

## Russell Hall Primary School – Long Term Planning



<b>Class</b>	<b>1</b>	<b>Teacher</b>	<b>Miss Holden</b>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History</b>	<b>What is my history?</b> History of myself Special events Children in the past		<b>How have toys changed?</b> To discuss how toys have changed and recognise and sort toys from the past to the present.		<b>What is a Monarch?</b> Identifying today's monarch and study a monarch (King Charles) on a timeline	
<b>Geography</b>	<b>My Local Area</b> School grounds and local area		<b>The United Kingdom</b> Four countries of the UK and their capital cities		<b>Weather</b> Seasons and weather changes	
<b>Science</b>	<b>Everyday materials</b>  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.	<b>Everyday materials</b>  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.	<b>Animals, including humans</b>  Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.	<b>Animals including humans</b>  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Plants</b>  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.	<b>Seasonal changes</b>  Observe changes across the four seasons.  Observe and describe weather associated with the seasons and how day length varies.
<b>Writing</b>	<u><b>Drawing club</b></u>  Focus on letter formation and pencil control.  Focus on finger spaces, capital letters for beginning of sentences and full stops.	<u><b>Drawing club</b></u>  Introduce 'and' to join sentences.  Introduce adjectives.  Capital letters for names.	<u><b>Curious quests</b></u>  Regular plural noun suffixes -s or -es  Question marks  Use Phase 2, Phase 3, Phase 4 and phase 5 phonic knowledge to	<u><b>Curious quests</b></u>  Exclamation marks  Introduce verbs and nouns.  Past tense ed suffix and present tense ing.	<u><b>Curious quests</b></u>  Introduce er / est suffix.  Days of the week spelling and capital letters for places.	<u><b>Curious quests</b></u>  Writing short narratives using skills learnt.  Re-reading writing to check that it makes sense.

	Use Phase 2, Phase 3 and Phase 4 phonic knowledge to write words in ways which match their spoken sounds.	Use Phase 2, Phase 3, Phase 4 and phase 5 phonic knowledge to write words in ways which match their spoken sounds.	write words in ways which match their spoken sounds.	Use Phase 2, Phase 3, Phase 4 and phase 5 phonic knowledge to write words in ways which match their spoken sounds.	Use Phase 2, Phase 3, Phase 4 and phase 5 phonic knowledge to write words in ways which match their spoken sounds.	
<b>Maths</b>	<b>Place Value (&gt;10)</b>  <b>Addition &amp; Subtraction (&gt;10)</b>  <b>3D Shape</b>	<b>Place Value (&gt;20)</b>  <b>Addition &amp; Subtraction (&gt;20)</b>	<b>Place Value (&gt;50)</b>  <b>Multiples of 2, 5 &amp; 10</b>	<b>Length and height</b>  <b>Mass and volume</b>	<b>Multiplication &amp; Division</b>  <b>Fractions</b>  <b>Position &amp; Direction</b>	<b>Place value (&gt;100)</b>  <b>Money</b>  <b>Time</b>
<b>Computing</b>	<p><b>Online safety &amp; digital citizenship</b></p> <p><b>Self-image and identity</b> Lesson 1 – Feeling sad, uncomfortable, embarrassed or upset Lesson 2 – Mapping our mood Lesson 3 – My trusted adults</p> <p><b>Online relationships</b> Lesson 1 – Asking permission Lesson 2 – Communicating with technology Lesson 3 – Being kind and considerate</p>		<p><b>Computing systems and networks – Technology around us</b></p> <p>To identify technology</p> <p>To identify a computer and its main parts</p> <p>To use a mouse in different ways</p> <p>To use a keyboard to type on a computer</p> <p>To use the keyboard to edit text</p> <p>To create rules for using technology responsibly</p>	<p><b>Block coding - On the move</b></p> <p>To give instructions to make objects on the screen move when the program starts.</p> <p>To write a computer program where objects move when they are clicked on.</p>	<p><b>Online safety &amp; digital citizenship</b></p> <p><b>Managing online information</b> Lesson 1 – Devices and the internet Lesson 2 – Finding information Lesson 3 – Real or make-believe?</p> <p><b>Health, wellbeing and lifestyle</b> Lesson 1 – Being healthy with technology Lesson 2 – Technology rules Lesson 3 – Following the rules</p>	<p><b>Block coding - Simple inputs</b></p> <p>To combine start events and click events in code to create a simple game.</p> <p>To combine start events and click events to program an animated scene.</p>
<b>Design &amp; Technology</b>		<b>Structures: constructing a windmill</b>	<b>Food: smoothies</b>	<b>Mechanisms: Making a moving story</b>	<b>Textiles: Puppets</b>	<b>Mechanisms: wheels and axels</b>

Art	Junk modelling	Paint mixing Primary colours	Weaving	Pencil crayons	Weights of lines	Portraits
Music	Hey You!  Genre: Hip Hop Listen and Appraise	Rhythm in the Way We Walk  Genre: Action Songs/ Reggae Sing and Perform	In the Groove  Genre: Various (6) Listening and Appraise (comparing genres)	Round and Round  Genre: Latin Building skills - playing musical instruments	Your Imagination  Genre: Pop Technical Control of Singing	Reflect, Rewind & Replay  Genre: Various Consolidation of new skills
PE	1. Agility, balance and coordination 2. Look, run and avoid.	1. Throw, prepare and catch. 2. Hands, feet and equipment.	1. Jump, shape and create. 2. Fair, share and dare.	1. Duel, win and lose. 2. Inspire, create and perform.	1. Run, jump and throw. 2. React, roll and retrieve.	1. Target, control and combine. 2. Send, receive and return.
RE	<b>Which books and stories are special?</b>  Talk about books which are special to them and books which are special to religious believers.  Notice how some books are special to religious believers, and talk about how they are treated.  Recall and talk about some religious stories. Respond to questions about the meanings of stories	<b>How do we celebrate special events?</b>  Name some celebrations and talk about how these are celebrated.  Talk about their experiences and feelings connected to celebrations or customs.  Notice what happens and respond to questions about the meanings of religious celebrations.	<b>What does it mean to belong to a church or mosque?</b>  Talk about places of worship and the objects and symbols they might see.  Notice what happens in special places or on special occasions and respond to questions about this.	<b>How and why do we care for others?</b>  Recall and talk about some religious stories. Respond to questions about stories.  Respond with ideas about how to care for others	<b>Who brought messages about God and what did they say?</b>  Recall and name some of the early figures in the Old Testament, retelling stories and talking about figures.  Retell, respond to questions and suggest meanings for stories.  Talk about how Christians believe Jesus is special and call him the 'Son of God'.	
PSHE  Story project	<b>Peace at Last</b>  - Consent - Fidgety - Permission seeking	<b>Morris the Mankiest Monster</b>  - Germs - Healthy - Hygiene	<b>Look Up</b>  - Devices - Perseverance - Road safety - Strengths	<b>Angry Arthur</b>  - Anger - Emotions - Environment - Reaction	<b>My Big Fantastic Family</b>  - Change - Family - Love	<b>The Friendship Bench</b>  - Friendship - Moving away - New beginning - Resilience

	<ul style="list-style-type: none"> <li>- Saying 'No'</li> <li>- Sleep</li> <li>- Tired</li> </ul>	<ul style="list-style-type: none"> <li>- Teeth Brushing</li> </ul>		<ul style="list-style-type: none"> <li>- Relax</li> </ul>	<ul style="list-style-type: none"> <li>- New beginnings</li> <li>- Separation</li> </ul>	<ul style="list-style-type: none"> <li>- Starting school</li> </ul>
<b>Enrichment</b>		<b>School pantomime</b> <b>Thornton Hall Park Visit</b>	<b>Toy Museum in role play</b>	<b>Visit to church</b>	<b>King's tea party</b>	<b>Animal Farm visit (in school)</b> <b>SPORTS DAY with parents</b>