

Year 1 Long Term Plan

Subject	Autumn		Spring		Summer	
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Incredible Me	Let's Celebrate	Far, Far Away Transport	Wonderful World Planet Earth	Homes & Habitats Africa	Treasure on our Doorstep Holmfirth
<u>READING OPPORTUNITIES</u>	Little Wandle Reading books – matched to individual reading ability. Revise and consolidate EYFS phonics including common exception words. Share and discuss a wide range of books to develop a love of reading and to broaden vocabulary.	Little Wandle Reading books – matched to individual reading ability. Develop phonic knowledge and skills and continue to learn new grapheme-phoneme correspondences (GPCs) Share and discuss a wide range of books to develop a love of reading and to broaden vocabulary.	Little Wandle Reading books – matched to individual reading ability. Develop phonic knowledge and skills and continue to learn new grapheme-phoneme correspondences (GPCs) Share and discuss a wide range of books to develop a love of reading and to broaden vocabulary.	Little Wandle Reading books – matched to individual reading ability. Develop phonic knowledge and skills and continue to learn new grapheme-phoneme correspondences (GPCs) Share and discuss a wide range of books to develop a love of reading and to broaden vocabulary.	Little Wandle Reading books – matched to individual reading ability. Develop phonic knowledge and skills and continue to learn new grapheme-phoneme correspondences (GPCs) Share and discuss a wide range of books to develop a love of reading and to broaden vocabulary.	Little Wandle Reading books – matched to individual reading ability. Develop phonic knowledge and skills and continue to learn new grapheme-phoneme correspondences (GPCs) Share and discuss a wide range of books to develop a love of reading and to broaden vocabulary.
<u>WRITING OPPORTUNITIES</u>	-Forming sentences -Recount - Debate	- Story writing -letter	-Recount -Booklet -Factual writing	-Character description -Postcard	-Descriptive writing -Factual writing	-Factual writing -Descriptive writing

Year 1 Long Term Plan

		-Instructional writing -Drama (re-telling the story of Cinderella through actions and sentences)		-Story writing		-Poetry
KEY SKILLS	To write sentences that are accurately punctuated with capital letters and full stops (ongoing). To include fingers spaces in my writing. To know that all names of people need to be written with a capital letter as well as the pronoun I.	To write sentences after orally rehearsing them. Use a piece of writing to support conversation between peers and adults. To recognise, learn and spell common exception words (ongoing).	To form letters correctly by starting and finishing at the correct points. To understand and demonstrate an understanding of the difference between capital letters and lowercase.	To use conjunctions such as 'and' in a piece of writing to create a compound sentence.	To use conjunctions such as 'and' in a piece of writing to create a compound sentence. To accurately changes root words by adding singular and plurals (s/es).	To use phonics knowledge to spell most Year One common words accurately. To accurately changes root words by adding singular and plurals (s/es). To know that a prefix goes at the beginning of a word. To use them in spoken and written work.
PUNCTUATION & GRAMMAR	- Capital letters Finger spaces -Full stops -Conjunction 'and' -Re-reading for sense	- Capital letters for beginning of sentences and names -Finger spaces	-Capital letters for beginning of sentences and names -Finger spaces -Full stops	-Exclamation marks and questions marks -Capital letters for beginning of sentences and names	-Capital letters for beginning of sentences and names -Finger spaces -Full stops	-Capital letters for beginning of sentences and names -Finger spaces

Year 1 Long Term Plan

	-Personal pronoun I	-Full stops -Conjunction 'and' -Re-reading for sense	-Conjunction 'and, because' -Contractions (n't, 's, 've, 'll, 're, 'd). -Re-reading for sense -Exclamation marks and questions marks	-Finger spaces -Full stops -Conjunction 'and, because' -Re-reading for sense -Singular and plurals (s/es)	-Conjunction 'and, because' -Singular and plurals (s/es) -Apostrophes for possession -Adding suffixes (ing, ed, er, est) to root words -Re-reading for sense	-Full stops - Conjunction 'and, because' -Prefix un -Singular and plurals (s/es) -Apostrophes for possession -Adding suffixes (ing, ed, er, est) to root words -Re-reading for sense
HANDWRITING (Nelson's Handwriting)	Sit correctly at the table, holding a pencil comfortably and correctly. To form lower-case letters in the correct direction, starting and finishing in the right place. To form lower-case letters of the correct size relative to one another in some of their writing. To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.					
SPELLING	Little Wandle Phonics Scheme: Phase 3 and 5 graphemes; ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, air, er, ay, ou, oy, ea, nk - division into syllables -Tricky words	Little Wandle Phonics Scheme: Phase 5 graphemes; ir, ie, ue, u (union), o (go), l (tiger), a (paper), e (he), a-e, l-e, o-e, u-e, e-e, ew, ie (shield), aw -Tricky words	Little Wandle Phonics Scheme: Phase 5 graphemes; y (funny, fly), ea (head), wh, oe, ou (shoulder), ow (snow), g (giant), ph, le, al, c (ice), ve, o-e, o (mother), ou (young), se, ce (fence), ey	Little Wandle Phonics Scheme: Phase 5 graphemes; or (word), u (awful), oul (would), are (share), au, aur (dinosaur), oor, al (walk), tch, ture, al (half), a (father), a (water, ear, ere, ear (learn), wr, st (whistle), sc (science), ch (school), ch (chef), ce, se, ze	Little Wandle Phonics Scheme: Phase 5 graphemes; ay, a-e, ea, e (he), ie, l-e, o (go), o-e, ue, ew, u-e, aw, ea, ir, ou, oy, l, a, ow, u, ph, wh, ie, g (giant) -Words ending '-y' -Prefix 'un-'	Little Wandle Phonics Scheme: Phase 5 graphemes; eigh, aigh, ey, ea, kn, gn, mb, ere, eer, su, si, dge, y (crystal), ge, ti, ssi, ci, augh, our, oar, ore. -The ff, ll, ss, zz, ck when they come

Year 1 Long Term Plan

					-Compound words -Adding '-s' and '-es' to words. -Add '-ing', '-ed', '-er' to verbs where no change is needed to the root word	straight after a single vowel letter in short words -Adding '-er' and '-est' to adjectives where no change is needed to the root word -Prefix 'un-' -Compound words
PHONICS (Little Wandle)	Little Wandle Phonics Scheme Autumn 1: Phase 3 and 5 graphemes; ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, air, er, ay, ou, oy, ea, nk - division into syllables	Little Wandle Phonics Scheme Autumn 2: Phase 5 graphemes; ir, ie, ue, u (union), o (go), l (tiger), a (paper), e (he), a-e, l-e, o-e, u-e, e-e, ew, ie (shield), aw	Little Wandle Phonics Scheme Spring 1: Phase 5 graphemes; y (funny, fly), ea (head), wh, oe, ou (shoulder), ow (snow), g (giant), ph, le, al, c (ice), ve, o-e, o (mother), ou (young), se, ce (fence), ey	Little Wandle Phonics Scheme Spring 2: Phase 5 graphemes; or (word), u (awful), oul (would), are (share), au, aur (dinosaur), oor, al (walk), tch, ture, al (half), a (father), a (water, ear, ere, ear (learn), wr, st (whistle), sc (science), ch (school), ch (chef), ce, se, ze	Little Wandle Phonics Scheme Summer 1: Phase 5 graphemes; ay, a-e, ea, e (he), ie, l-e, o (go), o-e, ue, ew, u-e, aw, ea, ir, ou, oy, l, a, ow, u, ph, wh, ie, g (giant) -Words ending '-y' -Prefix 'un-' -Compound words -Adding '-s' and '-es' to words.	Little Wandle Phonics Scheme Summer 2: Phase 5 graphemes; eigh, aigh, ey, ea, kn, gn, mb, ere, eer, su, si, dge, y (crystal), ge, ti, ssi, ci, augh, our, oar, ore. -The ff ll ss zz ck when they come straight after a single vowel letter in short words

Year 1 Long Term Plan

					-Add '-ing', '-ed', '-er' to verbs where no change is needed to the root word	-Adding '-er' and '-est' to adjectives where no change is needed to the root word -Prefix 'un-' -Compound words
<u>MATHS</u> Develop confidence and mental fluency with whole numbers, counting and place value, working with numerals, words and practical resources.	Number and place value within 10. Addition and Subtraction within 10.	Addition and Subtraction within 10. Geometry: Properties of shape.	Number and place value within 20. Addition and Subtraction within 20.	Number and place value within 50 Measurement: Length and Height. Measurement: Mass and Volume.	Multiplication and division. Fractions Geometry: Position and Direction	Place Value within 100. Measurements: Money. Time
<u>SCIENCE</u> Seasonal Observations Seasonal Changes- observe changes across the four seasons and observe and	-Animals including humans -Senses - Introduction to Autumn Investigation: What can I taste, hear and smell? Who has the largest hand span?	-All Seasonal changes Investigation: What is the best material for Santa's suit?	-Everyday Materials -Seasonal changes -New Year -Winter Investigation: Which toy car rolls the furthest? On which surface does a toy car roll the furthest?	Plants -Seasonal changes (Winter /Spring changes) Investigation: What are the best conditions for a plant to survive?	-Animals including humans (focus on African animals) -Seasonal changes (Spring)	-Plants -Seasonal changes (Spring / Summer changes)

Year 1 Long Term Plan

describe the weather associated with the seasons and how day length varies.			How many care bears will fit into a boat before it sinks? (Titanic) What is the best shape for a paper aeroplane?	Observation of a common flowering plant		
ART	-Art and design linked to Incredible Me. -Andy Warhol. - Multi-media superheroes. -Line drawing-bodies.	-Art and design linked to Let's Celebrate. -Firework paintings. -Observational drawing-poppies. - Christmas	-Art and design linked to Transport. - Beatriz Milhazes & Kandinsky. -Transport line drawings	-Art and design linked to Space topic. -Peter Thorpe.	-Art and design linked to Africa. - Clay animals.	-Art and design linked to topic of Holmfirth -Learn about and compare the work of Claude Monet and Ashley Jackson.
COMPUTING	Basic Computer skills <u>Algorithms and programming</u> -create a series of instructions. -plan a journey for a programmable toy. -E-safety Ilearn2 - Logging on to a computer	Ilearn2 – Mouse and Keyboard Skills	- Programming & Computational Thinking <u>Information technology</u> -create digital content. -store and retrieve digital content. -E-safety: safer internet day.	TEACH COMPUTING – Creating Media – Digital Writing	- Coding <u>Information technology</u> -use a web site. - use a camera. - record sound and play back -E-safety Ilearn2 – Introduce Programming	Ilearn2 – 3D Design
D&T	-Invent and design a superhero / tool for your superhero.	-Design, make and evaluate a variety of objects, developing	-Design, make and evaluate a moving vehicle, developing technical knowledge.	-Design, make and evaluate items related to topic of	-Design, make and evaluate a variety of objects linked to the topic of	-Design, make and evaluate a variety of objects linked to the

Year 1 Long Term Plan

	Using different art materials -Design, make and evaluate a variety of objects, developing technical knowledge.	technical knowledge based around Christmas activities. -Cooking and nutrition -Baking Christmas cakes.	-building structures and explore and use mechanisms e.g. levers, sliders, wheels and axles	space developing technical knowledge.	Africa (e.g. elephants, giraffes) developing technical knowledge.	topic of Holmfirth, plants and animals in local environment, developing technical knowledge.
GEOGRAPHY	-Identify seasonal and daily weather patterns in the UK. -Maps -Name and locate the 7 continents.	-Identify seasonal and daily weather patterns in the UK.	-Identify seasonal and daily weather patterns in the UK.	-Identify seasonal and daily weather patterns in the UK. -Name and locate the worlds 7 continents and 5 oceans in topic Planet Earth.	-Identify seasonal and daily weather patterns in the UK. -Key physical and key human features in Africa.	-Identify seasonal and daily weather patterns in the UK. -key physical and key human features of Holmfirth
HISTORY	-Changes within living memory -The lives of significant individuals in the past (Mary Seacole & Florence Nightingale) -My family and where I live	--Events beyond living memory -Bonfire night -Remembrance Sunday -Christmas	-Changes within living memory of significant. -History of cars, -First aeroplane flight	-The lives of significant individuals in the past -Landings on Moon -International space station	-The lives of significant individuals in the past (Nelson Mandela)	-Significant historical events, people and places in Holmfirth
MUSIC	Sing Up: Menu Song	The King is in the Castle	Sing Up: Football • Beat • Ostinato	Who Stole my Chickens and Hens? • Beat	Sing Up: Come Dance with me	As I was Walking Down the Street • Beat

Year 1 Long Term Plan

	- Listen and move in time to the song. - Active listening (movement) - Beat - Progression snapshot 1	- Structure - Timbre - Pitch - Dynamics - Rhyme -use voices to speak, sing and chant. -clap short rhythmic patterns. -use tuned and un-tuned instruments to perform. -make different sounds with voices and instruments -Christmas Nativity	- Pitched/unpitched patterns - Mi-ri-do - Progression snapshot 2	- Rests - Rhythm patterns - Higher/lower -Repeat- short rhythmic and melodic patterns. -Make a sequence of sounds. -Respond- to different moods in music. -listen with concentration in music	- Call-and-response - Tuned percussion skills - Rhythm and syllables - Pitch - Progression snapshot 3	- March - Jig -express opinions about music -choose sounds to represent different things. -follow instructions about when to play and sing.
PE	Beyond the Physical Agility, Balance, Coordination	Beyond the Physical Throw, Prepare, Catch	Beyond the Physical Jump, Shape, Create	Beyond the Physical Duel, Win, Lose	Beyond the Physical Run, Jump, Throw	Beyond the Physical Target, Control, Combine
PSHE (My Happy Mind)	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	Healthy Lifestyles and

Year 1 Long Term Plan

						Physical Wellbeing
R.E	Which books and stories are special?	What does it mean to belong to a community belief?	How are symbols used to welcome new life?	How can we make good choices?	How and why do some people pray?	Why are festivals important in a community?