

## Long term plans Year 1 2019-2020

	Autumn	Spring	Summer
Topic	Paws, Claws and Roars	Terrific Toys	Out and About
<b>Literacy - reading</b>	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics		
	Dick Whittington  Monkey Puzzle	The Gingerbread Man - link to DT (flap/pop up) Puss in Boots (link to GJ) Traction Man stories by Mini Grey	Goldilocks and the Three Bears The Three Little Pigs (FS link - Dens)  What the Ladybird Heard Rosie's Walk
	Learn to appreciate rhymes and poems, and to recite some by heart		
	Cats - Macavity		
<b>Phonics/ Reading</b>	Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with developing phonic knowledge and that do not require other strategies to work out words Re-read books to build up fluency and confidence		
<b>Literacy - Spelling</b>	/f/ and /s/ spelt ff and ss /l/, /k/, /z/ spelt ll, ck, zz adding -ing, -ed and -er ng, nk /ch/ spelt ch and tch /v/ spelt ve ai, oi in middle of words ay, oy at end of words /oa/ spelt oa, ow, oe, o /ee/ spelt e, ee ea /igh/ and /ee/ spelt ie	trigraph igh digraph ar digraph er stressed and unstressed ir and ur adding -er and -est Days of the week /k/ spelt with k before e, i, y a-e, e-e i-e, o-e /yoo/ and /oo/ spelt u-e digraph oo /oo/ and /yoo/ spelt ue and ew	Consolidate SPaG learning ow and ou /ee/ spelt y at end of words or and ore aw and au air and are ear ph, wh adding prefix un adding -s and -es compound words contractions
<b>Grammar and Punctuation</b>	The alphabet - Say the alphabet and to use the letter names for spelling. To know the difference between upper and lower case letters To separate words with spaces To know how words can combine to make	Plurals - add suffixes -s or -es (e.g. dog, dogs; wish, wishes), to a noun Joining words and joining clauses using 'and' Sequencing sentences to form short narratives Introduction to capital letters, full stops, question marks and exclamation marks to	How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)

	<p>sentences Use capital letters for the personal pronoun 'I' Be introduced to capital letters, full stops, question marks to demarcate sentences</p>	<p>demarcate sentences Capital letters for names and for the personal pronoun I</p>	
Vocabulary to be introduced	<p>letter, capital letter, word, sentence, full stop, question mark,</p>	<p>singular, plural, punctuation, exclamation mark</p>	
<b>Literacy - composition</b>	<p>Labels and captions - Write labels and captions for pictures and diagrams, orientating the text correctly. Poetry (list) Instructions - Write instructions which include a 'how to title', subheadings. Use imperative verbs in numbered instructions. Story writing (traditional tales) - Write a familiar tale, sequencing events and using story language.</p>	<p>Information text - Use headings and sub headings to set out information in a logical way. Use appropriate vocabulary. Character description - Write a description using adjectives and adverbs. Poetry (Kennings) - link to RE (What is God like?) Recount - Write a recount of an experience using time vocabulary to sequence events. Story Writing - Write a story which includes description of character and setting. Letter writing - Write a letter to a character, expressing ideas and asking questions.</p>	<p>Poetry - Write a poem using words to paint a picture. Instructions - Write instructions which include a 'how to title', a simple opening statement, and subheadings. Use imperative verbs in detailed, numbered instructions. Story writing - Write a story which includes description and has a clear beginning, middle and end.</p>
<b>Literacy - handwriting</b>	<p>Cursive formation - lower case with correct positioning of letters Start to join digraphs etc through phonics Teach capital letter formation</p>	<p>Joining letters to make words</p>	<p>Developing cursive style, with ascenders and descenders</p>
<b>Mathematics</b> see White Rose plans	<p>(Time - months and days) Place Value Addition and Subtraction Shape (art link) Place Value</p>	<p>Addition and Subtraction Place Value Multiples of 2, 5 and 10 Length and height Weight and Volume</p>	<p>Multiplication and Division Fractions Position and Direction Place Value Money Time</p>
<b>Science</b>	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - cont in summer Identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - cont in summer</p>	<p>Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Identify and describe the basic structure of a variety of common flowering plants, including trees Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - cont from autumn Identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - cont from autumn</p>

	Describe the simple physical properties of a variety of everyday materials - reflective (link to cat's eyes)		<b>Plant raised bed</b> <b>Butterflies</b>
<b>Science - ongoing</b>	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. Scientific enquiry - making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change. Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen		
<b>Famous/Significant Person</b>			Charles Darwin - worms? set up wormery?
<b>Forest School</b>	science link - seasons/deciduous and evergreen		DT link - den building science link - seasons/deciduous and evergreen
<b>History</b>	Events beyond living memory that are significant nationally or globally. <b>WW1 Soldier's pets in WW1 - true story of Winnie</b>	<b>Gertrude Jekyll - cat's tea party/garden designer.</b> Science link - changes in materials used for toys.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <b>Changes within Bramley - railway, shops, housing History of buildings. Link to village. History walk of village - places known by Jekyll.</b> Significant historical events, people and places in their own locality - <b>railway</b>
<b>Famous/Significant Person</b>	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods		
			Gertrude Jekyll Beeching
<b>Geography</b>	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Use toy road and rail set to; 'devise a simple map ( <b>imaginary place</b> ); and use and construct basic symbols in a key ( <b>own symbols</b> ).'	Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map ( <b>link to maths</b> ) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map ( <b>imaginary place</b> ); and use and construct basic symbols in a key ( <b>own symbols</b> ). <b>Revise UK countries. Teach seas</b>
<b>Geography - ongoing</b>	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> Identify seasonal and daily weather patterns in the United Kingdom - <b>record pictorially one month per season</b> 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.		

<b>Computing</b>	Taking photos and saving them - ipad Unit 1.1 Online Safety & Exploring Purple Mash Unit 1.2 (PSHE link) Grouping & Sorting (link to maths/science) Unit 1.3 Pictograms (link to maths/science)		Unit 1.4 Lego Builders (link to literacy) Unit 1.5 Maze Explorers (link to maths)	Unit 1.7 Coding Unit 1.9 Technology outside school		
<b>Personal Social Health Economic</b>	<p style="text-align: center;"><b>Self and Feelings</b></p> Identify positive qualities Manage some feelings in a positive and effective way Fairness Set simple goals Financial capability <p style="text-align: center;"><b>Assertiveness and Relaxation</b></p> Identify differences and similarities in people Celebrating difference		<p style="text-align: center;"><b>Health and Wellbeing</b></p> Make simple choices about some aspects of health and wellbeing Naming parts of the body Keeping clean Thinking about things that can harm us		<p style="text-align: center;"><b>Assertiveness and Relaxation</b></p> Recognise the effect of our behaviour on others Cooperating Relaxation <p style="text-align: center;"><b>Health and Wellbeing</b></p> Sun safety Road safety	
<b>RE</b>	What is the Bible about? How do Christians worship? What is a Christian?	Christmas: Why do people give presents at Christmas?	Islam: What is important for Muslim children? What is God like? (1/2)	Who is Jesus? Is Easter happy or sad?	Where did Jesus go?	What is a church?
<b>PE</b>	Sports Stars Dance	Sports Stars Team Games	Sports Stars Dance - toys	Sports Stars Team Games	Sports Stars Dance - Maypole/ circle dances	Sports Stars Athletics
<b>Music</b>	Hey you! BBC - Bring the Noise	Rhythm in the way we walk/banana rap	In the groove	Round and Round	Your Imagination	Reflect, rewind, replay
<b>Art and Design</b>	Primary colours - Mondrian (maths link - shape) Colour mixing - Kandinsky (maths link - shape)		Painting - link to poem (the latest thing) Sewing - colour/pattern Drawing - lines and texture, mark making - sketching (Gertrude Jekyll) Drawing - teddy bears		Van Gogh - sunflowers Portraits - people who live in different buildings (Mr Bowbrick - Bramley) Sculpture -	
<b>DT</b>	Cooking - herbivore salad Designing and making something to entertain an animal		cooking - gingerbread men/teddies flaps, levers and sliders Sewing - patterns on Binca		cooking - potato salad structures - using construction kits, den building at Forest School	