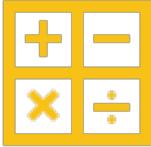




Oughtibridge Primary School – Long Term Plan 2023-24 – Year 1

| Theme | Autumn Term | Spring Term | Summer Term |
|--|--|---|---|
| | Super Sheffield | The Victorians | Poles Apart |
| WOW Days | Geography/ History - Cathedral trip (City Centre) Local walk | History - Dress up day - Victorian theme day experience | Science and Geography - Yorkshire Wildlife Park – Bear Necessities - Workshop. R.E. – Visit to the church |
|  English | <u>Purpose(s) for Writing</u> Writing to entertain Writing to inform <u>Writing Genres</u> Narrative Descriptions Recounts | <u>Purpose(s) for Writing</u> Writing to entertain Writing to inform Writing to persuade <u>Writing Genres</u> Narrative Descriptions Poetry Non-fiction texts Instructions Posters | <u>Purpose(s) for Writing</u> Writing to entertain Writing to inform <u>Writing Genres</u> Narrative Character descriptions Non-fiction texts |

| | | | |
|---|---|--|--|
|  <p>Mathematics</p> | <p>Number Place Value (within 10) Addition and Subtraction (within 10)</p> <p>Geometry Shape (2D and 3D)</p> | <p>Number Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50)</p> <p>Measurement Length and Height Weight and Volume</p> | <p>Number Multiplication and Division Fractions Place Value (within 100)</p> <p>Geometry Position and Direction</p> <p>Measurement Money Time</p> |
|  <p>Science</p> | <p>Working Scientifically Children will learn to...</p> <ul style="list-style-type: none"> work scientifically ask simple questions and recognise they can be answered in different ways observe closely, using simple equipment perform simple tests identify and classify use their observations and ideas to suggest answers to questions gather and record data to help answer questions <p>Animals, including Humans: Ourselves Children will learn to...</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Aim: to gain a better understanding of the basic parts of the human body and the senses.</p> <p>Animals, including Humans: Our Pets Children will learn to...</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals | <p>Everyday Materials Children will learn to...</p> <ul style="list-style-type: none"> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock distinguish between an object and the material from which it is made describe the physical properties of a variety of everyday materials on the basis of their simple physical properties compare and group together a variety of everyday materials on the basis of their simple physical properties | <p>Seasonal Changes Children will learn to...</p> <ul style="list-style-type: none"> observe changes across Spring and Summer observe and describe weather associated with the seasons and how day length varies recognise that weather patterns are different in different areas of the world <p>Aim: to explore and observe the changes in seasons and produce a class calendar.</p> <p>Plants Children will learn to...</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, |

| | | | |
|--|--|---|---|
| | <ul style="list-style-type: none"> to identify and name 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) <p>Aim: to gain a better understanding of the animals that live around us and their habitats.</p> | <p>Aims:</p> <p>To explore different materials and sort them into groups based on their properties.</p> <p>To explore different materials and their properties and decide how each might best be used.</p> | <p>including deciduous and evergreen trees</p> <ul style="list-style-type: none"> identify and describe the basic structure of a variety of common flowering plants, including trees <p>Aim: to name and label the parts of a common plant and name different types of trees in the surrounding area.</p> |
|--|--|---|---|



Geography

| | | | |
|--|---|--|--|
| | <p>Children will learn to...</p> <ul style="list-style-type: none">ask questions about weather and seasonsdescribe the change in seasonsexpress opinions about the seasons and describe the changes in clothing and activitiesdescribe where they liveuse basic geographical vocabulary when describing a place (e.g. city, town, village, factory, farm, house and shop)use field work to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologyrecognise similarities and differences in my immediate environment <p>Aims:</p> <p>To explore the seasons (through science) and investigate the local area in which we live.</p> <p>To make maps of the village and compare the village to the city centre.</p> | <p>Children will learn to...</p> <ul style="list-style-type: none">name the countries that make up the British Isles, with their capital cities <p>Aim: to identify where different cities are in the British Isles on a map.</p> | <p>Children will learn to...</p> <ul style="list-style-type: none">compare England with a contrasting country in the worlduse maps, atlases, globes and digital/ computer mapping (Google Earth) to local countries and describe the features studieddescribe where in the world it is cold <p>Aim: to compare and contrast our environment to the polar regions. To locate the polar regions on a map.</p> |
|--|---|--|--|

| | | | | | |
|--|--|--|---|--|--|
|  <p>History</p> | <p>Children will learn to...</p> <ul style="list-style-type: none"> put up to three objects in chronological order (recent history) use words and phrases like 'old', 'new' and 'a long time ago' answer questions using an artefact/photograph provided identify similarities and differences between different types of houses <p>Aim: to identify how life in Sheffield has changed over time from when their parents were young to a time beyond living memory.</p> | <p>Children will learn to...</p> <ul style="list-style-type: none"> use words and phrases like 'old', 'new' and 'a long time ago' give a plausible explanation about what an object was used for in the past begin to identify the main differences between old and new objects understand that some objects belonged to the past understand that we have a king who rules us and that Britain has had a king or queen for many years <p>Aim: to recognise that life was different during the Victorian era.</p> | <p>Children will learn to...</p> <ul style="list-style-type: none"> begin to identify the main differences between old and new objects give plausible explanations about what an object was used for in the past answer questions using an artefact/ photograph provided recognise significant individuals who have travelled to the polar regions <p>Aim: to explore and compare how travel to the poles has changed over time.</p> | | |
|  <p>Design and Technology</p> | <p>Using the TASC wheel, children will learn to...</p> <ul style="list-style-type: none"> take inspiration from design throughout history by exploring how objects have been created, identifying likes and dislikes of designs and suggesting improvements to existing designs identify the task generate ideas and design products that have a clear purpose and an intended user decide on a final design, using software to design some products make a product, refining the design as work progresses evaluate the product communicate with others about the product learn from the experience (e.g. What went well? What could be improved next time?) <table border="1" data-bbox="561 1076 1617 1433"> <tr> <td data-bbox="561 1076 1066 1433"> <p>Materials</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> cut materials safely using tools provided demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) demonstrate and use a range of joining techniques (such as gluing </td><td data-bbox="1066 1076 1617 1433"> <p>Mechanics</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> create projects using levers <p>Aim: to design, make and evaluate a moving picture.</p> </td><td data-bbox="1617 1076 2149 1433"> <p>Mechanics</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> create products using wheels <p>Aim: to design, make and evaluate a model of transport that could reach the poles.</p> </td></tr> </table> | <p>Materials</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> cut materials safely using tools provided demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) demonstrate and use a range of joining techniques (such as gluing | <p>Mechanics</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> create projects using levers <p>Aim: to design, make and evaluate a moving picture.</p> | <p>Mechanics</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> create products using wheels <p>Aim: to design, make and evaluate a model of transport that could reach the poles.</p> | |
| <p>Materials</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> cut materials safely using tools provided demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) demonstrate and use a range of joining techniques (such as gluing | <p>Mechanics</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> create projects using levers <p>Aim: to design, make and evaluate a moving picture.</p> | <p>Mechanics</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> create products using wheels <p>Aim: to design, make and evaluate a model of transport that could reach the poles.</p> | | | |

| | | | |
|--|---|--|---|
| | <p>or combining materials to strengthen)</p> <p>Aim: to design, make and evaluate a landmark/building for Sheffield using a variety of materials; such as cardboard and paper.</p> | | |
|  Art | <p>Drawing</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> • show different tones by using coloured pencils • colour (own work) neatly following the lines • draw lines of different sizes and thickness • show pattern and texture by adding dots and lines <p>Aim: to replicate patterns in the environment to create a piece in the style of Jo Peel.</p> <p>Printing</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> • explore a variety of prints in their environment • begin to press, roll, rub and stamp to make print • design and make a printing block • use everyday objects to make prints <p>Aim: to make printed Christmas cards using acrylic paint.</p> | <p>Painting</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> • mix primary colours using poster, watercolour paints to create secondary colours • to begin to use a variety of different sized brushes for painting • use a paint brush correctly • understand there are a variety of different sized brushes for painting • mix tints and tones by adding white and black to a base colour <p>Aim: to produce paintings inspired by the work of LS Lowry.</p> | <p>Collage</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> • begin to use a combination of materials that are cut, torn and glued • arrange materials onto a surface • mix materials to create texture • use a combination of materials that are cut, torn and glued • sort and arrange materials • mix materials to create different textures <p>Aim: to produce a collage of a polar habitat using a variety of techniques.</p> |
|  Modern Foreign Languages | <p><i>Children are taught simple 'taster' sessions in KS1, ready to fully participate in the language lessons in KS2.</i></p> | | |



Computing

| | | |
|---|--|--|
| <p>Data</p> <p>Children will learn to...</p> <ul style="list-style-type: none">• identify that objects can be counted• describe objects in different ways• count objects with the same properties• compare groups of objects <p>Aim: to explore object labels, then use them to sort and group objects by properties.</p> <p>Computing Systems and Networks</p> <p>Children will learn to...</p> <ul style="list-style-type: none">• name a range of digital devices• identify a computer and its main parts• use a mouse in different ways• use a keyboard to type• use the keyboard to edit text• create rules for using technology responsibly <p>Aim: to recognise technology in school and use it responsibly.</p> | <p>Creating Media</p> <p>Children will learn to...</p> <ul style="list-style-type: none">• understand that you can edit and change digital content• select basic options to change the appearance of digital content• design and create digital content for a specific purpose• combine media with support to present information <p>Aim: to choose appropriate tools in a program to create art, and make comparisons with working non-digitally.</p> <p>Programming</p> <p>Children will learn to...</p> <ul style="list-style-type: none">• identify and list the steps of a known task in order• understand that we control computers by giving them instructions• create a simple program (e.g. to control a floor robot)• understand what an algorithm is• create a simple algorithm• debug an error in a simple algorithm or program (e.g. a floor robot) <p>Aim: to be able to program a BeeBot using a simple algorithm and understand how to debug an error.</p> | <p>Creating Media</p> <p>Children will learn to...</p> <ul style="list-style-type: none">• design and create digital content for a specific purpose• select media to present information on a topic• use a keyboard to type• use the keyboard to edit text• understand that you can edit and change digital content• select basic options to change the appearance of digital content <p>Aim: to use a computer to create and format text, before comparing to writing non-digitally.</p> <p>Programming</p> <p>Children will learn to...</p> <ul style="list-style-type: none">• identify and list the steps of a known task in order• understand that we control computers by giving them instructions• create simple programs• understand what an algorithm is• create a simple algorithm• debug an error in a simple algorithm or program <p>Aim: to design and program the movement of a character on screen to tell stories.</p> |
|---|--|--|



Personal, Social and Health Education

| | | | |
|---------------------------|---|---|--|
| Children will learn to... | <ul style="list-style-type: none">understand where their feelings come from and what each emotion meansunderstand what a friend is and how to be a good friendmake the school a happy placefollow class and school rules <p>Aims:</p> <p>To contribute to making class rules and following them throughout the year.</p> <p>To read and explore the 'colour monster' story and be able to identify what each emotion means.</p> <p>To recognise what a friend is and understand how to be a good friend.</p> | <p>Children will learn to...</p> <ul style="list-style-type: none">help their bodies stay healthydecide what to eat to keep their bodies healthyunderstand the importance of managing screen time <p>Aim: to be able to explain what their bodies need to be healthy and choose appropriate food stuff to help their bodies stay healthy.</p> <p>Children will learn to...</p> <ul style="list-style-type: none">recognise that changes happen when we grow up <p>Aim: to understand that changes happen and that this could be a positive experience (linked to transition).</p> | <p>Children will learn to...</p> <ul style="list-style-type: none">recognise who is in their familyunderstand that all families are differentunderstand how families should treat each other <p>Aim: to explore different family types and be able to compare their family to another.</p> <p>Children will learn to...</p> <ul style="list-style-type: none">understand the importance of keeping personal information private online <p>Aim: to understand the importance of keeping their information private online.</p> |
|---------------------------|---|---|--|



Physical Education

| | | |
|---|---|---|
| <p>Children will learn to...</p> <ul style="list-style-type: none">• Explore changing direction and dodging, and discover how the body moves at different speeds• Move with some control and balance• Demonstrate control in take off and landing when jumping• Begin to explore hopping in different directions• Show co-ordination when turning a rope, using rhythm to jump continuously <p>Aim: In Fundamentals, children will know how to use their body to control themselves when running, balancing, jumping, hopping and skipping</p> <p>Children will learn to...</p> <ul style="list-style-type: none">• explore basic shapes such as straight, tuck, straddle, pike.• perform balances making my body tense, stretched and curled.• explore barrel, straight and forward roll progressions.• explore shape jumps including jumping off low apparatus. <p>Aim: In Gymnastics, children will know how to extend parts of their body to make shapes, roll and jump. They will also be able to demonstrate balance</p> <p>Children will learn to...</p> <ul style="list-style-type: none">• Explore technique when throwing overarm towards a target• Explore technique when throwing underarm towards a target | <p>Children will learn to...</p> <ul style="list-style-type: none">• roll and throw with some accuracy towards a target.• begin to catch with two hands, and catch after a bounce.• track a ball being sent directly.• explore dribbling with hands and feet. <p>Aim: In Ball Skills, children will know to be in line with a ball to track and control it. They will also know what dribbling is</p> <p>Children will learn to...</p> <p><i>Building on skills taught earlier in the year</i></p> <ul style="list-style-type: none">• explore basic shapes such as straight, tuck, straddle, pike.• perform balances making my body tense, stretched and curled.• explore barrel, straight and forward roll progressions.• explore shape jumps including jumping off low apparatus. <p>Aim: In Gymnastics, children will know how to extend parts of their body to make shapes, roll and jump. They will also be able to demonstrate balance</p> <p>Children will learn to...</p> <p><i>Building on skills taught earlier in the year</i></p> <ul style="list-style-type: none">• copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.• explore varying speeds to represent an idea.• explore pathways within my performance. | <p>Children will learn to...</p> <ul style="list-style-type: none">• explore striking a ball with their hand and equipment.• develop tracking and retrieving a ball.• explore technique when throwing over and underarm.• develop co-ordination and technique when catching <p>Aim: In Striking and Fielding, children will understand that hitting a ball harder makes it travel further. They will also begin to understand how to use their body to effectively throw and catch a ball</p> <p>Children will learn to...</p> <ul style="list-style-type: none">• explore running at different speeds.• develop balance whilst jumping and landing.• Explore hopping, jumping and leaping for distance.• explore throwing for distance and accuracy <p>Aim: In Athletics, children will know how to make themselves move with greater speed, jump with greater distance, and throw with greater distance</p> <p>Children will learn to...</p> <ul style="list-style-type: none">• explore hitting a dropped ball with a racket.• throw a ball over a net to land into the court area.• explore sending a ball with hands and a racket. |
|---|---|---|

| | | | |
|--|--|---|--|
| | <p>Aim: In Target Games, children will know when it is appropriate to throw overarm and underarm</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. explore varying speeds to represent an idea. explore pathways within my performance. begin to explore actions and pathways with a partner. perform on my own and with others to an audience. <p>Aim: In Dance, children will know that putting individual actions together can make a dance. They will also know that there are different directions and pathways to take within a space</p> | <ul style="list-style-type: none"> begin to explore actions and pathways with a partner. perform on my own and with others to an audience. <p>Aim: In Dance, children will know that putting individual actions together can make a dance. They will also know that there are different directions and pathways to take within a space</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> Explore dribbling with hands and feet Recognise good space when playing games Explore changing direction to move away from a partner Explore tracking and moving to stay with a partner <p>Aim: In Invasion, children will know the difference between attacking and defending. They will also be able to send and receive with a partner, and be able to dribble into space</p> | <ul style="list-style-type: none"> use the ready position to move towards a ball. <p>Aim: In Net and Wall, children will know how to control a racket to return a ball to a partner and how to stand in a 'ready' position</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> Explore sending and receiving with hands and feet to a partner <p>Aim: In Sending and Receiving, children will know to look at a teammate before sending a ball, and how to find space to successfully send and receive</p> |
|--|--|---|--|

| | | | |
|--|---|---|--|
|  <p>Religious Education</p> | <p>How do we show we care for others?</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> • understand who they are, where they belong and how we are all connected • notice similarities and differences in people who believe in different religions • be aware of moral stories from both humanism, Christianity and Islam • think and talk about what the stories are teaching about how we should behave • discuss whether the stories are saying the same things about how we should behave • ask questions about goodness and explore this idea through the words; kind, thankful, fair and generous <p>Aim: to respect different people's beliefs and to explain how different religions teach about caring for others.</p> | <p>Who celebrates what and why?</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> • understand what a religious celebration is • explain the events of Easter week and their importance to Christians • describe the importance of the cross as a Christian symbol • explain how Christians celebrate Easter • understand how and why Muslims observe Ramadan and celebrate Eid-al-Fitr <p>Aim: to develop their knowledge of the major celebrations of Easter in Christianity and Eid-al-Fitr in Islam.</p> | <p>What can we learn from Bible stories?</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> • understand that the Bible is a Christian Holy book made up of two parts • retell stories from the old and new testament in different ways • explain what different Bible stories teach Christians about the way they should or should not behave • explore their own feelings and beliefs about stories from the Bible and how they relate to their lives • identify common themes between these stories <p>Aim: to understand stories from the Old and New Testament and discuss how Christians are guided by them in their day-to-day lives.</p> |
|--|---|---|--|

| | | | |
|---|--|--|---|
|  <p>Music</p> | <p>Children will learn to...</p> <ul style="list-style-type: none"> • identify the pulse, rhythm and pitch • listen to a range of high quality live and recorded music • use their voices by singing songs and speaking chants and rhymes • begin to play tuned and un-tuned instruments musically <p>Aim: to celebrate music and learn to sing, improvise, compose and perform (with instruments) through the themes of 'How can we make friends when we sing together?' and 'How can music tell stories from the past?'</p> | <p>Children will learn to...</p> <ul style="list-style-type: none"> • begin to distinguish between pulse, rhythm and pitch • listen with concentration a range of high-quality live and recorded music • use their voices expressively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically <p>Aim: to listen and appraise different songs written in different styles of music and develop their skills playing instruments in time with the song through the themes of 'How does music make the world a better place?' and 'How does music help us to understand our neighbours?'</p> | <p>Children will learn to...</p> <ul style="list-style-type: none"> • distinguish between pulse, rhythm and pitch • listen with concentration and understanding to a range of high-quality live and recorded music • use their voices expressively and creatively by singing songs and speaking chants and rhymes • develop their skills when playing tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music <p>Aim: to widen knowledge of different musical genres and compose music alongside the work of famous musicians through the themes of 'What songs can we sing to help us through the day?' and 'How does music teach us about looking after our planet?'</p> |
|---|--|--|---|