



**Eynesbury Church of England Primary School**  
**Long Term Planning 2017/2018 – Year 1**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>SCIENCE</b> National Curriculum Objectives	<u>SEASONAL CHANGES</u> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies Throughout the Year.  <u>Working scientifically:</u> asking simple questions and recognising that they can be answered in different ways using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.	<u>EVERYDAY MATERIALS</u> 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.  Seasonal changes ctd  <u>Working scientifically:</u> observing closely, using simple equipment performing simple tests identifying and classifying	<u>PLANTS</u> 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. (Within school grounds only) <u>ANIMALS inc humans</u> 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) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  Seasonal changes ctd. <u>Working scientifically:</u> observing closely, using simple equipment identifying and classifying
Additional Notes/ Info eg additional skills covered, how this links into other subjects.			
<b>HISTORY</b>		Changes within living memory (national life) - toys	Significant historical events (Ways of life), people and



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<p>National Curriculum Objectives</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 and identify similarities and differences between ways of life in different periods.  They should use a wide vocabulary of everyday historical terms.  They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.  They 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>places in their own locality - People in History - James Toller  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 and identify similarities and differences between ways of life in different periods.  They should use a wide vocabulary of everyday historical terms.  They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.  They 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>Additional Notes/ Info  eg additional skills covered, how this links into other subjects.</p>	<p>Taken out 'Homes' as objectives covered through Toys and People in History</p>	<p align="center">Pinocchio in Literacy</p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions about the past</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories and online sources to find out about the past.</li> <li>• Begin to recognise that there are reasons why people in the past acted as they did.</li> <li>• Place artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as 'older and newer'.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul> <p>Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, to describe the passing of time.</p>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions about the past</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories and online sources to find out about the past.</li> <li>• Begin to recognise that there are reasons why people in the past acted as they did.</li> <li>• Place artefacts in order on a time line.</li> <li>• Use dates where appropriate.</li> </ul> <p>Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, to describe the passing of time.</p>
<p><b>GEOGRAPHY</b></p>	<p><u>Contrasting Localities - St Neots</u></p>	<p><u>Contrasting Localities - Isle of Coll</u></p>	<p><u>Seasonal Weather</u></p>



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<p>National Curriculum Objectives</p>	<p><u>Human and Physical Geography</u>  use basic geographical vocabulary to refer to key physical features and human features of their school, its grounds and the surrounding area</p> <p><u>Geographical skills and fieldwork</u>  Use locational and directional language to describe the location of features and routes on a map.  Use aerial photographs and planned perspectives to recognise landmarks and basic human and physical features, devise a simple map.</p> <p><u>Place knowledge</u>  Observe &amp; describe the human and physical geography of a small <u>area of the United Kingdom</u></p> <p><u>Seasonal Weather</u>  <u>Human and Physical Geography</u>  Identify seasonal and daily weather patterns in the United Kingdom  Throughout the Year</p>	<p><u>Locational Knowledge</u>  name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Seasonal Weather</u>  <u>Human and Physical Geography</u>  Identify seasonal and daily weather patterns in the United Kingdom  Throughout the Year</p>	<p><u>Human and Physical Geography</u>  Identify seasonal and daily weather patterns in the United Kingdom  Throughout the Year</p>
<p>Additional Notes/ Info  eg additional skills covered, how this links into other subjects.</p>		<p>Link to Katie Morag/Isle of Coll in Literacy</p>	
<p align="center"><b>ART</b>  National Curriculum Objectives</p>	<p><b>Collage</b> - link to work on Matisse (link to Harvest)  Respond to ideas and starting points.</p>	<p><b>Drawing and Painting inc ICT</b>  (to inc work on Mondrian - ICT link  Respond to ideas and starting points.</p>	<p align="center"><b>Sculpture</b>  Respond to ideas and starting points.  Explore ideas and collect visual</p>



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	<p>Explore ideas and collect visual information.          Explore different methods and materials as ideas develop  <i>Use a combination of materials that are cut, torn and glued.</i>  <i>Sort and arrange materials.</i>  <i>Mix materials to create texture.</i>  <i>Describe the work of notable artists, artisans and designers.</i>  <i>Use some of the ideas of artists studied to create pieces.</i></p>	<p>Explore ideas and collect visual information.          Explore different methods and materials as ideas develop          Draw lines of different sizes and thickness.          Use marks, lines and curves.          Show different tones by using coloured pencils.          Colour own work neatly, following the lines.          Describe the work of notable artists, artisans and designers.          Use some of the ideas of artists studied to create pieces.          Use thick and thin brushes to paint.          Mix primary colours to make secondary colours.          Describe the work of notable artists, artisans and designers.          Use some of the ideas of artists studied to create pieces.</p> <p>Flowers          Use rolled up paper, card, straws and cardboard.</p>	<p>information.          Explore different methods and materials as ideas develop  <i>Use a combination of shapes.</i>  <i>Use techniques such as rolling, cutting, moulding &amp; carving.</i></p>
<p>Additional Notes/ Info          eg additional skills covered, how this links into other subjects.</p>		<p>Sunflowers by Van Gogh has been removed, due to coverage in Reception.          Mondrian link to ICT          Flowers linked to Science</p>	
<p><b>DT</b>          National Curriculum Objectives</p>	<p><u>Moving pictures</u>: Creating products using levers.  <u>Fairytales- Puppet Show</u>          Design:          design purposeful, functional, appealing</p>		<p>Healthy Eating          Use the basic principles of a healthy and varied diet to prepare dishes</p>



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	<p>products for themselves and other users based on design criteria  generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  <b>Make:</b>  select from and use a range of tools and equipment to perform <b>practical tasks</b>  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  <b>Evaluate:</b>  evaluate their ideas and products against design criteria  <b>Technical Knowledge:</b>    build structures, exploring how they can be made stronger, stiffer and more stable    Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  Year 1 and Year 2 classes will work together on a range of activities, linked to Christmas to cover this objective. (under the theme of 'Santa's workshop')</p>		
<p style="text-align: center;">Additional Notes/ Info  eg additional skills covered, how this links into other subjects.</p>	<p>Fairy Tales link to Literacy</p>		
<p style="text-align: center;"><b>COMPUTING</b>  National Curriculum Objectives</p>	<p>We are Painters - Creating an e-book  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <ul style="list-style-type: none"> <li>• use technology safely and</li> </ul>	<p>We are Treasure Hunters - Using programmable toys</p> <ul style="list-style-type: none"> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> </ul>	<p>We are collectors - Finding images using the web</p> <ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on</li> </ul>



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**Long Term Planning 2017/2018 – Year 1**

	<p>respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p> <ul style="list-style-type: none"> <li>recognise common uses of information technology beyond school</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul> <p>We are Celebrating - Creating a digital card</p> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</li> </ul>	<ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>recognise common uses of information technology beyond school</li> </ul> <p>We are Story-tellers - Producing a talking book</p> <ul style="list-style-type: none"> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</li> </ul>	<p>digital devices; and that programs execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</li> <li>recognise common uses of information technology beyond school</li> </ul> <p>We are TV chefs - Filming steps of a recipe</p> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>
<p style="text-align: center;">Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p>			
<p style="text-align: center;"><b>PE</b> National Curriculum Objectives</p>	<p><i>Games - Multi-skills</i> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p><i>Dance</i> Perform dances using simple movement patterns.</p> <p><i>Games - Multi-skills</i> Master basic movements including running,</p>	<p><i>Bat and Ball skills</i> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>



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**Long Term Planning 2017/2018 – Year 1**

	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p><i>Gymnastics</i> Perform dances using simple movement patterns.</p>	<p>jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Athletics / Sports Day</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>
<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p>	<p>CT to cover highlighted objectives each term.</p> <p>HR to cover multi-skills over autumn/spring terms when time allows to make up to the required hours for teaching PE.</p>		

<p align="center"><b>RE</b> National Curriculum Objectives Non -Statutory</p>	<p>Places in Christianity: What makes a church a special place for Christian people?</p> <ul style="list-style-type: none"> <li>• What makes a place special for Christian people</li> <li>• Do Christian believers have a special</li> </ul>	<p>How do we show we care for others? (Bedford)</p> <ul style="list-style-type: none"> <li>• To be able to talk about ways in which people they know are special.</li> <li>• To be able to retell bible stories about the importance of friendship</li> </ul>	<p>How can people today be part of the Big Story of the Bible? (Whole term)</p> <p>Overall objective of unit: To understand that the whole Bible is telling an</p>
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	<p>place? What can we learn about it?</p> <ul style="list-style-type: none"> <li>• What would we like to find out on our visit to the church?</li> <li>• What makes a place special?</li> <li>• What makes a church special for Christian people and others?</li> <li>• What makes a church special for Christian people and others?</li> </ul> <p>(Church visit before Harvest for familiarity)</p> <p>Who is a Christian and what do they believe? (Bedford)</p> <p>Christmas</p>	<p>and giving.</p> <ul style="list-style-type: none"> <li>• To be able to retell stories of how some people have been inspired to care for people because of their religious beliefs.</li> </ul> <p>The Family in Christianity: What difference does it make belonging to a faith community? (Ends with Easter)</p> <ul style="list-style-type: none"> <li>• What is most important to you and why?</li> <li>• Why is God and Jesus important to Christian people?</li> <li>• Why is God and Jesus important to Christian people?</li> <li>• Why is it important to rest and have peace in the week?</li> <li>• What other things do Christians celebrate or remember that show faith in Jesus?</li> <li>• What else is important to a Christian family?</li> </ul>	<p>important story for Christians which is still relevant today</p> <ul style="list-style-type: none"> <li>• To be able to retell and think about the beginning of the Bible's story</li> <li>• To understand the important role of Abraham and his son Isaac in the Bible story as the chosen founders of a nation</li> <li>• To know that the important role that Moses played in saving his people from slavery is still remembered and celebrated today</li> <li>• To be able to use a well known piece of Christian music to find out about a Bible message</li> <li>• To think about stories of Jesus and his message that God loves everyone</li> <li>• To recognise the importance of the story of Pentecost as the beginning of the Church</li> <li>• To understand that at baptism Christians become members of the Church</li> <li>• To understand the importance of the Holy Communion service for many Christians</li> </ul>
<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p>			
<p align="center"><b>MUSIC</b> National Curriculum Objectives</p>	<p align="center">Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p align="center">Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p align="center">Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p align="center">Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p align="center">Play tuned and untuned instruments musically create, select and combine sounds using the inter-related dimensions of music.</p>
<p>Additional Notes/ Info</p>		<p>Work with year 2 to cover high quality</p>	<p>CT to use glockenspiels to cover this</p>



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eg additional skills covered, how this links into other subjects.	live music.		objective.
<p align="center"><b>PSHE</b> National Curriculum Objectives</p>	<p>Beginning and Belonging 4</p> <ul style="list-style-type: none"> <li>feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]</li> <li>develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]</li> </ul> <p>Me and My Emotions 5</p> <ul style="list-style-type: none"> <li>consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]</li> </ul> <p>Antibullying7 (Every 2 years)</p> <ul style="list-style-type: none"> <li>that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying</li> </ul> <p>Personal safety 9</p> <ul style="list-style-type: none"> <li>to identify and respect the differences and similarities between people</li> <li>ask for help [for example, from family and friends, midday supervisors, older pupils, the police]</li> <li>make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]</li> </ul>	<p>Working Together 3</p> <ul style="list-style-type: none"> <li>develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]</li> <li>take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]</li> </ul> <p>Managing risk 4</p> <ul style="list-style-type: none"> <li>that all household products, including medicines, can be harmful if not used properly</li> <li>rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</li> </ul>	<p>Safety Contexts 5</p> <ul style="list-style-type: none"> <li>rules for, and ways of, keeping safe, including basic road safety, and</li> <li>ask for help [for example, from family and friends, midday supervisors, older pupils, the police]</li> </ul> <p>Sex and Relationships Education6 6 to</p> <ul style="list-style-type: none"> <li>identify and respect the differences and similarities between people</li> <li>about the process of growing from young to old and how people's needs change</li> <li>the names of the main parts of the body</li> </ul> <p>Managing Change 8</p> <ul style="list-style-type: none"> <li>feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]</li> <li>meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]</li> </ul>
<p align="center">Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p>			