

The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Year 2023-2024 Yarmouth Year 1: Sunshine Class

	AUTUMN		SPRING		SUMMER	
Title/Duration	Love where you live. (Geog)	Fire Fire (Hist)	Marvellous Medicines (Hist)		Oceans (Geog)	
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	Promotes independence and curiosity Valuing all children, learning is accessible to all Broad, relevant and balanced-Local, Mainland, Global		Broad, relevant and balanced-Local, Mainland, Global Promotes independence and curiosity Valuing all learning is accessible to all Coherent learning links and pathways		Strong working partnerships Promotes independence and curiosity Coherent learning links and pathways High quality outcomes, deep learning	
English (Focus Texts/Writing Opportunities)	Key Text 1: Lost and Found. Sentence writing Found Poster postcard	Key Text 1: Mr Tiger Letter writing Key Text 2: Shared text – Mr Fawkes	Key Text 1: The Smartest Giant Story writing Key Text 2: Shared text - Vlad and Florence Nightingale Adventure	Key Text 1: The Pirate Cruncher Letter writing Key Text 2: Pirates love underpants	Key Text 1: The Storm Whale Letter writing Key Text 2: The big book of the blue	Key Text: The Lighthouse Keepers Lunch – series Non- fiction report
Maths	Number and Place Value: Previous Reception experience and Counting within 10	Number and Place Value: Previous Reception experience and adding and subtracting within 10 Geometry: shape	Number and Place Value: Previous experience and Counting within 20 and adding and subtracting within 20	Number and Place Value: Previous experience and Place value within 50 Measurement: Length and height Mass and volume	Number: Multiplication & division Number: Fractions Geometry: Position and direction	Number: Place value within 100 Measurement: Money Time
Science	The Human Body Name & identify parts of the human body	Materials	Animals	Caring for the planet	Plants	<u>Growing and cooking</u>

	Draw & label parts of the human body Sight Sound Taste Touch Smell					
<p style="text-align: center;"><i>History</i></p> <p><i>Throughout</i> <u><i>Historical Enquiry</i></u></p> <p><i>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</i></p> <p><i>Children can:</i></p> <p><i>Observe or handle evidence to ask simple questions about the past;</i></p> <p><i>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</i></p> <p><i>Choose and select evidence and say how it can be used to find out about the past.</i></p>	<p>Knowledge and Understanding of events, people and changes in the past</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. – Our own lives</p> <p>Events beyond living memory that are significant nationally (Bonfire night and Guy Fawkes).</p> <p><u>Historical Interpretation</u></p> <p><i>Observe and use pictures and artefacts to find out about the past.</i></p> <p>In-depth study of Guy Fawkes</p> <p><i>To distinguish between what is fact and what is fiction.</i></p> <p>Research and exploration of motives for actions: Guy Fawkes</p> <p><i>Start to compare two versions of a past event</i></p> <p><u>Chronological Understanding</u></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <p>Sequence artefacts and events that are close together in time;</p> <p>Describe memories and changes that have happened in their own lives;</p> <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p>	<p>Knowledge and Understanding of events, people and changes in the past</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Specific focus on Mary Seacole and/or Florence Nightingale in relation to medicine and women’s rights. Comparison to be made to modern day.</p> <p>In-depth study of influential nurses: Florence Nightingale and Mary Seacole.</p> <p>Study and compare historical medical challenges with challenges faced by nurses of today. (Include and link to 2020 COVID-19 experiences).</p> <p><u>Historical Interpretation</u></p> <p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <p>Observe and use pictures, photographs and artefacts to find out about the past;</p> <p>Start to use stories or accounts to distinguish between fact and fiction;</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p><u>Chronological Understanding</u></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p>				

	<p>Children can: Identify similarities and differences between ways of life in different periods; Know and recount episodes from stories and significant events in history; Understand that there are reasons why people in the past acted as they did;</p>	<p>Sequence artefacts and events that are close together in time; Order dates from earliest to latest on simple timelines; Sequence pictures from different periods; Describe memories and changes that have happened in their own lives;</p> <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can: Recognise some similarities and differences between the past and the present; Identify similarities and differences between ways of life in different periods; Know and recount episodes from stories and significant events in history; Understand that there are reasons why people in the past acted as they did; Describe significant individuals from the past.</p>	
<p>Geography</p>	<p>Locational Knowledge: Name and locate the world's seven continents and five oceans. Begin to look at and use World and regional maps, atlases and globes. Google Earth.</p> <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight, and a small area of a contrasting non-European county. Human and Physical: 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;</p> <p>Use World and regional maps, atlases and globes. Google Earth.</p> <p>Geographical skills and fieldwork: Look at and use world maps, atlases and globes to identify the United Kingdom and its countries, as well</p>		<p>Locational Knowledge: Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Human and Physical: Use World and regional maps, atlases and globes. Google Earth. Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion. Human and Physical: 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;</p> <p>Use basic geographical vocabulary to refer to:</p>

	<p>as the countries, continents and oceans studied. 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. 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. Use simple fieldwork and observational skills to study the geography of Yarmouth and Shalfleet Schools and the grounds including the key human and physical features of the surrounding environment. Look at and use world maps, atlases and globes to identify the associated studied areas. Use a compass to identify direction.</p> <p>Begin to use locational and directional language to describe the features and routes on a map.</p> <p>Discuss basic human and physical features.</p> <p>Devise a simple map including a basic key.</p> <p>Fieldwork - Begin to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation.</p> <p>Identify similarities and draw comparisons based on the Human and Physical features of the local and contrasting area.</p>		<p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Fieldwork</p> <p>Begin to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation.</p>
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Art	<p><u>Sculpture – Andy Goldsworthy</u></p> <p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and</p>	<p><u>Painting – Wassily Kandinsky</u></p> <p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p>	<p><u>Printing – Andy Warhol</u></p> <p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>KS1 Art and Design National Curriculum To become proficient</p>	<p><u>Drawing - E H Shepard</u></p> <p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as</p>	<p><u>Collage – Mark Herald</u></p> <p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p>	<p><u>Textiles</u></p> <p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their</p>
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	<p>construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture; 	<p>KS1 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools; • mix primary colours to make secondary colours; • add white and black to alter tints and shades; 	<p>in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; 	<p>pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; • use different materials to draw, for example pastels, chalk, felt tips; 	<p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • add texture by mixing materials; 	<p>textiles to add detail, colour and effect.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> • show pattern by weaving; • use a dyeing technique to alter a textile's colour and pattern; • decorate textiles with glue or stitching, to add colour and detail;
<p>Design and Technology</p>	<p>Papier Mache Lighthouse:</p> <p>Design, build and evaluate Junk modelling</p>	<p>Spring 2: Design a pirate ship:</p> <p>Design, build and evaluate</p>			<p>Cooking and Nutrition:</p> <p>That all food comes from plants or animals That food has to be farmed, grown elsewhere (e.g. home) or caught Name and sort foods into the five groups in The eat well plate That everyone should eat at least five portions of</p>	

						fruit and vegetables every day
Music	<p>Clapping songs-play and clap Aye Diddle Diddle The sailor went to sea sea Alley alley O</p> <p>Lost and found music Music from the past Firework sounds Create a firework display by sound only Bangs, whistles, To play untuned instruments Drums, tambourines, maracas, rain sticks, blocks, castanets.</p>		<p>To clap out rhythms that use different durations</p> <p>To sing familiar songs, rhymes and chants using expression</p> <p>To listen to local musicians and their music inspired by locality. Visitors: Paul Armfield & others tbc.</p>		<p>Sea Shanties – To sing familiar songs, rhymes and chants using expression Instrument making workshop.</p> <p>To compose simple songs of celebration</p> <p>To sing familiar songs, rhymes and chants using expression To listen to a variety of live and recorded music.</p> <p>Music with space and exploration theme: Holst Bowie & other contemporary artists</p>	
Computing	See Federation plan	See Federation plan	See Federation plan	See Federation plan	See Federation plan	See Federation plan
PE	<p>Multi skills</p> <p>Team Games</p>	<p>Games</p> <p>Dance</p>	<p>Games</p> <p>Athletics</p>	<p>Athletics</p> <p>Multi skills</p> <p>Gymnastics</p>	<p>Athletics</p> <p>Multi skills</p> <p>Sports Day</p>	<p>Athletics</p> <p>Team Games</p>
RE	Thanking Harvest and Sukkot	Journey's end Nativities Journey	Remembering	Welcoming Palm Sunday	Authority Key events in Jesus' death	Special Special places
SMSC/PSHE	See separate plans from SS	See separate plans from SS	See separate plans from SS	See separate plans from SS	See separate plans from SS	See separate plans from SS
Forest School	See separate plans from DG	See separate plans from DG	See separate plans from DG	See separate plans from DG	See separate plans from DG	See separate plans from DG
Trips/Events/Visitors/Risk Day	Beach Visit	<p>Christmas Service Christmas Carols to parents Christingle</p> <p>Elf day</p>	Owl and Monkey Haven	Visit from a Nurse or Midwife	Cleaner Ocean Day – Parents to visit/Tea party	Blue Reef Sea life Centre