



**NBA Al Dafna**  
**Year 1 Long Term Planning**

	English – Writing (TfW)	Spelling (NC Appendix)	Grammar (TfW)	Mathematics (WR)	Science (WR)	History (Key Stage History)	Geography (Oddizzi)	Art and Design (Kapow)	Design and Technology (Kapow)
Autumn 1	<p><b>Fiction</b> Narrative Writing – Traditional Tales</p> <p><b>Non-fiction</b> Lists (labels and captions)</p>	<p>Words ending in ‘ff’, ‘ll’, ‘ss’, ‘zz’ and ‘ck’</p> <p>Words with the /k/ sound spelled ‘k’</p> <p>and ‘nk’ spelling pattern</p> <p>Words with the ‘tch’ trigraph</p> <p>Adding ‘-s’ and ‘-es’ to make plurals</p> <p>Adding the suffixes ‘-ing’ and ‘-ed’</p> <p>Adding the prefix ‘un-’ and the suffixes ‘- er’ and ‘-est’</p> <p>Compound words and words with unstressed vowels</p> <p>Words with the digraphs ‘ai’ and ‘oi’</p> <p>Words with the digraphs ‘ay’ and ‘oy’</p> <p>Words with the split digraph ‘a_e’</p> <p>Words with the split digraph ‘e_e’</p> <p>Words with the split digraph ‘i_e’</p>	<p>Begin combining words to make sentences, <b>separating words with spaces.</b></p> <p>Begin using <b>capital letters and full stops to demarcate sentences.</b></p> <p>Using <b>capital letters for people’s names and the word ‘I’.</b></p> <p>Introduce <b>asking questions with a question mark-</b> spot where a question mark belongs in a simple sentence</p> <p>Orally composing and writing sentences. Put muddled sentences back together.</p> <p>Use of determiners: the, a, my, your, an, this, that, his, her, their, some, all, lots, of, many, more, those, these.</p> <p>Using ‘and’ to join words.</p> <p>Introducing <b>adjectives- use adjectives to describe nouns. Identify the adjective and noun in any given noun phrase.</b></p>	<p><b>Place Value</b></p> <ul style="list-style-type: none"><li>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li><li>• Count numbers to 100 in numerals; count in multiples of twos, fives and tens</li><li>• identify and represent numbers using objects and pictorial representations</li><li>• read and write numbers to 100 in numerals</li><li>• read and write numbers from 1 to 20 in numerals and words</li><li>• given a number, identify one more and one less</li></ul> <p><b>Addition and Subtraction</b></p> <p>Calculations</p> <ul style="list-style-type: none"><li>• add and subtract one-digit and two-digit numbers to 20, including zero</li><li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = <math>\chi</math>–9</li></ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"><li>• recognise and name common 2 D shapes [for example, rectangles (including squares), circles and triangles]</li><li>• recognise and name common 3 D shapes [for example, cuboids (including cubes), pyramids and spheres]</li></ul>	<p><b>Human Body</b></p> <ul style="list-style-type: none"><li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li><li>• Working scientifically – Asking simple questions and recognising that they can be answered in different ways. – Using their observations and ideas to suggest answers to questions. – Performing simple tests.</li></ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"><li>• Observe changes across the four seasons.</li><li>• Observe and describe weather associated with the seasons and how day length varies.</li><li>• Working scientifically – Asking simple questions and recognising that they can be answered in different ways. – Gathering and recording data to help in answering questions.</li></ul> <p><b>Materials</b></p> <ul style="list-style-type: none"><li>• Describe the simple physical properties of a variety of everyday materials.</li><li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li><li>• Distinguish between an object and the material from which it is made.</li><li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li><li>• Working scientifically – Identifying and classifying.</li></ul>	<p><b>Florence Nightingale</b></p> <p>-Florence is a famous nurse remembered for her work helping soldiers get better in the Crimean war. She became known as the Lady of the Lamp.</p> <p>-She got rid of the dirt, cleaned the sheets and made everyone wash their hands. She was very well organised and knew how to get things done</p> <p>-After the war Florence really improved hospitals at home.</p> <p>-Her work training nurses was really important. Nurses have to obey her rules on how to be a good nurse, even today.</p> <p>-She wrote lots of books on nursing which were easy to read.</p> <p>-She is remembered today and medals with her name on are given to nurses, even though she died over 100 years ago.</p> <p><i>*Visit by a nurse</i></p>		<p><b>Exploring Line and Shape</b></p> <p><b>Skills:</b></p> <p><b>Generating ideas:</b></p> <p>-Explore their own ideas using a range of media.</p> <p><b>Using sketchbooks:</b></p> <p>-Use sketchbooks to explore ideas.</p> <p><b>Making skills:</b></p> <p>-Exploring drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. (Line, Pattern)</p> <p>-Noticing 2D shapes within objects and how they can be used to form the ‘bones’ of a drawing. (Shape)</p> <p>-Exploring drawing and combining geometric shapes. (Line, Shape)</p> <p>-Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw. (Shape, Line)</p> <p>-Recognising that applying more pressure when drawing or colouring, gives a darker tone. (Tone)</p> <p>-Creating an area with a single, consistent tone when colouring/shading. (Tone)</p> <p>-Demonstrating a growing spatial awareness to represent the position and size of objects, e.g. grounded trees. (Space)</p> <p><b>Knowledge of artists:</b></p> <p>-Understand how artists choose materials based on their properties in order to achieve certain effects.</p> <p><b>Evaluating and analysing:</b></p> <p>Describe and compare features of their own and others’ artwork.</p> <p>-Evaluate art with an understanding of how</p>	



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					<ul style="list-style-type: none"><li>– Observing closely, using simple equipment.</li><li>– Performing simple tests.</li><li>– Gathering and recording data to help in answering questions.</li><li>– Using their observations and ideas to suggest answers to questions.</li></ul>			<p>art can be varied and made in different ways and by different people.</p> <p>Generating ideas:</p> <ul style="list-style-type: none"><li>-Explore their own ideas using a range of media.</li></ul> <p>Using sketchbooks:</p> <ul style="list-style-type: none"><li>-Use sketchbooks to explore ideas.</li></ul> <p>Making skills:</p> <ul style="list-style-type: none"><li>-Exploring drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. (Line, Pattern)</li><li>-Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing. (Shape)</li><li>-Exploring drawing and combining geometric shapes. (Line, Shape)</li><li>-Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw. (Shape, Line)</li><li>-Recognising that applying more pressure when drawing or colouring, gives a darker tone. (Tone)</li><li>-Creating an area with a single, consistent tone when colouring/shading. (Tone)</li><li>-Demonstrating a growing spatial awareness to represent the position and size of objects, e.g. grounded trees. (Space)</li></ul> <p>Knowledge of artists:</p> <ul style="list-style-type: none"><li>-Understand how artists choose materials based on their properties in order to achieve certain effects.</li></ul> <p>Evaluating and analysing:</p> <ul style="list-style-type: none"><li>-Describe and compare features of their own and others' artwork.</li><li>-Evaluate art with an understanding of how art can be varied and made in different ways</li></ul>	
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								and by different people.	
Autumn2							<p><b><u>The United Kingdon:</u></b> <b><u>How are the four countries in the UK special?</u></b></p> <p>-The location of the four countries. -The four capitals and surrounding seas. -Human and physical features of the UK. -Human and physical features of the capital cities. Sharing our understanding of the UK. The United Kingdom is part of the continent of Europe. It is made up of four countries, which all have their own capital city. Each country has its own flag. The United Kingdom also has a flag, which is sometimes called the Union Jack. The United Kingdom is an island: it is surrounded by water. The UK has human and physical features. Human features are made by people and physical features are made by nature.</p> <p><i>*Find members of the teaching staff from the four countries to question.</i></p>		<p><b><u>Structures: Stable Structures</u></b> <b><u>Skills:</u></b> Design -Thinking about what others might want from a design. -Beginning to recognise how products and designs in the world around us solve certain needs. -Considering who they are designing for – identifying the user. -Stating what they intend to make and why – identifying the purpose. -Talking about ideas, with purpose and user in mind. -Talking about existing products when generating ideas. -Using basic drawing skills to communicate ideas. Make -Choosing between a small number of materials, ingredients or components. -Explaining their choices based on personal experiences. -Requesting equipment appropriate to the purpose (e.g. scissors for cutting, glue for joining, etc.). -Beginning to use objects with a fixed width or length to create even spacing of markings or cuts (e.g. a lolly stick). -Refining their grip to cut competently and confidently. -Cutting straight and evenly spaced lines. -Beginning to cut large shapes and thicker materials like card. Evaluate -Discussing existing products, saying what they like about them. -Comparing two products and discussing which is better for a specific purpose.</p>



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									<p>-Saying what they like about their peers' designs and products. -Accepting feedback and understanding it is meant to improve their work. Technical knowledge -Recognising that different structures are used for different purposes. -Exploring the features of structures. -Describing structures as buildings or freestanding structures. -Making stable structures from card. -Creating supporting structures to aid stability. -Using stable objects like cylinders to create structures. Design To know: -The <b>user</b> is the person who will use the product. -Different users may want different things from a design. -Who they are designing for makes a difference to what they design. -The purpose is what something is for. -Existing products can help when deciding what to design. -Drawings are a way to explain ideas. <b>Make</b> To know: -A plan is deciding what to do first and next. -Different equipment does different things. -Names of common pieces of equipment. -Some tools are sharp like scissors and knives. -Spacing cuts or marks evenly can be useful. -Different glue can be used to join different things. <b>Evaluate</b> To know: -Some products will be better than others. -Their ideas or products can be made better.</p>
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									<p>-Their ideas can make someone else's work better.</p> <p>-Other people's ideas can help make their work better.</p> <p><b>Technical knowledge</b></p> <p>To know:</p> <p>-A structure is something that has been made and put together.</p> <p>-Stable structures do not topple.</p> <p>-Shapes and structures with wide, flat bases or legs are the most stable.</p> <p>-Adding weight to the base of a structure can make it more stable.</p> <p><i>*Visit local area to find structures to sketch.</i></p>
Spring 1	<p><b>Fiction Unit</b> Fantasy Stories</p> <p><b>Non Fiction Unit</b> Instructions</p>	<p>Words with the split digraph 'o_e'</p> <p>Words with the split digraph 'u_e'</p> <p>Words with the digraph 'ar'</p> <p>Words with the digraph 'ee'</p> <p>Words where the digraph 'ea' makes an /ee/ sound</p> <p>Words where the digraph 'ea' makes an /e/ sound</p> <p>Words where the digraph 'er' is stressed</p> <p>Words where the digraph 'er' is unstressed</p> <p>Words with the digraphs 'ir' and 'ur'</p> <p>Words where the digraph 'oo' makes an /oo/ sound</p> <p>Words where the digraph 'oo' makes an /u/ sound</p> <p>where the digraphs 'oa' and 'oe' make an /oa/ sound</p>	<p>Joining sentences using 'and'.</p> <p>Introducing exclamation mark (!)- creating simple sentences with (. ! ?)</p> <p>Joining sentences with coordinating conjunctions to form compound sentences: and, or, but, so</p> <p>Introducing suffixes –s &amp; -es</p> <p>Introducing verbs: adding endings such as -ed, -ing, -er to verbs. " ... is playing, ....is jumping"</p> <p>Recognising questions: using question marks to demarcate questions.</p> <p>Using capital letters for place names, days of the week and months of year.</p> <p>Increase vocabulary- adjectives</p> <p>Embedding sentence building skills using all grammar from Autumn &amp; Spring term.</p>	<p><b><u>Place Value</u></b></p> <ul style="list-style-type: none"><li>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li><li>• Count numbers to 100 in numerals; count in multiples of twos, fives and tens</li><li>• identify and represent numbers using objects and pictorial representations</li><li>• read and write numbers to 100 in numerals</li><li>• read and write numbers from 1 to 20 in numerals and words</li><li>• given a number, identify one more and one less</li></ul> <p><b><u>Addition and Subtraction Calculations</u></b></p> <ul style="list-style-type: none"><li>• add and subtract one-digit and two digit numbers to 20, including zero</li><li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = <math>\chi</math> - 9</li></ul> <p><b><u>Using Measures</u></b></p>	<p><b><u>Planting</u></b></p> <ul style="list-style-type: none"><li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li><li>• Working scientifically – Asking simple questions and recognising that they can be answered in different ways.</li><li>– Observing closely, using simple equipment.</li><li>– Gathering and recording data to help in answering questions.</li></ul> <p><b><u>Animals</u></b></p> <ul style="list-style-type: none"><li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li><li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</li><li>• Working scientifically – Asking simple questions and recognising that they can be answered in different ways.</li><li>– Gathering and recording data to help in answering questions.</li><li>– Identifying and classifying.</li></ul>		<p><b><u>Local Area Study: Why is our local area unique?</u></b></p> <p>-Differences between urban and rural areas.</p> <p>-Features of our school grounds.</p> <p>-Features of our local area.</p> <p>-How to identify Ordnance Survey map symbols.</p> <p>-How to create a map of our local area.</p> <p>An urban area has lots of people living there.</p> <p>Towns, cities and suburbs are all urban areas.</p> <p>A rural area has fewer people living there.</p> <p>Rural areas include the countryside, villages and hamlets.</p> <p>An Ordnance Survey map is used to help people find their way around an area.</p> <p><i>Enter key knowledge about your school grounds and local area here</i></p> <p><i>*Local area visit to go with topic – e.g.Coasts</i></p> <p><b><u>Coasts</u></b></p> <p>-The locations of the UK coast</p> <p>-The main features of a seaside locality</p>	<p><b><u>Paper Play Skills:</u></b></p> <p>Generating ideas:</p> <p>-Explore their own ideas using a range of media.</p> <p>Using sketchbooks:</p> <p>-Use sketchbooks to explore ideas.</p> <p>Making skills:</p> <p>-Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>-Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Evaluating and analysing:</p> <p>-Describe and compare features of their own and others' artwork.</p> <p>-Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p> <p><b>Formal elements:</b></p> <p><b>-Form:</b> Know paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p><b>-Form:</b> Know that three-dimensional art is called sculpture.</p> <p><b>-Shape:</b> Know paper can be shaped by cutting and folding it.</p> <p><b>Making skills:</b></p> <p>-How to roll and fold paper.</p> <p>-How to cut shapes from paper and card.</p>	



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				<ul style="list-style-type: none"><li>• compare, describe and solve practical problems for: – lengths and heights – mass/weight – capacity and volume – time</li><li>• measure and begin to record the following: – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds)</li></ul>	<ul style="list-style-type: none"><li>– Using their observations and ideas to suggest answers to questions.</li></ul> <p><b>Caring for the Planet</b></p> <ul style="list-style-type: none"><li>• Working scientifically</li><li>– Explore the world around them and raise their own questions (non-statutory).</li><li>– Using their observations and ideas to suggest answers to questions.</li></ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"><li>• Observe changes across the four seasons.</li><li>• Observe and describe weather associated with the seasons and how day length varies.</li><li>• Working scientifically</li><li>– Asking simple questions and recognising that they can be answered in different ways.</li><li>– Gathering and recording data to help in answering questions.</li></ul>		<p>-What it is like at the seaside</p> <p>How and why the seaside changes</p> <p>There are many different seaside towns and villages around the UK coast</p> <p>The wind and waves cause changes to the coastline</p> <p>Different kinds of beach are affected differently by the wind and the waves</p>	<p>-How to cut and glue paper to make 3D structures.</p> <p>-How to decide the best way to glue something.</p> <p>-How to create a variety of shapes in paper, eg spiral, zig-zag.</p> <p>-How to make larger structures using newspaper rolls.</p> <p><b>Knowledge of artists:</b></p> <p>-Some artists are influenced by things happening around them.</p> <p>-Artists living in different places at different times can be inspired by similar ideas or stories.</p> <p>-Artists choose materials that suit what they want to make.</p> <p><b>Evaluating and analysing:</b></p> <p>-Art is made in different ways.</p> <p>-Art is made by all different kinds of people.</p>	
Spring 2						<p><b>Seaside</b></p> <p>-People have been going on seaside holidays for over 200 years, but they only became popular in Victorian times, over 100 year ago</p> <p>-This was because there were holidays for the first time and people could travel by the new invention of steam trains and railways.</p> <p>-People tended to dress in heavier dark clothes Type of umbrella used on sunny days to give shade. Over 100 years ago people didn't like suntans.</p> <p>-Many activities that children get involved in on the beach today are similar to those 100 years ago</p> <p>-Seaside holidays have changed quite a lot in terms of where people go nowadays (often abroad) and how we get there (often on cheap flights)</p>			<p><b>Textiles: Puppets</b></p> <p><b>Skills:</b></p> <p>-Using a template to create a design for a puppet.</p> <p>-Cutting fabric neatly with scissors.</p> <p>-Using joining methods to decorate a puppet.</p> <p>-Sequencing steps for construction.</p> <p>-Reflecting on a finished product, explaining likes and dislikes.</p> <p><b>Knowledge:</b></p> <p>-To know that 'joining technique' means connecting two pieces of material together.</p> <p>-To know that there are various temporary methods of joining fabric by using staples, glue or pins.</p> <p>-To understand that different techniques for joining materials can be used for different purposes.</p> <p>-To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.</p>



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						<p>-Some people preferred the simpler seaside holidays in the past because there were no traffic jams, fewer queues and less pollution.</p> <p><i>*Beach visit to a public beach – e.g. Katara</i></p>			
Summer 1	<p><b>Poetry</b> Rhyming poems</p> <p><b>Non-fiction</b> Information Text – non-chronological reports</p>	<p>Words where the digraph ‘ou’ makes an /ow/ sound Words where the digraph ‘ow’ makes an /ow/ or /oa/ sound Words ending in ‘y’ /ee/ and ‘ve’ /v/ Words with the digraphs ‘ue’ and ‘ew’ Words where the digraph ‘ie’ makes an /igh/ sound Words where ‘ie’ makes an /ee/ sound Words with the trigraph ‘igh’ Words with the digraph ‘or’ and the trigraph ‘ore’ Words where the digraphs ‘aw’ and ‘au’ make an /or/ sound Words with the trigraphs ‘air’ and ‘ear’ Words where the trigraphs ‘ear’ and ‘are’ make an /air/ sound Words with the digraphs ‘ph’ and ‘wh’</p>	<p>Suffixes- er, ed, es. -s, -ing (verbs) Introducing speech bubbles with different types of sentences, statements, exclamations &amp; questions. Sequencing short narrative or accounts using time connectives: first, then, next, suddenly. Sentence Doctor- confidently fix missing grammar. (Full stops, exclamation, question marks) Vocabulary- quality of adjectives, compound words, Proper Nouns- capitalise I, names and places</p> <p>Use adjectives to add details to sentences. Create simple sentences with coordinating conjunctions. Introduce prepositional language: inside, outside, across, under.</p>	<p><b>Place Value</b></p> <ul style="list-style-type: none"><li>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li><li>• Count numbers to 100 in numerals; count in multiples of twos, fives and tens</li><li>• identify and represent numbers using objects and pictorial representations</li><li>• read and write numbers to 100 in numerals</li><li>• read and write numbers from 1 to 20 in numerals and words</li><li>• given a number, identify one more and one less</li></ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"><li>• solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li></ul> <p><b>Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"><li>• recognise, find and name a half as one of two equal parts of an object, shape or quantity</li><li>• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li></ul> <p><b>Using Measures</b></p> <ul style="list-style-type: none"><li>• compare, describe and solve practical problems for: → lengths and heights →mass/weight →capacity and volume →time</li></ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"><li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li><li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li><li>• Working scientifically – Identifying and classifying. – Observing closely, using simple equipment. – Gathering and recording data to help in answering questions. – Using their observations and ideas to suggest answers to questions.</li></ul> <p><b>Planting</b></p> <ul style="list-style-type: none"><li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li><li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li><li>• Working scientifically – Observing closely, using simple equipment. – Gathering and recording data to help in answering questions.</li></ul> <p><b>Growing and Cooking</b></p> <ul style="list-style-type: none"><li>• Working scientifically – Asking simple questions and recognising that they can be answered in different ways. – Using their observations and ideas to suggest answers to questions.</li></ul>		<p><b>Continents and Oceans</b> <b>How are the different continents Special?</b> -Understanding where I am in the world. -Locating the seven continents. -Locating the five oceans. -Human features of the continents. -Physical features of the continents. The world is made up of many countries. The countries can be grouped into continents. The large amounts of water between each continent are called oceans. Some of the continents are joined by land. Others are separated by oceans. Human features are made by people. Physical features are created by nature.</p>	<p><b>Colour Splash</b> <b>Skills:</b> Generating ideas: -Explore their own ideas using a range of media. Using sketchbooks: -Use sketchbooks to explore ideas. Making skills: -Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. -Make choices about which materials to use to create an effect. Evaluating and analysing: -Describe and compare features of their own and others’ artwork. -Evaluate art with an understanding of how art can be varied and made in different ways and by different people. <b>Formal elements:</b> -<b>Colour:</b> Know that the primary colours are red, yellow and blue. -<b>Colour:</b> Know primary colours can be mixed to make secondary colours: – Red + yellow = orange – Yellow + blue = green – Blue + red = purple <b>Pattern:</b> Know a pattern is a design in which shapes, colours or lines are repeated. -<b>Tone:</b> Know that there are many different shades (or ‘hues’) of the same colour. -<b>Tone:</b> Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. <b>Making skills:</b> -How to combine primary-coloured</p>	





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### Year 1 Long Term Planning

				<ul style="list-style-type: none"><li>• measure and begin to record the following: → lengths and heights →mass/weight →capacity and volume →time (hours, minutes, seconds)</li><li>• recognise and know the value of different denominations of coins and notes</li><li>• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li><li>• recognise and use language relating to dates, including days of the week, weeks, months and years</li><li>• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li></ul>	<p><u>Geometry</u></p> <ul style="list-style-type: none"><li>• describe position, direction and movement, including whole, half, quarter and three-quarter turns</li></ul>	<p><i>*Visit North Sedra farm to pick fresh strawberries</i></p> <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"><li>• Observe changes across the 4 seasons.</li><li>• Observe and describe weather associated with the seasons and how day length varies.</li><li>• Working scientifically – Asking simple questions and recognising that they can be answered in different ways. – Gathering and recording data to help in answering questions. – Using their observations and ideas to suggest answers to questions.</li></ul>		<p>materials to make secondary colours. -How to mix secondary colours in paint. -How to choose suitable sized paint brushes. -How to clean a paintbrush to change colours. -How to print with objects, applying a suitable layer of paint to the printing surface. -How to overlap paint to mix new colours. -How to use blowing to create a paint effect. -How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p> <p><b>Evaluating and analysing:</b></p> <p>-Art is made in different ways. -Art is made by all different kinds of people.</p>	
Summer 2						<p><u>The Great Fire</u></p> <p>-Children understand how a small event, with a careless baker in a short narrow lane, can lead to a major rebuilding of vast areas of the capital. -They are able to explain that there were a variety of reasons for the fire and can suggest the most important ones. -They are able to describe the desperate measures taken to control the fire and can explain how Londoners felt at the time. -They can explain how the appearance of London changed after the Fire both the houses and the street layout and that the fire led to better fire service.</p> <p><i>*Fire department visit/link to the importance of fire evacuation procedures – Mr Spencer</i></p>			<p><u>Cooking and Nutrition: Smoothies</u></p> <p><b>Skills:</b></p> <p>-Designing smoothie carton packaging by hand. -Chopping fruit and vegetables safely to make a smoothie. -Juicing fruits to make a smoothie. -Identifying if a food is a fruit. -Learning where and how fruits and vegetables grow. -Tasting and evaluating different foods. -Describing appearance, smell and taste. -Suggesting information to be included on packaging.</p> <p><b>To know:</b></p> <p>-That a blender is a machine which mixes ingredients together into a smooth liquid. -That a fruit has seeds and a vegetable does not. -That fruits grow on trees or vines. -That vegetables can grow either above or below ground.</p>





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									<p>-That vegetables are any edible part of a plant. -To know that drawing a design idea is useful to see how an idea will look.</p> <p><i>*Visit North Sedra Farm or somewhere to pick fruit/vegetables for smoothies.</i></p>
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