

# Year 1 Long Term Plan 2019 - 2020

TERM	AUTUMN 1 8 weeks	AUTUMN 2 7 weeks	SPRING 1 6 weeks	SPRING 2 6 weeks	SUMMER 1 5 weeks	SUMMER 2 7 weeks
THEME	Once upon a time	Awesome Animals	To infinity and beyond	Natural world (whole school topic)	Summer of sport	Shakespeare's country
KEY TEXTS	Goldilocks and the three bears (transition topic in reception) Beware of the Bears by Alan McDonald	Monkey Puzzle by Julia Donaldson The go away bird by Julia Donaldson	How to catch a star Link to Toy Story?			Shakespeare play Non-fiction information about Shakespeare
SPECIAL EVENTS	KS1 welcome meeting National poetry day Learning reviews Diwali School Nurse -visit	Remembrance Children in need buddy classes Class pets to visit Learning to learn evening Grandparents morning Christmas concert	Assessment information evening for parents Safer internet day and assemblies for parents	World book day Sports relief Learning reviews Mother's day	Invite local sports people in LWGC sessions?	Phonics screening week Reports Sports day Induction day RSC?
LEARNING VISITS	Church - Harvest Festival	Library trip Animal Man Theatre Trip-Father Christmas		Cotswold Wildlife Park Church – Easter service	Local sports people in to share talents.	Mary Arden's farm
BLP	Discreet lessons; <ul style="list-style-type: none"> <li>Revision of the four Rs</li> <li>Getting stuck</li> <li>Comfort zones</li> <li>Learning detectives</li> </ul>		Embedded in all teaching and learning			
Role Play	Three Bears Cottage, plus writing challenge	Vets Sugery – taking care of pets Rainforest campsite – animal spotting	Space station - technology		Sportswear shop – link to money Travel agents	Apocathory
PHONICS	Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Reads some common irregular words.	Blend sounds accurately of common graphemes for <u>most</u> 40+ phonemes	Blend sounds accurately of common graphemes for <u>all</u> 40+ phonemes. Read some year 1 common exception words Read suffixes –ing, -ed –s	Use phonic knowledge to decode unfamiliar words accurately. Read most year 1 common exception words	Blend most sounds accurately of common graphemes and their alternatives	Read all year 1 common exception words. <u>Read some year 2 common exception words</u> Read some contractions. Read suffixes –es, -er, -est
GUIDED READING	Use phonic knowledge to decode regular words and read them aloud accurately. Continues a rhyming string. Reads and understands simple sentences Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Demonstrate understanding when talking with others	Copies modelled intonation from an adult when reading. Pauses at full stops. Reads a range of different text types at their reading level. Participates in group discussions about books, poems and non fiction which is read to them taking turns and listening to what others say.	Being to use intonation independently when reading aloud. Uses correct expression at ? and ! With prompts can correct inaccurate reading. Can make simple predictions based on the story so far. Can discuss favourite words and phrases.	Uses intonation independently when reading aloud. Checks text is making sense to them as they read and correct inaccurate reading with occasional support. Understands the difference between fiction and non fiction texts. Recognises sequences of events in simple texts. Independently retell a range	Reads speedily with the correct GPC. Answer questions and make inferences on the basis of what is being said and done in a <u>familiar book that is read to them.</u> Can explain features of fiction and non fiction texts. Link what they read to their own experiences.	Reads aloud most words accurately and fluently in a book appropriate for their age. <u>Knows when what they have read does not make sense and corrects automatically.</u> <u>Accesses books beyond chronological age.</u> <u>Answer written comprehension questions where questions</u>

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	about what they have read. With support can retell a range of stories and traditional tales using reoccurring phrases. Joins in with familiar rhymes and poems.			of stories and traditional tales using reoccurring phrases.		immediately follow the text. Deduces possible meanings of unknown words drawing on the wider context.
<b>ENGLISH - writing</b>	Narrative Captions and labels Story sequencing Poetry on poetry week	Non-fiction – facts about animals Riddles about animals	Narrative Diary – Buzz landing on the moon Non-chronological reports	Narrative Instructions – how to look after Bog Baby	Narrative	Non-chronological report – information sheets
	Simple sentences are written that can be read by themselves and others. Saying aloud what they are going to write about	Composing a sentence orally before writing it. Can write two or three simple sentences to form a short narrative.	Sequence sentences to form a narrative. With support re reading what they have written to check it makes sense.	Join sentences using and. Understands what a compound word is.	Independently re reading what they have written to check it makes sense.	<b>Conjunctions and/but/because are used to join clauses</b>
<b>SPAG</b>	Uses capital letters to demarcate some sentences. Uses full stops to demarcate some sentences.  Taught phonic knowledge is used to write words, which match spoken sounds. Some are spelt correctly. (Phase 2 & 3). <i>Minimum phase 2</i> Some common irregular words are written.	Uses capital letters and full stops to demarcate some sentences. Can use –s for plural. Can use the suffix –ing mostly correctly. Spell correctly words containing the taught phonemes (phase 3 & 4) <i>Minimum phase 3</i> Name the letters of the alphabet in order.	Uses capital letters and full stops to demarcate most sentences. Can use the suffix –ed mostly correctly. Can use the prefix un- mostly correctly. Spell correctly words containing the taught phonemes. Use letter names to distinguish between alternative spellings of the same sound.	Uses capital letters for some proper nouns. Use capital I for personal pronoun. Use question marks correctly when required. Can use –es for plural. Can correctly spell the days of the week. Spell correctly words containing the taught phonemes. <i>Minimum phase 4</i> Write from memory simple sentences dictated by the teacher that include GPC taught and common exception words.	Understand what an exclamation mark is. Spell most common exceptions words correctly (see year 1 list) Spell correctly words containing the taught phonemes.	Uses capital letters for all proper nouns. <b>Capital letters, full stops and question marks are used correctly and consistently.</b> Can use the suffix –er and –est mostly correctly. Spells most year 1 common exceptions words correctly. <b>Spells ALL year 1 CEWs correctly.</b> Spell correctly words containing the 40+ taught phonemes. <i>Minimum phase 5</i> Apply simple spelling rules (listed in NC).
<b>Handwriting</b>	General introduction using shapes and lines etc Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed	i, l, t, u, v, e, number formation Spacing between words is mostly appropriate.	c, o, a, d, n, m, h, number formation Form the digits 0-9 correctly. Spacing between words is appropriate. Most letters are correctly formed (not letter join).	j, y, g, q, b, p, number formation Taught letter join letters are correctly formed (i l t u w e c o a d n m h) Form capital letters correctly.	p, k, v, s, r, f, x, z number formation Taught letter join letters are correctly formed (j y g q b p k v s r f z x)	All letter join letters are correctly formed. There is some consistency in size and spacing of letters and digits throughout writing.
<b>MATHS</b>  <i>Teaching for mastery</i>	Count to ten, forwards and backwards beginning with 0 or 1 or from any given number. Count, read and write numbers to 10 in numerals.	Count to 20 forwards and backwards beginning with 0 or 1 or from any given number. Count, read and write numbers to 20 in numerals.	Given a number to 50, identify 1 more or 1 less. Identify and represent numbers to 50 using objects and pictorial representations including the number line.	Solve one step problems that involve multiplication and division, using concrete objects and pictorial representations and arrays. Measure and begin to record	Count in multiples of 2 and 10. Spell numbers to 20 correctly. Recognise, find and name a half as one of two equal	Count in multiples of 5 Recognise and know the value of different denomination of coins and notes.

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	<p>In words, write numbers to 10 in phonetically plausible way. Given a number to 10, identify one more or one less. Identify and represent numbers to 10 using objects and pictorial representations including the number line. Begin to use the language of: equal to, more than, less than (fewer), most, least. Understand <math>&lt;</math> <math>&gt;</math> and <math>=</math> Partition numbers to 10 using a part-whole model. Link the PPW model to a number sentence. Read, write and interpret mathematical statements for bonds within 10 involving addition (+), subtraction (-) and equals (=) signs</p>	<p>In words, write numbers to 20 in phonetically plausible way. Given a number to 10, identify one more or one less. Identify and represent numbers to 20 using objects and pictorial representations including the number line. Use the language of: equal to, more than, less than (fewer), most, least. Use and write <math>&lt;</math> <math>&gt;</math> and <math>=</math> Within 10: Add parts to find a whole. Subtract a part from a whole. Find a missing part. Find fact families. Use concrete objects and pictorial representations. Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</p>	<p>Count to 50 forwards and backwards beginning with 0 or 1 or from any given number. Count, read and write numbers to 50 in numerals. Confidently use the language of: equal to, more than, less than (fewer), most, least. Reason with <math>&lt;</math> <math>&gt;</math> and <math>=</math> Within 20: Use knowledge of bonds to 10 to solve problems. Add two single digit numbers that bridge 10. Subtract ones. Subtract 10s and 1s. Find missing numbers. Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights. (long/short, longer/shorter, tall/short, double/half)</p>	<p>mass/weight, capacity and volume. Compare, describe and solve practical problems for: mass/weight (heavy/light, heavier than/lighter than), capacity and volume (full/empty, more than/less than, half, half full, quarter)</p>	<p>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. Sequence events in chronological order using language (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 half past the hour and draw the hands on a clock face to show these times. Compare and describe and solve practical problems for time (quicker, slower, earlier, later) Describe position, direction and movement, including whole, half, quarter and three quarter turns.</p>	<p>Measure and begin to record time (hours, minutes, seconds).</p>
<p><b>SCIENCE</b>  <b><i>National curriculum requirements shown in italics</i></b></p>	<p><i>Identify and describe the basic structure of a variety of common flowering plants including trees.</i></p>	<p><i>Identify the name a variety of common animals including fish amphibians reptiles birds and mammals.</i></p> <p><i>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</i></p>	<p><i>Distinct distinguish between an object and the material from which it is made. Identifying name variety of everyday materials including wood plastic glass metal water and rock. Describe the simple physical properties of a variety of everyday materials. Comparing group together a variety of everyday materials on the basis of the simple physical properties. Materials – types of materials/ properties/ compare and group what materials toys are made from Link to space suits and space scientists</i></p>	<p><i>Identify name a variety of common animals that are carnivores, herbivores, omnivores.</i></p>	<p><i>Identify name draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i></p>	<p><i>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</i></p>



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<b>DESIGN &amp; TECHNOLOGY</b>	I can describe how my product works and whether it was successful. I can explore how to make my structures stronger, stiffer and more stable. I can select the appropriate tools and techniques to make my product. (with support).					
	I can talk about what makes a healthy diet. I can plan and create a dish using healthy ingredients (with support) I can describe where some foods come from. I know that I have to wash my hands and keep work surfaces clean when preparing food.  Cooking and nutrition – superfoods and healthy eating – making the three bears porridge (toppings and tally of favourite breakfasts).	Christmas cards and calendars	Design and make rockets	Design, make and evaluate mechanisms – moving animals Mothers day cards		Father's day cards Sewing – cross stitch book marks Making pottage
<b>COMPUTING</b>	<u>Data Handling and Multimedia</u> To create charts and graphs.  Link to favourite breakfast cereals.	<u>Digital Literacy and online technologies</u> To recognise technology around us (beyond school) and say how this helps us  (ipads/ cameras and home learning- research).	<u>Programming</u> To give instructions without a computer (algorithm). To programme and debug the algorithm.  <u>Online Safety</u> SAFE – use technology safely and respectfully To know our school's online Safety rules.	<u>Data Handling and Multimedia</u> STORIES – create a multimedia story (2create a story, 2publish)  To add a picture to a story.	<u>Programming</u> ROBOTS – controlling robots	<u>Data Handling and Multimedia</u> Linked to art and design
<b>GEOGRAPHY</b>  <i>National curriculum requirements shown in italics</i>	<u><b>Geographical skills and fieldwork</b></u> Use simple compass directions and locational and directional language to describe the location of features and routes on a map.  Map of the woods and link to story- hidden bears in wood)	<u><b>Place Knowledge</b></u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.  Linked to Monkey Puzzle and a rain forest.	<u><b>Locational Knowledge</b></u> Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.	<u><b>Human and Physical Geography</b></u> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	<u><b>Geographical skills and fieldwork</b></u> Use world maps, atlases and globes.	<u><b>Human and Physical Geography</b></u> Key human features including city, Town, Village, factory, Farm, House, Office, Port, Harbour and shop. Key physical features including beach, cliff, Coast Forest Hill Mountain sea, ocean, river, soil, valley, vegetation, season and weather Map of Mary Arden's farm with a key. Linked to Stratford
	<u><b>Human and Physical Geography</b></u> Linked to science learning on seasons – identify seasonal and daily weather patterns in the United Kingdom on the location of hot and cold areas of the world in relation to the Equator and the North and South poles.					

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<b>HISTORY</b>	<p>To look at pictures and ask questions about what is old and new.            Answer questions about events using 'before' and 'after' to describe when something has happened.            Look at objects from the past and ask what were these used for. Try to think of an answer.            Look at pictures from the past and ask what were the people doing.            Sort events or objects into groups, then and now.            Use relevant timeline to order events or objects.            Tell stories about the past (may be in role play).</p>					
	<p><b>Family tree (summer home learning)</b>            Understand how they fit into the history of their family and other significant events.            To know things happened to them and other people in the past            Use the words and phrases such as now, yesterday, when I was younger, a long time ago, before I was born, when my parents/grandparents were young.            Find out facts about people and/or events that happened beyond living memory.            Know when their birthday is.            Compare to baby bear/ discuss what he can and can't do and then children to create their own time line (baby/ toddler/ child).</p>	<p>Remembrance day            To have knowledge and understanding of events beyond living memory which are significant nationally or globally, or events commemorated through anniversaries or festivals.             First four days back in Autumn 2 focus on remembrance.</p>	<p>Significant event – Buzz landing on the moon             To put events in a simple chronological order with support.            To understand the difference between things that happened in the past and in the present            To talk about why people may have acted as they did.            To have knowledge and understanding of changes within living memory.            To look at books or videos to find out facts about the past.            To listen to stories about the past.</p>		<p>History of Olympics?            Famous olympians</p>	<p>Significant individual – Shakespeare            Tudor objects.             To have knowledge and understanding of the lives of significant individuals in the past who have contributed to national and international achievements.            To have knowledge of significant people, events or places in the locality            Write in sentences facts about the past.            Draw pictures and write or tell other people the information about the past.</p>
<b>MUSIC Charanga</b>	<p>Take part in singing songs.            Know when to sing/play and when to pause.            Be able to make short and long sounds with voices or instruments.            Listen for changes in pitch.            Make a sequence of long and short sounds with help.            With help, clap longer rhythms.            Make sounds that are very different (loud and quiet, high and low etc).            Choose sounds to create an effect.            Use pictures to represent sounds.            Choose sounds to represent different things (ideas, thoughts, feelings, moods etc).            Talk about what I have heard.            Use words like timbre, dynamics and pitch when talking about music.            Identify which instruments I can hear.            Show that I can hear different moods in music.</p>					
	Hey You!	Rhythm in the way we walk	In the groove	Round and round	Your imagination	Reflect, rewind and replay

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		and the banana rap				
<b>PE</b>	Dance and Ball skills	Gymnastics x2	Dance and Team Games	Ball Skills and team games	Golf (Top Corner Coaching) and Games	Archery (Top Corner Coaching) and games
<b>RE</b>	What makes a place sacred?	Who is a Christian and what do they believe?	How should we care for others and the world?	How do we celebrate and sacred times.	What does it mean to belong to a community?	
<b>PSHE</b>	School and classroom rules	Protective Behaviours	Road safety – may not be this term			