|  |
| --- |
| **Year 1 Long Term Plan** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reading & Writing Text Stimulus**(2 hours) | **10 Things I can do to Help my World** Melanie Walsh | **Nana’s Button Tin/ Grandad’s Island** Dianne Wolfer/ Benji Davies | **Bears Don’t Read**Emma Chichester Clark | **Out and About: a first book of poems**Shirley Hughes | **A Place to Call Home**Alexis Deacon | **A First Book of Nature**Nicola Davies |
| **RWI** *(Book and sound expectation)* **progression**(3 hours) | Read Purple StorybooksRead some Set 2 sounds | Read Pink Storybooks Read all Set 2 sounds | Read Orange StorybooksRead some Set 3 sounds | Read Yellow StorybooksRead some Set 3 sounds  | Read Yellow StorybooksRead all of Set 3 sounds | Read Blue StorybooksRead all of Set 3 sounds  |
| **Writing Genres**(2 hours) | **Recount****Information text** | **Recount****Instruction writing** | **Narrative** **Setting** **Description** **Traditional Tales** | **Poetry**  | **Diary****Narrative**  | **Recount** **Description**  |
| **GaP Skill Focus** (included in Literacy writing session) | **Grammar***Sentence structure/ nouns***Punctuation***Capital letters/ full stops/ finger spaces*  | **Grammar***Sentence structure/ questions/ adjectives* **Punctuation***Capital letters/ full stops/ finger spaces* | **Grammar***Verbs (present tense), commands, coordinating conjunctions* **Punctuation***Suffixes -ed, -ing, -er, -est*  | **Grammar***Verbs (present tense), exclamations, coordinating conjunctions* **Punctuation***Suffixes -ed, -ing, -er, -est*  | **Grammar***Verbs (present tense), commands, exclamations,* *coordinating conjunctions* **Punctuation***Prefix –un*  | **Recap key concepts and consolidation.** **Embed in the children’s work.** |
| **Numeracy***(5hrs)* | **Numbers to 10****Addition and Subtraction within 10** | **2D/3D shapes****Numbers to 20** | **Addition and subtraction within 20****Numbers to 50** | **Numbers to 50****Length and height Weight and volume** | **Multiplication and division** **Halves and Quarters** **Position and direction** | **Numbers to 100****Time** **Money** |
| **Science***(1hr 30)* | **Who am I?***The Human Body and the five senses*  | **Polar Places** *Properties of Materials/* *Living Things in Polar Places*  | **Celebrations***Working Scientifically skills*  | **Plants and Animals** *Nature where we live/ local environment*  | **On Safari** *vertebrates and invertebrates*  | **On Holiday***Coastal environments/ human impact*  |
| **Computing***(45m)* | **Computer Science****Code.Org****Course A***Lesson 2-12**Basic sequencing & loops* |  |   | **Digital Literacy & Citizenship** *Online rules, safe searching, privacy, ownership and emails* |  | **Keyboard & Mouse Skills** *Dance mat**Mouse* |
| **D.T.***(45m)* |  | **Smoothie Makers***Cooking and Nutrition* *Chopping**Tasting and evaluating foods* | **Moving Story Book** *Levers and sliding mechanisms* *Following a design* |  | **Puppets** *Textiles* *Joining and fastening: pinning, stapling and gluing* *Evaluating products* |  |
| **Art***(45m)* | **Abstract Art** *Line, Shape, Collage, sgraffito.**Paul Klee* *Bridget Riley**Beatriz Milhazes* | **Polar Regions***Warm and Cool Colours, paint brush rules, watercolour wash, collage, oil pastel resist.**Ted Harrison*  | **Chinese New Year &****Traditional Tales** *Celebrating the Year of the TIGER – Paper Crafts and Oil pastel.**Goldilocks and the 3 Bears, origami, drawing, collage*  | **Nature Art / Architecture***Art in Nature* *Leaf Sculpture, printing, painting - line, shape and texture**Architecture – what is architecture, features of buildings, local architecture – Clay slab houses* | **Junk Modelling/****Bug Patterns***Pattern.**Camouflaged bug junk modelling and painting**collaborative bug sculpture* *African traditional patterns and weaving* | **Landscape using different Media** *Beach collage* *Using mixed media**Composition* *Colour & Texture* |
| **Music***(45m)* | **All About Me***Pulse and rhythm**Fast and Slow**Call and Response* | **Arctic***Rhythmic chanting* *Playing tuned percussion* | **Fairytales***Timbre**Rhythmic patterns* | **Animals***Classical Music**Tempo**Dynamics* | **Space***Pitch**Tuned percussion* | **The Sea***Vocal and body sounds**Soundscape* |
| **History***(45m)* |  | **Family History** *My history/ chronological frameworks/ comparison to the past/ changes within living memory* | **Great Inventions: transport***Chronological frameworks, comparison to the past* |  |  | **The Greatest Explorer***Events beyond living memory/ Lives of significant individuals* |
| **Geography***(45m)* | **Our local area** *my local area landmarks, near/far distances, map-reading*  |  |  | **Animals and their habitats** *Continents and seas/ countries and landscapes* | **People and their Communities** *Comparison of communities/ human impact* |  |
| **R.E.***(45m)* | **Christianity*****The Creation story****We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.* Key question: Does God want Christians to look after the world? |  **Christianity****The Christmas Story** *We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.*Key question: What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem? | **Christianity** **Jesus as a friend***We are learning to identify when it is easy and difficult to show friendship, and to explore when Jesus may have found it difficult.*Key question: Was it always easy for Jesus to show friendship? | **Christianity****Easter: Palm Sunday** *We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.* Key question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?  | **Judaism****Shabbat**We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. Key question: Is Shabbat important to Jewish children? | **Judaism** **Rosh Hashanah & Yom Kippur** We are learning to empathise with Jewish children by understanding what Rosh Hashanah & Yom Kippur mean to them. Key question: Are Rosh Hashanah & Yom Kippur important to Jewish children?  |
| **P.S.H.E.***(45m)* | **Being Me In My World***Hopes, fears and responsibilities*  | **Celebrating Differences***Friendships and bullying*  | **Dreams & Goals***Perseverance and working cooperatively*  | **Healthy Me***Being healthy, relaxed and learning about medicine safety* | **Relationships***Trust, keeping safe and resolving conflict with friends* | **Changing Me***Life cycles, growing from young to old and recognising changes* |
| **P.E.***(1hr 30m)* | **Sport***Multi-skills***Fitness***Boot Camp Cardio* | **Sport***Ball Skills***Fitness***Gymfit circuits*  | **Sport***Dance***Fitness***Running* | **Sport***Gymnastics* **Fitness***Skipping* | **Sport***Throwing and Catching***Fitness***Core Strength - Yoga* | **Sport***Active Athletics* **Fitness***Fitness Cardio* |