

Year 1 Long Term Plan 2023 - 2024

TERM	AUTUMN 1 8 weeks	AUTUMN 2 7 weeks	SPRING 1 5 weeks	SPRING 2 5 weeks	SUMMER 1 7 weeks	SUMMER 2 7 weeks
<b>THEME</b>	<b>The Wonderful World of Julia Donaldson</b>	<b>All Around Me</b>	<b>To Infinity and Beyond</b>	<b>The Natural World</b>	<b>William Shakespeare</b>	<b>Keeping Healthy!</b>
<b>KEY TEXTS</b>	The Gruffalo Monkey Puzzle Room on the Broom Zog Julia Donaldson biography Julia Donaldson website	Here We Are On The Way Home Martha Maps It Out	Man on the Moon How to catch a Star Non-fiction texts about space and how to be an astronaut Non-fiction texts about Neil Armstrong and the first moon landing	Bog Baby Non-fiction texts about animals	Shakespeare plays – Romeo and Juliet and The Tempest Non-fiction information about Shakespeare	Non-fiction texts about range of sports and sports people to include variety of gender, race, disabled athletes Pele Billie Jean King Jesse Owens
<b>SPECIAL EVENTS</b>	Cinderella Rumpelstiltskin	The Town Mouse and The Country Mouse The Nutcracker	The Snow Queen The Ugly Duckling	Chicken Licken The Frog Prince	Rapunzel Anansi the Spider	The Enormous Turnip The Princess and the Pea
<b>LEARNING VISITS</b>	Harvest Festival at church (Year 2 lead) Visit to Lillington Library	Walk around the local area		Animal man? Easter service at church (Year 1 to lead)	Year group learning visit to Mary Arden's Farm	Visits from sportsmen and women from the local community
<b>STORY TIME FOCUS: TRADITIONAL TALES/ FAIRY TALES</b>			The Snow Queen The Ugly Duckling			
<b>BLP</b>	Discreet lessons; <ul style="list-style-type: none"> <li>Revision of the four Rs</li> <li>Getting stuck</li> <li>Comfort zones</li> <li>Learning detectives</li> </ul>		Embedded in all teaching and learning			
<b>Role Play – link to oracy/ spoken language</b>	Campsite linked to jungle in Monkey Puzzle	Post office with shop (use of money)	Space station (technology)	Vets (caring for poorly animals)	Apothecary (link to capacity and measuring)	Healthy eating café (use of money and link to DT and science)
<b>PHONICS</b> Twinkl Phonics scheme – Phase 5  Taught daily	Week 1 = Phase 4 revision Week 2 = Phase 5 week 1 <i>ay saying ai</i> Week 3 = Phase 5 week 2 <i>oy saying oy</i> Week 4 = Phase 5 week 3 <i>ie saying igh</i> Week 5 = Phase 5 week 4 <i>ea saying ee</i> Week 6 = Phase 5 week 5 <i>a_e saying ai</i> Week 7 = Phase 5 week 6 <i>i_e saying igh</i> <i>o_e saying oa</i>	Week 1 = Phase 5 week 8 <i>ou saying ow</i> Week 2 = Phase 5 week 9 <i>long vowel sounds</i> Week 3 = Phase 5 week 10 <i>ch saying c</i> <i>ch saying sh</i> Week 4 = 1:1 phonics assessments/ revision Week 5 = Phase 5 week 11 <i>ir saying er</i> Week 6 = Phase 5 week 12 <i>ue saying yoo and oo</i> Week 7 = Phase 5 week 13	Week 1 = Phase 5 week 14 <i>y saying ee</i> Week 2 = Phase 5 week 15 <i>aw and au saying or</i> Week 3 = Phase 5 week 16 <i>ow and oe saying oa</i> Week 4 = Phase 5 week 17 <i>wh saying w</i> Week 5 = Phase 5 week 18 <i>g saying j and c saying s</i>	Week 1 = Phase 5 week 19 <i>ph saying f</i> Week 2 = Phase 5 week 20 <i>ea saying e</i> Week 3 = 1:1 phonics assessments/ revision Week 4 = Phase 5 week 21 <i>ie saying ee</i> Week 5 = Phase 5 week 22 <i>Adding -ed</i>	Week 1 = Phase 5 week 23 <i>Adding -s and -es</i> Week 2 = Phase 5 week 24 <i>Adding -er and -est (2 lessons)</i> Week 3 = Revision Week 4 = Revision Week 5 = Revision Week 6 = Revision Week 7 = Revision	Week 1 = Revision Week 2 = Revision Week 3 = Phase 5 week 25 <i>Adding tch saying ch</i> Week 4 = Phase 5 week 27 <i>are and ear saying air</i> Week 5 = Phase 5 week 28 <i>Unspoken e</i> Week 6 = Phase 5 week 29 <i>ore saying or</i> Week 7 = Phase 5 week 30 <i>Adding prefix-un</i>

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	Week 8 = Phase 5 week 7 u-e saying yoo e_e saying ee	ew saying yoo and oo				
<p><b>GUIDED READING</b>                  1:1 reading                  Guided reading when appropriate</p> <p>From Spring 1:                  Whole class reading sessions – 3 per week (focus on comprehension skills)</p>	<p><u>Reading – Word reading</u></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>Read common exception words, noting unusual correspondences between spelling and sounds and where these occur in the word</li> <li>Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings</li> <li>Read other words of more than one syllable that contain taught GPCs</li> <li>Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s)</li> <li>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>Re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> <li>Develop pleasure in reading motivation to read, vocabulary and understanding by:</li> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>Being encouraged to link what they read or hear read to their own experiences</li> <li>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>Recognising and joining in with predictable phrases</li> <li>Learning to appreciate rhymes and poems, and to recite some by heart</li> <li>Discussing word meanings, linking new meanings to those already known</li> <li>Understand both the books that can already read accurately and fluently and those they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Discussing the significance of the title and events</li> <li>Making inferences on the basis of what is read to them, taking turns and listening to what others say</li> <li>Explain clearly their understanding of what is read to them</li> </ul>					
<p><b>ENGLISH – writing</b>                  Fiction                  Non-fiction                  Poetry</p>	Captions and labels Story sequencing T4W The Gruffalo Narrative: Character description of The Gruffalo Poetry in poetry week – Autumn theme Non-fiction: Facts about Julia Donaldson Riddle: Who am I? Animal in wood Narrative: Own version of Zog	Narrative: On The Way Home Non-fiction: Martha Maps It Out Narrative: Letter based on The Jolly Postman Non-fiction: Recount of Christmas Performance	Narrative based on How to Catch a Star Non-chronological report of moon landing Winter themed poetry	Non-fiction: Instructions for looking after bog baby Fiction: Character description Fiction: Setting description	Non-fiction: Non-chronological report about William Shakespeare Narrative – retelling of Romeo and Juliet Non-fiction: Recount of learning visit	Non-fiction: Instructions for looking after carrots Non-fiction – Letter to mum Non-fiction: Fact file on famous sports person Poetry
<p><u>Writing – Composition</u>                  Pupils should be taught to write sentences by:</p>						

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	<ul style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>Composing a sentence orally before writing it</li> <li>Sequencing sentences to form short narratives</li> <li>Re-reading what they have written with the teacher or other pupils</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>					
<p><b>SPAG</b> Taught discretely on Monday and then reinforced through English lessons throughout the week</p>	<p>2. Leave spaces between words 3. Begin to punctuate sentences using a capital letter and a full stop 4. Use a capital letter for the personal pronoun I. 5. Name the letters of the alphabet in order Using letter names to <i>distinguish between alternative spellings of the sound</i> 6. Rhyme 7. Use a capital letter for the names of people 8. Use a capital letter for the days of the week Spell the days of the week Spell common exception words (on going)</p>	<p>1. Begin to punctuate sentences using a capital letter and full stop. 2. Use a capital letter for the names of places 3. Using the spelling rule for adding <b>-s</b> or <b>-es</b> as the plural marker for nouns and the third person singular marker for verbs 4. Using the spelling rule for adding <b>-s</b> or <b>-es</b> as the plural marker for nouns and the third person singular marker for verbs 5. Using <b>-ing</b> where no change is needed in the spelling of the root word Spell common exception words (on going)</p>	<p>1. Begin to punctuate sentences using a capital letter and full stop. 2. Begin to punctuate sentences using a question mark 3. Join words and clauses using 'and' 4. Using <b>-ed</b> where no change is needed in the spelling of the root word Spell common exception words (on going) 5. Rhyme and alliteration</p>	<p>1. Begin to punctuate sentences using a capital letter and full stop. 2. Using the prefix un- 3. Using <b>-er</b> where no change is needed in the spelling of root words 4. Using <b>-est</b> where no change is needed in the spelling of root words 4. Join words and clauses using because Spell common exception words (on going)</p>	<p>1. Begin to punctuate sentences using a capital letter and full stop. 2. Begin to punctuate a sentence using an exclamation mark 3. Join words and clauses using but and so Spell common exception words (on going) 4. Compound words</p>	<p>1. Begin to punctuate sentences using a capital letter and full stop. 2. Join words and clauses using but and so 3. Revisit all conjunctions. 4. Revisit different types of sentences and their punctuation. 5. Rhyme and alliteration Spell common exception words (on going)</p>
<p><b>Handwriting</b>  Twinkl handwriting scheme (2 discrete sessions per week)  Year 1 to complete step 2 and 3  Lesson 1 = step 2  Lesson 2 = step 3  Handwriting to be reinforced through all other lessons</p>	<p>Handwriting sessions need to include Twinkl phonics letter formation ditties and mnemonics.</p> <p><u>National Curriculum references:</u></p> <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>Begin to form lowercase letters in the correct direction, starting and finishing in the right place</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting families and practise these</li> </ul>					
	<p>Week 2 = The Curly Caterpillar Family: c Week 3 = The Curly Caterpillar Family: a Week 4 = The Curly Caterpillar Family: d Week 5 = The Curly Caterpillar Family: o Week 6 = The Curly Caterpillar Family: g Week 7 = The Curly Caterpillar Family: e</p>	<p>Week 1 = The Curly Caterpillar Family: q Week 2 = The Curly Caterpillar Family: s Week 3 = The Curly Caterpillar Family: The Curly Caterpillar Family: f Week 4 = The Curly Caterpillar Family: Assess and Review Week 5 = The Ladder Family: l</p>	<p>Week 1: = The Ladder Family t and u Week 2: = The Ladder Family y Week 3: = The Ladder Family j Week 4 = The Ladder Family: Assess and Review Week 5 = The Ladder Family: Assess and Review</p>	<p>Week 1 = The One-Armed Robot Family: n Week 2 = The One-Armed Robot Family: m Week 3 = The One-Armed Robot Family: h Week 4 = Themed Handwriting Practice Week 5 = Themed Handwriting Practice</p>	<p>Week 1 = The One-Armed Robot Family: k Week 2 = The One-Armed Robot Family: b Week 3 = The One-Armed Robot Family: b Week 4 = The One-Armed Robot Family: r Week 5 = The One-Armed Robot Family: Assess and Review Week 6 = The One-Armed</p>	<p>Week 1 = The Zigzag Monster Family: v Week 2 = The Zigzag Monster Family: w Week 3 = The Zigzag Monster Family: x Week 4 = The Zigzag Monster Family: Assess and Review Week 5 = The Zigzag Monster Family: Assess and Review</p>

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	Week 8 = The Curly Caterpillar Family: Assessment	Week 6 = The Ladder Family: i Week 7 = The Ladder Family: Revision so far			Robot Family: Assess and Review Week 7 = The Zigzag Monster Family: z	Week 6 = Themed Handwriting Practice
<b>Spoken Language</b>  Taught and reinforced through all subjects	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structures descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, role play/ improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• Select and use appropriate registers for effective communication</li> </ul>					
<b>MATHS</b>  <i>Teaching for mastery</i>  4 sessions a week New Power Maths Scheme	<p><i>Unit 1 – Numbers to 10 – 14 lessons</i></p> <p>Week 1 – Unit 1 Week 2 – Unit 1 Week 3 – Unit 1 Week 4 – Unit 1 (1 extra day)</p> <p><i>Unit 2 – Part-whole within 10 - 7 lessons</i></p> <p>Week 5 – Unit 2 Week 6 – Unit 2</p> <p><i>Unit 3 – Addition within 10 (4 lessons)</i></p> <p>Week 7 – Unit 3 Week 8 – Unit 3 (3 extra days)</p>	<p><i>Unit 4 – Subtraction within 10 - 8 lessons</i></p> <p>Week 1 – Unit 4 Week 2 – Unit 4 Week 3 – Unit 4 (3 extra days)</p> <p><i>Unit 5 – 2D and 3D shapes - 5 Lessons</i></p> <p>Week 4 – Unit 5 Week 5 – Unit 5 Practical shape work</p>	<p><i>Unit 6 – Numbers to 20 – 12 lessons</i></p> <p>Week 1 – Unit 6 Week 2 – Unit 6 Week 3 – Unit 6 Week 4 – 1 day</p> <p><i>Unit 7 – Addition and subtraction within 20 – 11 lessons</i></p> <p>Week 4 – 3 days Week 5 – Unit 7</p> <p><b>Subtraction count back final lesson</b> Carry over 5 days including assessment?</p>	<p><i>Unit 7 – Addition and subtraction within 20 – 11 lessons (5 lessons left)</i></p> <p>Week 1 – Unit 7 – Finding the difference – Lesson 8 onwards- Week 2 – Unit 7</p> <p><i>Unit 8 – Numbers to 50 – 7 lessons</i></p> <p>Week 2/3 – Unit 8 Week 4 – Unit 8 (2 extra days)</p> <p><i>Unit 9 – Introducing length and Height – 4 lessons</i></p> <p>Week 4 – Unit 9 2 days)</p>	<p><i>Unit 10 – Introducing weight and volume – 7 lessons</i></p> <p>Week 1 – Unit 10 Week 2 – Unit 10 +2 days practical</p> <p><i>Unit 11 – Multiplication and division – 9 lessons</i></p> <p>Week 3 – Unit 11 Week 4 – Unit 11</p> <p>Unit 12 – Halves and quarters/fractions – 4 lessons</p> <p>Week 5 – Unit 12 Week 6 – Unit 12 (3 extra days)</p>	<p><i>Unit 13 – Position and direction – 5 lessons</i></p> <p>Week 1 – Unit 13 Week 2 - Unit 13</p> <p>Unit 14 – Numbers to 100 – 6 days Week 2/3/4- Unit 14</p> <p>Unit 15 – Money – 3 days Week 4/5 – Unit 15</p> <p>Unit 16 – Time – 5 lessons Week 5/6 – Unit 16</p>

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				<p>Week 5 – Unit 9</p> <p>(3 extra days)</p> <p>Practical length and Height work</p>		
<p><b>MATHS BLAST –</b></p> <p>Year 1 Number Sense</p> <p>3 x short sessions per week</p>	<p>Week 1 – Stage 1 Book 1 Subitising 1-5</p> <p>Week 2 – Stage 1 Book 2 Subitising 6-10</p> <p>Week 3 – Stage 1 Book 2/Stage 1 Book 3 Subitising with tens frame</p> <p>Week 4 – Stage 1 Book 3 (1 day) Subitising with tens frame Stage 2 Book 1 (2 days) Make a Break 5, 4, 3 &amp; 2</p> <p>Week 5 - Stage 2 Book 1 (1 days) Make and break 5/4, 3 &amp; 2 Stage 2 Book 2 Make and break 10</p> <p>Week 6 - Stage 2 Book 3 Make and break 10</p> <p>Week 7 - Stage 2 Book 4 Make a break 6</p>	<p>Week 1 Stage 2 Book 5 Make and break 7</p> <p>Week 2 Stage 2 Book 6 Make and break 8</p> <p>Week 3 Stage 2 Book 7 Make and break 9</p> <p>Week 4 Stage 3 Book 1 – One more, One less Assess and check (1 day) Week 5 Stage 3 Book 2 2 more, 2 less</p> <p>Week 6 Stage 3 Book 2 2 more, 2 less Assess and check (2 day)</p> <p>Week 7 Stage 3 Book 3 - Number 10 fact families</p>	<p>Week 1 Week 7 Stage 3 Book 3 - Number 10 fact families</p> <p>Week 2 - Stage 3 Book 3 - Number 10 fact families (2 days and assess)</p> <p>Week 3 – Stage 3 Book 4 – Five and a bit</p> <p>Week 4 - Stage 3 Book 4 – Five and a bit (1 day to assess)</p> <p>Week 5 Stage 3 Book 4 – Five and a bit/Book 5 Know about 0</p>	<p>Week 1 Stage 3 Book 5 - Know about 0 (1 day to assess)</p> <p>Week 2 Doubles and Near Doubles</p> <p>Week 3 Stage 3 Book 6 Doubles and Near Doubles + 1 day assessment</p> <p>Week 4 Stage 3 Book 7 Number neighbours</p> <p>Week 5 Stage 3 Book 7 Number neighbours</p>	<p>Week 1 Stage 3 Book 7 Number neighbours + 2 day assessment</p> <p>Week 2 Stage 3 Book 8 7 and 9 tree</p> <p>Week 3 Stage 3 Book 9 Assessment and consolidation 7 and 9 tree</p> <p>Week 4 Stage 3 Book 9 Strategy Selection</p> <p>Week 5 Stage 3 Book 9 Strategy Selection</p> <p>Week 6 Stage 3 Book 9 Strategy Selection</p> <p>Week 7 Stage 3 Book 9 (1 day) Strategy Selection</p>	<p>Week 1 Stage 4 Book 1 Ten and a bit</p> <p>Week 2 Stage 4 Book 1 Ten and a bit</p> <p>Week 3 Stage 4 Book 1 (2 days) Ten and a bit</p> <p>Week 4 Stage 4 Book 1 (2 days) Ten and a bit</p> <p>Week 5 Practise Stage 3 and 4 facts</p> <p>Week 6 Gap consolidation/assessment</p> <p>Week 7 Gap consolidation/assessment</p>
<p><b>SCIENCE</b></p>	<p><b>Terrific Trees</b></p> <p>*identify and name a variety of common trees, including deciduous and evergreen trees</p> <p>*identify and describe the basic structure of a variety of trees.</p> <p>*know that a tree is a plant</p>	<p><b>Materials</b></p> <p>*distinguish between an object and the material from which it is made</p> <p>*identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>*describe the simple physical properties of a variety of everyday materials</p> <p>*compare and group together a variety of everyday materials on the</p>	<p><b>Animals</b></p> <p>*identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>*identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>*describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p><b>Plants</b></p> <p>*identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>*identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Human Body and The Senses</b></p> <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.</p>	

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		basis of their simple physical properties.				
<b>SCIENCE SKILLS</b>	Observing	Exploring	Communicating	Questioning	Measuring	Predicting
<b>KEY SCIENTISTS</b>	Carl Linnaeus	Charles Macintosh	Mae Jemison	Jane Goodall	Barbara McClintock	Linda Brown Buck
<b>ART &amp; DESIGN</b>  Focus teach/ sequence of lessons: Autumn 1 Spring 1 Summer 1	<u>Painting: (4 weeks)</u> Name the primary and secondary colours. Experiment with different brushes and painting tools Mix primary colours to make secondary colours Use key vocabulary to demonstrate knowledge and understanding - Primary colours, secondary colours, warm colours, cool colours, watercolour wash, brushstroke, acrylic paint. <u>Sculpture: (4 weeks)</u> Use a variety of natural, recycled and manufactured materials for sculpting, e.g., straw and card Use a variety of techniques, e.g., rolling, cutting, pinching Use key vocabulary to demonstrate knowledge and understanding - sculpture, statue, model, work of art, shapes, materials, abstract. Review what they and others have done and say what they think and feel about it, e.g. annotate sketchbook.	<u>Revisit Aut 1</u>  <i>Paint buildings from local area in style of Charles Rennie Mackintosh</i>	<u>Collage:</u> Use a combination of materials that have been cut, torn, and glued Sort and arrange materials Add texture by mixing materials Use key vocabulary to demonstrate knowledge and understanding – Collage, squares, gaps, mosaic, features, cut, place, arrange. Review what they and others have done and say what they think and feel about it, e.g. annotate sketchbook.  <a href="#">Assessment piece: Collage of space theme</a>	<u>Revisit Spr 1</u>  <i>Collage of different animals</i>	<u>Drawing:</u> Draw lines of varying thickness using pencil, chalk, charcoal and felt tips Use key vocabulary to demonstrate knowledge and understanding -portrait, self-portrait, line drawing, landscape. Review what they and others have done and say what they think and feel about it, e.g. annotate sketchbook.  <a href="#">Assessment piece: Portrait of Shakespeare</a>	<u>Revisit Sum 1</u>  <i>Portrait of famous sportsperson</i>
<b>ARTIST/ ART TO STUDY</b>  Explore the differences and similarities within the work of artists, craftspeople and designers in different			Van Gogh Starry Night – <a href="#">Link to stars</a>		Frida Kahlo's self portraits– <a href="#">link to portrait of Shakespeare</a>	

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times and cultures						
<b>DT</b>  Focus teach/ sequence of lessons: Autumn 2 Spring 2 Summer 2	I can use my own experiences to think of ideas to make a product and with help put them into practice.					
	Existing products (product research) -What products are -Who products are for -How products work/are used -What materials products are made from -What they like and dislike about products  Talk through my plan -State what product they are designing and making -Say whether their product is for themselves or other users -Describe what their products are for  Evaluate: I can describe how my product works and whether it is successful. I can discuss how I could improve my design.					
	<i>Opportunities to plan, build and evaluate through using variety of materials through provision</i>	I can select the appropriate tools and techniques to make my product (with support)  I can choose suitable materials to create my product describing my choice.  I can cut, join and shape materials together  Explore practically ways to make my structures stronger, stiffer and more stable  Draw and label a plan with support  <i>Assessment piece: model playground</i>	<i>Revisit Aut 2</i>  <i>Design, plan and evaluate space rocket model using joining skills</i>	Explore simple mechanisms- sliders and levers  I can describe how my product works and whether it is successful. I can discuss how I could improve my design.  Draw and label a plan with support  <i>Assessment piece: Bog Baby slider</i>	<i>Revisit Spr 2</i>	<i>Food:</i> I can describe where some foods come from. Begin to understand that all food comes from plants and animals. I can talk about what makes a healthy diet. I can plan and create a dish using healthy ingredients (with support.) I know how to use tools to cut, chop, mix and slice  I know how to use tools to cut, chop, mix and slice safely.  Draw and label a plan with support  I know that I have to wash my hands and keep work surfaces clean when preparing food.  <i>Assessment piece: Design, make and evaluate the fruit salad</i>

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<p><b>COMPUTING</b></p> <p><b>Evolve lessons</b> can be paired where appropriate</p> <p>School online safety rules to be on first slide in each computing lesson</p> <p>Focus teach: Autumn 2 Spring 2 Summer 2</p>	<p><b>Self-image and identity</b> (Education for a connected world – Evolve project) - 2 lessons</p> <p><b>Online relationships</b> (Education for a connected world – Evolve project) - 4 lessons</p> <p><i>To use the internet for research: Julia Donaldson website</i></p> <p><i>2 paint</i></p> <p><i>Phonics games</i></p> <p><i>Maths games/ Education City</i></p>	<p><i>To use a range of apps with support (Purple Mash – graph)</i> <i>Data from traffic survey in local area</i></p> <p>To recognise technology around us (beyond school) and say how they help us – <b>Identify technology during local area walk, e.g. traffic lights, street lights, petrol station signage</b></p> <p><i>To use a range of apps with support</i> <i>Taking photos on local walk</i> <i>Digimaps of local area</i> <i>Streetview/ Google Earth</i></p> <p><i>Phonics games</i></p> <p><i>Maths games/ Education City</i></p>	<p><i>To know our school's online safety rules – link to Online Safety Day.</i></p> <p><b>Online reputation (2 lessons) and online bullying (1 lesson)</b> (Education for a connected world – Evolve project)</p> <p><i>To use the internet for research: Website about Neil Armstrong/ first moon landing</i></p> <p><i>Phonics games</i></p> <p><i>Maths games/ Education City</i></p>	<p>To give instructions without a computer (algorithm), e.g. toys, maps, people, sequence cards.</p> <p>To programme and debug a simple algorithm, e.g. beebots and beebot app – <i>Scratch Jnr basic commands</i></p> <p><b>Managing online information (3 lessons), health wellbeing and lifestyle (1 lesson)</b> (Education for a connected world – Evolve project)</p> <p><i>Phonics games</i></p> <p><i>Maths games/ Education City</i></p> <p><i>Websites about different types of animals</i></p> <p><i>Purple Mash – animal poster</i></p>	<p><b>Privacy and security (3 lessons) and copyright and ownership (4 lessons)</b> (Education for a connected world – Evolve project)</p> <p><i>To use the internet for research: Websites about William Shakespeare</i></p> <p><i>Phonics games</i></p> <p><i>Maths games/ Education City</i></p>	<p>To use a range of apps with support (create story – animation) – <a href="#">link to creating own version of Oliver's Vegetables</a></p> <p><i>Phonics games</i></p> <p><i>Maths games/ Education City</i></p>
<p><b>GEOGRAPHY</b></p> <p>Focus teach: Autumn 2 Spring 2 Summer 2</p>	<p><i>Understand that a world map shows all of the countries in the world</i></p> <p><i>Identify The UK on a world map and countries where members of the class come from, as well as countries of significance linked to learning in other subjects</i></p> <p>Discrete session: Seasonal patterns - Autumn</p>	<p>Use simple fieldwork and observational skills to study... the key human and physical features of its (school's) surrounding area. <a href="#">Link to whole topic on our locality.</a></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of The United Kingdom –</p>	<p>Discrete session: Seasonal patterns – Winter</p> <p><i>Identify on a map countries of significance linked to learning in other subjects</i></p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Devise a simple map. Use and construct basic symbols in a key.</p> <p>Use locational and directional language (for example near and far, left and right) to describe the location of features on a</p>	<p><i>Identify on a map countries of significance linked to learning in other subjects</i></p> <p><i>Discuss the significance of Shakespeare living in the local area</i></p> <p>Discrete session: Seasonal patterns - Spring</p>	<p>Use locational and directional language (for example near and far, left and right) to describe the location of features on a map.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of The United Kingdom, and its surrounding seas.</p> <p>Use maps, atlases and</p>

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		<p>Lillington area around school) Look at: buildings, shops climate, traffic</p> <p>Understand the term 'human' and 'physical' features and be able to provide examples</p> <p>Identify and name human and physical features of Lillington</p> <p>Identify and name human and physical features linked to local geography</p> <p>Use locational and directional language (for example near and far, left and right) to describe the location of features on a map.</p> <p>Use maps, atlases and globes... Maps to include: Google Earth, street maps, Google streetview.</p>		map.		<p>globes... Maps to include: Google Earth, street maps, Google streetview.</p> <p>Discrete session: Seasonal patterns - Summer</p>
<p>Name the four seasons Compare weather patterns in the different seasons Use simple fieldwork to gather data on the seasons On going: Identify seasonal and daily weather patterns in The United Kingdom</p> <p><u>Geographical vocabulary</u> Physical features: beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Human features: city, town, village, factory, farm, house, office, port, harbour and shop</p>						
<p><b>HISTORY</b></p> <p>Focus teach: Autumn 1 Spring 1 Summer 1</p>	<p>They should know where the people and events they study fit within a chronological framework using a timeline They should understand some of the ways in which we find out about the past and identify different ways it is represented. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events To ask and answer questions using a range of sources (including artefacts, stories, pictures, books and technology.)</p>					
<p>Develop an awareness of the past using common words and phrases related to the passing of time including, now, yesterday, when I was younger, a long</p>	<p><i>Revisit Aut 1</i></p> <p><i>Look at usage of local area over time</i></p>	<p>To have knowledge of changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><i>Revisit Spr 1</i></p>	<p>To have knowledge of significant historical events, people and places in their own locality– <a href="#">William Shakespeare and Stratford upon Avon</a></p>	<p><i>Revisit Sum 1</i></p> <p><i>History of famous sportsperson – events in chronological order</i></p>	

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	<p>time ago, before I was born, when my parents/ grandparents were younger – <a href="#">link to Gruffalo’s child/family trees – growing up.</a>  <a href="#">Children to create own timelines.</a>  <a href="#">Link to Julia Donaldson – toys that she would have played with compared to toys today</a></p> <p>To have knowledge of changes within living memory, where appropriate these should be used to reveal aspects of change in national life</p>		<p>To understand the difference between things that happened in the past and in the present including the impact this has had on change over time</p>		<p>To identify similarities and differences between ways of life in different periods</p>	
<p><b>Music – Listening -</b></p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music describing what can be heard including by the: pitch, pulse and dynamics.</p> <p>Begin to recognise instruments by sound.</p>					
<p><b>Music</b> 1 x lesson per week</p>	<p>Julia Donaldson Theme <u>Singing</u> Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Begin with simple songs with a very small range and then slightly wider, including pentatonic scales</p> <p>Sing a wide range of call and response songs to control pitch and to match the pitch they hear with accuracy.</p>	<p>Musical Skills unit/Christmas performance <u>Singing</u> Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p><u>Composing</u> Create musical sound effects and short sequences of sounds in response to a stimuli e.g. a rainstorm.</p> <p>Combine to make a story choosing and playing classroom instruments or</p>	<p>Holst – The Planet Suite <u>Singing</u> Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Begin with simple songs with a very small range and then slightly wider, including pentatonic scales</p> <p><u>Composing</u> Create musical sound effects and short sequences of sounds in response to a</p>	<p>Carnival of the Animals Theme <u>Singing</u> Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Sing a wide range of call and response songs, to control vocal pitch and to match the pitch they hear with accuracy.</p> <p><u>Composing</u> Understand the difference between creating a rhythm</p>	<p>Shakespeare – composition work <u>Singing</u> Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p><u>Composing</u> Introduce simple vocal chants using a question and answer phrase.</p> <p>Invent, retain and recall rhythm patterns and perform these for others taking turns.</p>	<p>World Music Focus <u>Singing (rounds focus)</u> Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Begin with simple songs with a very small range and then slightly wider, including pentatonic scales <u>Composing</u> Understand the difference between creating a rhythm patterns and a pitch pattern. Invent, retain and recall rhythm patterns and perform these for others taking turns. Recognise how graphic notation can represent</p>

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	<p><u>Composing</u> Improvise simple vocal chants, using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to a stimuli e.g. a rainstorm.</p> <p>Combine to make a story choosing and playing classroom instruments or sound makers e.g. rustling leaves.</p> <p><u>Musicianship</u> <u>Pitch</u> Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Sing familiar songs in bow low and high voices and talk about the difference in sound.</p> <p>Explore percussions sounds to enhance story telling e.g. an ascending xylophone for Jack climbing the beanstalk.</p> <p><u>Pulse and beat</u> Respond to the pulse in recorded/live music through movement and dance</p>	<p>sound makers e.g. rustling leaves.</p> <p><u>Musicianship</u> <u>Pulse</u> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Respond to the pulse in recorded/live music through movement and dance</p> <p><u>Pitch</u> Explore percussions sounds to enhance story telling e.g. an ascending xylophone for Jack climbing the beanstalk.</p>	<p>stimuli e.g. a rainstorm.</p> <p>Use music technology to capture, change and combine sounds.</p> <p>Combine to make a story choosing and playing classroom instruments or sound makers e.g. rustling leaves.</p> <p><u>Musicianship</u> <u>Pulse</u> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion (e.g. clapping, tapping, walking) playing repeated rhythm patterns (ostinato) and short pitched patterns on tuned instruments to maintain a steady beat.</p> <p>Respond to pulse in recorded/live music through movement and dance.</p> <p><u>Rhythm</u> Perform short copycat rhythm patterns (ostinato) while keeping in time with a steady beat.</p> <p><u>Pitch</u> Follow pictures and symbols to guided singing and playing e.g. 4 dots = 4 taps</p>	<p>pattern.</p> <p>Invent, retain and recall rhythm patterns and perform these for others taking turns.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</p> <p>Combine to make a story choosing and playing classroom instruments or sound makers e.g. rustling leaves.</p> <p><u>Musicianship</u> <u>Pulse</u> Use body percussion (e.g. clapping, tapping, walking) playing repeated rhythm patterns (ostinato) and short pitched patterns on tuned instruments to maintain a steady beat.</p> <p>Respond to pulse in recorded/live music through movement and dance.</p> <p><u>Rhythm</u> Perform short copycat rhythms accurately, led by the teacher.</p> <p>Perform short copycat rhythm patterns (ostinato) while keeping in time with a steady beat.</p>	<p>Understand the difference between creating a rhythm patterns and a pitch pattern.</p> <p>Combine to make a story choosing and playing classroom instruments or sound makers e.g. rustling leaves.</p> <p>Create musical sound effects and short sequences of sounds in response to a stimuli e.g. a rainstorm</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</p> <p><u>Musicianship</u> <del>Walk, move or clap a steady beat (e.g. clapping, tapping, walking) playing repeated rhythm patterns (ostinato) and</del> play short pitched patterns on tuned instruments to maintain a steady beat.</p> <p><u>Rhythm</u> Perform word pattern changes; create, retain and perform their own rhythm patterns.</p> <p><u>Pitch</u> Follow pictures and symbols to guided singing and playing e.g. 4 dots = 4 taps on the drum.</p>	<p>created sounds. Explore and invent own symbols. Use music technology to capture, change and combine sounds.</p> <p><u>Musicianship</u> <u>Pulse and beat</u> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes Use body percussion (e.g. clapping, tapping, walking) playing repeated rhythm patterns (ostinato) and short pitched patterns on tuned instruments to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance. <u>Rhythm</u> Perform short copycat rhythms accurately, led by the teacher. Perform short copycat rhythm patterns (ostinato) while keeping in time with a steady beat. Perform word pattern changes; create, retain and perform their own rhythm patterns. <u>Pitch</u> Follow pictures and symbols to guided singing and playing e.g. 4 dots = 4 taps on the drum.</p>
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<b>PE</b>  1 extended session per week	Games – Throwing and Catching	Gymnastics – Traditional Tales	Dance – Starry Skies	Gymnastics – Animals	Multi-Skills – Sports Day Games – Attacking and Defending	Games – Bat and Ball
	<b>Health and Fitness:</b> Describe how the body feels before, during and after exercise Carry and place equipment safely					
	<b>Throwing and Catching a Ball:</b> Throw underarm and overarm Catch and bounce a ball Use rolling skills in a game Practise accurate throwing and consistent catching <b>Complete/ Perform:</b> Perform using a range of actions and body parts with coordination Begin to perform learnt skills with some control Engage in competitive activities and team games <b>Evaluate:</b> Watch and describe performances Begin to say how they could improve	Create and perform a sequence Copies actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions Travel in different ways, changing direction and speed Hold still shapes and simple balances Carry out simple stretches Carry out a range of simple jumps, landing safely Move around, under, over and through different objects and equipment Begin to move with control and care <b>Travelling and linking actions:</b> Tiptoe, step, jump and hop Hopscotch Skipping Galloping <b>Shapes and balances:</b> Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes <b>Rolls:</b> Log roll (controlled) Curled side roll (egg roll – controlled) Teddy bear roll (controlled) <b>Compete/ Perform</b> Perform using a range of	Copy and repeat actions Put a sequence of actions together to create a motif Vary the speed of their actions Use simple choreographic devices such as unison, canon and mirroring Begin to improvise independently to create a simple dance <b>Compete/ Perform:</b> Perform using a range of actions and body parts with some coordination Begin to perform learnt skills with some control <b>Evaluate:</b> Watch and describe performances Begin to say how they could improve	Create and perform a sequence Copies actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions Travel in different ways, changing direction and speed Hold still shapes and simple balances Carry out simple stretches Carry out a range of simple jumps, landing safely Move around, under, over and through different objects and equipment Begin to move with control and care <b>Jumps:</b> Straight jump Tuck jump Jumping Jack Half turn jump Cat spring <b>Vault:</b> Straight jump off spring board <b>Handstands, cartwheels and round-offs:</b> Bunny hop Front support wheelbarrow with partner <b>Compete/ Perform</b> Perform using a range of actions and body parts with some coordination	<b>Travelling with a Ball:</b> Travel with a ball in different ways Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency <b>Passing a Ball:</b> Pass the ball to another player in a game Use kicking skills in a game <b>Using Space:</b> Use different ways of travelling in different directions or pathways Run at different speeds Begin to use space in a game <b>Attacking and Defending:</b> Begin to use the terms attacking and defending Use simple defensive skills such as marking a player or defending a space Use simple attacking skills such as dodging to get past a defender <b>Complete/ Perform:</b> Perform using a range of actions and body parts with coordination Begin to perform learnt skills with some control Engage in competitive activities and team games <b>Evaluate:</b> Watch and describe performances Begin to say how they could improve	<b>Striking and Hitting a ball:</b> Use hitting skills in a game Practise basic striking, sending and receiving <b>Complete/ Perform:</b> Perform using a range of actions and body parts with coordination Begin to perform learnt skills with some control Engage in competitive activities and team games <b>Evaluate:</b> Watch and describe performances Begin to say how they could improve

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		actions and body parts with some coordination Begin to perform learnt skills with some control <b>Evaluate</b> Watch and describe performances Begin to say how they could improve		Begin to perform learnt skills with some control <b>Evaluate</b> Watch and describe performances Begin to say how they could improve		
<b>RE</b>	1.1 Who is a Christian and what do they believe? Visit to church - Harvest	1.9 Who is a Hindu and how do they live?	1.7 What does it mean to belong to a faith community?	1.6 How and why do we celebrate special and sacred times? Visit to church - Easter	1.5 What makes some places sacred?	1.2 Who is a Muslim and what do they believe?
<b>PSHE</b>  JG to amend in light of new resource	<u>Schools Rules</u> Understand how they contribute to the life of the classroom and the school. To understand that people and living things have rights. To learn that they belong to various groups and communities, such as families and school. That everyone is unique and to recognise this. To understand the ways in which we are the same as all other people and what we have in common. That bodies and feelings can be hurt. To learn the difference between teasing and bullying, that these are wrong and unacceptable. To recognise how their behaviour can affect other people. Listening to others and playing co-operatively.  PSHE Association Planning Toolkit: Unit R1 Feelings and Emotions – link to class feelings board Unit R2/ R4/ R12 Feelings and Emotions Unit R5 Valuing Difference Unit R6 and R7 Healthy	<u>Protective Behaviours</u> To learn about different kinds of feelings. To communicate their feelings to others and to recognise how others are feeling. To learn the differences between secrets and surprises. To learn the correct names for the different parts of the body of girls and boys. How to ask for help if they are worried about something. To learn what is meant by 'privacy.' To learn about appropriate and inappropriate touch. About rules for keeping safe, including ICT, road safety, fire safety etc.  Protective Behaviours PSHE Association Planning Toolkit: Unit H12 Keeping Safe Unit H13/ H14/ H15 Keeping Safe	<u>Health/ wellbeing</u> To understand what improves and harms the local, natural and built up environment and to develop skills to care for these. To learn about the special people who work in our community to keep us safe and how to contact them if we need to.  PSHE Association Planning Toolkit: Unit L3 Rights and Responsibilities Unit L4 Rights and Responsibilities Unit L5 Taking Care of The Environment Unit L10 Right and Responsibilities	To share their views and opinions with others. To identify and respect the differences between people. That marriage represents a formal and legally recognised commitment of two people which is intended to be lifelong (taught through RE) To identify special people in their lives.  PSHE Association Planning Toolkit: Unit R9 Healthy Relationships	To recognise and celebrate their strengths and set simple but challenging goals. To understand about change and loss. About growing and changing and becoming more independent.  PSHE Association Planning Toolkit: Unit H3 Growing and Changing Unit H5 Growing and Changing Unit H8/ H9 Growing and Changing Unit H10 Growing and Changing – link back to Protective Behaviours	<u>Health and well-being</u> Learn what constitutes a healthy lifestyle including the benefits of physical activity, healthy eating and making healthy choices. Learn about basic personal hygiene and responsibilities they have for their own health. To know that household products and medicines can be harmful if not used correctly.  To learn about where money comes from, what it is used for and how to keep it safe. Unit L6 and L7 Money  PSHE Association Planning Toolkit: Unit H1 Healthy Lifestyles Unit H2 Healthy Lifestyles Unit H4 Healthy Lifestyles Unit H6/ H7 Healthy Lifestyles Unit H11 Healthy Lifestyles

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	Relationships Unit R8 Valuing Difference Unit R11 Feelings and Emotions Unit R13 and R 14 Healthy Relationships Unit L1 and L2 Rights and Responsibilities Unit L8 Right and Responsibilities					
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