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

|  |  |  |  |
| --- | --- | --- | --- |
| **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 wordsFull stops (introduction)Capital letter for the personal pronoun ‘I’ Capital letters for the names of people (introduction) | *As autumn, plus*Full stopsQuestion 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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 numbersinc. 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. |

|  |  |
| --- | --- |
| **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 ParksLandscape 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 |