

**Year 1 Long Term Plan**

	1 <sup>st</sup> . Autumn Sep/Oct	2 <sup>nd</sup> . Autumn Nov/Dec	1 <sup>st</sup> . Spring Jan/Feb	2 <sup>nd</sup> . Spring Mar/Apr	1 <sup>st</sup> . Summer Apr/May	2 <sup>nd</sup> . Summer June/Jul
<b>English Reading/Writing Genre</b>	Recounts eg. holiday news, trip write ups					
	<p>* Poems with Pattern &amp; Rhyme <i>The New Dog / Leaf Man (Dog Poems and Leaf Poems)</i></p> <p>* Poems about the Senses <i>My 5 Senses</i></p> <p>* Stories in familiar settings <i>The Gruffalo</i></p>	<p>* Stories with repeating patterns <i>We're Going on a Bear Hunt</i></p> <p>* Labels, lists &amp; signs <i>The Old Toy Room eBook (links to History topic on Toys)</i></p> <p>* Letters - Santa <i>Harvey Slumfenburger's Christmas Present</i></p>	<p>* Traditional Tales <i>The 3 Little Pigs (links to Science topic on Materials)</i></p> <p>* Letters leading to Samuel Pepys diary entries <i>(links to History topic on The Great Fire of London)</i></p>	<p>* Information texts <i>Space (links to History topic on Neil Armstrong)</i></p> <p>* Instructions <i>How to make .... (links to DT - How to make a puppet)</i></p>	<p>* Fairy Stories <i>Little Red Riding Hood</i></p> <p>* Fantasy stories <i>Where the Wild Things Are</i></p> <p>* Humorous Poems <i>You Little Monkey! (Brothers and Sisters) John Foster</i></p>	<p>* Traditional Poems - Nursery Rhymes</p> <p>* Information texts <i>The Emperor's Egg (links to Geography - World Climate - Hot and Cold Places)</i></p> <p>* Poems about Nature - <i>Weather Poems</i></p>
<b>English Punctuation/Grammar</b>	<p>* leaving spaces between words</p> <p>* full stops</p> <p>* capital letters for names &amp; sentence starters</p> <p>* adjectives to describe</p> <p>* naming letters of the alphabet</p>					
	<p><i>beginning to punctuate simple sentences correctly:</i></p> <ul style="list-style-type: none"> <li>beginning to write in complete sentences, starting to use a capital letter at the start of a sentence and a full stop at the end;</li> <li>using basic sentence openers (I, My, The etc);</li> </ul>	<p><i>beginning to punctuate simple sentences correctly:</i></p> <ul style="list-style-type: none"> <li>writing in complete sentences, using a capital letter at the start of a sentence and a full stop at the end;</li> <li>using capital letters for proper nouns;</li> </ul>	<p><i>punctuating sentences correctly:</i></p> <ul style="list-style-type: none"> <li>writing a series of complete sentences, using a capital letter at the start of a sentence and a full stop, exclamation mark or question mark at the end;</li> <li>using capital letters for proper nouns;</li> </ul>			

<p><b>English Punctuation/Grammar Contd.</b></p>	<ul style="list-style-type: none"> <li>• using a capital letter for the personal pronoun I</li> <li>• using capital letters for proper nouns (names of people, places, days of the week, etc);</li> <li>• using instructional sentence openers (First, Next, Then etc);</li> <li>• beginning to use conjunctions ('and') to extend sentences</li> <li>• suffixes – adding -s for plurals, as well as the third person singular</li> </ul> <p><i>using grammatical terminology</i></p>	<ul style="list-style-type: none"> <li>• using different sentence openers;</li> <li>• beginning to use exclamation marks and question marks;</li> <li>• using conjunctions to extend sentences ('and' plus 'because')</li> <li>• suffixes – use of -s and -es for plurals</li> <li>• suffixes - using -ing, -ed, -er and -est (no change needed in the spelling of root words)</li> </ul> <p><i>using grammatical terminology</i></p>	<ul style="list-style-type: none"> <li>• using more varied sentence openers (At, When, If etc);</li> <li>• using conjunctions ('and' and 'because') to extend sentences</li> <li>• using capital letters for the start of lines in poems</li> <li>• prefixes – use of <i>un-</i></li> </ul> <p><i>using grammatical terminology</i></p>
<p><b>English Phonics</b></p>	<p>Revision of Letters &amp; Sounds Phase 3:</p> <ul style="list-style-type: none"> <li>* <i>individual letters</i> (j, v, w, x, y, z)</li> <li>* <i>digraphs</i> (zz, qu, ch, sh, th, ng, ai, ee, oa, oo, ar, or, ur, ow, oi, er)</li> <li>* <i>trigraphs</i> (igh, ear, air, ure)</li> </ul> <p>Introduction: pseudo words.</p>	<p>Letters &amp; Sounds Phase 4:</p> <ul style="list-style-type: none"> <li>* blends at the beginning and end of words</li> <li>Use of pseudo words as well as real words</li> </ul>	<p>Letters &amp; Sounds Phase 5:</p> <ul style="list-style-type: none"> <li>* <i>digraphs</i> (ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au, ey, wh, ph)</li> <li>* plus <ul style="list-style-type: none"> <li>- ore and are, ph and wh,</li> <li>- k for the /k/ sound,</li> <li>- syllables and compound words</li> </ul> </li> <li>* <i>split digraphs</i> (a_e, e_e, i_e, o_e, u_e)</li> </ul> <p>Use of pseudo words as well as real words.</p>
<p><b>English Spelling</b></p>	<p>Common exception key words, as well as days of the week, are taught throughout the year. Spelling also goes hand-in-hand with Phonics:</p>		
	<p>Phase 3:</p> <p>ai, oi, ar, ee, er, ur, oo, oa, ow, igh, or, air, ear plus ...ff, ll, ss, zz and ck</p>	<p>Phase 4:</p> <p>blends plus consolidation of Phase 3 phonemes plus ... words ending in tch, -ve, -y ( /i/ sound)</p>	<p>Phase 5:</p> <p>ay, oy, split digraphs (a...e, e...e, i...e, o...e, u...e), ea, ir, oe, ou, ue, ew, ie, aw, au plus * ore and are, ph and wh, k for the /k/ sound, * syllables and compound words</p>
<p><b>English Handwriting</b></p>	<p>Ongoing letter formation – letter families</p>		<p>As previous half-terms, plus .... <u>lower-case letters</u>: correct sizing, sitting letters correctly on the lines (tails, ascenders) <u>capital letters</u>: correct sizing</p>
	<p>Forming letters in own name correctly; leaving finger spaces</p>	<p>As Autumn 1 plus .... <u>lower-case letters</u>: correct individual letter formation (including flicks) <u>capital letters</u>: begin to form individual capital letters correctly</p>	

<p><b>Maths.</b></p>	<p><b><u>Counting:</u></b>  * Counting on and back in 1s to 20 and beyond  * Counting on and back in multiples of 10  <b><u>Number and Place Value:</u></b>  * Language of place value  * Consolidation of numbers to 10  * One more / less  <b><u>Calculation:</u></b>  * Language of calculation  * Addition within 10  * Use of the = sign  * Introduction to number bonds to 10  <b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Number formation (0-9)</li> </ul>	<p><b><u>Counting:</u></b>  * Counting in multiples of 2 to 20  <b><u>Number and Place Value:</u></b>  * Reading, writing and ordering numbers to 20  <b><u>Calculation:</u></b>  * Subtraction within 10  * Calculation (+ and -) within 20  <b><u>Measurement:</u></b>  * Time (days and months)  <b><u>Geometry:</u></b>  * Shape – recognising and naming common 2d shapes  <b><u>Key skills:</u></b>  * Continued work on number formation  * Writing numbers 11-20  * Mental strategies for addition (learn-its – doubles, adding two 1-digit numbers)</p>	<p><b><u>Counting:</u></b>  * Counting on and back in 1s to 50  * Counting in multiples of 2 to 20 and beyond  <b><u>Number and Place Value:</u></b>  * Reading, writing and ordering numbers to 50  <b><u>Calculation:</u></b>  * Calculation (+ and -) to 20, then to 50  * Calculation (+ and -) one and two-digit numbers to 20, inc. zero  <b><u>Fractions:</u></b>  * Halves and quarters (objects and shapes)  <b><u>Measurement:</u></b>  * Time - (chronology and sequencing)  <b><u>Geometry:</u></b>  * Shape – recognising and naming common 3d shapes  * Position and Direction, inc. links to computing</p>	<p><b><u>Counting:</u></b>  * Counting on and back in 1s to 50 and beyond  * counting in multiples of 5 to 50  <b><u>Number and Place Value:</u></b>  * Reading, writing and ordering numbers to 50 and beyond  <b><u>Calculation:</u></b>  * Calculation (+ and -) to 50  <b><u>Measurement:</u></b>  * Lengths and Heights  * Time – o'clock and half past  <b><u>Geometry:</u></b>  * Position and direction continued, inc. links to Computing  <b><u>Key skills:</u></b>  * Continued work on writing numbers to 50  * Reading numbers 1-20 in words</p>	<p><b><u>Counting:</u></b>  * Counting on and back in 1s to 100 and beyond  * counting in multiples of 5 to 50 and beyond  <b><u>Number and Place Value:</u></b>  * Reading, writing and ordering numbers to 100  <b><u>Calculation:</u></b>  * Calculation (+ and -) to 100  <b><u>Measurement:</u></b>  * Money (value of coins and notes)  * Mass / Weight, inc. practical problems  <b><u>Key skills:</u></b>  * Writing numbers to 100  * Beginning to write numbers to 20 in words  * Mental strategies for addition (learn-its, number bonds to 10, missing numbers, plus number bonds to 20)</p>	<p><b><u>Counting:</u></b>  * Counting on and back in 1s to 100, from any given number  * counting in multiples of 2, 5 and 10  <b><u>Number and Place Value:</u></b>  * Reading, writing and ordering numbers to 100 (and beyond)  <b><u>Calculation:</u></b>  * Calculation (+ and -) to 100, inc. arrays  * Multiplication, inc. practical problems  * Division, by sharing  <b><u>Fractions:</u></b>  * Halves and quarters (quantities)  <b><u>Measurement:</u></b>  * Time – practical problems  * Capacity, inc. practical problems  <b><u>Geometry:</u></b>  <b><u>Key skills:</u></b>  * Writing numbers to 100 (and beyond)  * Mental</p>
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			<b>Key skills:</b> * Writing numbers to 50 * Mental strategies for addition (learn-its – doubles, adding two 1-digit numbers, plus number bonds to 10)	* Mental strategies for addition (learn-its, number bonds to 10, plus missing numbers)		strategies for addition (learn-its, number bonds to 10, missing numbers, number bonds to 20, plus subtraction facts to 10 and 20)
<b>Science</b>	<b>Seasonal Changes (ONGOING TOPIC)</b>					
	<b>Animals, including humans</b>	-	<b>Everyday Materials</b>	-	<b>Plants</b>	-
<b>R.E.</b>	-	Who is a Christian? What do Christians believe God is like?	Why does Christmas matter to Christians? (incarnation)	-	Beginning to learn Islam: what do Muslims believe and how do they live? Islamic festivals and family life: what can we learn from stories of the Prophet?	What does it mean to belong to a faith community?  What can learn from sacred books and stories?
<b>Computing</b>	<b>E Safety</b> Passwords Search engine	<b>Using technology</b> Passwords	<b>Algorithms and programs</b> Algorithm Program Debug	<b>Communicating and presentation</b>		
	<b>E Safety – revisit and reinforce at the start of each term.</b>					
	<b>Using technology – reinforce across the curriculum.</b>					
	Explore technology in a range of jobs and look at the purposes of their uses and why they are needed for a variety of roles.					
	<b>Local School Area</b>		<b>Locational</b>	<b>Locational</b>	<b>Locational</b>	<b>Locational</b>

	(fieldwork around school)		<b>knowledge</b> (name, locate and identify the countries and capital cities of the United Kingdom) Focus: London	<b>knowledge</b> (name, locate and identify characteristics of the four countries)	<b>knowledge</b> (name, locate and identify the United Kingdom's surrounding seas) <b>Geographical skills and fieldwork</b> (use simple compass directions)	<b>knowledge</b> (name and locate the world's seven continents and five oceans)
	<b>Weather (ONGOING)</b> (human and physical geography)					
<b>History</b>		<b>History of Toys</b> (change within living memory-link to National Life)	<b>Great Fire of London</b> (events beyond living memory which is significant nationally)	<b>Neil Armstrong</b> (life of a significant individual – contributed international achievements)	-	<b>Christopher Columbus</b> (comparative study of the life of a significant individual – contributed international achievements)
<b>Art</b>	<b>Painting</b> Colour <i>Artists: Mondrian &amp; Kandinsky</i>	-	<b>Printing</b> inc. pattern <i>Artist: Hockney (UK)</i>	-	-	<b>Drawing</b> Portraits, world landscapes (continents)
<b>D. and T.</b>	-	<b>Structures</b> <i>Freestanding Structures</i> A Home for Teddy	-	<b>Mechanisms</b> <i>Sliders and/or Levers</i> Pop-up Puppets	<b>Cooking</b> <i>Origins of Food and Healthy Eating</i> Fruit Salad	
<b>P.E.</b>	<b>Games</b> e.g. circle games, stuck in the mud  <b>Multi skills</b> Throwing, catching,	<b>Dance</b> <b>Gymnastics</b>	<b>Dance</b> <b>Gymnastics</b>	<b>Dance</b> <b>Gymnastics</b>	<b>Games</b> Striking and fielding skills	<b>Invasion Games</b> Keeping possession of a ball

	agility and co-ordination, and begin to apply these in a range of activities				<b>Athletics</b> Throwing, skipping, controlling, balancing and agility.	
<b>PSHE</b>	<b>Getting on with each other Feelings/Mental Well-Being</b>		<b>Relationships</b>		<b>Healthy Lifestyle</b>	
	<b>Rule Of Law:</b> <i>Following Rules Fair/Unfair, Right/Wrong</i> <b>Democracy:</b> <i>Agree class rules and School Council elections</i>		<b>Mutual Respect:</b> <i>Respecting similarities and differences between ourselves and other people's families. Respecting each other even when they are different e.g. physically, character, personality and background.</i> <b>Tolerance of Different Faiths and beliefs:</b> Introduction to Islam		<b>Individual Liberty:</b> <i>Making healthy choices</i> <b>Tolerance of Different Faiths and beliefs:</b> <i>How Christian people worship - churches.</i>	
					<b>Money Matters - Save or Spend</b>	
<b>Music</b>	Pitch Tempo <i>Our Bodies</i> 6	Dynamics Tempo <i>Storytime</i> 2 Nativity songs	Dynamics Timbre Notation <i>Weather</i> 3	Duration (Pulse and Rhythm) Pitch Texture Structure <i>Seasons</i> <i>Pattern</i> 4	Duration (Pulse and Rhythm) Dynamics Notation <i>Number</i> 5	Texture Structure <i>Water</i> 1
	Technology					