

Rokeby Park Primary School Long Term Plan – Key Stage One  
Year One

		<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
<b>THEME</b>		<b>We are Detectives</b>	<b>Let's Celebrate</b>	<b>Once Upon A Time</b>		<b>Natural Wonders</b>	<b>Wonderful World</b>
<b>POSSIBLE TRIPS</b>		Walk in the Local environment- street names look & homes (link Science & music) Go to the Art Gallery- Colour Workshop	Build a Bear Signs of Autumn Walk in the park-collecting leaves etc. Church- Christen their Build a Bear	Elmer Signs of Winter Walk-	Farm Visit Signs of Spring Walk Possible garden centre visit-flowers	Signs of Summer Walk	RSPCA Visit/Guide dogs/Vet visit etc.
Knowledge Understanding of & the World	<b>English</b>	Narrative - Stories with predictable phrasing (5 weeks) 3 Little Pigs <small>(Suggested final written outcome – write simple sentences using patterned language, words and phrases taken from a familiar stories)</small>  Homes- labels link to science/materials  Listen & respond-poetry	Narrative real experiences  Writing Instructions- jam sandwich etc.  Poetry- senses	Animals contemporary fiction-  Non-chronological reports-Farm animals/elephants  Poetry - Read, write and perform free verse (1 week)	Topic related book  Recount of a real experience in the first person (Up to 2 weeks) Farm visit for recount  Familiar poem recital Recounts	Fairy tale variations-3 Bears, Elves & Shoes Maker, Porridge Pot  Non-chronological reports-Seasons  Familiar poems- recite by heart	Contemporary Fiction- stories reflecting children's own experience i.e.- Hairy Maclary/Six Dinner Sid/ The Tiger who came for Tea  Poetry – Choose one poet and compare their work
		Summer Holiday News  <b>The Three Pigs</b>  <b>Lists-</b> What the pigs/builders need to make a house? What might the pigs need to take with them when their mum set them off on their adventure? Also link to Science-Materials etc.  Pig Poem	Half Term Recount & Build A Bear Recount  Where Is My Teddy? <b>OR</b> This Is the Bear. <i>(from Bear's point of view)</i>  Writing Instructions- jam sandwich etc. link to D&T  Poetry– Using the senses (Hull Fair/Science)	Animals contemporary fiction- stories reflecting children's own experience <b>Elmer</b> – being unique  Non chronological reports-Farm animals/elephants  Free verse	<b>Dear Zoo</b> -change to include farm animals  Recount of their farm visit  Familiar poem recital- animals poetry- farm?	Narrative – Based on traditional tales and fairy tales i.e. The Three <b>Billy Goats Gruff</b> (Suggested final written outcome – a re-telling of a traditional story)  Queen's Knickers?  Non chronological reports-Seasons  Seasons- poem	<b>Hairy Maclary/Six Dinner Sid</b>  Non-Fictions Explanation or description How to look after... (Draw or use pictures to illustrate a simple process linked to written sentences)  Poetry – cats/pets
	<b>Maths</b>	Shape-2D & 3D Addition & subtraction					

		within 10				
<b>Science</b>	Everyday Materials & Season Link to builders-possible role-play Builders Yard Labels & captions-linked to English (materials/	Humans and senses & Seasons (Link to English-Labels)	Animals (herbivores, carnivores, types of animals)  Plants & Seasons		Scientific investigations & revisit animals & Seasons (Link to explanation in English i.e. why or how something happens)	
	Everyday material Link to 3 Pigs story Best houses	Seasons-Autumn  Look at what toys are made from now/then		<b>Garden Centre</b> Visit- linked to UK flowers Science		
<b>History</b>	NA	First teddy bear invented Toys-old & new Explain how I have changed link to Science Museum/Grandparents Artefacts-borrow from library Service	NA	Technology from the Past/ Links to inventors & made lives better LCD man came from Hull	Queen-Royal family	NA
<b>Geography</b>	Weather changes & weather chart (Ensure the children collect some data-rainfall etc.) Link to seasons in science					
	Where I live & my address Main towns & Cities Link to musical composers- streets around school Weather changes & weather chart	NA	Hot & Cold countries-developing countries link to history & technology	NA	Countries In Britain-look at maps (Link to British Values) Link to the Queen	NA
<b>Computing</b>	Camera- our school environment (school trip to Build a Bear)  Google Maps-Link to Geography street names	Record Sound & playback our talk for writing/puppet theatres etc.	E-Safety  Create picture-2simple- Elmer  ICT outside of school-link to D&T cooking ICT AT home etc. Link to history		Bee Bots- to different destinations Series of instructions-instructions	Bee Bots- to different destinations Series of instructions-instructions

	<b>French</b>	NA	NA	NA	NA	NA	NA
Creative Development	<b>Music</b>	<b>Link Street names</b> Practice Harvest Song	Practice Christmas Song				
	<b>Art</b>	Go to the Art Gallery- Colour Workshop  Mood in art work Primary & secondary colour- colour mixing	NA	Repeating patterns- Elmer Also see Computing	NA	Matisse-The Snail Seasonal art work  Queen images	NA
	<b>D &amp; T</b>	Make homes for the Three Pigs-linked to science (materials)	Writing Instructions- jam sandwich etc.  Design a medal for someone special- link to Remembrance Day	Design A Spit pin puppets- moving parts		Design A Commemorative bowl from clay	
Physical Development	<b>P.E.</b>	<b>First Steps</b>		<b>First Steps</b>		<b>First Steps</b>	
Personal, Social	<b>R.E.</b>	<b>1.1 Looking at me, looking at you</b> <i>What makes us special?</i>		<b>1.2 Caring for the world</b> <i>How can we keep the world special?</i>		<b>1.3 Worship and festivals</b> <i>What happens in a place of worship?</i>	

## Personal Development

### **To Try New Things**

Enjoy new things, find things that energise, become fully involved in clubs, meet up with others who share similar interests

### **To Work Hard**

Have fun working, understand the benefits of effort and commitment, continue to practise even when accomplished, encourage others

### **To Concentrate**

Give full concentration, 'tune out' most distractions, understand techniques and methods that aid concentration, develop expertise and deep interest in some things

### **To Push Myself**

Find ways to push past doubts, fears or a drop in motivation even in challenging circumstances, push myself in areas that are not so enjoyable, listen to others who encourage and help and thank them for their advice, reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook

### **To Imagine**

Generate lots of ideas, show a willingness to be wrong, know which ideas have value and are useful, act on ideas, ask lots of questions

### **To Improve**

Clearly identify own strengths, identify ideas for improvement, seek the opinion of others to help identify improvements, show effort and commitment in refining and adjusting work

### **To Understand Others**

Listen first to others before trying to be understood, change behaviours to suit different situations, describe and understand others' points of view

### **To Not Give Up**

Show a determination to keep going, despite failures and setbacks, reflect upon the reasons for failures and find ways to bounce back, stick at an activity even in the most challenging of circumstances, see possibilities and opportunities even after a disappointment, consider oneself to be lucky and understand the need to look for luck