

# Year 1 Long Term Plan 2021-22

English	AUTUMN		SPRING		SUMMER	
<i>Baseline writing:</i>	<u>Recount:</u> Letter to Fudge - My Summer Holidays	<u>Descriptive writing:</u> Bonfire Night	<u>Recount:</u> New Year Resolutions	<u>Recount:</u> Holiday News	<u>Recount:</u> Easter Holiday News	<u>Descriptive writing:</u> A Postcard from ...
<b>Genres</b>	<p><u>September:</u> key skills: writing their name, letter formation, alphabet, what is a letter / grapheme / word / sentence?</p> <p><u>Poetry 1:</u> - Poems with Pattern &amp; Rhyme <i>(Leaf Poems)</i> - Poems about the Senses <i>(My 5 Senses)</i></p> <p><u>Stories 1 - in familiar settings:</u> <i>The Gruffalo</i></p>	<p><u>Stories 2 - with repeating patterns:</u> <i>We're Going on a Bear Hunt</i></p> <p><u>Labels, lists &amp; signs:</u> x-curricular Geography <i>(Our Local Area)</i> x-curricular History <i>(Toys)</i></p> <p><u>Letters to Santa:</u> <i>Harvey Slumfenburger's Christmas Present</i></p>	<p><u>Traditional Tales:</u> <i>The 3 Little Pigs</i> (links to Science - Materials)</p> <p><u>Letters:</u> miscellaneous, leading to <i>Samuel Pepys diary entries</i></p>	<p><u>Information Texts 1:</u> - Space (including Neil <i>Armstrong</i>) - London</p> <p><u>Instructions:</u> <i>How to .....</i></p>	<p><u>Fairy Stories:</u> <i>Little Red Riding Hood</i></p> <p><u>Stories 3 - Fantasy:</u> <i>The Night Pirates</i></p> <p><u>Poetry 2:</u> Humorous Poems (Poet - John <i>Foster</i>)</p>	<p><u>Poetry 3:</u> Poems about Nature <i>(Weather Poems)</i></p> <p><u>Information Texts 2:</u> <i>The Emperor's Egg</i> (links to Geography - Hot &amp; Cold places)</p>

SPaG:		AUTUMN	SPRING	SUMMER
S p e l l i n g	Miscellaneous	<p align="center"><b>Links to Phonics</b></p> <p align="center"><i>Spell - :</i></p> <p align="center">* words containing each of the 40+ phonemes already taught</p> <p align="center">* common exception words</p> <p align="center"><i>Write - :</i></p> <p align="center">* dictation sentences, using the GPCs and common exception words taught so far.</p>		
		-	<p><i>As above, plus:</i></p> <p>Days of the week</p>	-
	Alphabet	Name & recite letters of the alphabet in order	<p><i>As autumn, plus:</i></p> <p>Match capital and lower-case letters</p>	<p><i>As autumn / spring plus:</i></p> <p>use letter names for alternative spellings of the same sound</p>
G r a m m a r & P u n c t u a t i	Word	<p>Suffix <b>-s</b> (nouns, plurals)</p> <p>Adjectives</p>	<p><i>As autumn, plus:</i></p> <p>Suffix <b>-es</b> (nouns, plurals)</p> <p>Suffix <b>-ing, -ed, -er</b> and <b>-est</b> (verbs, no change is needed in the spelling of root words)</p>	<p><i>As autumn / spring plus:</i></p> <p>Prefix <b>un-</b></p>
	Sentence	Make sentences	<p><i>As autumn, plus:</i></p> <p><b>'and'</b> to join words &amp; clauses</p>	<p><i>As autumn / spring plus:</i></p> <p><b>'because'</b> to join words &amp; clauses</p>
	Text	Build, copy & write simple sentences	Sequence sentences to form short narratives	

		AUTUMN	SPRING	SUMMER
o n	Punctuation	Introduction to: capital letters, full stops, question marks & exclamation marks to demarcate sentences.		
		Finger spaces between words  Full stops (introduction)  Capital letter for the personal pronoun 'I'  Capital letters for the names of people (introduction)	<i>As autumn, plus</i>  Full stops  Question marks / exclamation marks (introduction)  Capital letters for proper nouns (places & days of the week)	<i>As autumn / spring, plus</i>  Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
W r i t i n g	Sentence Structure	Sequence sentences to form short narratives. Make corrections in their writing.		
		<ul style="list-style-type: none"> <li>- Orally rehearse ideas .</li> <li>- Copy <i>simple</i> sentences.</li> <li>- Orally compose then write <i>simple</i> sentences.</li> <li>- Write simple sentences.</li> <li>- Check writing makes sense.</li> </ul>	<i>As autumn, plus:</i>  - Write a series of sentences.	<i>As autumn / spring</i>  - Read writing aloud to others.
	Handwriting	handwriting 'families' (i.e. letters that are formed in similar ways)		
		Secure: * Pencil grip * <b>Lower-case</b> letter formation * Number formation, digits 0-9	<i>As autumn, plus:</i> * Form <b>capital letters</b> correctly. * With lower-case letters, focus on <i>height of ascenders</i> and <i>tails on descenders</i> .	<i>As autumn and spring</i>  Develop own handwriting style.
P h o n i c s		Consolidation of Levels 2,3 & 4	Level 5	

Maths	AUTUMN		SPRING		SUMMER	
<b>Number &amp; Place Value</b>	Count forwards (then backwards) reliably (to 10, 20, 50, 100 then beyond)					
	<b>To 10:</b> * Read & write numbers to 10 (numerals) * More / less than * Partitioning * Ordering * Comparing numbers * Counting out objects * Ordinal numbers * Using a 10 frame	<b>To 20:</b> * Counting forwards / backwards to / from 20 <b>General:</b> * Read & write numbers to 10 (words) * Greater than / less than / equals symbols * Using a number line	<b>To 20:</b> * Read & write numbers to 20 (numerals) * Number patterns <b>General:</b> * Greater than / less than / equals symbols	<b>To 50:</b> * Read & write numbers to 50 (numerals) <b>General:</b> * Read & write numbers to 20 (words) * Doubles * Counting in 2s, 5s, 10s	<b>To 100:</b> * Read & write numbers to 100 (numerals) * Ordering numbers to 100	
<b>Arithmetic</b>	<b>Addition (within 10):</b> * Counting on * <b>Addition</b> within / to 10 * Addition / equals symbols * Introduction to number bonds to 10 * Introduction to Fact Families	<b>Subtraction (within 10):</b> * Counting back * <b>Subtraction</b> within / from 10 * Subtraction / equals symbols * Find the difference	<b>Addition &amp; Subtraction (within 20):</b> * Addition within / to 20 * Subtraction within / from 20 (not crossing 10) <b>General:</b> * Number bonds to 10 contd. * Introduction to links between number bonds to 10 / 20	<b>Addition &amp; Subtraction (to 20 and beyond):</b> * Addition & subtraction to 20 (and beyond) <b>General:</b> * Links between number bonds to 10 / 20 contd.	<b>Multiplication</b> * Arrays * Links to counting in 2s / 5s / 10s <b>General:</b> * Number bonds to 20	<b>Division</b> * Sharing by grouping Links to multiplication (2s / 5s / 10s) * Links to fractions

<b>Fractions</b>					* Halves of shapes * Quarters of shapes	* Halves of objects / numbers * Quarters of objects / numbers
<b>Measurement</b>				* Reading time * Sequencing events * Length & height	* Money * Measuring time	* Mass & Weight * Capacity & Volume
<b>Geometry</b>		* 2d shape * 3d shape		* Direction (forwards, backwards, turn)	* Direction (half / quarter turns) * Position	* 2d shape * 3d shape
<b>Problem-solving &amp; Reasoning</b>	Problem-solving and reasoning threads run throughout.					

<b>Science</b>	<b>Seasonal Changes</b> (ongoing topic)				
	<b>Animals, including humans</b>		<b>Everyday Materials</b>		<b>Plants</b>
<b>R.E.</b>	<b>Christianity</b>		<b>Islam</b>		<b>Belonging to a Faith Community</b> <b>Sacred books and stories</b>
<b>Computing</b>	<b>Cross-curricular computing opportunities ongoing throughout the year</b>				
	<b>Basic Skills:</b> mouse control & keyboard skills		<b>Basic Skills:</b> saving & printing their own work		<b>Basic Skills:</b> application of skills learnt so far
	<b>E Safety</b>	<b>Using technology</b>	<b>Algorithms and programs</b>		<b>Communicating and presentation</b>
	<b>E Safety</b> - revisited throughout the year				

	<b>Using Technology</b> - references made across the curriculum (cross-curricular opportunities)					
<b>Geography</b>	<b>Use maps, atlases &amp; globes</b> (Locational Knowledge)					
	<b>Around our School</b> (Geographical Skills & Fieldwork)			<b>The United Kingdom</b> (Locational Knowledge) <b>Compass Directions</b> (Geographical Skills & Fieldwork)		<b>Around the World: Seven Continents &amp; Five Oceans</b> (Locational Knowledge) <b>Hot &amp; Cold Places</b> (Human & Physical Geography)
	<b>Weather</b> - ONGOING (Human & Physical Geography)					
<b>History</b>		<b>History of Toys</b> (Changes within Living Memory)	<b>Great Fire of London</b> (A Nationally Significant Event beyond Living Memory)		<b>Rosa Parks &amp; Annie Kenney</b> (Lives of significant individuals -local & international achievements)	
<b>Art</b>	<b>Painting</b> (including artists: Piet Mondrian, Wassily Kandinsky)		<b>Printing</b> (including artists: Piet Mondrian, Wassily Kandinsky)		<b>Drawing</b> Portrait Sketches: Rosa Parks Landscape sketches: hot & cold places, world landmarks	
<b>D. and T.</b>		<b>Structures:</b> A Home For Teddy (Freestanding Structures)		<b>Mechanisms:</b> My Moving London Postcard (Sliders and/or Levers)		<b>Cooking</b> My Fruit Salad (Origins of Food & Healthy Eating)

<b>P.E.</b>	<b>Games</b> (Circle Games)	<b>Dance</b>	<b>Dance</b>	<b>Dance</b>	<b>Games</b> (Striking & Fielding)	<b>Games</b> (Invasion)
	<b>Multi skills</b>	<b>Gymnastics</b>	<b>Gymnastics</b>	<b>Gymnastics</b>	<b>Athletics</b> Throwing, skipping, controlling, balancing & agility	
<b>PSHE</b>	<u><b>Health &amp; Wellbeing 1</b></u> * Healthy Lifestyles (Feelings) * Ourselves: Growing & Changing		<u><b>Health &amp; Wellbeing 2</b></u> * Healthy Lifestyles * Keeping safe, inc. safe relationships		<u><b>Health &amp; Wellbeing 3</b></u> * Healthy Lifestyles (Mental Wellbeing)	
	<u><b>Relationships 1</b></u> * Friendships * Respecting Self & Others		<u><b>Relationships 2</b></u> * Families * Roles of Different People		<u><b>Relationships 3</b></u> * Managing Hurtful Behaviour (and Bullying)	
	<u><b>Living in the Wider World 1</b></u> * Media Literacy & Digital Resilience (Computing)		<u><b>Living in the Wider World 2</b></u> * Shared Responsibilities (Families & Friends)		<u><b>Living in the Wider World 3</b></u> * Communities (RE) * Economic Wellbeing (money / aspirations)	
<u><b>Rule of Law:</b></u> Following Rules, Fair / Unfair, Right / Wrong <u><b>Democracy:</b></u> Agree class rules, school council votes		<u><b>Tolerance / Mutual Respect:</b></u> * Different types of Families (similarities & differences) * Introduction to Islam (RE)		<u><b>Individual Liberty:</b></u> * Making healthy choices <u><b>Tolerance of Different Faiths and Beliefs:</b></u> Belonging to a Faith Community (RE)		

<b>Music</b>	<b>Exploring Sounds 1:</b> Ourselves	<b>Exploring Sounds 2:</b> Our School	<b>Exploring Sounds 3:</b> Weather	<b>Exploring Sounds 4:</b> Storytime		
	<b>Beat 1:</b> Our Bodies	<b>Beat 2:</b> Number		<b>Beat 3:</b> Machines	<b>Beat 4:</b> Pattern	
			<b>Pitch 1:</b> Seasons		<b>Pitch 2:</b> Water	<b>Pitch 3:</b> Animals
		<b>Performance 1:</b> Nativity Songs				<b>Performance 2:</b> Travel