Graphical user interface, application

Description automatically generated

**Long Term Planning**

**Horton Park Primary School**

**Year 1 Long Term Plan**

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| **Big Ideas** |  | | | | | | | |
| **Horton Park Curriculum Drivers**  **‘Everyone Learns to Succeed’** | **Resilience**  The ability to recover quickly from difficulties and to never give up! | | | **Problem Solving**  The process of finding solutions to difficult or complex issues | | | **Experiences**  A range of opportunities which will support to further enhance learning | |
| **Communicate**  Share and exchange information effectively with others | | | **Vocabulary**  The technical vocabulary within the curriculum to demonstrate and enable children to talk with fluency | | | **Mutual Respect**  Developing strategies to collaborate with a range of people despite differences of opinions | |
| **Driver Project Title** | **Childhood** | | | **Bright Lights, Big City** | | | **School Days** | |
| **Linked Book Study** | **Wilfrid Gordon McDonald Partridge**  **By Mem Fox** | | | **Topsy and Tim Visit London**  **By Jean and Gareth Adamson** | | | **Whiffy Wilson: The Wolf who wouldn’t go to school**  **By Caryl Hart**  **OUT OF STOCK – New text - Miss Molly’s School of Manners** | |
| **Entry Point** | Option 2 Alternative Start - *Following this investigation, reveal the historical narrative of each artefact using the Childhood items presentation and Childhood items teacher information. Invite the children to make comparisons with their lives, for example, thinking about how the toys, books and other objects are similar or different from items from their childhoods.* | | | Local Walk / Bradford | | | Bradford Industrial Museum | |
| **Exit Point** | Bankfield Museum | | | Royal Role Pay | | | Schools in the Future – Build your own school | |
| **Science**  **Curriculum 22** | Everyday Materials | Human Senses | | Seasonal Changes | | | Plant Parts | Animal Parts |
| **History**  **Curriculum 22** | Childhood  (Driver Project) | | | Retrieval Practice | | | School Days  (Driver Project) | |
| **Geography**  **Curriculum 22** | Our Wonderful World | | | Bright Lights, Big City  (Driver Project) | | | Retrieval Practice | |
| **Art**  **Curriculum 22** | Mix It | Funny Faces and Fabulous Features | | Rays and Sunrays | | | Street View | |
| **Design Technology**  **Curriculum 22** | Shade and Shelter | | | Taxi! | | | Chop, Slice and Mash | |
| **Computing**  **NCCE – Teach Computing** | Computing systems and networks – Technology around us | | Creating media – Digital painting | Data and information – Grouping data | | Programming A – Moving a robot | Creating media – Digital writing | Programming B - Programming animations |
| Information Literacy  Online Safety | | | | | | | |
| **PSHE**  **You, Me, PSHE** | Physical Health and Wellbeing: Fun Times | Keeping Safe and Managing Risk: Feeling Safe | | Identity, Society and Equality: Me and Others | Drug, Alcohol and Tobacco Education:  What do we put into and on to bodies? | | Mental Health and Emotional Wellbeing: Feelings | Careers, Financial Capability and Economic Wellbeing: My Money |
| **Music**  **Charanga** | Hey You! | Rhythm in the Way we Walk and Banana Rap | | In the Groove | Round and Round | | Your Imagination | Reflect, Rewind and Replaying |
| **RE**  **Believing and Belonging** | Which books and stories are special?  How do we celebrate special events? | | | What does it mean to belong to a church or mosque? | | | How and why do we care for others?  Who brought messages about God and what did they say? | |
| **PE**  **Jasmine Real PE** | Cognitive | Creative | | Social | Physical | | Health and Fitness | Personal |
| **T4L/ Oracy/ Presenting/ Debate** | Show and Tell Presentation –  L.Q. How do I play with my toy? | | | Formal ‘Received Pronunciation’- Royal Role Play | | | Role Play – L.Q. How did children learn in the past? How do we learn know? | |
| **Memorable Experiences** | Option 2 Alternative Start – (See Above)  Bankfield Museum | | | Local Walk / Bradford  Royal Role Pay | | | Bradford Industrial Museum  Schools in the Future – Build your own school | |