



Bawnmore Community Infant School – Long Term Curriculum Plan

Year One

Half term	Learning Challenge	Subject focus	WoW Event	Key Texts	Key Questions	Key Vocabulary
Autumn 1	How do I feel?	PSHE/ Art / English	Feelings art gallery and Zones display		How am I feeling? How do we feel and why? What do our faces and bodies show? How can we keep ourselves safe?	Values, emotions, feelings, calm, safe, friend, brave,
Autumn 1	Would you invite a tiger to tea?	History / English / Science	Tiger Tea Party		How do animals express themselves? What is the story of 'The Tiger Who Came to Tea'? What would happen if a tiger came to our house?	tiger, guest, celebration, family, kind, meal
Autumn 2	What can we find in the toy box?	History / DT / English	Toy museum day Design your own toy challenge		What toys did our grown-ups play with? How are old toys different? What are our favourite toys? How do toys move? How can we make a toy? What makes a good toy?	toy, past, present, old, new, slider, wheel, design, plan, evaluate, play
Spring 1	Would you find a camel in the North Pole?	Geography / Science / Art	Ice investigation lab Winter walk Polar blubber glove experiment		How do we know it is Winter? Where is the North Pole on the globe? How do Polar bears keep warm? Are the North and South Poles the same? What do we know about penguins? Why do camels have humps? How do we know it's winter? What makes colours warm or cold?	temperature, blubber, adaptation, insulation, equator, globe, cold, warm, icy, arctic, climate
Spring 2	What do aliens think of life on planet earth?	English / Science / DT	Alien crash landing! Fruit kebab making Alien guidebook publication		What would an alien see on Earth? What do humans eat? What are our toys like? What do our plants need to grow? What would you include in a guide to Earth?	Earth, fruit, instructions, planet, senses, healthy, toy, grow, material, sort, explain
Summer 1	Are we nearly there yet?	Geography / DT / History	Naughty Bus crash scene Transport museum visit		What can we travel in? What journeys do we make? What was travel like in the past? How do wheels and axles work? What happens if something breaks? How do we give directions?	journey, wheel, map, route, vehicle, transport, old, new, direction, mechanism
Summer 2	How can we care for nature on our doorstep?	Geography / Science / English	Forest Guardian visitor hook Cock Robin Wood nature walk		Who looks after nature near us? How can we name and describe the trees around us? Who lives in our wild spaces nearby? What's your creature's story? How can we help the Forest Guardian protect nature? What do we notice in nature in the summertime?	deciduous, evergreen, bud, root, leaf, protect, wild, local, nature, summer, creature, trail, habitat

Learning Challenge	English	Art & Design	Design & Technology	Computing	Geography	History
How do I feel?	Labels and captions; feelings poems; speech/thought bubbles; character description	Self-portraits using line and tone; collaborative feelings display		Online safety (Stop. Close. Tell.); using a computer for basic typing and painting	Simple locational language (link to classroom maps, zones chart, indoor/outdoor directions)	
Would you invite a tiger to tea?	Narrative writing (based on the story); retelling; list writing; invitation writing	Tiger mask creation; colour mixing (orange tones); pattern work		Mouse skills; using art programs to draw a tiger or create a tea invitation	Map of UK – identify where the tiger might come from (fiction vs real); human features: home, shop, park	Comparing family life now and in the past (e.g. tea parties then vs now)
What can we find in the toy box?	Recount of toy museum visit; non-chronological reports; sequencing events in time	Observational drawing of old toys; printing wrapping paper	Design and make a moving toy (sliders and wheels)	Create and test simple animations or e-books about toys (using 2Create)	Using aerial photographs and plans to compare classroom/toy museum; simple compass directions	Old and new toys; toys from the past; sequencing changes in living memory
Would you find a camel in the North Pole?	Story mapping; fact writing about animals; polar vs desert description; hot/cold comparisons	Warm/cool colour palettes; Arctic landscape paintings	Model building for a polar home; explore material properties	Grouping and sorting animals using branching databases; creating simple presentations	Weather and seasonal patterns; using globes and maps to locate cold and hot places; compass directions	Explorers and polar regions (brief ref. to past exploration)
What do aliens think of life on planet earth?	Instruction writing (fruit kebabs); setting descriptions; alien guidebook writing	Alien collage; textured mixed media; space scene design	Food prep (fruit kebabs); model alien homes using recycled materials	Using iPads to take photos and voice notes for alien guides; logging into school tools	Earth from space – aerial view; simple routes and observational features from local area	Neil Armstrong and Buzz Aldrin – the Moon Landing
Are we nearly there yet?	Recounts of transport museum trip; journey stories; directional language in writing	Vehicle sketches and blueprint design; mark making with tyre prints	Design and make wheeled vehicles using axles and chassis	Coding (2Go or BeeBots); design a route; simulate a journey digitally	Fieldwork: maps of routes to school; real and fictional journeys; plan and interpret simple maps	Transport past and present; timeline of transport; Frank Whittle – inventor of the jet engine
How can we care for nature on our doorstep?	Poetry (<i>Out and About</i>); persuasive writing (save nature posters); animal stories	Natural sculpture; bark rubbing; leaf collage; collaborative mural	Build wildlife shelters/bug hotels; nature-safe model making; poster design	Create nature trails using 2Simple; record voiceover pledges; photography and digital storytelling	Name and classify local trees/plants; physical and human features of school and surrounding area	Beatrix Potter – nature conservation and illustration Robin Hood and Sherwood Forest (legend/history)

Learning Challenge	Maths	Science	RE	PSHE	PE	Music
How do I feel?	Mastering Number: Number composition, subitising, early comparison	Naming body parts; senses linked to feelings; staying safe	K1.1: <i>How might your worldview be seen in your choices?</i>	Zones of Regulation; protective behaviours; emotions and resilience	Team building; movement games; simple invasion-style games	Exploring sounds and rhythm; using percussion instruments; musical games
Would you invite a tiger to tea?	Mastering Number: Counting strategies Maths focus: Place Value (within 10)	Animals – identifying types (mammals, carnivores); sorting by diet/habitats	Belonging and celebrations (e.g. meals and rituals)	Manners, sharing, and family relationships	Gymnastics (shape and balance); travel in different ways	Tempo and dynamics; musical motifs (tiger music themes); musical storytelling
What can we find in the toy box?	Mastering Number: Composition and number facts Maths focus: Addition and Subtraction (within 10) Geometry - Shape	 Seasonal change – Autumn; materials – sorting and testing for toy-making	K1.2: <i>Where do people turn for guidance?</i>	Right and wrong; taking care of things; respecting differences in what people like	Dance (toy movements); balancing and coordination	Songs about toys; composing short jingles or sound effects
Would you find a camel in the North Pole?	Mastering Number: Deepening number bonds Maths focus: Place Value and Subtraction (within 20)	 Seasonal change – Winter; animal adaptation; insulation; properties of materials	Sacred places and worldviews (cold climate stories)	Health and safety; curiosity and perseverance; looking after animals and self	Ball skills; target games; dance based on animals and environments	Soundscapes (cold vs hot); songs about weather; rhythmic layering
What do aliens think of life on planet earth?	Mastering Number: Addition strategies and flexibility Maths focus: Place Value (within 50), Length and Weight, Volume	Healthy eating; classification of fruit/veg; plant needs; observation skills; seasonal change – Spring 	K1.3: <i>How do people with similar worldviews live together?</i>	Nutrition; kindness; community; self-expression and valuing others	Games and chasing skills; athletics; partner/team challenges	Pitch exploration; alien sound effects; dynamics and performing in groups
Are we nearly there yet?	Mastering Number: Bridging to 10, developing recall Maths focus: Multiplication & Division, Fractions; Geometry: Position and Direction	Everyday materials and their properties; strength and suitability for vehicles	Journeys in different faiths (e.g. pilgrimages)	Road safety; persistence and stamina; teamwork	Dance (transport movement); gymnastic sequences; athletics	Rhythmic movement to music; beat and pulse; listening and response activities
How can we care for nature on our doorstep?	Mastering Number: Consolidation Maths focus: Place Value (within 100); Measurement (Money); Time	Plants – parts and functions; tree ID; habitats and living things; observation and recording; seasonal change – Summer 	Thankfulness; care for the Earth; sacredness of nature	Environmental responsibility; empathy for living things; sharing spaces respectfully	Outdoor learning: natural obstacle courses, nature trails, movement games	Summer songs and nature-themed music; collaborative composition (e.g. forest guardian theme)