



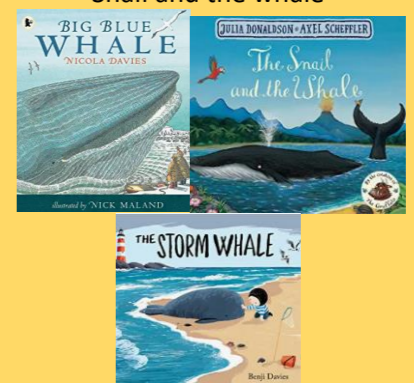





# Skegness Infant Academy – Long Term Planning Year 1 2023/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Academy Theme</b>	<b>Time Travellers</b>	<b>Above and Beyond</b>	<b>Telling Tales</b>	<b>A World Apart</b>	<b>Blue Planet</b>	<b>This is Me</b>
<b>Y1 Focus</b>	<b>Grandparents</b>	<b>Light</b>	<b>Traditional tales</b>	<b>Lost and found</b>	<b>Stranded / Endangered</b>	<b>My world</b>
<b>Wow Events</b>	Roald Dahl Day Grandparent's day Boomwhacker workshop Parent Reading workshop History curriculum Day Harvest Festival	Remembrance Day Children in Need Nativity Christmas Craft market Day in the Dark Read other Christmas texts Parent workshops – Christmas Planetarium visit Road safety week Jolly jumper day (food for foodbank)	Library visit Number Day Eco Centre Traditional Tales Day National Story telling week Morrison's visit – healthy eating	Space landing Easter craft workshop ESafety workshop International Women Day – Grace Darling workshop World book day	Sport workshop for Parent Walk to school week Visit to Wold's Wildlife park	Transition Clean up the beach Sports day Gallery presentation for parents Beach visit
<b>Picture Books</b>	Grandad's Island Grandma bird Katie Morag and the two grandmothers Coming to England (EDI) 	Coming home – Michael Morpurgo Orion and the dark Men on the moon 	Little red hen Cinderella Little red riding hood Mr Wolf's pancakes – Pancake day 	Beegu (EDI) Lost and found Mae among the stars (EDI) 	Storm whale Storm whale in winter Big blue whale Snail and the whale 	Somebody swallowed Stanley (EDI) What a waste (EDI) Clean up! (EDI) A planet full of plastic (EDI) 
<b>Reading for pleasure</b>	How to babysit a grandma. Oliver Jeffers books – Here we are & What we'll build (EDI)	The owl who was afraid of the dark	Dick –King Smith novels The wolf's story – Toby Forward			Harry saves the oceans Marley's tangled tale
<b>Film</b>	MACE	Baboon on the moon Coming home Snow – film trailer		Lost and found	David Attenborough clips	
<b>Non Fiction</b>	Islands	Fact file about the moon – Baboon on the moon.	NF book about wolves Recipe for pancakes - go to the shop and buy ingredients.	Animal fact files and descriptions	Fact file about whales Instructions - How to look after a whale	Leaflet – plastic pollution Poster
<b>Poetry</b>	Phone Gran – Micheal Rosen	Fears and worries poems Silver – Walter de la Mare Snow - Walter de la Mare			Storm/ sea poetry Music from a storm – create an acrostic storm poem Storm whale	A great big cuddle
<b>Text Types:</b> Write to Entertain Write to Explain	Postcards Lists Labels Poem How to look after birds	Letter to Orion – Orion and the dark List making – baboon on the moon Recount of Baboon's day Writing about personal experience – Orion and the dark	Retelling of a traditional tale Wolves non-fiction text – send them to red riding hood. Bullet points / headings Are they really carnivores? Would they eat pancakes??	Recount of what has happened from Beegu's point of view. Joining with and Goodbye letter to Beegu Lost and found – stopping the film and finding out about penguins in geography.	Character description – describe the character of Noi. Poetry writing. Diary Entry – writing from a character's point of view. Fact file – writing a fact file about whales including labelled diagrams.	Story retell – retelling the story of 'Somebody swallowed Stanley.'  Leaflet writing – To inform  Postcard writing – To entertain

Write to Inform Audience?				How to look after penguins – instructions Orally retelling their stories from Beegu’s point of view.	Instruction writing – how to care for a whale. Moral story telling	Letter to the headteacher – outlining our recycling concerns.
<b>Maths</b>	Number - Place value Partitioning Calculation – Addition and subtraction	Number - Place value Calculation – Addition and subtraction Securing number facts Geometry - shape	Calculation - Addition and Subtraction Number - Place value	Number - Place value Measures - Length, Mass and Volume	Calculation – Multiplication and Division Number - Fractions	Geometry – Position and Direction Number - Place value Measures – Money Measures - Time
<b>Science</b>	Seasonal Change Seasons – birds - going on a journey Migration Observe and describe weather associated with the seasons and how day length varies Working scientifically	Material Keeping warm – materials Distinguish between an 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 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. Working scientifically	Working scientifically Ask simple questions Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions. Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Plants 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. Working scientifically	Animals Explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common 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) Working scientifically	Animals including humans Senses Human body Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Working scientifically
<b>History</b>	Local history – lifeboat station, clock tower Changes within living memory Grandparents Changes in music / TV Vocabulary related to time. Sequence objects / events on a timeline Compare adults / grandparents memories to what learnt.	Events Beyond Living memory – invention of the lightbulb		Grace Darling – Lost and found – consider why she is important Vocabulary related to time and the passage of time Difference between past and present in own lives Recounting episodes from stories about the past (historical figures)	Local history – whale stranded on Skegness beach Identify similarities and differences Explore cause and effect of events covered Ask and answer historical questions Gain information from different sources – written, artefacts, oral sources, etc.	-
<b>Geography</b>	Name and locate the four countries in the UK. Name some places within / around the UK Seasonal and daily weather in the UK Physical features e g beach, cliff, etc.	Google Earth – looking at Africa (Baboon on the moon) Locate Africa and the UK and compare.	Seasonal and daily weather in the UK.	Name and locate the worlds 7 continents. Lost and found –Locate where penguins are found -colder regions south of the equator. Human and physical features. Aerial photographs human and physical features Make a simple comparison -Debate Locate the hot and cold areas of the World	Use a picture map to identify land and sea/oceans Name and locate the world’s seven continents and five oceans  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Labelling geographical language  Geography of their school and its grounds and the key human and physical features of its surrounding environment. Make observation about where things are within school or local area Follow directions Draw picture maps for imaginary places and from stories Use own symbols on imaginary maps Use a simple picture map to move around school Identify seasonal and daily weather in the UK

<b>Religious Education</b>	Christianity – God Old testament stories New testament stories and Jesus	Christianity – Community Shared practises Celebrations	Islam – God Allah in the Qur’an	Islam – Community Shared practises Celebrations in Islam	Places of worship Judaism	Places of worship Christianity, Islam and Judaism
<b>Art</b>	Drawing, pattern and collage Collage – Paul Klee Illustrator – Benji Davies Henry Rousseau – tiger in tropical storm Different patterns Different pictures and settings. Artists paintings of storm scenes. Use a range of techniques Use a wide range of media How to thread a needle, cut, glue and trim material Manipulate clay in a range of ways	Primary colour, mood, drawing, printing, collage Georgia O’Keefe – ladder to the moon James Whistler - The falling rocket George Seurant – stars pointillism Use a variety of tools, media and techniques– pastels, charcoal, paint, collage, etc.		Sculpture – making a space ship Recyclable materials Experiment with, construct and join recycled, natural and man-made materials Evaluate and improve what they have done	Colour mixing, secondary colours Sculpture Hokusa – Great wave Andy Goldsworthy – natural sculptures Winslow Holmer – storm mood Use a variety of tools and techniques Mix secondary colours and shades using different types of paint	Textiles, collage, primary colours, drawing Pablo Picasso Giacometti Explore the similarities and differences between artists / designers wok in different times and cultures Review what they and others have done Explore the use of line, shape and colour
<b>DT</b>	Continuous provision Build structures, exploring how they can be made stronger, stiffer and more stable (making a bridge, house, boat)	African masks – baboon on the moon Draw on their own experience to help generate ideas Understand the development of products – what they are for and how they work, etc. Assemble, join and combine materials and components Use simple finishing techniques to improve the appearnace of a product Explain way they like / dislike a product Continuous provision Make a spaceship for Mae Make a mock up / template of their ideas Use appropriate techniques to make the product Build structures Explore tools Assemble, join and combine materials and components	Double DT! Food fun – pancakes, bread Understand that food comes from plants and animals Food can be farmed, grown or caught Name and sort food into the 5 groups Understand that everyone should have at least 5 portions of fruit and veg each day Prepare simple dishes safely and hygienically know how to use techniques such as cut, peel and grate Prop making to retell their story – Explore and use mechanisms Use tools Start to evaluate their products – Does it work well in relation to the design criteria? What could be better? How could we improve it? Moving pictures – slider and leaver mechanism Design · Design purposeful, functional, appealing products for themselves and other users based on design criteria · Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make · Select from and use a range of tools and equipment to perform	Design and Make project - A space ship for Beegu Explain what they are going to do Identify intended target group Develop ideas bu talking and drawing Make a mock up / template of their ideas Use appropriate techniques to make the product Build structures Explore tools Assemble, join and combine materials and components Use techniques to improve appearance Evaluate the product and suggest improvements Explain what they like / dislike about a product		Recycling a plastic bag = Make a parachute, make a kite Make a design using appropriate techniques With help measure, mark out, cut and shape material Explore and use tools Use simple finishing teachniques to improve appearance Evaluate their product Explain what they like / dislike about a product and identify possible improvements

			practical tasks [for example, cutting, shaping, joining and finishing] Technical knowledge · Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.			
<b>PSHE</b>	School / British values Skills Builder Smart School Council Jigsaw – Being me in my World Celebrating differences – British values	School / British values Skills Builder Smart School Council Big bag of worries Jigsaw - Celebrating Difference Safety in the dark	School / British values Skills Builder Smart School Council Jigsaw – Dreams and Goals Safety on the internet	School / British values Skills Builder Smart School Council Jigsaw - Healthy Me Staying safe – Getting lost People who help us	School / British values Skills Builder Smart School Council Jigsaw - Relationships	School / British values Skills Builder Smart School Council Jigsaw - Changing Me Uniqueness / individuality
<b>Computing</b>	<p><u>Technology all around us</u> -Understand of technology and how it can help them. -Become more familiar with the different components of a computer by developing their keyboard and mouse skills. -Consider how technology can be used responsibly.</p> <p>NC-</p> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p><u>Project Evolve (E-safety)</u> _Managing online information</p>	<p><u>Creating Media- Digital writing</u> -Use a computer to create and change text. -Use a range of tools to change the look of their writing. -Consider the differences between using a computer and writing on paper to create text.</p> <p>NC-</p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p><u>Project Evolve (E-safety)-</u> Online bullying</p>	<p>Creating Media- Digital painting -Explore the world of digital art -Use range of creative tools -Create their own paintings -Consider their preference when painting with and without the use of digital devices.</p> <p>NC-</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><u>Project Evolve (E-safety)</u> Self-image and identity and Privacy and security</p> <ul style="list-style-type: none"> <li>E-safety Day/week</li> </ul> <p>Books to support - Troll stinks, Penguin Pig, DigiDuck (EDI)</p>	<p><u>Data and information- Grouping data</u> -Begin by using labels to put objects into groups, and labelling these groups. -Count a small number of objects, before and after the objects are grouped. -Sort objects into different groups, based on the properties they choose. -answer questions about data.</p> <p>NC-</p> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p><u>Project Evolve (E-safety)</u> Online relationships</p>	<p><u>Programming A- Moving a robot</u> -Explore using individual commands, both with other learners and as part of a computer program. - Identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. - An introduction of algorithms.</p> <p>NC-</p> <ul style="list-style-type: none"> <li>understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>recognise common uses of information technology beyond school</li> </ul> <p><u>Project Evolve (E-safety)</u> Online reputation Health, well-being and lifestyle</p>	<p><u>Programming B- Programming animations</u> -Programming through ScratchJr. -Investigating sprites and backgrounds. -Use programming blocks to use, modify, and create programs.</p> <p>NC-</p> <ul style="list-style-type: none"> <li>understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p><u>Project Evolve (E-safety)</u> Copyright and ownership</p>
<b>Music</b>	<p>Kapow - Under the Sea</p> <p>NC coverage: -Experiment with, create, select and combine sounds using inter-related dimensions of music. -Play tuned and untuned instruments musically</p>	<p>Kapow - All About Me</p> <p>NC coverage: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. -Listen with concentration and understanding to a range of high-quality live and recorded music. -Play tuned and untuned instruments musically. -Experiment with, create, select and combine sounds using inter-related dimensions of music.</p>	<p>Kapow – Animals</p> <p>NC Coverage: -Experiment with, create, select and combine sounds using inter-related dimensions of music. -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically.</p>	<p>Kapow – Fairytales</p> <p>NC Coverage: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Experiment with, create, select and combine sounds using inter-related dimensions of music. - Play tuned and untuned instruments musically. -Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Kapow – Superheroes</p> <p>NC Coverage: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. -Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Kapow – By the Sea</p> <p>NC Coverage: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. -Listen with concentration and understanding to a range of high-quality live and recorded music.</p>

<b>Physical Education</b>	Bat and ball skills – throwing and catching Multiskills	Dance Yoga	Gymnastics Boxercise	Dance Games (invasion) - Handball	Health related exercise Games (attack and defend) – Tag rugby	Athletics Games (striking and fielding) - Scatterball
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