



Emmbrook Infant Long-Term Planning Year 1

	Autumn		Spring		Summer	
Overarching Topic	Bears	Festivals of Light	Bridges and Tunnels	Mapping	Growing	Time and Place
Questions	Why don't bears live in England?	What brings light into your world?	Could we live without bridges? Why?	Help I'm lost! What can I do?	Why am I an animal?	Was it ever fun being a Victorian child?
Core Values	<i>Respect Resilience Empathy Patience</i>		<i>Independence Curiosity Honesty</i>		<i>Self-discipline Confidence Teamwork</i>	
PSHE/Jigsaw	Celebrating Difference	Healthy Me	Dreams and Goals	Relationships	Changing me	Transition
Literacy Poetry/narrative/ non fiction focus each term	Non-fiction – Bears around the world (Labels and captions) Instructions (making porridge/sandwiches) Repetitive stories – We're going on a Bear hunt, Goldilocks, The Gruffalo Repetitive Poems (fireworks) Learning Objectives: Saying out loud what they are going to write about. Leaving spaces between words. Joining words and joining clauses using and.	Narrative (Stories from other cultures: Diwali story) Learning Objectives: Sequencing sentences to form short narratives. Saying out loud what they are going to write about. Leaving spaces between words. Joining words and joining clauses using and. Beginning to punctuate sentences using a capital letter and a full stop.	Non-fiction – Bridges (Labels and Captions, newspaper reports, diary, poster) Poetry on a theme - bridges Learning Objectives: Saying out loud what they are going to write about. Leaving spaces between words. Joining words and joining clauses using and, because. Beginning to punctuate sentences using a capital letter, full stop, exclamation	Narrative - Traditional stories (3 Little Pigs, Billy Goats Gruff) Learning Objectives: Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Joining words and joining clauses using and, because, but, so. Beginning to	Instructional/chronological texts (Bean Diary) Non-chronological texts (animal Poster) Poetry on a theme - animals Narrative in a familiar setting (Jasper's Beanstalk) Learning Objectives: Joining words and joining clauses using and, because, but, so. Punctuate sentences correctly.	Non-fiction: Victorians Learning Objectives: Use question marks to pose questions. Read aloud their writing clearly enough to be heard by their peers and teacher. Narrative: Fantasy Worlds Learning Objectives: Consider what they are going to write before beginning by: <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including



	<p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Writing for different purposes. Writing down ideas and/or key words, including new vocabulary.</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p>		<p>mark.</p>	<p>punctuate sentences using question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. □</p>		<p>new vocabulary □</p>
	<p>Speaking and listening</p>	<p>Punctuation</p>	<p>Handwriting</p>	<p>Writing composition Grammar</p>		
<p>Grammar and Vocab</p>	<p>Say out loud what they are going to write (hold a simple sentence) Retell a simple story Listen and respond appropriately to an adult and TP Ask a relevant question Use role play to try out language they have listened to. Introduce alliteration Similes-; like a... Adjectives to describe in noun phrases" a fluffy, ginger cat" Discuss terminology-verb, conjunction, prefix "un" Develop wider vocabulary linked to topic</p>	<p>Full stops Capital letters Capital letters for names (proper nouns) Question marks Exclamation marks Bullet points Speech bubbles</p>	<p>Correct sitting position and pencil grip. Starting each letter correctly on the line Form lower and upper-case letters Sit writing on the line Consistent use of size Begin to join Diagonal arm join Horizontal washing line join</p>	<p><u>Sentence openers.</u> Once upon a time, first, then, next, but, so, finally, happily ever after, early one morning. <u>When openers.</u> After that, next morning, one day, in the end, now, as soon as, at that moment <u>Conjunctions to link</u> Because, or, so that, then, that, while, when, until, <u>How-adverbs.</u> Suddenly, fortunately, luckily Consolidate simple and compound sentences. Introduce complex sentence forms Question marks Exclamation marks. Prepositions -under, along, above, between, before. Discuss power verbs for effect</p>		



						<p>Singular and plural nouns (s-es) <u>Write simple labels and captions/sentences</u> Sequence sentences to form a short narrative Provide a variety/5 openers for the children to use Once upon a time/one day/suddenly/luckily/in the end...to try out. Begin to organize work under headings</p>
<p>Maths Counting, calculating. Handling data & measures. Shape & Measures Number, relationships and calculating.</p>	Counting & calculating focus	Counting & calculating focus	<p>Counting & calculating focus</p> <p>Shape & Measures focus</p>	Counting & calculating focus	Counting & calculating focus	Counting & calculating focus
<p>Science SC.1 ongoing</p>	<p>Seasonal Changes – LO: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>		<p>Everyday Materials – LO: Distinguish between and 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 simple Physical properties of every day materials. Compare and group a variety of everyday materials based on physical properties.</p> <p>Activities – Choose suitable materials to make a bridge.</p>		<p>Animals including humans – LO: Identify and name common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of animals (fish, amphibians, reptiles, birds and mammals)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part is associated with which sense.</p> <p>Name and identify a range of plants and insects.</p>	
<p>History</p>	<p>Old and New bear toys/ Guy Fawkes – LO: Events beyond living memory that are significant nationally or globally.</p>		<p>Isambard Kingdom Brunel – LO: Learn about the lives if</p>			<p>Victorians (Queen Victoria) – L.O: Learn about the lives if</p>



	Changes in living memory.	significant individuals in the past who have contributed to national and international achievements.			significant individuals in the past who have contributed to national and international achievements. (Victorian wash day)	
Geography	<p>Plotting bears on maps by where they live –: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans/Name and locate the world's seven continents. Locate hot and cold areas of the world in relation to the equator and the North and South Poles.</p>	<p>Weather – Identify seasonal weather patterns in the United Kingdom, and the location of hot and cold climates in relation to the Equator and the North and South Poles. Where do bears live?</p>		<p>Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and contrast basic symbols in a key, study human and physical features.</p> <p>Activities: Aerial perspectives, following routes on a map, giving directions, using locational and directional language, devising a story map, map of classroom, map of school.</p>	<p>Here and there – understand geographical similarities and differences through studying the human physical geography of small area of United Kingdom and small area of contrasting country.</p> <p>Compare Emmbrook with a small town in Ghana. Human and physical features, maps, artefacts, compare homes, the day of a child and climates.</p>	<p>Victorian Houses in the locality Victorian Schools locally (Westcott)</p>
ICT (Wokingham ICT scheme)	<ul style="list-style-type: none"> - Typing Practice - Draw a bear using 2Paint – save work observed by an adult - Draw a simple picture of Goldilocks and type a sentence describing it - Saving work - E-safety – information poster - Rangoli patterns – 2 Simple - Firework pictures – 2Paint – save and 		<ul style="list-style-type: none"> - Coding in the context of beebots – to move the beebot purposefully to a destination and edit their code. - Data storage – data can be collected stored and analysed – favourite fruit. (statistics) - Bridge fact posters (import images) and type facts (save, retrieve and edit) 		<ul style="list-style-type: none"> - Espresso and Science Simulations – using safe search engines to research growing plants - Drawing and labelling a detailed picture of a flower using 2Paint - Coding – revise and consolidate coding terms and principles using a range of purple mash coding games - Design wall paper for Victorian house – explore a pattern program – 	



	<p>retrieve work</p> <ul style="list-style-type: none"> - 2Code – debugging coding – focus on e-safety - 2Animate to draw and animate a Christmas picture – evaluate their work - IPad maths/phonics 		<ul style="list-style-type: none"> - I-pad – exploring educational apps – e-safety focus - Barnaby bears walkabout – coding (mapping skills from geography) - Using Comic Strip - 3 Little Pigs – draw a character picture - thought or speech bubble (independent work and brave spelling) - 2Publish poster importing photos of chicks hatching and adding text - IPad maths/phonics 		<p>2Simple Pattern</p> <ul style="list-style-type: none"> - IPad maths/phonics 	
R.E.	The Creation Story Harvest	The Christmas Story Diwali	Jesus as a friend	Easter - Palm Sunday	Judaism - Shabbat Sikhism - Vaisakhi	Judaism - Chanukah
P.E.	Gym Circuits Football	Dance Tag Rugby Netball	Gym Basketball Hockey	Dance Golf Orienteering	Gym Cricket	Sports day - athletics Dance
Art & Design	<p>Painting skills: Using different paint brushes and mixing colours.</p> <p>Collage: Use a range of materials to collage a bear habitat.</p> <p>Mechanisms: split pin bear</p> <p>Make porridge- food and hygiene</p>	<p>Sculpture: Clay Diva lamps</p> <p>Fabric: Design and sew a Christmas stocking.</p>	<p>Drawing: Observational drawings of bridges, line technique.</p> <p>Printing: Print patterns of materials of bridges.</p> <p>Make bridges with pulleys</p>	Scale: Giant pictures	<p>Painting like other artists: Van Gogh Sunflowers,</p> <p>Food Technology: Giuseppe fruit faces</p> <p>Collage: Sunflowers</p>	<p>Sketching using a range of media: Charcoal, chalk, pencil sketching of Victorian artefacts.</p> <p>Observational Drawings: Portraits of Queen Victoria and themselves.</p> <p>D+T – Make Victorian room</p>
Music	Duration/Long & short	Christmas production Singing/performance	composition	Beat and tempo	Rhythm & pattern	