

At Red Hall we are committed to offering a broad, balance and engaging curriculum. We will ensure that we have a holisitc approach to school life which acknowledges links with parents, families and the wider community. This will help to develop well rounded and resilient children. At each stage, children will be equipped with the skills, knowledge and understanding to become active world citizens. Our curriculum is dynamic, engaging and immersed in rich learning opportunities.



Red Hall Primary School Long term planning overview
Year group: 1

| | Autumn 1 (7 weeks) | Autumn 2 (7 weeks) | Spring 1 (6 weeks) | Spring 2 (6 weeks) | Summer 1 (6 weeks) | Summer 2 (7 weeks) |
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| TOPIC TITLE | Hot! Hot! Hot! | All Aboard! | Pack your suitcase, Paddington! | | If you go down in the woods today | |
| Literacy: Key texts, authors and genres | <p>Handas Surprise by Eileen Browne</p> <ul style="list-style-type: none"> Narrative (3 weeks) <p>The Great Fire of London by Liz Gogerly</p> <ul style="list-style-type: none"> non-chronological report (2 weeks) diary (1 week) <p><i>Eileen Browne as a focus author. Books to be shared at story time.</i></p> | <p>Arctic Animal (Cold Feet)</p> <ul style="list-style-type: none"> non-chronological report (3 weeks) <p>The Polar Express by Chris Van Allsburg</p> <ul style="list-style-type: none"> narrative (2 weeks) letters (1 week) <p>Harvey Slumfenburger's Christmas Present by John Burningham</p> <ul style="list-style-type: none"> narrative (1 weeks) <p><i>John Burningham books as a focus</i></p> | <p>Paddington by Michael Bond.</p> <ul style="list-style-type: none"> Letter (1 week) Narrative (3 weeks) <p>Paddington at the Palace</p> <ul style="list-style-type: none"> Poetry (2 week) <p><i>Michael Bond books as a focus author to be shared at story time.</i></p> | <p>Katie in London by James Mayhew</p> <ul style="list-style-type: none"> Diary (1 week) non-chronological report (3 weeks) <p>Following a recipe.</p> <ul style="list-style-type: none"> Instructions – bake cakes for a royal ball (2 weeks) | <p>Hansel and Gretel by Anthony Browne</p> <ul style="list-style-type: none"> narrative (3 weeks) newspaper report (1 week) <p>Night Animals (Usbourne beginners)</p> <ul style="list-style-type: none"> non-chronological report. (2 weeks) <p><i>Anthony Browne books as a focus author to be shared at story time</i></p> | <p>Into the Forest by Anthony Browne</p> <ul style="list-style-type: none"> narrative 3 weeks) <p>Where the Wild things Are by Maurice Sendak</p> <ul style="list-style-type: none"> diary (1 week) instructions of how to survive the wild things (2 weeks) <p>The Jolly Postman by Allan Ahlberg</p> <ul style="list-style-type: none"> poetry (1 weeks) <p><i>Allan Ahlberg books as a focus author to be</i></p> |

| | | <i>author. Books to be shared at story time.</i> | | | | <i>shared at story time</i> |
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| Numeracy | <p>Place Value to 10 (4 weeks) Counting forwards and backwards. Representing objects. Compare numbers and objects. One more / one less. < and > Order objects and numbers. Use ordinal numbers. Use a number line.</p> <p>Addition and Subtraction to 10 (4 weeks) Adding using part whole models. + symbol Fact families Number bonds to 10 Addition Finding a part Subtraction – taking away – crossing out Subtraction symbol Subtraction – finding a part Fact families – 8 facts Counting back</p> | <p>Shape (4 weeks) Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Sort 2D shapes Shapes and patterns with 2 D and 3D shapes</p> <p>Place Value (11-20) (2weeks) Count forwards and backwards to 20 Write numbers to 20 in numerals and words Numbers from 11 – 20 One more and one less Compare groups of objects and numbers Order groups of objects and numbers</p> | <p>Addition and Subtraction within 20 (4 weeks) Add by counting on Find and make number bonds Adding by making 10 Subtraction – not crossing 10 Subtraction – crossing 10 Related facts Compare number sentences</p> <p>Place Value within 50 (3 weeks) Numbers to 50 Tens and ones Represent numbers to 50 One more one less Compare objects and numbers within 50 Order numbers within 50 Count in twos and fives</p> | <p>Length and Height (2 weeks) Compare lengths and heights Measure length</p> <p>Weight and volume (2 weeks) Measure and compare mass and capacity</p> | <p>Multiplication and Division (3 weeks) Count in tens Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing</p> <p>Fractions (2 weeks) Find a half Find a quarter</p> <p>Position and Direction (1 week) Describe turns and position</p> | <p>Place Value to 100 (2 weeks) Counting to 100 Partitioning numbers Comparing numbers Ordering numbers One more one less</p> <p>Money (1 week) Recognising coins and notes Counting in coins</p> <p>Time (2 weeks) Before and after Dates Time to the hour and half hour Writing time Comparing time</p> |
| Science: | <p>Seasonal Changes Observe changes across all four seasons. Observe and describe the weather within the seasons and how the length of day changes. Explore the changes that you see in Autumn. (2)</p> | <p>Seasonal Changes Observe changes across all four seasons. Observe and describe the weather within</p> | <p>Seasonal Changes Observe changes across all four seasons. Observe and describe the weather within</p> | <p>Animals, including humans. Identify and name lots of common animals, including fish, amphibians,</p> | <p>Plants Describe the basic structure of a variety of common plants including roots, stem,</p> | <p>Seasons Observe changes across all four seasons. Observe and describe the weather within</p> |

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| | <p>Animals, including humans. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Label basic parts of a human. (1) To explore the senses and the body parts that are associated with each sense – includes working scientifically. (5)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene (being clean). To explore how to keep ourselves healthy. (3) Focus on exercise – practical – effects on the body. Food types – healthy and non-healthy. Hygiene – hand washing – nurse visit.</p> | <p>the seasons and how the length of day changes. Explore the changes that you see in Winter. (2)</p> <p>Everyday materials Identify and name a variety of everyday materials, including wood, plastic, glass, metal. Water and rock. Identify and name materials (1) Describe the simple properties of everyday materials. Identify properties of materials, e.g. hard, soft, rough. (1) Compare and group together a variety of everyday materials based on their properties. (1) Understand the difference between an object and the material from which it is made – includes working scientifically. (2)</p> | <p>reptiles, birds and mammals. (1) Identify and name lots of common animals that are carnivore, herbivores and omnivores. (1) Describe and compare lots of common animals by how they look and how they move. (1) Seasonal Changes Observe changes across all four seasons. Observe and describe the weather within the seasons and how the length of day changes. Explore the changes that you see in Spring. (2)</p> | <p>leaves and flowers. (1) Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. (2) Include walk to woods.</p> <p>Plant seeds and observe growth – includes working scientifically. (2)</p> <p>Life Cycles From Seed to Sunflower – includes working scientifically. (2)</p> <p>The Very Hungry Caterpillar (1)</p> | <p>the seasons and how the length of day changes. Explore the changes that you see in Summer. Explore all four seasons (2)</p> <p>Animals, including humans. Understand that animals, including humans, have offspring which grow into adults. (1) Find out about and describe the basic needs of animals, including humans, for survival. (2)</p> |
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| <p>History/Geography</p> | <p><i>Name and locate the four countries of the UK.</i> Identify the countries of the UK <i>Understand geographical similarities and differences of a small area of a contrasting non-European country.</i></p> <ul style="list-style-type: none"> • Explore the features of Africa. • Compare Kenya and the UK. <p><i>Know where people and events fit within a chronological framework.</i> <i>Choose and use parts of stories to show that they know and understand key features of events.</i> <i>Study the lives of significant individuals.</i> <i>Identify similarities and differences between ways of life in different periods.</i> <i>Ask and answer questions.</i></p> <ul style="list-style-type: none"> • Explore Samuel Pepys | <p><i>Name and locate the world's seven continents. Use world maps and globes.</i></p> <ul style="list-style-type: none"> • Label the continents of the world. <p><i>Locate hot and cold areas of the world, in relation to the Equator and the North and South Poles.</i></p> <ul style="list-style-type: none"> • Name and locate hot and cold countries. • Compare the UK and Lapland. <p><i>Develop an awareness of the past, using word and phrases relating to the passing of time.</i> <i>Know where events fit within a chronological framework.</i></p> <ul style="list-style-type: none"> • Explore past and present trains. • Place trains onto a timeline. • Compare past and present trains. | <p><i>Develop an awareness of the past, using word and phrases relating to the passing of time.</i> <i>Understand some of the ways in which they find out about the past.</i></p> <ul style="list-style-type: none"> • Explore present teddy bears. • Compare past and present teddy bears. • Explore how teddy bears have changed through history. • Explore the history of Paddington Bear. <p><i>Use basic geographical vocabulary to refer to human and physical features.</i></p> <ul style="list-style-type: none"> • Explore Peru in preparation for next half term. | <p><i>Develop knowledge of the human and physical geography of a small area of the UK.</i></p> <ul style="list-style-type: none"> • Explore the features of London. <p><i>Understand geographical similarities and differences of a small area of a contrasting non-European country.</i></p> <ul style="list-style-type: none"> • Compare London and Peru. <p><i>Know where people and events fit within a chorological framework.</i> <i>Understand some of the ways in which we find out about the past.</i></p> <ul style="list-style-type: none"> • Explore our Royal Family. <p><i>Name and locate capital cities of the UK.</i> Explore and identify where the royal family live around the UK. Explore the features of Buckingham Palace.</p> | <p><i>Understand physical and geographical differences through studying the human and physical geography of a small area of the UK.</i></p> <ul style="list-style-type: none"> • Visit a woodland (Baggeridge and Whites wood) and explore the features. <p><i>Use directional language to describe routes on a map.</i></p> <ul style="list-style-type: none"> • Identify and plan a route using a local map. <p><i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the physical features of its surrounding environment.</i></p> <ul style="list-style-type: none"> • Identify human and physical features of a wood. • Compare the features of a | <p><i>Use basic geographical vocabulary to refer to key physical features.</i></p> <ul style="list-style-type: none"> • Identify Sherwood Forest. • Identify features of a forest. • Compare a forest and a wood. <p><i>Choose and use parts of stories and other sources to show that they know and understand key features of events.</i> <i>Study the lives of significant individuals.</i></p> <ul style="list-style-type: none"> • Explore the history of Robin Hood. • Explore Robin Hood's life events. |
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| | <p>and his importance in a historical event.</p> <ul style="list-style-type: none"> • Gunpowder Plot. Place events on a time line. • Explore Guy Fawkes and his importance in an historical event. | | | | <p>wood and our school.</p> <p><i>Use simple compass directions.</i></p> <ul style="list-style-type: none"> • Use the vocabulary north, south, east and west. (Treasure Hunt) | |
| Art + Design/Design + technology | <p><i>To use a range of materials creatively to design and make products.</i></p> <p><i>To use painting to develop and share their ideas, experiences and imagination.</i></p> <ul style="list-style-type: none"> • Painting and colour mixing - African safari animals / silhouettes • Collage - Fireworks | <p><i>To use a range of materials creatively to design and make products.</i></p> <ul style="list-style-type: none"> • Collage - Ice collages <p><i>To design purposeful, functional, appealing products for themselves and other users based on design criteria.</i></p> <p><i>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i></p> <ul style="list-style-type: none"> • Santa's sleigh has broken down – can we make him | <p><i>To use drawing to develop and share their ideas, experiences and imagination.</i></p> <p><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p> <ul style="list-style-type: none"> • Sketching – teddy bears <p><i>To select from and use a wide range of materials and textiles.</i></p> <p><i>To evaluate their ideas and products against design criteria.</i></p> <ul style="list-style-type: none"> • Sewing – Teddy Bear puppets | <p><i>To select from and use a wide range of materials and ingredients.</i></p> <ul style="list-style-type: none"> • Paddington Cakes / Biscuits for a Royal Ball <p><i>To use a range of materials creatively to design and make products.</i></p> <p><i>To build structures, exploring how they can be made stronger, stiffer and more stable</i></p> <ul style="list-style-type: none"> • Small World London | <p>Paintings of woodland animals</p> <p><i>To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i></p> <ul style="list-style-type: none"> • Monet – pastels | <p>Printing – curtains to look into Monet's garden</p> <p><i>To use sculpture to develop and share their ideas, experiences and imagination.</i></p> <ul style="list-style-type: none"> • Clay models |

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| | | some transport? | | | | |
| Computing | <p>To agree to the Think Before You Click pledge & E-safety assembly</p> <p>To use the internet safely.</p> <p>To search the internet for suitable pictures.</p> <p>To keep my information private.</p> <p>To keep my information private.</p> <p>To describe how to take ownership of work online.</p> <p>To discuss how to stay safe online.</p> | <p>To identify computers in everyday lives.</p> <p>To discuss how computers make our lives easier.</p> <p>To follow the rules when using computers.</p> <p>To discuss staying safe on and offline.</p> <p>To safely use a device, logging on/off.</p> <p>Use a computer programme to make a piece of Christmas art.</p> | <p>E-safety lesson appropriate for your class.</p> <p>To understand that a computer follows precise commands and will respond to those commands consistently.</p> <p>To be able to predict the behaviour of simple programs.</p> <p>To be able to use logical reasoning to predict the behaviour of simple programs.</p> <p>To plan, test and debug simple programs.</p> <p>To be able to plan and combine a sequence of commands to achieve a specific goal.</p> | <p>To use Google search to find images.</p> <p>To save images from the internet.</p> <p>To move files.</p> <p>To create and rename folders.</p> <p>To rename files.</p> <p>To present my image gallery.</p> | <p>E-safety lesson appropriate for your class.</p> <p>To describe what an illustration is.</p> <p>To plan an illustration.</p> <p>To create and save an illustration.</p> <p>To edit an illustration.</p> <p>To create an eBook.</p> <p>To add illustrations to an eBook.</p> | <p>To write an algorithm and program a sprite.</p> <p>To add sprites.</p> <p>To make a sprite move.</p> <p>To change the background.</p> <p>To make my program repeat.</p> <p>To use speech in a program.</p> <p>To use sequencing in a program.</p> |
| Music | <p>Ourselves</p> <p>Creating and responding to vocal sounds.</p> <p>Exploring how to change sounds.</p> <p>Creating and placing vocal and body percussion sounds.</p> | <p>Travel</p> <p>Combining voices, movement and instruments to perform a chant and song.</p> <p>Keeping a steady beat on instruments.</p> | <p>Weather</p> <p>Exploring and controlling dynamics, duration and timbre with voices, body percussion and instruments.</p> <p>Improvising descriptive music.</p> | <p>Machines</p> <p>Playing and maintaining a steady beat.</p> <p>Sequencing sounds.</p> <p>Playing to a steady beat.</p> <p>Playing at different speeds.</p> | <p>Animals</p> <p>Understanding pitch and making high and low vocal sounds.</p> <p>Relating pitch to high and low body posture.</p> <p>Understanding pitch by singing a song with</p> | <p>Pattern</p> <p>Making a steady beat with voices and body percussion.</p> <p>Counting and performing a steady beat.</p> <p>Exploring different ways to emphasis the</p> |

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| | <p>Exploring descriptive sounds.</p> <p>Our bodies Performing a steady beat at two different speeds. Responding to change of mood in a piece of music with a slow and fast steady beat. Identify a repeated rhythm pattern. Combining a rhythm pattern and a steady beat. Performing together with concentration. Performing rhythm patterns on body percussion to a steady beat. Identifying and performing new rhythms to a steady beat.</p> | <p>Creating word rhythms. Performing word rhythms with movement. Keeping a steady beat. Playing and combining simple word rhythms. Responding to music in movement.</p> <p>Number Recognising and developing a sense of steady beat using voices and body percussion. Identifying and performing changes in tempo. Learning to play percussion with control. Keeping a steady beat and using dynamics to vary the musical effect. Identifying and keeping a steady beat using movement, body percussion and instruments. Recognising and responding to changes in tempo in music.</p> | <p>Controlling duration and dynamics using voices, body percussion and instruments. Identifying a sequence of sounds in a piece of music. Responding to music through movement.</p> <p>Seasons Identifying changes in pitch and responding to them with movement. Contrasting changes in pitch with changes in dynamics. Relating pitch changes to graphic symbols and performing pitch changes vocally. Listening and responding to pitch changes with movement. Listening and responding to a falling pitch signal. Distinguishing between pitched and un-pitched percussion sounds. Listening in detail to a piece of orchestral music.</p> | <p>Controlling changes in speed.</p> <p>Storytime Discussing basic musical terms. Understanding how music can tell a story. Performing with concentration. Playing fast, slow, loud, and quiet. Creating music that matches an event in a story. Rehearsing and performing with others. Learning new songs and chants.</p> | <p>contrasting high and low melodies. Identifying and playing high and low pitches in music. Exploring and developing and understanding of pitch using the voice and body movements. Recognising and performing pitch changes and contrasts.</p> <p>Our school Exploring different sound sources and materials. Analysing the dynamics and duration of sounds around the school and exploring these elements / dimensions on instruments. Creating two contrasting textures. Singing a song. Interpreting sounds and exploring instruments. Creating a soundscape as part of a song performance.</p> | <p>first beat in a repeating pattern or metre. Identifying metre by recognising its pattern. Dividing the number 12 into 2's, 3's and 4's. Exploring different ways to emphasise beats to form a group. Exploring sounds on instruments and finding different ways to vary their sound.</p> <p>Water Creating a picture in sound. Understanding musical structure by listening and responding. Performing a simple repeated pattern.</p> |
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| PE | <p>Gymnastics Copy and remember actions. Move with some control and awareness of space. Link actions together to make a sequence. Show control.</p> <p>Games Use the terms opponent and Team mate. Use rolling, catching, hitting and kicking skills in combinations.</p> | <p>Gymnastics Copy and remember actions. Move with some control and awareness of space. Link actions together to make a sequence, show control contrast. Forward rolls.</p> <p>Dance Plan, perform and repeat sequences individually. Move in a clear, fluent and expressive manner. Refine movements in sequences.</p> | <p>Dance Plan, perform and repeat sequences individually. Move in a clear, fluent and expressive manner. Refine movements in sequences. Change speed and levels within a performance and look for children to introduce their own ideas.</p> <p>Gymnastics Copy and remember actions. Move with some control and awareness of space. Link actions together to make a sequence. Show control, contrast. Forward and backward rolls.</p> | <p>Games Use the terms opponent and team mate. Use rolling, hitting, catching and kicking skills in combination. Focus on motor skills.</p> <p>Dance Plan, perform and repeat sequences individually. Move in a clear, fluent and expressive manner. Refine movements in sequences. Change speed and levels within a performance and look for children to introduce their own ideas. Paired work.</p> | <p>Games Develop specific sports and work through the basics of the sport. Gain an understanding of the rules. Use the skills of agility and co-ordination.</p> | <p>Athletics / Sports Day Sports day practise. Events for sports day.</p> |
| PSHE | <p>Mental Health Worries Rules Feelings Managing feelings</p> | <p>Types of Relationships Roles of different people Types of families Features of family life Importance of talking to an adult Kin and unkind behaviour Keeping safe at home</p> | <p>Healthy / unhealthy relationships Respect How we are different Playing and working cooperatively Talk and share opinions Other people's feelings Bullying</p> | <p>Physical Health What keeping healthy means Different types of food and the effect on the body Physical activity Importance of sleep How to keep clean Sun safety</p> | <p>PANTS and Keeping Safe NSPCC Pants</p> | <p>Living in the wider world Why we need rules British Values Roles and responsibilities Similarities and differences between people Road safety</p> |

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| | | | | What to do if someone is hurt | | Looking after the environment |
| R.E. | Creation Story of creation. Celebration of Shabbat. Celebration of harvest. | Shining Lights Symbols of light and dark Story of Rama and Sita Festival of Divali Jesus the light of the world | Special Books Bible Torah Jewish festival of Simchat | Special places Special places to us Inside a church Visit a local church Baptism Easter | Belonging How we belong to a group Understand that faith makes people feel they belong | Christianity Stories Christian church Customs – weddings, church service, Holy Communion Eid |
| Parental involvement | Parent Meeting Bonfire Event | Christmas Play / concert Cosy story time | | Royal Ball | Teddy Bears Picnic | Sports Day |
| Cultural capital | Visit from the fire engine Bonfire | Polar Express Day Christmas performance Visit to the Snowdome / Christmas Cracker Express Train | Favourite teddy bears | London focus day Royal Ball Visit a local church | Teddy Bears Picnic – Whites Wood and Baggeridge Country Park (Link to last term and launch new theme). | Visit to Conkers / Puzzle wood – Forest School Day |