different kinds of art, craft and design (Artist study)</i>			N/A		
DESIGN and TECHNOLOGY	N/A			D&T - Making Toys Use D&T booklet		
MUSIC	Introduction to rhythm using words and picture cards One syllable or two? One sound or two? (preparing for understanding of crotchet and quavers) Class composition with picture cards. Aural work - can they echo rhythms? can they recognise short rhythms and "notate" them with the picture cards?			Listening Peter and the Wolf Introduction to some orchestral instruments How do they sound? What do they look like? Revision of this year's work in music singing games		
R.E.	<i>Thanking god for nature</i>					

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P.E.	<p><i>Topic 1 – Athletics/Sports Day practice</i></p> <p><i>Topic 2 – Summer Games</i></p>	<p><i>Topic 1 – Athletics/Sports Day practice</i></p> <p><i>Topic 2 – Summer Games</i></p>
PSHE	<p><i>Dear Diary</i></p> <p><i>To know who to ask for help</i></p> <p><i>To recognise when we feel loved and cared for</i></p> <p><i>To understand what proud and jealous emotions feel like</i></p> <p><i>To understand how our thoughts, feelings and behaviour are linked</i></p> <p><i>To know some ways we can deal with worries</i></p> <p><i>To be able to support each other</i></p>	<p><i>Joining in and joining up</i></p> <p><i>To listen effectively</i></p> <p><i>To express opinions</i></p> <p><i>To know right and wrong and make choices</i></p> <p><i>To know what living things need</i></p> <p><i>To develop a sense of responsibility</i></p> <p><i>To understand that people look after animals as a job</i></p>
Reflect Ed	<p><i>Reading lessons</i></p>	<p><i>Problem solving and memory</i></p>