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| **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 Storybooks  Read some Set 2 sounds | Read Pink Storybooks  Read all Set 2 sounds | Read Orange Storybooks  Read some Set 3 sounds | Read Yellow Storybooks  Read some Set 3 sounds | Read Yellow Storybooks  Read all of Set 3 sounds | Read Blue Storybooks  Read 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* |