









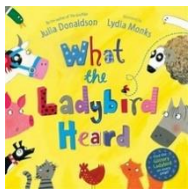
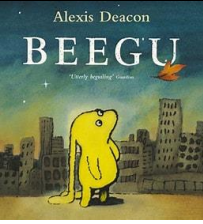



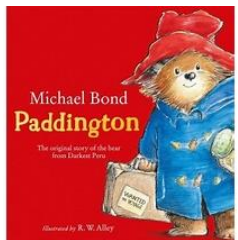


























Oxenhope C of E Primary School – Long Term Plan




Year	Class Name	Staff
Year 1	Beech Class	Philippa Lovett




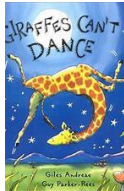


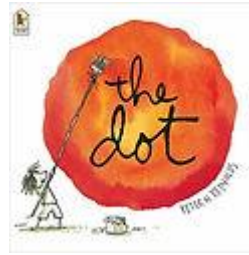


Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Community		Growth		Love	
	 Social	 Cultural	 Moral	 Cultural	 Spiritual	 Cultural
British Value Focus	Democracy and Rule of Law		Individual Liberty		Mutual Respect and Tolerance	
 Social	 Moral		 Cultural		 Spiritual	
English	What the ladybird heard? 	Alexis Deacon BEEGU 'Civily Speaking' Comics 	The Queens' Knickers 		What do we remember about the great fire of London? 	Paddington Michael Bond Paddington The original story of the bear from Buckle Street Illustrated by R. W. Alley 
English Genre	- sentences - full stops - finger spaces - capital letters - adjectives - character descriptions POEMS – Autumn	- sentences - full stops - finger spaces - capital letters (including names, names of places and 'I'). - adjectives	- sentences - full stops - finger spaces - capital letters - adjectives - use conjunction 'and' to form compound sentences.	- sentences - full stops - finger spaces - capital letters - adjectives - use conjunctions 'and' and 'because' to form	- features of non-fiction texts - sentences - full stops - finger spaces - capital letters - adjectives - use of 'and' and 'because'	- sentences with 'and' and 'because' - full stops - finger spaces - capital letters - adjectives - question marks






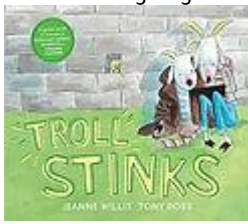







		- writing POEMS – weather	POEMS – The Queen	compound sentences. POEMS – Spring	- question marks - exclamation marks POEMS – Fire	- exclamation marks Post cards POEMS – summer
Reading focus	Word reading through Read, Write, Ink phonics					
	<p>Comprehension:</p> <p>To check that a text makes sense to them as they read and to self-correct</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently</p> <p>To link what they have read or have read to them to their own experiences</p> <p>To retell familiar stories in increasing detail</p> <p>To join in with discussions about a text, taking turns and listening to what others say</p> <p>To discuss the significance of titles and events</p> <p>To explain clearly their understanding of what is being read</p> <p>Inference and Deduction</p> <p>To begin to make simple inferences based on what is being said and done</p> <p>To predict what might happen on the basis of what has been read so far</p> <p>Words in context</p> <p>To discuss word meaning and link new meanings to those already known</p>					
Drama opportunities  Cultural	Act out the story of What the Lady Bird Heard	Hot seating as Percy and the animals	Hot seating The Queen	An Alien Landing at School	Making London and setting it on fire	Going to London drama what is in your suitcase? What will you see?
Maths	Geometry, Place Value, Number	Four operations	Geometry, length and height, addition, and subtraction	Place value and number, numbers to 50, weight and multiplication	Multiplication and division, place value within 100, fractions	Time, money, and geometry
Science  Spiritual	Animals including humans <i>What animal are you most like?"</i>		Plants <i>What is so great about the trees anyway?"</i>	Everyday materials <i>What is it made of?"</i>	Animals including humans <i>What is one thing that ALL people have in common and what are our differences?"</i>  9 PC	Seasonal changes <i>How do the seasons affect us, plants, and animals?"</i>








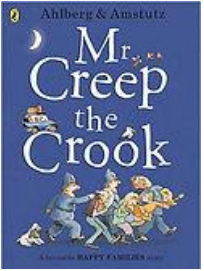

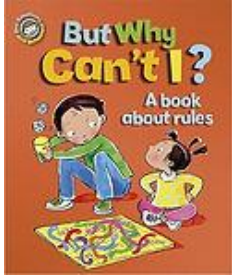

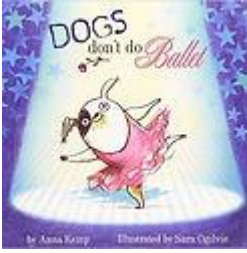




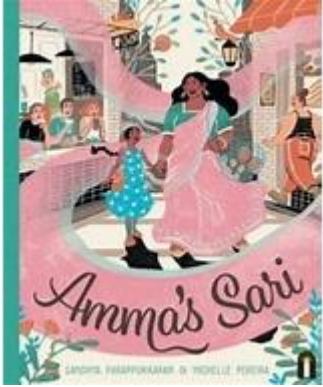


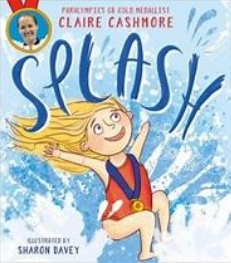

<p>Art/Design</p>  <p>Cultural</p>	<p>Printing</p>	<p>Painting – Kandinsky</p>	<p>Observational Drawing</p>			
<p>Computing</p>	<p>Technology around us</p>	<p>Digital Painting</p>	<p>Moving a robot</p>	<p>Grouping Data</p>	<p>Digital Writing</p>	<p>Programming Animations</p>
<p>DT</p>				<p>Food – Fruit Kebabs – inc fruit from other counties</p>  <p>Cultural</p>	<p>Construction – model houses – houses from all over the world</p>  <p>Cultural</p>	<p>Textiles – collage</p>
<p>Geography</p>		<p>To understand that our school and Oxenhope are Communities</p> <p><i>How could YOU bring about change for your community?</i></p>  <p>Social</p>  <p>Cultural</p>		<p>To compare the rural and urban areas – town mouse country mouse</p> <p><i>Would you rather be the town mouse or the country mouse and why?</i></p>  <p>Cultural</p>		<p>To understand where we live and the countries that make up the UK</p> <p><i>Why is our country a place of wonder?</i></p>  <p>Social</p>  <p>Cultural</p>
<p>History</p>	<p>To recognised how transport has changed from the Victorian era to the present day</p> <p><i>How would you get to school in the Victorian times?</i></p>  <p>Social</p>		<p>Similarities and differences between Queen Elizabeth the 1st and 2nd</p> <p><i>Why do some people do extraordinary things?</i></p>  <p>Social</p>  <p>9 PC</p>		<p>To identify why and how the Great Fire of London started in 1666</p> <p><i>What did Samuel Pepys see?</i></p>  <p>Moral</p>	

Languages (Phonics/MFL)	Phonics – Read, Write, Inc					
<p>Music</p> <p><i>Charanga</i></p>  <p>Cultural</p>	<p>Hey you</p>	<p>Rhythm in the way we walk and banana rap</p>	<p>In the groove</p> <p><i>What is your favourite song and is it the same as your parents and Grandparents?</i></p>  <p>9 PC</p>	<p>Round and round</p>	<p>Your imagination</p>	<p>Reflect, rewind and replay</p>
<p>PE</p> <p><i>Live Active</i></p>  <p>9 PC</p>  <p>Cultural</p>	<p>Multi Skills – balance Dance and movement</p>	<p>Multi skills and coordination 1 Multi- skills spatial awareness</p>	<p>Multi skills and coordination 2 Team building</p>	<p>Object manipulation with equipment Dance and movement</p>	<p>Sports day preparation Multi-skills SAQ <i>Why should we support everyone in our team?</i></p> 	<p>Multi skills games Multi skills games <i>Can girls play football?</i></p> 
<p>PSHE/ Relationships</p> <p>Education</p> <p><i>SCARF</i></p>  <p>Spiritual</p>  <p>Social</p>  <p>Cultural</p>	<p>Feelings, getting help, classroom rules, special people, being a good friend</p> <p><i>Who is more important - you or me?</i></p>	<p>Recognising, valuing and celebrating difference, developing respect and accepting others, bullying and getting help</p> <p><i>Can you tell if a person is good or bad by the way they look?</i></p>	<p>How our feelings can keep us safe including online safety, safe and un-safe touches, medicine safety and sleep</p> <p><i>How could we make Oxenhope Primary even safer?</i></p>	<p>Taking care of things, myself, my money, my environment</p> <p><i>What else could we do at School to help look after our planet?</i></p>	<p>Growth mindset, healthy eating, hygiene and health and cooperation</p> <p><i>How do you know you have learnt something?</i></p>	<p>Getting help, becoming independent, my body parts and taking care of self and others</p> <p><i>Who do you trust and who SHOULD you be able to trust?</i></p>

 Moral  9 PC						
RE  Spiritual  Social  Moral  Cultural  9 PC	<p>What do Christians believe God is like?</p>	<p>Why does Christmas matter to Christians?</p> <p>Core</p>	<p>What makes some places sacred to believers?</p>	<p>Why does Easter matter to Christians?</p> <p>Core</p>	<p>Who is Jewish and how do they live?</p>	<p>Who am I and what does it mean to belong?</p>
<p>Collective worship and Get Togethers</p>  Spiritual	<p>The early church</p> <p>What is community?</p> <p>Love your neighbour as yourself</p> <p>Singing</p> <p>Celebration get togethers</p> <p>How can we help people across the world?</p>	<p>Diwali</p> <p>5 Pillars of Islam</p> <p>Songs of Praise</p> <p>Firework safety</p> <p>Singing</p> <p>Celebration get togethers</p> <p>Reflections</p>				

 Social  Moral  Cultural  9 PC	<p>Social injustice project launch</p> <p>The good Samaritan</p> <p>Helping those in need</p> <p>The story of Zacchaeus</p> <p>What does service look like in a school community?</p> <p>How did Jesus serve others?</p> <p>Reflections</p> <p>Queen Elizabeth II</p> <p>Farming and the community</p>					
<p>Stand Alone Weeks</p>  9 PC		<p>Diversity Week - giraffes can't dance</p>  <p><i>Do other people enjoy the things I enjoy?</i></p> <p>Anti- Bullying week - Only one you</p>  <p><i>Is it ok to be different?</i></p>  Social		<p>Mental Health Awareness Week</p>   Social <p>Christian Aid Week</p>  Moral	<p>Smile week</p>  <p>My culture my world - through assembly/homework and presentation</p>  <p>festivals</p>  Cultural	

<p>Special Days/Events</p>  <p>Social</p>  <p>Spiritual</p>  <p>Cultural</p>  <p>Moral</p>  <p>9 PC</p>	<ul style="list-style-type: none"> • Harvest • McMillian coffee morning – charity work • Black History Month – through an assembly 	<ul style="list-style-type: none"> • Children in Need • Christmas Service • Christmas Light switch on and sing • KS1 Nativity • Year 1 parent’s assembly • Christmas Jumper Day • Christmas Parties • Remembrance Day – through an assembly • Christingle – through an assembly • Secret Santa 	<ul style="list-style-type: none"> • Online safety day  <ul style="list-style-type: none"> • World Book Day • Comic Relief • Chinese New Year – through an assembly 	<ul style="list-style-type: none"> • Easter Service • Earth Day  <ul style="list-style-type: none"> • Easter performance • Parent and carers assembly 	<ul style="list-style-type: none"> • Coronation Event • Pride Month 	<ul style="list-style-type: none"> • Sponsored Walk • Career Day
<p>Projects</p>	<p>Social injustice project</p> <p>Harvest collection</p>  <p>Spiritual</p>  <p>Moral</p>	<p>Social injustice project</p>  <p>Spiritual</p>		<p>Environment project linked to Earth Day</p>  <p>Social</p>  <p>Moral</p>	<p>If you are going to be anything, be kind</p>  <p>Moral</p>	

Assessments		Phonics 2018 test Reading NFER Maths NFER	Phonics 2019	Phonics 2022 Reading NFER Maths NFER		Reading NFER Maths NFER GPS NFER
Trips and Visitors	Local Walk and visit the Railway Station – Christian value link  Social	Winter wonderland visit  Social Travelling Panto visit  Cultural	Church visit  Spiritual Sports for school visitors  Cultural		Tropical World – science link  Spiritual	
<i>Trips and or visitors with dates not yet confirmed</i> <i>Bradford music service band assembly</i> <i>Parkside and Oakbank musicians</i>						
Class Reader – Year 1 have many class readers however these books are always read – these link to our British and Christian Values  Spiritual	Mr Creep the Crook   Moral	But why can't I?   Moral	Dogs don't do ballet   Social  9 PC	For every child   Social	Amma's Sari   Cultural  9 PC	Splash   9 PC
Safeguarding curriculum	Induction	Firework safety	Online safety	My rights and responsibilities	Be safe in the sun	Transition

<p>We have many opportunities to teach safeguarding to all our children throughout the year, particularly through PSHCE and safeguarding messages are continuously reinforced.</p> <p>This section identifies extra year group specific opportunities. These are taught as stand-alone activities or whole school assemblies.</p>	<p>Rules and class charter - <i>why do we need rules?</i></p> <p>Private Pants</p> <p>Behaviour policy</p> <p>School safeguarding systems - getting help</p> <p>Play time and lunch times</p> <p>Classroom safety</p> <p>Home time routines</p>	<p>Stranger danger - Halloween</p> <p>Road Safety - be safe be seen</p> <p>Anti- Bullying</p> <p>Diversity</p> <p>Medicines which help us - link to flu immunisations</p> <p>Attendance - every school day counts</p> <p>Consent</p>	<p>Being safe at home - inc emotionally safe</p> <p>Private Pants</p> <p>Listening to instinct - my tummy feels funny</p> <p>Oral Health</p>	<p>Healthy choices</p> <p>Stranger danger - out and about</p> <p>Online Safety: Gaming - age appropriate</p> <p>Food safety</p>	<p>Water safety</p> <p>Private Pants</p> <p>Playing outside - touching things, strangers, finding help, road safety</p> <p>Fire Safety</p>	<p>Safeguarding procedures for the next year group</p> <p>Feelings and emotions about change</p> <p>Routines and expectations</p>
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