



Date: 2023/ 2024

Year Group Long Term Plan

Year : 1



Subject	Autumn	Spring	Summer
Key Dates			
English	<p>Handwriting: Capital letters, finger spaces & full stops. Formation of letters</p> <p>Phonics: Little Wandle</p> <p>Grammar: sentence structure, sequencing of sentences, using 'and' and other connectives</p> <p>Books: We're going to find the monster Coming to England - Floella Benjamin Have you filled a bucket today Look Up Cookies Christmas invention</p> <p>Poetry: Roald Dahl Poetry/stories with repeated and predictable language</p> <p>Storyboards/story maps. Guided Group Reading.</p> <p>Literacy shed: The snowman clip</p>	<p>Handwriting: Capital letters, finger spaces & full stops. Formation of letters.</p> <p>Phonics: Little Wandle</p> <p>Punctuation: ?, ! and ,</p> <p>Grammar: sentence structure, variety of connectives, story starters, nouns, pronouns, adjectives</p> <p>Books: The day the crayons quit The adventures of egg box dragon Bog Baby Hair Love</p> <p>Poetry: Roald Dahl</p> <p>Fact-file Re-telling a story/ Narrative Diary Entry Book review Guided Group Reading. Spellings. Comprehension.</p> <p>Literacy Shed: Fairy Tale shed</p>	<p>Handwriting: Capital letters, finger spaces & full stops. Formation of letters.</p> <p>Phonics: Little Wandle</p> <p>Punctuation: ?, ! and ,</p> <p>Grammar: connectives, story starters, nouns, pronouns. adjectives, prefixes , suffixes, singular, plurals, inverted commas, paragraphs and edit</p> <p>Books: Katies Picture Show What did the tree see?</p> <p>Poetry: Roald Dahl Micheal Rosen</p> <p>Storyboards/story maps/story Guided Group Reading. Spellings. Comprehension.</p> <p>Literacy Shed: Partly Cloudy</p>
Maths	<p>NUMBER: Number & Place Value (within 10)</p> <ul style="list-style-type: none"> Number formation 	<p>CONSOLIDATION (Autumn) NUMBER: Addition & subtraction (within 20)</p> <ul style="list-style-type: none"> Number bonds to 20. 	<p>CONSOLIDATION (Spring) NUMBER: Multiplication & division:</p> <ul style="list-style-type: none"> To count in 2s, 5s and 10s

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number.
- Identify one more and one less of a given number (within 10 and then 20)
- Identify and represent numbers using objects and pictorial representations including the number line
- **Vocabulary:** equal to, more than, less than fewer, less, more, most and least

Addition & subtraction (within 10)

- Number bonds to 10.
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Add and subtract one-digit and two-digit numbers to 20, including zero

GEOMETRY:

Properties of shapes:

- recognise and name common 2-D and 3-D shapes, including:
- 2-D shapes (e.g. rectangles (including squares), circles and triangles)
- 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).

NUMBER:

Number & Place Value (within 20)

- Number formation
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

NUMBER:

Number & Place Value (within 50)

- Number formation
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number.
- Identify one more and one less of a given number (within 20 and then 50)
- Count read and write numbers to 100 in numerals
- Count in multiples of 2s, 5s and 10s
- Identify and represent numbers using objects and pictorial representations including the number line
- **Vocabulary:** equal to, more than, less than fewer, less, more, most and least

Number

Fractions

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
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MEASUREMENT:

- To know that repeated addition is the same as multiplication
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions:

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

GEOMETRY:

Position & direction:

- Describe position, directions and movements, including half, quarter and three-quarter turns.

NUMBER:

Number & Place Value (within 100)

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Read and write numbers from 1 to 20 in numerals and words.
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.

MEASUREMENT:

Money

- Recognise, name and know the worth of different coins and notes
- Count total of different coins/notes

	<ul style="list-style-type: none"> Count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number. Identify one more and one less of a given number (within 10 and then 20) Identify and represent numbers using objects and pictorial representations including the number line Vocabulary: equal to, more than, less than fewer, less, more, most and least 	<ul style="list-style-type: none"> compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) mass or weight (e.g. heavy/light, heavier than, lighter than) capacity/volume (full/empty, more than, less than, quarter) time (o'clock and half past) measure and begin to record the following: lengths and heights mass/weight capacity/volume time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and draw the hands on a clock face to show these times. <p>CONSOLIDATION (Spring)</p>	<ul style="list-style-type: none"> Count total of a mixture of coins and note recognise and know the value of different denominations of coins and notes <p>Time</p> <ul style="list-style-type: none"> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Time (hours, minutes and seconds) Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years <p>Number Fractions</p> <ul style="list-style-type: none"> Recognise, find and name a 1/2 as one of two equal parts of an object, shape or quantity (recap) Recognise, find and name a 1/4 as one of four equal parts of an object, shape or quantity. <p>CONSOLIDATION (whole year)</p>
<p>Science</p>	<p>Animals Including Humans Ourselves</p> <ul style="list-style-type: none"> Look at how we've changed Look at our bodies What can we hear? How can we sort things using our senses? 	<p>Animals Including Humans Pets</p> <ul style="list-style-type: none"> Environment observation Where do woodlice live? Imaginary pets My animal is healthy and happy Comparing animals 	<p>Plants</p> <p>What's growing in our gardens?</p> <ul style="list-style-type: none"> Going and growing outside One potato, Two potato Garden centre and seeds What lives in a garden? What's inside a flower?

	<ul style="list-style-type: none"> • Sensory Explorers • Sensory boards and bottles <p>Seasonal Changes Wonderful Weather</p> <ul style="list-style-type: none"> • What do we know about weather? • Weather watching • Shadow fun • Weather station: Rainfall • Weather station: Wind direction • Weather station: temperature 	<ul style="list-style-type: none"> • Bring a pet to school day (Animal observation) <p>Everyday materials - ongoing Let's Build</p> <ul style="list-style-type: none"> • What materials can we find? • Matching materials • Magnets and metal • Sorting materials • Three little pigs and their building materials choices <p>The three alternative little pigs</p> <p>Seasonal Changes</p>	<ul style="list-style-type: none"> • Growing a flower • What's inside a tree <p>Everyday materials - ongoing Marvellous Materials</p> <ul style="list-style-type: none"> • Mending a torn umbrella • A pair of boots for... - DT link • Ice observation • Frozen rescue • Puddle observation <p>Seasonal Changes</p>
Art	<p>Focussed Skills: Sketching/drawing</p> <ul style="list-style-type: none"> • Making marks, lines and curves using a variety of mediums (art pencils, inks, chalks, pastels) • Being able to create tone, shade, variations in lines, texture and colour • Evaluate/compare and contrast their work with their peers • Observational drawings for a length of time (self-portrait, objects, toys) • Vocab: Portrait, features, technique, materials, oil pastels, blend, cross-hatch, wavy, straight lines, oval, centre, zig-zag <p>Painting</p> <ul style="list-style-type: none"> • Patterns/texture in nature • Block painting to create patterns • African patterns BHM • Primary colours - secondary colours • Brush strokes, thick, thin, using straw, matchsticks and earbuds to paint • Altering consistency of paint, using water, glue or fairy liquid • Warm, cool and earth shades 	<p>Focussed Skill: Printing</p> <ul style="list-style-type: none"> • Mono printing • Block printing using natural objects , potato, celery, carrot and manmade objects • Carry out different printing techniques like mono print, block, relief and resist printing • Print with sponges, leaves ,hands, bubble wrap, corrugated wire and textured plastic (soft or hard) • Vocab: Simple, design, broken, thick, size, thick, thin, stripes, zig zag <p>Sculpture</p> <ul style="list-style-type: none"> • Manipulating mod rock/clay in a variety of ways, kneading, rolling, coiling and shaping • Using variety of tools to create texture and patterns • Vocab: smooth, rough, dry, grainy, bumpy, wet, soft, hard <p>Artists</p>	<p>Focus Skill : Painting</p> <ul style="list-style-type: none"> • Patterns/texture in nature • Block painting to create patterns • African patterns BHM • Primary colours - secondary colours • Brush strokes, thick, thin, using straw, matchsticks and earbuds to paint • Altering consistency of paint, using water, glue or fairy liquid • Warm, cool and earth shades <p>Drawing</p> <ul style="list-style-type: none"> • Making marks, lines and curves using a variety of mediums (art pencils, inks, chalks, pastels) • Being able to create tone, shade, variations in lines, texture and colour • Evaluate/compare and contrast their work with their peers • Observational drawings for a length of time (self-portrait, objects, toys)

	Artists <ul style="list-style-type: none"> • Andi Goldsworthy • Van Gogh • Creating similar works - collage, manipulating materials • Using outdoors • Colour, texture and repeated patterns 	<ul style="list-style-type: none"> • Paul Klee • Monet 	<ul style="list-style-type: none"> • Vocab: Portrait, features, technique, materials, oil pastels, blend, cross-hatch, wavy, straight lines, oval, centre, zig-zag Artists Henri Rousseau
DT	Mechanisms Sliders and Levers	Structures Free standing structures	Food Preparing fruit and vegetables (including cooking & nutrition requirements for KS1)
Geography	<p>Mapping of school and local area, directional language/talk, N, S, E and W. Vocab - North, South, East, West, prepositional language, city, country, town <u>What would Dora the Explorer find exciting about our city?</u></p> <ul style="list-style-type: none"> • Use simple fieldwork and observation skills to study the geography of their school, its grounds, key human and physical features of its surrounding environment. bus stops, parks etc. • Vocab: forest, hill, mountain, soil, valley, vegetation and weather. • town, village, factory, farm, house, office, shop. • North, South, East, and West: near and far. 	<ul style="list-style-type: none"> • Into the Woods: • Locational & directional language. • Compass directions - N, S, E, W. • Seasonal changes - UK weather • <u>Where do leaves go in the winter?</u> • Identify seasonal and daily weather patterns in the United Kingdom. • Vocab: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • town, village, factory, farm, house, office, shop. • North, South, East, and West: near and far. 	Barnaby Bear: <ul style="list-style-type: none"> • The 4 countries & the capital of the UK. • Simple map of UK • Atlases & globes. • Oceans & continents surrounding UK <u>Where do, and did wheels on the bus go?</u> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Vocab: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather, town, village, factory, farm, house, office, shop. North, South, East, and West: near and far.

<p style="text-align: center;">History</p>	<p>History of toys</p> <ul style="list-style-type: none"> • Why is the Wii more fun than Grandma and Grandpa's old toys? • Vocab: <i>before, then, now, past, present, after</i> 	<p>Homes through the ages</p> <ul style="list-style-type: none"> • What has changed since your grandparents were young? • Vocab: <i>before, then, now, past, present, after</i> 	<p>Significant people</p> <ul style="list-style-type: none"> • Who was famous when mum and dad were little? <p>Significant people</p> <ul style="list-style-type: none"> • Dr Barnardo (focusing on differences in childhood, e.g. rich & poor) <p>Schools and Childhood</p> <ul style="list-style-type: none"> • Past and Present • Vocab: <i>before, then, now, past, present, after</i>
<p style="text-align: center;">ICT</p>	<p>Computer familiarity: <u>Technology around us</u></p> <ul style="list-style-type: none"> • Technology in our classroom • Using computer technology • Developing mouse skills • Using a computer keyboard • Developing keyboard skills • Using a computer responsibly <p><u>Digital Painting</u></p> <ul style="list-style-type: none"> • How can we paint using computers? • Using shapes and lines • Making careful choices • Why did I choose that? • Painting all by myself • Comparing computer art and painting. 	<p>Introduction to modelling (combining text & graphics): <u>Moving a robot</u></p> <ul style="list-style-type: none"> • Buttons • Directions • Forwards and backwards • Four directions • Getting there • Routes <p><u>Grouping Data</u></p> <ul style="list-style-type: none"> • Label and match • Group and count • Describe an object • Making different groups • Comparing groups • Answering questions 	<p>Introduction to control: <u>Digital Writing</u></p> <ul style="list-style-type: none"> • Exploring the keyboard • Adding and removing text • Exploring the toolbar • Making changes to text • Explaining my choices • Pencil or keyboard <p><u>Programme Animation</u></p> <ul style="list-style-type: none"> • Comparing tools • Joining blocks • Make a change • Adding sprites • Project design • Following my design
<p style="text-align: center;">Music - Using Sing up</p>	<p>Performing, listening, reviewing & evaluating:</p> <ul style="list-style-type: none"> • The menu song • Colonel Hathi's March • Magical Musical Aquarium • Songs for Christmas. 	<p>Performing, listening, reviewing & evaluating:</p> <ul style="list-style-type: none"> • Football • Dawn from the sea interludes • Musical Conversations 	<p>Performing, listening, reviewing & evaluating:</p> <ul style="list-style-type: none"> • Dancing and drawing to Nautilus • Cat and mouse • Come dance with me

<p>PE Indoor</p>	<p>Fit for Fun scheme- Gymnastics with coach</p>	<p>Rising Stars Unit 2 Storytime Dance Games</p> <ul style="list-style-type: none"> • Safety, spatial awareness, rules/expectations. • Health benefits of exercise - impact of physical activity on heart rate, etc. 	<p>Cool core strength Fitness frenzy</p>
<p>PE Outdoor</p>	<p>Rising Stars Unit 1 and Unit 2 Boot camp and Multi skills - unit 1</p>	<p>Bat and Ball Skills unit 4 Cool Core - Unit 5 Throwing and Catching- unit 5</p>	<p>Active Athletics- unit 6</p>
<p>PSHE & RSHE</p>	<p>Relationships <i>Our Friendships, Families and Identity</i></p> <p>Dfe Strands <i>Families and People who care for me</i> <i>Caring friendships</i> <i>Respectful relationships</i></p> <p>End of year outcomes Children discuss and learn... <u>R1. What makes them special (this can include culture, religion, race etc).</u> <u>R2. Common characteristics of family life (care, spending time together, protection).</u> <u>R3. That families can provide love and safety.</u> <u>R4. What makes them feel happy and safe with their family.</u> <u>R5. How to be a good friend and to ask for help if they are finding it difficult to make or maintain friendships.</u> <u>R6. What is kind and unkind behaviour and how kindness makes them feel.</u> <u>R7. How to build new friendships in safe settings.</u> <u>R8. How to make others feel welcomed and not excluded.</u></p>	<p>Social Skills and Safeguarding <i>Our Social skills, Feeling safe and Respect</i></p> <p>Dfe Strands <i>Caring friendships</i> <i>Being safe</i> <i>Online relationships</i></p> <p>End of year outcomes Children discuss and learn... <u>Ss1. What is and is not telling the truth.</u> <u>Ss2. To understand the importance of turn taking.</u> <u>Ss3. What secrets are.</u> <u>Ss4. That their main body parts (penis, vulva, buttocks) covered by their underwear/pants are private.</u> <u>Ss5. That their body parts covered by pants/underwear belong to them.</u> <u>Ss6. To understand public vs private (e.g. hygiene routines, using the toilet, clothing).</u> <u>Ss7. Who their trusted grown-ups are.</u> <u>Ss8. To identify boundaries of play for different children.</u> <u>Ss9. To understand personal space.</u></p>	<p>Health and Wellbeing <i>Our Health and understanding Mental and Physical wellbeing</i></p> <p>Dfe Strands <i>Health and Prevention</i> <i>Mental wellbeing</i> <i>Physical health and fitness</i> <i>Internet safety and Harm</i></p> <p>End of year outcomes Children discuss and learn... <u>Hw1. That dental hygiene is good for their health.</u> <u>Hw2. That they should wash their hands to prevent germs spreading.</u> <u>Hw3. How to protect their skin from unsafe exposure to the sun.</u> <u>Hw4. To name a variety of emotions and how they make them feel and act.</u> <u>Hw5. What exercise is and how being active benefits their mind.</u> <u>Hw6. That a sense of belonging can impact on their identity.</u> <u>Hw7. What exercise is and how being active benefits their body.</u> <u>Hw8. The positives of having screen free time.</u></p>

	<p><u>R9. That their choices can impact the emotions of them and others.</u></p> <p><u>R10. To celebrate and share their similarities and differences (hobbies, race, religion, culture, interests).</u></p> <p>Opportunity for reviewing the impact of learning:</p> <ul style="list-style-type: none"> • Pupil voice about their learning • Quiz • Observations of: Play; Reciprocal/guided reading; Free choice; Show and share • AfL in class • Work produced 	<p><u>Ss10. That being online is fun but sometimes they might see or hear something that worries them.</u></p> <p>Opportunity for reviewing the impact of learning:</p> <ul style="list-style-type: none"> • Pupil voice about their learning • Quiz • Observations of: Play; Reciprocal/guided reading; Free choice; Show and share • AfL in class • Work produced 	<p><u>Hw9. How and why to tell a trusted adult about an online worry</u></p> <p>Opportunity for reviewing the impact of learning:</p> <ul style="list-style-type: none"> • Pupil voice about their learning • Quiz • Observations of: Play; Reciprocal/guided reading; Free choice; Show and share • AfL in class <p>Work produced</p>
<p>PSHE & RSHE Concepts/Themes & Key questions for planning</p>	<p>Belonging What people, places, objects offer you a sense of belonging?</p> <p>Similarities/ Differences What makes you feel special? How are other children similar/different to you?</p> <p>Making choices When you must choose something that you like less how do you feel? How do you make choices? What choices do you make each day?</p> <p>Empathy/Friendship How do you know you are being a good friend? Why would others want to be friends with you? Why do you like about your friend/s? Why might your friends be sad?</p> <p>Family</p>	<p>Honesty/Truthfulness Why might a child not tell the truth? What happens if we think we have made the wrong choice? What are secrets?</p> <p>Boundaries of play How does it feel if you do not have a friend? Can you force others to play your games? How can you show your enjoyment/un-enjoyment of a game? How can you tell somebody 'no'?</p> <p>Turn taking Can you show me what taking turns/kindness/friendship looks like? When might you need to take turns?</p> <p>Trusted grown-ups/ Looking after myself Who can you ask for help? When is it okay for an adult to touch you? Who are your trusted grown-ups? What is a stranger?</p>	<p>Hygiene What is a toothbrush? When do we brush our teeth? How do we wash our hands?</p> <p>Physical health Wat does exercise do for our bodies?</p> <p>Worries /Feelings What emotions might make you feel positive? What emotions might make you feel negative? What worries might a child in Year 1 child have?</p>

	<p>Have we read any books that have a family in them? Who is in your family? Who looks after you? Kindness What does kindness look like? Has anyone been kind to you? How does it feel to be kind?</p>		
<p>PSHE & RSHE Vocabulary</p>	<p>friend, friendship, family, kindness, values, behaviour, bullying, citizen, community, caring, choices, rights, communication, racism racist, online safety</p>	<p>friend, friendship, family, kindness, values, behaviour, bullying, citizen, community, caring, choices, rights, communication, racism racist, online safety</p>	<p>friend, friendship, family, kindness, values, behaviour, bullying, citizen, community, caring, choices, rights, communication, racism racist, online safety</p>
<p>RE</p>	<p>Belonging:</p> <ul style="list-style-type: none"> • What does it mean to belong? • What groups do we belong to? • How do people show they belong? <p>In what ways are a church/mosque important to believers:</p> <ul style="list-style-type: none"> • What do Christians do in a church? • Christian symbols/artefacts and their meaning. <p>Family: How do religions celebrate the birth of a baby?</p> <ul style="list-style-type: none"> • How are some Christian babies welcomed into their family? • How are other babies welcomed into their families? 	<p>Childhood (incl. stories about children):</p> <ul style="list-style-type: none"> • What makes me special? • What can we learn from stories about children? • Which stories can my parents tell me about my childhood? • Stories from Christianity, Hinduism & Islam. <p>Creation stories:</p> <ul style="list-style-type: none"> • Christianity - God/Father • Islam - Allah as Creator <p>Christians and their beliefs:</p> <ul style="list-style-type: none"> • Bible <p>Festivities in different religions:</p> <ul style="list-style-type: none"> • Easter • Ramadan, Eid 	<p>Influences:</p> <ul style="list-style-type: none"> • Who influences our lives? • Which people are special to me? • Why is St. Francis special for many Christians? • Why are stories about Muhammad special for Muslims? • Why do Sikhs tell the story of Guru Nanak bathing in the river? • What did Guru Gobind Singh ask Sikhs to look like? Sikhism

	<ul style="list-style-type: none"> • What does it mean to live with family & friends? • The importance of the birth of a child and the ceremonies that accompany them (Aqiqah) <p>Festivities:</p> <ul style="list-style-type: none"> • Christmas, Diwali, Yom Kippur, Rosh Hashanah • Stories behind festivals <p>Relevant festival & celebrations.</p>	<ul style="list-style-type: none"> • Stories behind festivals and their significance <p>Relevant festival & celebrations.</p>	<p>Relevant festival & celebrations.</p>
Visits and special events	<p>Local walk Forest in school</p>	<p>Valentines Mansion Local walk School pond Church Visit</p>	<p>Paradise Wildlife Park . School woods/Visit to pond</p>
Learning Experiences	<p>Perform in front of class</p>	<p>Discover what's in the pond.</p>	<p>Make a home for an insect.</p>