**Year 1 Long Term Plan 2022-23**

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| **English** | | **AUTUMN** | | | **SPRING** | | | **SUMMER** | |
| ***Baseline writing:*** | | **Recount:**  Letter to Fudge – My Summer Holidays | **Descriptive writing:**  Cross-Curricular | | **Recount:**  Dear Santa … | **Descriptive writing:**  Cross-Curricular | | **Recount:**  Easter Holiday News | **Descriptive writing:**  A Postcard from … |
| **Genres** | | **September:**  key skills: writing their name, letter formation, alphabet, what is a letter / grapheme / word / sentence?  **Poetry 1:**  - Poems with Pattern & Rhyme (Leaf Poems)  - Poems about the Senses  (My 5 Senses)  **Stories 1 - in familiar settings:**  The Gruffalo | **Stories 2 - with repeating patterns:**  We’re Going on a Bear Hunt  **Labels, lists & signs:**  x-curricular History  (Toys)  **Letters to Santa:**  Harvey Slumfenburger’s Christmas Present | | **Traditional Tales:**  The 3 Little Pigs  (links to Science – Materials)  **Letters:**  miscellaneous, leading to  Samuel Pepys diary entries | **Information Texts 1:**  - Space (including Neil Armstrong)  - London  **Instructions:** How to ……. | | **Fairy Stories:** Little Red Riding Hood  **Stories 3 - Fantasy:**  The Night Pirates | **Poetry 2:**  Poems about Nature  (Weather Poems)  **Information Texts 2:**  The Emperor’s Egg  (links to Geography – Hot & Cold places) |
| **SPaG:** | | AUTUMN | | | SPRING | | | SUMMER | |
| **Spelling** | **Miscellaneous** | **Links to Phonics**  *Spell – :*  \* words containing each of the 40+ phonemes already taught  \* common exception words  *Write - :*  \* dictation sentences, using the GPCs and common exception words taught so far. | | | | | | | |
| - | | | *As above, plus:*  Days of the week | | | - | |
| **Alphabet** | Name & recite letters of the alphabet in order | | | *As autumn, plus:*  Match capital and lower-case letters | | | *As autumn / spring plus:*  use letter names for alternative spellings of the same sound | |
| **Grammar & Punctuation** | **Word** | Suffix ***–s*** (nouns, plurals)  Adjectives | | | *As autumn, plus:*  Suffix ***–es***  (nouns, plurals)  Suffix ***–ing, –ed, –er*** and ***–est*** (verbs, no change is needed in the spelling of root words) | | | As autumn / spring plus:  Prefix ***un–*** | |
| **Sentence** | Make sentences | | | *As autumn, plus:*  ***‘and’*** to join words & clauses | | | *As autumn / spring plus:*  ***‘because’*** to join words & clauses | |
| **Text** | Build, copy & write simple sentences | | | Sequence sentences to form short narratives | | | | |
|  | AUTUMN | | | SPRING | | SUMMER | | |
| **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) | | | *As autumn, plus*  Full stops  Question marks / exclamation marks (introduction)  Capital letters for proper nouns (places & days of the week) | | *As autumn / spring, plus*  Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | | |
| **Writing** | **Sentence Structure** | Sequence sentences to form short narratives.  Make corrections in their writing. | | | | | | | |
| - Orally rehearse ideas .  - Copy simple sentences.  - Orally compose then write simple sentences.  - Write simple sentences.  - Check writing makes sense. | | | *As autumn, plus:*  - Write a series of sentences. | | *As autumn / spring*  - Read writing aloud to others. | | |
| **Handwriting** | handwriting ‘families’ (i.e. letters that are formed in similar ways) | | | | | | | |
| Secure:  \* Pencil grip  \* **Lower-case** letter formation  \* Number formation, digits 0-9 | | | *As autumn, plus:*  \* Form **capital letters** correctly.  \* With lower-case letters, focus on *height of ascenders* and  *tails on descenders.* | | *As autumn and spring*  Develop own handwriting style. | | |
| **Phonics** |  | Consolidation of Levels 3 & 4 | | Level 5 | | | | | |

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| **Maths** | AUTUMN | | SPRING | | SUMMER | |
| **Number & Place Value** | Count forwards (then backwards) reliably (to 10, 20, 50, 100 then beyond) | | | | | |
| **To 10 (wk 1-4) and then 20 (wk 5 onwards)**  \* Read & write numbers to 10 then 20 (numerals and starting to recognise number names)  \* More / less than  \* Ordering  \* Comparing numbers  \* Counting out objects  \* Using a 10 frame and part whole model  \* Counting forwards / backwards to / from 20 | **To 20 and beyond:**  \* Greater than / less than / equals  \* ordering numbers to 20  \* ordinal numbers  \* partitioning | \* Number patterns and facts  \* Embed understanding of two digit numbers  inc. more/less greater than/less than.  Consolidation:  \* Number names  \* Counting forwards and backwards to 100.  \* Counting in 10s | \* Finding 10 more and 10 less than a given number  \* Doubles  \* Counting in 2s, 5s, 10s | **To 100:**  \* 10 less and 10 more than any 2-digit number  \* exploring patterns in numbers  \* identifying 10s and 1s.  \* order 2 digit numbers up to 100  \* place value addition | |
| **Arithmetic** | **Addition (within 10):**  \* Counting on  \* **Addition** within / to 10  \* Addition / equals symbols  \* Introduction to number bonds to 5 and 10 | **Addition & Subtraction:**  \* Counting back  \* Doubles  \* **Subtraction**  \* Subtraction / equals symbols  \* Find 1or 2 less than  \*Counting in 10s  \* Addition facts | **Addition & Subtraction:**  \* Addition with money  \* Counting on and backwards using coins  \* Number facts to solve word problems  \* Addition and subtraction using number facts | **Addition & Subtraction**.  \*Counting in 10s, 2s and 5s and identifying patterns  \* Doubles, halves  \* Addition and subtraction crossing 10 | **Addition and Subtraction**  \*Adding and subtracting 10  **Multiplication**  **doubles** | \* Odd and even numbers  \* 2s, 5s, 10s  \*Finding change in money from 10p and 20p |
| **Fractions** |  |  |  | \* Halves and quarters as equal parts of a whole  \* Halves and quarters of shapes | \*Half of numbers to 10 and then 20 | \* Consolidating understanding of 2-digit numbers and exploring patterns in 2s, 5s and 10s |
| **Measurement** |  | \* Comparing and measuring length | \* Money  \* Days of the week and months of the year. | \* Reading time to hour and half hour  \* Duration of a day, minute and hour | \*Compare weight and capacity  \* Value of coins | \* Time to half hour consolidation |
| **Geometry** |  | \* 2d shape | \* 3d shape | \* Direction (forwards, backwards, turn) |  | \* 2d shape and repeating patterns |
| **Problem-solving & Reasoning** | Problem-solving and reasoning threads run throughout. | | | | | |

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| **Science** | **Seasonal Changes** (ongoing topic) | | | | | | | | | | |
| **Animals, including humans** | | | **Everyday Materials** | | | | **Plants** | | | |
| **R.E.** | **Christianity** | | | **Islam** | | | | **Belonging to a Faith Community** | | | **Sacred books and stories** |
| **Computing** | **Cross-curricular computing opportunities ongoing throughout the year** | | | | | | | | | | |
| **Key Skills:** mouse control & keyboard skills | | | | **Key Skills:** saving & printing their own work | | | | **Key Skills:** application of skills learnt so far | | |
| **E Safety** | **Using technology** | | **Algorithms and programs** | | | | **Communicating and presentation** | | | |
| **E Safety** – revisited throughout the year  **Using Technology** – references made across the curriculum (cross-curricular opportunities) | | | | | | | | | | |
| **Geography** | **Use maps, atlases & globes** (Locational Knowledge) | | | | | | | | | | |
| **Around our School**  (Geographical Skills & Fieldwork) |  | |  | | **The United Kingdom**  (Locational Knowledge)  **Compass Directions**  (Geographical Skills & Fieldwork) | |  | | | **Around the World:**  **Seven Continents & Five Oceans** (Locational Knowledge)  **Hot & Cold Places**  (Human & Physical Geography) |
| **Weather –** ONGOING (Human & Physical Geography) | | | | | | | | | | |
| **History** |  | **History of Toys** (Changes within Living Memory) | | **Great Fire of London**  (A Nationally Significant Event beyond Living Memory) | |  | | **Rosa Parks & Annie Kenney**  (Lives of significant individuals –local & international achievements) | | |  |
| **Art** | **Painting**  (including artists: Piet Mondrian, Wassily Kandinsky) | | | **Printing**  (using a variety of techniques) | | | | **Drawing**  Portrait Sketches: Rosa Parks  Landscape sketches: hot & cold places, world landmarks | | | |
| **D. and T.** |  | | **Structures:**  A Home For Teddy  *(Freestanding Structures)* |  | | | **Mechanisms:**  My Moving London Postcard  *(Sliders and/or Levers)* |  | | **Cooking**  My Fruit Salad  *(Origins of Food & Healthy Eating)* | |
| **P.E.** | **Dance** | **Dance** | | **Circuit Training** | | **Dance** | | **Dance** | | | **Athletics** |
| **Gymnastics** | **Yoga** | | **Gymnastics** | | **Gymnastics** | | **Games 1 & 2** | | | |
| **PSHE** | **Health & Wellbeing 1**  **Healthy Lifestyles**:  \* Physical Wellbeing  \* Ourselves, Growing & Changing  \* Keeping Safe  **Relationships 1**  \* Friendships  \* Respecting Self & Others  **Living in the Wider World 1**  \* Media Literacy & Digital Resilience (Computing) | | | **Health & Wellbeing 2**  **Healthy Lifestyles:**  \* Keeping safe, inc. safe relationships  **Relationships 2**  \* Families (our own and others)  \* Roles of different people  **Living in the Wider World 2**  \* Shared Responsibilities  (Families & Friends) | | | | **Health & Wellbeing 3**  **Healthy Lifestyles:**  \* Mental Health  \* Physical Wellbeing  **Relationships 3**  \* Managing Hurtful Behaviour  (and Bullying)  **Living in the Wider World 3**  \* Communities (RE)  \* Economic Wellbeing  (money / aspirations) | | | |
| **Rule of Law:**  Following Rules, Fair / Unfair, Right / Wrong  **Democracy:**  Agree class rules, school council votes | | | **Tolerance / Mutual Respect:**  \* Different types of Families (similarities & differences)  \* Introduction to Islam (RE) | | | | **Individual Liberty:**  \* Making healthy choices  **Tolerance of Different Faiths and Beliefs:**  Belonging to a Faith Community (RE) | | | |
| **Music** | **Exploring Sounds 1:**  Ourselves | | **Exploring Sounds 2:**  Our School | **Exploring Sounds 3:**  Weather | | | **Exploring Sounds 4:**  Storytime |  | | |  |
| **Beat 1:**  Our Bodies | | **Beat 2:**  Number |  | | | **Beat 3:**  Machines | **Beat 4:**  Pattern | | |  |
|  | |  | **Pitch 1:**  Seasons | | |  | **Pitch 2:**  Water | | | **Pitch 3:**  Animals |
|  | | **Performance 1:**  Nativity Songs |  | | |  |  | | | **Performance 2:**  Travel |