

## Long term plans Year 1 2020-2021

	Autumn	Spring	Summer
<b>Topic</b>	<b>Here We Are</b>	<b>Terrific Toys</b>	<b>Out and About</b>
<b>Possible Trips/visitors</b>		Wintershall Estate - Easter Workshop	Village Walk
<b>Literacy - reading</b>	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics		
	Books by Oliver Jeffers	Traction Man stories by Mini Grey	What the Ladybird Heard Rosie's Walk
	Learn to appreciate rhymes and poems, and to recite some by heart		
<b>Phonics/ Reading</b>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require other strategies to work out words</p> <p>Re-read books to build up fluency and confidence</p>		
<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 sentences	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 demarcate sentences	How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)

	Use capital letters for the personal pronoun 'I' Be introduced to capital letters, full stops, question marks to demarcate sentences	Capital letters for names and for the personal pronoun I	
Vocabulary to be introduced	letter, capital letter, word, sentence, full stop, question mark,	singular, plural, punctuation, exclamation mark	
<b>Literacy - composition</b>	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 - Write a familiar tale, sequencing events and using story language.	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.	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.
<b>Literacy - handwriting</b>	Cursive formation - lower case with correct positioning of letters Start to join digraphs etc. through phonics Teach capital letter formation	Joining letters to make words Teach capital letter formation	Developing cursive style, with ascenders and descenders
<b>Mathematics</b>	(Time - months and days) Place Value Addition and Subtraction Shape (art link) Place Value	Addition and Subtraction Place Value Multiples of 2, 5 and 10 Length and height Weight and Volume	Multiplication and Division Fractions Position and Direction Place Value Money Time
<b>Science</b>	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	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	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 <b>Butterflies</b> <b>Plant raised bed</b>

<b>Science - ongoing</b>	<p>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</p>		
working scientifically - ideas from NC	<p>Observe closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describe how they were able to identify and group them, and draw diagrams showing the parts of different plants and trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast how different plants change over time.</p> <p>Use their observations to compare and contrast animals at first hand or through videos and photographs, describe how they identify and group them; group animals according to what they eat; and use their senses to compare different textures, sounds and smells.</p> <p>Explore shiny things and group them according to whether they shine in the dark or not.</p>	Perform simple tests to explore questions such as: 'What is the best material for ...?'	<p>Observe closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants and trees. Continue records of how plants have changed over time.</p>
<b>Famous/Significant Person</b>	Charles Darwin		
<b>History</b>	<b>WW1 Soldier's pets in WW1 - Text - true story of Winnie</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 Gertrude 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		
<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	Use Road and Rail set to create a map	Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to



<b>Music</b> NB - singing tbc due to Covid guidance	Rhythm and pulse	BBC Bring the Noise - I am a Robot unit play tuned and untuned instruments musically Volume, dynamics and timbre	Experiment with, create, select and combine sounds using the inter-related dimensions of music.
	listen with concentration and understanding to a range of high-quality recorded music e.g. The Planets by Holst, Nutcracker Suite		
<b>Art and          Design</b>	Primary colours - Mondrian (maths link - shape) Colour mixing - Kandinsky (maths link - shape) Collage - Drawing - lines and texture, mark making - sketching	Drawing - teddy bears Painting - Printing - lego Sewing (tbc - Covid guidance)	Van Gogh - sunflowers Portraits - people who live in different buildings (Mr Bowbrick - Bramley) Sculpture -
<b>DT</b>	Designing and making	flaps, levers and sliders - Sewing - patterns on Binca - see above	cooking - potato salad structures - using construction kits, den building at Forest School