

Year 1 Long Term Plan

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

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

Handwriting	Forming letters in own name correctly; leaving finger spaces	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		<u>lower-case letters</u> : correct sizing, sitting letters correctly on the lines (tails, ascenders) <u>capital letters</u> : correct sizing		
Maths.	<p>Counting:</p> <ul style="list-style-type: none"> * Counting on and back in 1s to 20 and beyond * Counting on and back in multiples of 10 <p>Number and Place Value:</p> <ul style="list-style-type: none"> * Language of place value * Consolidation of numbers to 10 * One more / less <p>Calculation:</p> <ul style="list-style-type: none"> * Language of calculation * Addition within 10 * Use of the = sign * Introduction to number bonds to 10 <p>Key Skills:</p> <ul style="list-style-type: none"> • Number formation (0-9) 	<p>Counting:</p> <ul style="list-style-type: none"> * Counting in multiples of 2 to 20 <p>Number and Place Value:</p> <p>Value:</p> <ul style="list-style-type: none"> * Reading, writing and ordering numbers to 20 <p>Calculation:</p> <ul style="list-style-type: none"> * Subtraction within 10 * Calculation (+ and -) within 20 <p>Measurement:</p> <ul style="list-style-type: none"> * Time (days and months) <p>Geometry:</p> <ul style="list-style-type: none"> * Shape - recognising and naming common 2d shapes <p>Key skills:</p> <ul style="list-style-type: none"> * Continued work on number formation * Writing numbers 11-20 * Mental 	<p>Counting:</p> <ul style="list-style-type: none"> * Counting on and back in 1s to 50 * Counting in multiples of 2 to 20 and beyond <p>Number and Place Value:</p> <ul style="list-style-type: none"> * Reading, writing and ordering numbers to 50 <p>Calculation:</p> <ul style="list-style-type: none"> * Calculation (+ and -) to 20, then to 50 * Calculation (+ and -) one and two-digit numbers to 20, inc. zero <p>Fractions:</p> <ul style="list-style-type: none"> * Halves and quarters (objects and shapes) <p>Measurement:</p> <ul style="list-style-type: none"> * Time - (chronology and sequencing) <p>Geometry:</p>	<p>Counting:</p> <ul style="list-style-type: none"> * Counting on and back in 1s to 50 and beyond * counting in multiples of 5 to 50 <p>Number and Place Value:</p> <ul style="list-style-type: none"> * Reading, writing and ordering numbers to 50 and beyond <p>Calculation:</p> <ul style="list-style-type: none"> * Calculation (+ and -) to 50 <p>Measurement:</p> <ul style="list-style-type: none"> * Lengths and Heights * Time - o'clock and half past <p>Geometry:</p> <ul style="list-style-type: none"> * Position and direction continued, inc. links to Computing <p>Key skills:</p> <ul style="list-style-type: none"> * Continued work 	<p>Counting:</p> <ul style="list-style-type: none"> * Counting on and back in 1s to 100 and beyond * counting in multiples of 5 to 50 and beyond <p>Number and Place Value:</p> <ul style="list-style-type: none"> * Reading, writing and ordering numbers to 100 <p>Calculation:</p> <ul style="list-style-type: none"> * Calculation (+ and -) to 100 <p>Measurement:</p> <ul style="list-style-type: none"> * Money (value of coins and notes) * Mass / Weight, inc. practical problems <p>Key skills:</p> <ul style="list-style-type: none"> * Writing numbers to 100 * Beginning to write numbers to 20 in words * Mental strategies for 	<p>Counting:</p> <ul style="list-style-type: none"> * Counting on and back in 1s to 100, from any given number * counting in multiples of 2, 5 and 10 <p>Number and Place Value:</p> <ul style="list-style-type: none"> * Reading, writing and ordering numbers to 100 (and beyond) <p>Calculation:</p> <ul style="list-style-type: none"> * Calculation (+ and -) to 100, * Multiplication, inc. arrays * Division, by sharing <p>Fractions:</p> <ul style="list-style-type: none"> * Halves and quarters (quantities) <p>Measurement:</p> <ul style="list-style-type: none"> * Time - practical problems * Capacity, inc.

		strategies for addition (learn-its - doubles, adding two 1-digit numbers)	<ul style="list-style-type: none"> * Shape - recognising and naming common 3d shapes * Position and Direction, inc. links to computing <p>Key skills:</p> <ul style="list-style-type: none"> * Writing numbers to 50 * Mental strategies for addition (learn-its - doubles, adding two 1-digit numbers, plus number bonds to 10) 	<ul style="list-style-type: none"> on writing numbers to 50 * Reading numbers 1-20 in words <p>* Mental strategies for addition (learn-its, number bonds to 10, plus missing numbers)</p>	addition (learn-its, number bonds to 10, missing numbers, plus number bonds to 20)	<p>practical problems</p> <p>Geometry:</p> <p>Key skills:</p> <ul style="list-style-type: none"> * Writing numbers to 100 (and beyond) * Mental strategies for addition (learn-its, number bonds to 10, missing numbers, number bonds to 20, plus subtraction facts to 10 and 20)
Science	Seasonal Changes (ONGOING TOPIC)					
	Animals, including humans Senses and parts of the body.	Animals, including humans Identifying Animals	Everyday Materials	-	Plants	-

R.E.	-	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?
Computing	E Safety Passwords Search engine	Using technology Passwords	Algorithms and programs Algorithm Program Debug		Communicating and presentation		
	E Safety - revisit and reinforce at the start of each term.						
	Using technology - reinforce across the curriculum. 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.						
Geography	Local School Area (fieldwork around school)		Locational knowledge (name, locate and identify the countries and capital cities of the United Kingdom) Focus: London	Locational knowledge (name, locate and identify characteristics of the four countries)	Locational knowledge (name, locate and identify the United Kingdom's surrounding seas) Geographical skills and fieldwork (use simple compass directions)	Locational knowledge (name and locate the world's seven continents and five oceans)	
	Weather (ONGOING) (human and physical geography)						

History		History of Toys (change within living memory-link to National Life)	Great Fire of London (events beyond living memory which is significant nationally)	Neil Armstrong (life of a significant individual - contributed international achievements)	-	Christopher Columbus (comparative study of the life of a significant individual - contributed international achievements)
Art	Painting Colour <i>Artists: Mondrian & Kandinsky</i>	-	Printing inc. pattern <i>Artist: Hockney (UK)</i>	-	-	Drawing Portraits, world landscapes (continents)
D. and T.	-	Structures <i>Freestanding Structures</i> A Home for Teddy	-	Mechanisms <i>Sliders and/or Levers</i> Pop-up Puppets	Cooking <i>Origins of Food and Healthy Eating</i> Fruit Salad	
P.E.	Games e.g. circle games, stuck in the mud Multi skills Throwing, catching, agility and co-ordination, and begin to apply these in a range of activities	Dance Gymnastics	Dance Gymnastics	Dance Gymnastics	Games Striking and fielding skills	Invasion Games Keeping possession of a ball
					Athletics Throwing, skipping, controlling, balancing and agility.	
PSHE	Getting on with each other Feelings/Mental Well-Being		Relationships		Healthy Lifestyle	
	Rule Of Law: Following Rules <i>Fair/Unfair, Right/Wrong</i> Democracy: Agree class rules and School Council elections		Mutual Respect: Respecting similarities and differences between ourselves and other people's families. <i>Respecting each other even when they</i>		Individual Liberty: Making healthy choices Tolerance of Different Faiths and beliefs: How Christian people worship	

			<p><i>are different e.g. physically, character, personality and background.</i></p> <p>Tolerance of Different Faiths and beliefs: Introduction to Islam</p>		<p><i>- churches.</i></p>	
					<p>Money Matters - Save or Spend</p>	
Music	<p>Pitch Tempo <i>Our Bodies</i> 6</p>	<p>Dynamics Tempo <i>Storytime</i> 2 Nativity songs</p>	<p>Dynamics Timbre Notation <i>Weather</i> 3</p>	<p>Duration (Pulse and Rhythm) Pitch Texture Structure <i>Seasons</i> <i>Pattern</i> 4</p>	<p>Duration (Pulse and Rhythm) Dynamics Notation <i>Number</i> 5</p>	<p>Texture Structure <i>Water</i> 1</p>
	<p>Technology</p>					