



Langley Mill Church of England Infant School and Nursery – Year One Long Term Plan 2023-24

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic	Cool School		Hullaballoo Zoo		Castles and Crowns	
Immersion	School Trail / Treasure Hunt	Victorian School Day	Animal craft workshop	Animal handling experience	Castle visit	Royal Banquet (crown parade)
Additional Event(s)	Recycling Week WC 18.9.23 Autumn Equinox - 23.9.23	Bonfire Night - 5.11.23 Remembrance Day & Church Visit - 11.11.23 Winter Solstice - 21.12.23	Time to Talk Day – 1.2.24 NSPCC Number Day – 2.2.24 Safer Internet Day - 6.2.24 Shrove Tuesday – 13.2.24 Ash Wednesday - 14.2.24	Spring Equinox - 20.3.24 British Science Week – WC 8.3.24 Mother’s Day - 10.3.24	ACES Day - 1.5.24 IDAHOBIT - 17.5.24	Empathy Day - 6.6.24 Healthy Eating Week – WC 10.6.24 Father’s Day – 16.6.24 Summer Solstice - 20.6.24
Parent Partnership	‘Welcome to Year One’ Workshop – 15.9.23 Parent consultations – WC 9.10.23 Harvest Festival - 26.10.23	Christmas Concert – WC 11.12.23		Parent consultations – WC 4.3.24 Easter Concert - 28.3.24		Written report - 12.7.24
Reading / Book Event(s)	Roald Dahl Day - 13.9.23 National Poetry Day - 5.10.23 National Libraries Week – WC 2.10.23	National Non-Fiction November (Bonfire Night, Remembrance, Winter, Christmas)	Winnie the Pooh Day - 18.1.24 Nat. Storytelling Week – WC 29.1.24 Int. Book Giving Day - 14.2.24	Tell a Fairy Tale Day - 26.2.24 World Book Day - 7.3.24 World Storytelling Day - 20.3.24 Int. Children’s Book Day - 2.4.24	National Share a Story month – May 2024	Summer Reading Challenge
Key Stimulus Text	The Dot	Lost In The Toy Museum	We all went on safari	Flip Flap Jungle	Tell me a dragon	Paper Bag Princess
Phonics	Sounds-Write: EC 1-7	Sounds-Write: EC 8-17	Sounds-Write: EC 18-20	Sounds-Write: EC 21-26	Sounds-Write: EC 27-29 plus 48, 45, 40 & 37	Sounds Write: EC 30-33
Writing Sequence	The six stages of writing to use with each key text and writing genre (plan time spent on each aspect according to genre)					
	WAGOLL (What A Good One Looks Like)	WAGOLL (What A Good One Looks Like)	WAGOLL (What A Good One Looks Like)	WAGOLL (What A Good One Looks Like)	WAGOLL (What A Good One Looks Like)	WAGOLL (What A Good One Looks Like)
	<ul style="list-style-type: none"> What a good example looks like Share the purpose and audience for the writing Drama and speaking and listening activities Read a range of related texts	<ul style="list-style-type: none"> What a good example looks like Share the purpose and audience for the writing Drama and speaking and listening activities Read a range of related texts	<ul style="list-style-type: none"> What a good example looks like Share the purpose and audience for the writing Drama and speaking and listening activities Read a range of related texts	<ul style="list-style-type: none"> What a good example looks like Share the purpose and audience for the writing Drama and speaking and listening activities Read a range of related texts	<ul style="list-style-type: none"> What a good example looks like Share the purpose and audience for the writing Drama and speaking and listening activities Read a range of related texts	<ul style="list-style-type: none"> What a good example looks like Share the purpose and audience for the writing Drama and speaking and listening activities Read a range of related texts
Writing Genre 1	Character Description	Recipes Recipe for making Harvest soup	Narrative Innovate ‘We’re Going on a Lion Hunt’	Riddle Animal riddle (What am I?)	Instructions How to catch a dragon	Narrative Innovate ‘George and the Dragon’
Key Text (s)	A letter from your teacher on the first day of school – Shannon Olsen	Pretend Soup and Other Recipes - Mollie Katzen Pumpkin Soup - Helen Cooper	We’re Going on a Lion Hunt – David Axtell	Guess What I am?	How to catch a dragon	George and the Dragon – Christopher Wormwell
Purpose	<ul style="list-style-type: none"> To begin to look at what different parts of a story we need. To create a good character Description 	<ul style="list-style-type: none"> To ensure something is done effectively and/or correctly with a successful outcome for the participants 	<ul style="list-style-type: none"> To tell a story that entertains the reader 	<ul style="list-style-type: none"> To give clues to the reader to guess the subject 	<ul style="list-style-type: none"> To ensure something is done effectively and/or correctly with a successful outcome for the participants 	<ul style="list-style-type: none"> To tell a story that entertains the reader
Generic Text Structure		<ul style="list-style-type: none"> Present tense Headings/Subheadings Lists (equipment/ingredients) Bullet pointed/numbered steps to explain the process Temporal conjunctions (time words) Sentences written as commands using imperative verbs (‘bossy’ words) Pictures with captions/diagrams 	<ul style="list-style-type: none"> First or third person Past tense Sequenced (b, m, e) Characters (good or bad) Setting Events Story language e.g. Once upon a time 	<ul style="list-style-type: none"> First person Present tense Adverbs and adjectives 	<ul style="list-style-type: none"> Present tense Headings/Subheadings Lists (equipment/ingredients) Bullet pointed/numbered steps to explain the process Temporal conjunctions (time words) Sentences written as commands using imperative verbs (‘bossy’ words) Pictures with captions/diagrams 	<ul style="list-style-type: none"> First or third person Past tense Sequenced (b, m, e) Characters (good or bad) Setting Events Story language e.g. Once upon a time
Writing Genre 2	Postcard	Story openings	Diary Day in the life of a Zoo Keeper	Non-Chronological Report Information leaflet about the animal handling experience	Recount Account of castle visit	Formal Letter Letter to new teacher
Key Text (s)			Photos of the experience Poo at the Zoo	Photos of the animals Flip Flap Jungle	Let’s go to the Castle – Miles Kenny How to catch a dragon - Caryl Hart	A letter from your teacher on the last day of school – Shannon Olsen
Purpose	<ul style="list-style-type: none"> To tell parents about what they did during their Victorian day at school. 	<ul style="list-style-type: none"> To begin to look at what different parts of a story we need. To create a good story opening 	<ul style="list-style-type: none"> To record events, thoughts and feelings on something that has happened 	<ul style="list-style-type: none"> To inform the audience about the subject 	<ul style="list-style-type: none"> To provide an account of events 	<ul style="list-style-type: none"> To introduce themselves to their new teacher for next year
Generic Text Structure	<ul style="list-style-type: none"> The senders address at the top Use a greeting First person Include specific names for people, places and things Coordinating and subordinating conjunctions (linking words) Questions and exclamations 		<ul style="list-style-type: none"> Written in the first person. Paste tense Retell important events Include date and ‘Dear Diary’ Adjectives to describe thoughts and feelings Coordinating and subordinating conjunctions (linking words) 	<ul style="list-style-type: none"> Past or present tense Third person Logical structure Headings / subheadings Includes facts Subject specific language Sentences written as statements Pictures, captions, labels 	<ul style="list-style-type: none"> First or third person Clear beginning, middle, end Chronological sequence of events Temporal conjunctions (time words) Coordinating and subordinating conjunctions (linking words) Detail to engage Range of punctuation (.!?,) Range of sentence types (statement, exclamation) 	<ul style="list-style-type: none"> The senders address at the top Use a greeting First person Include specific names for people, places and things Coordinating and subordinating conjunctions (linking words) Questions and exclamations
Mathematics	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths
	<ul style="list-style-type: none"> Place value within 10 	<ul style="list-style-type: none"> Addition and subtraction within 10 Shape 	<ul style="list-style-type: none"> Place value within 20 Addition and subtraction within 20 	<ul style="list-style-type: none"> Place value within 50 Length and height Mass and volume 	<ul style="list-style-type: none"> Multiplication and division Fractions Position and direction 	<ul style="list-style-type: none"> Place value within 100 Money Time

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Science	<p>Working Scientifically:</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions 					
	<p>Use of Everyday Materials (link to school building and grounds):</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name 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 <p>Seasonal changes (link to Autumn Equinox and Winter Solstice):</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies 		<p>Animals including humans (link to zookeepers and zoo animals):</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of 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>Seasonal change (link to Spring Equinox):</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies 		<p>Plants (link to castle gardens)</p> <ul style="list-style-type: none"> 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. <p>Seasonal changes (link to Summer Solstice):</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies 	
RE*	AS 1.7 – What does it mean to belong to a faith community?	UC 1.1. – What do Christians believe God looks like?	AS 1.3 – Who is Jewish and what do they believe?	UC 1.5: Why does Easter matter to Christians?	UC 1.2 – Who made the world? (Christians)	UC 1.8 – How should we care for others and the world, and why does it matter? (Christians, Muslims, Non-Religious)
Christian Celebration	Harvest	Christmas	Epiphany	Lent and Easter	Ascension	Trinity
Other Religious Celebrations	Sukkot (Judaism)	Diwali (Hinduism)	World Religion Day	Vaisakhi (Sikhism)	Vesak (Buddhism)	Al-Hijra (Islamic)
Computing	<p>Teach Computing 1.5 Digital writing</p> <p>Use a computer to create and format text, before comparing to writing non-digitally (as appropriate across the curriculum)</p>					
	<p>Teach Computing 1.1 Technology around us</p> <p>Look at the different technology used around school. Revisit basic skills and online safety</p>	<p>Teach Computing 1.2 Moving a robot</p> <p>Move Beebots around a map of the school and its grounds</p>	<p>Teach Computing 1.4 Grouping data</p> <p>Link to Science, grouping animals – carnivores, herbivores, omnivores, mammals, reptiles, etc</p>	<p>Teach Computing 1.2 Digital painting</p> <p>Alongside zoo paintings in A&D, choose appropriate tools in a program to create art. Make comparisons between working digitally and non-digitally</p>	<p>Teach Computing 1.6 Programming animations</p> <p>Design and programme the movement of a character on screen to tell stories (link to story)</p>	
Art & Design	<p>Drawing:</p> <p>Look at the artist Stephen Wiltshire (accurate impressions of cities, skylines and street scenes). Use drawing skills to create sketches of our school</p>	<p>Collage:</p> <p>Create a large scale class collage of the school building and grounds using different techniques such as tearing, scrunching, etc</p>	<p>Printing:</p> <p>Look at the work of Pierre Maxo, jungle painter. Print backgrounds using leaves, fruit, flowers, etc. Use drawing skills from autumn term to add a zoo animal</p>	<p>Painting:</p> <p>Study the Zoo art of contemporary Cornish artist John Dyer. Recreate the techniques used</p>	<p>3D /Sculpture:</p> <p>Look at famous royal busts. Make a clay bust of a famous Royal</p>	<p>Textiles:</p> <p>Design and make sock dragons</p>
Design and Technology	<p>Cooking and nutrition:</p> <p>Create a healthy harvest soup</p>		<p>Mechanisms:</p> <p>Design, make and evaluate a zoo moving picture</p>		<p>Construction and materials:</p> <p>Design, make and evaluate crowns for the Royal Banquet Create 3D castles from junk modelling materials</p>	

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Geography	<p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (N, S, E, W) and locational and directional language (e.g. near and far; left and right) 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 their school and its grounds and the key human and physical features of its surrounding environment 					
	<p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use simple compass directions (N, S, E, W) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map of the school Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of our school Devise a simple map of the school and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features, including seasons and weather (autumn and winter) 	<p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans (locate where zoo animals live in the wild and zoos around the world using maps, atlases and globes) <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (zoo animals in the wild) Identify seasonal and daily weather patterns in the UK (spring) Use basic geographical vocabulary to refer to key physical features, including seasons and weather (spring) 	<p>Locational knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (locate castles around the UK on maps) <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (compare inland and coastal castle) <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley and key human features including port, harbour Identify seasonal and daily weather patterns in the UK (summer) 			
History	<p>Historical skills and knowledge:</p> <ul style="list-style-type: none"> Develop an awareness of the past using common words and phrases relating to the passing of time Know where the people and events they study fit in within a chronological framework and identify similarities and differences between ways of life in different periods Use a wide vocabulary of everyday historical terms Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events Understand some of the ways in which we find out about the past and identify different ways in which it is represented 					
	<p>Changes within living memory to reveal aspects of change in national life</p> <p>Significant historical events, people and places in their locality</p> <ul style="list-style-type: none"> Local history during collective worship sessions History of school - simple timeline (aerial photographs) History of playground games/toys (what do we play with in school / after school – how does this compare to the past?) <p>Events beyond living memory that are significant nationally or globally</p> <p>Lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> Remembrance - Guy Fawkes 	<p>Lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> The history of Zoos Conservationist - Jane Goodall Zoologist - Stephen Irwin 	<p>Lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> King Arthur and the Knights of the Round table 			
Music	Charanga: Hey you	Charanga: Rhythm in the way we walk and Banana Rap	Charanga: In the Groove.	Charanga: Round and Round	Charanga: Your Imagination	Charanga: Reflect, Rewind and Replay
PE	DTF Gymnastics	Dance: Time to Move – Playground Games & A Victorian Christmas	DTF Gymnastics (recap & use VAL Sabin to enhance)	Dance: BBC Let's Move – Life in the Rainforest and Greedy Zebra	Gymnastics - VAL Sabin	Dance: Let's Move – Knights, Castles and Dragons & Time to Move – The King's New Clothes
	DTF PE: Striking and Fielding	DTF PE: Invasion Games	DTF PE: HRF Dodgeball	DTF PE: Net Games	DTF PE: FUNdamental Football	DTF PE: Athletics
AVSSP Competitions	Sportshall Athletics	Handball	Dodgeball	Gymnastics	Football	
PSHE / RSE*	Bucket Filling PSHE Matters: Exploring Emotions	Bucket Filling PSHE Matters: Bullying Matters	Bucket Filling PSHE Matters: Being Responsible	Bucket Filling PSHE Matters: Relationships	Bucket Filling PSHE Matters: Difference and Diversity	Bucket Filling PSHE Matters: Being Healthy
SMSC (Spiritual, Moral, Social and Cultural)	Black History Month	Children in need Antibullying week	Children's mental health week	Inspirational Woman's Day	Earth Day	World Environment Day
British Values	Rule of Law	Democracy	Tolerance	Mutal Respect	Individual Liberty	Revisit and reinforce all values
NOTE: Red = discrete programmes & units of work / RE* Red is Statutory (AS) / Blue is complementary (UC)						