

Year 1 – Long Term Plan



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Developing Vocabulary & Sentences: Beegu <i>Poetry link</i></p> <p>Developing Vocabulary & Sentences: The Lonely Beast</p> <p>Developing Vocabulary & Sentences: Ralph Tells A Story</p>	<p>Developing Description: Lost in the Toy Museum</p> <p>Developing Narrative Structure: Stanley's Stick</p> <p>Writing About Real Life: The Big Book of the UK</p>	<p>Innovating Narratives: Little Red / Rapunzel (Bethan Woollvin) <i>Poetry link</i></p> <p>Innovating Narratives: Billy and the Beast</p> <p>Making Links and Inventing Narratives: Mixed Up Fairy Tales</p>	<p>Developing Punctuation: Traction Man is Here</p> <p>Writing a Report: Here We Are</p> <p>Developing Punctuation & Vocabulary: Look Up!</p>	<p>Creating Descriptions: Journey <i>Poetry link</i></p> <p>Writing Recounts: On the Way Home</p> <p>Writing Instructions: Nimesh the Adventurer</p>	<p>Writing Letters: Where the Wild Things Are</p> <p>Creating an Interview & Fact files: Ada Twist, Scientist Iggy Peck, Architect Rosie Revere, Engineer</p> <p>Writing About Real Events: All About Year 1!</p>
Reading	RWI Story Book Sessions	RWI Story Book Sessions	RWI Story Book Sessions	RWI Story Book Sessions	RWI Story Book Sessions	RWI Story Book Sessions
Spelling	<p>The sounds /f/ and /s/, spelt 'ff' and 'ss'</p> <p>The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck'</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p> <p>The sound spelt n before g 'ng' The sound spelt n before k 'nk'</p> <p>The sound /ch/ spelt 'ch' The sound /ch/ spelt –'tch'</p>	<p>The digraphs 'ai' and 'oi' are hardly ever used at the end of English words.</p> <p>The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables</p> <p>The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word)</p> <p>The sound /ee/ spelt 'e' and with the vowel digraph 'ee'</p> <p>The vowel digraph 'ea'</p>	<p>The trigraph igh</p> <p>The vowel digraph 'ar'</p> <p>The vowel digraph 'er' (unstressed) 'er' (stressed)</p> <p>The vowel digraph 'ir', 'ur'</p> <p>Adding –er and –est to adjectives where no change is needed to the root word</p> <p>Days of the week/ Common Exception Words</p>	<p>The sound /k/ spelt with 'k' not 'c', before e, i and y</p> <p>The split vowel digraphs 'a-e' and 'e-e'</p> <p>The split vowel digraphs 'i-e' 'o-e'</p> <p>The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'</p> <p>The vowel digraph 'oo' – very few words have oo at the end</p> <p>The sounds /oo/ and /yoo/ spelt with 'ue' 'ew'</p>	<p>The vowel digraphs 'ow' and 'ou'</p> <p>Words ending with the sound/e/ spelt with 'y'</p> <p>The vowel digraph 'or' and the vowel trigraph 'ore'</p> <p>The vowel digraphs 'aw' and 'au'</p> <p>The vowel trigraph 'air' and 'are'</p> <p>The vowel trigraph 'ear'</p>	<p>New consonant spelling 'ph' and 'wh'</p> <p>Adding the prefix –un without any change to the spelling of the root word</p> <p>Adding s and es to words</p> <p>Compound words</p> <p>Read words with contractions (Word reading - English)</p> <p>Common Exception Words</p>



	The sound v The /v/ sound at the end of words spelt with've'	The vowel digraph 'ie' making the /igh/ and / ee/ sounds				
Punctuation and Grammar	Ready To Write Punctuating sentences	Sentences Capital letters	Conjunctions Exclamations	Consolidation Capital letters- proper nouns	Questions Singular and plural	Prefixes Suffixes Sentences to form short narratives
Maths White Rose Maths – Version 3	Place Value (within 10) Addition and Subtraction	Addition and Subtraction (within 10) Geometry Consolidation	Place Value (within 20) Addition and Subtraction (within 20)	Place Value (within 50) Length and Height Mass and Volume	Multiplication and Division Fractions Position and Direction	Money Time Consolidation
Science	Biology- Plants	Biology/ Physics- Seasonal Changes	Biology- Plants	Chemistry- Everyday Materials	Biology- Animals	Biology- Humans
History		What was life like for people in the past? An introduction to the discipline of history with my family tree, and how schools, toys and the way we communicate have changed over time	How did people travel in the past? The development of transport by land, sea, air and space and the roles of key individuals		Where did people live in the past? How homes looked different in the past, using pictures and videos	
Geography	Here I am: Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork			Where we are: Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features		There you are: Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya



Music Charanga - EMMC	How Can We Make Friends When We Sing Together?	How Does Music Tell Stories about the Past?	How Does Music Make the World a Better Place?	How Does Music Help Us to Understand Our Neighbours?	What Songs Can We Sing to Help Us Through the Day?	How Does Music Teach Us About Looking After Our Planet?
Art and Design	I Am An Artist Introducing sketchbooks, experimenting with mark-making and learning about primary colours. Paul Klee Piet Mondrian		Paper Sculpture Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light. Charles McGee		The Natural World Drawing from observation, printmaking using leaves and introducing secondary colours. Frances Hatch Leonardo Da Vinci	
Design and Technology		Cooking & Nutrition – Fruit Kebabs		Moving pictures		Mechanisms: Pushes, Pulls, Levels - Transport
Computing Purple Mash	Unit 1.1 Online Safety & Exploring Purple Mash Number of lessons – 4 Programs – Various Unit 1.2 Grouping & Sorting Number of lessons – 2 Programs – 2DIY	Unit 1.7 Coding Number of lessons – 6 Programs – 2Code	Unit 1.4 Lego Builders Number of lessons – 3 Programs – 2DIY Unit 1.5 Maze Explorers Number of lessons – 3 Programs – 2Go	Unit 1.3 Pictograms Number of lessons – 3 Programs – 2Count Unit 1.9 Technology outside school Number of lessons – 2 Programs – Various	Unit 1.6 Animated Story Books Number of lessons – 5 Programs – 2Create A Story	Unit 1.8 Spreadsheets Number of lessons – 3 Programs – 2Calculate [Consolidation]
Religious Education	SOCIAL SCIENCES Christianity & Judaism How do people show they belong? Showing belonging through religious artefacts, places and actions.	THEOLOGY Christianity Why does Christmas matter to Christians? Christian beliefs about the Nativity story and incarnation.	THEOLOGY Christianity & Judaism Who made the world? Religious text as origin of story of Creation. Creator God. Stewardship. The Fall.	PHILOSOPHY Humanism What questions does the story of creation make us ask? Can we find any answers? Asking questions & suggesting answers. Humanist/ scientific explanation of creation.	SOCIAL SCIENCES Judaism Why are symbols and artefacts important to Jewish families during Shabbat? Ways diverse Jewish families mark Shabbat.	SOCIAL SCIENCES Christianity How do Christians show God is important to them? Prayer, Praise and Worship
PSHCE (Jigsaw)	Being Me in my world I understand how to feel safe in my learning environment and how	Celebrating Differences I can explain how I am the same and how am	Dreams and Goals I can set goals and reflect on what I can do well	Healthy Me I understand differences between	Relationships I can identify members of my own family and	1 Decision - SRE



	<p>to make others feel safe</p> <p>I understand what my rights and responsibilities as a member of my class are</p> <p>I understand what an achievement is</p> <p>I can recognise and understand choices and consequences</p>	<p>I different from people in my class</p> <p>I can explain what bullying is; how bullying makes people feel and what I can do if I feel I am being bullied</p> <p>I can make friends</p> <p>I understand differences make us special and unique</p>	<p>I can set a goal and think of steps to achieve it</p> <p>I can celebrate my achievements</p> <p>I can overcome challenges</p> <p>I can celebrate successes</p>	<p>healthy and unhealthy choices</p> <p>I understand that germs cause illnesses and how to keep myself clean</p> <p>I understand that medicines can make us feel better</p> <p>I recognise when I feel frightened and who I can ask for help</p> <p>I can cross the road safely</p>	<p>understand different types of families</p> <p>I know how to be a good friend</p> <p>I can explain which forms of physical contact are acceptable and unacceptable to me</p> <p>I recognise my qualities as a person and a friend</p>	
Thrive (Emotional Health and Wellbeing)	<p>Meditation – Belly Breathing (Being)</p> <p>Memory Sand (Doing)</p> <p>Feely Bag (Doing)</p>	<p>Amazing Faces (Thinking)</p> <p>World Investigators (Thinking)</p> <p>Feeling Happy (Thinking)</p>	<p>Feeling Cards (Thinking)</p> <p>Spaghetti Towers (Thinking)</p> <p>In My Heart (Thinking)</p>	<p>The Jar of Happiness (Powers and Identity)</p> <p>The Jar of Happiness 2 (Powers and Identity)</p> <p>What is happening here? (Powers and Identity)</p>	<p>Ravi's Roar (Powers and Identity)</p> <p>My Real-Life Hero (Powers and Identity)</p> <p>My Imaginary Hero (Powers and Identity)</p>	<p>Ruby's Worry (Powers and Identity)</p> <p>Nervous Flower (Powers and Identity)</p> <p>Year 1 Has Talent (Powers and Identity)</p>
Physical Education	Multi-Skills	Story Time Dance	Groovy Gymnastics	Brilliant Ball Skills	Throwing and Catching	Active Athletics