

Year 1 Long Term Plan 2021 - 2022

| Subject              | Autumn 1<br><b>Awesome Autumn</b>   | Autumn 2<br><b>Lovely Lights</b>   | Spring 1<br><b>Terrific Toys</b>   | Spring 2<br><b>Animal Antics</b>  | Summer 1<br><b>Our Splendid School</b>  | Summer 2<br><b>Exploring Castles</b>                  |  |
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| English              | <p><b>Recount -</b><br/>write a postcard from their summer holiday</p> <p><b>Non-Fiction</b><br/>Labels, lists and captions <del>classroom</del></p> <p><b>Narrative Unit</b><br/>Stories with familiar settings <i>Squash and a squeeze/Alfie</i><br/>Stories with predictable and patterned language. <i>Bear Hunt / Lion Hunt</i></p> <p><b>Non-fiction Unit - Recount</b><br/>Personal experience<br/><i>Holiday-half term, news writing</i></p> <p><b>Poetry Unit</b><br/>Vocabulary building, structure rhyming couplets.<br/><i>Light/firework</i></p> <p><b>Narrative / Bio</b><br/><i>The Bear in the Cave, letter writing</i></p> <p><b>Retell the Christmas Story</b></p> <p><b>'The Big Write'-assessment</b></p> |  | <p><b>Contemporary Fiction</b> -Stories reflecting children's own experience<br/><i>Old Bear</i><br/><i>Kipper's Toy Box</i></p> <p><b>Non-fiction Unit -Instructions</b><br/>How to make a cup and ball toy</p> <p><b>Non fiction report</b><br/>Seasons and parts of the body</p> <p><b>Information texts</b><br/><i>Animals</i></p> <p><b>Poetry unit</b><br/><i>Poems about animals, using adjectives</i></p> <p><b>Retell the Easter story</b></p> <p><i>Book Week</i></p> <p><b>'The Big Write'-assessment</b></p> |   | <p>Story writing (3 weeks)<br/><i>Lulu Ladybird</i></p> <p><b>Narrative Unit</b><br/>Traditional Tales-Fairy Tales<br/><i>Jack and the beanstalk</i></p> <p><b>Non fiction Unit</b><br/>Explanation<br/><br/><i>Why did they build castles?</i></p> <p><b>Poetry Unit</b><br/>Vocabulary building, structure rhyming couplets.<br/><i>Mrs Armitage on Wheels</i></p> <p><b>'The Big Write'-assessment</b></p> |   |  |
| Spelling and phonics | <p><b>Phase 3</b><br/>Consonant-vowel-consonant (cvc) words<br/>Words with consonant digraphs -<br/>Words ending 'ff', 'll', 'ss', 'zz', 'ck',</p>  | <p>Tch<br/>The /v/ sound at the end of words<br/>Adding s and es to words (plural of nouns and the third person singular of verbs)<br/>Adding the endings -ing, -ed and -er to verbs</p> | <p>Vowel digraphs and trigraphs<br/>ai ir<br/>ay ur<br/>a-e oo<br/>oi oo<br/>oy oa<br/>e-e oe<br/>i-e</p>  | <p>Vowel digraphs and trigraphs<br/>ou<br/>ow (/ou/)<br/>ow (/oa/)<br/>ue<br/>ew<br/>ie (/igh/)<br/>ie (/ee/)</p> | <p>Words ending -y<br/><br/>New consonant spellings ph and wh<br/><br/>Using k for the /k/ sound</p>  | <p>Compound Words<br/><br/>Common exception words</p> |  |

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|                  | <b>Phase 4</b><br>Cvvc<br>Cvcc<br>Ccvcc<br>Words ending '<br>Words of more<br>than one syllable  | where no change is<br>needed to the root word<br>Adding -er and -est to<br>adjectives where no<br>change is needed to the<br>root word   | o-e<br>u-e<br>ar<br>ee<br>ea (/ee/)<br>ea (/e/)<br>er<br>er (unstressed)  | igh<br>or<br>ore<br>aw<br>au<br>air<br>ear<br>ear (/air/)<br>are (/air/)  | Adding the<br>prefix -un   |  |
| <b>Grammar</b>   | Plural noun suffixes-s/es Suffixes added to verbs (no change) e.g. helping, helped, helper. Prefix un, words combining to make sentences joining words and clauses using and. Sequencing sentences to form short narratives, separate words with spaces, demarcate sentences-capital letters, full stops, question marks and exclamation marks. Capital letters for names and personal pronoun I.<br>Terminology -letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. |  |   |   |  |  |
| <b>Maths</b>     | Weeks 1-4: Place Value within 10<br>Weeks 5-9: Addition & Subtraction within 10<br>Week 10: Shape<br>Weeks 11-12: Place Value within 20  | Week 1: Consolidation<br>Weeks 2-4: Addition & Subtraction within 20<br>Weeks 5-7: Place Value within 50 (including multiples of 2,5 and 10's)<br>Weeks 8-9: Length and Height<br>Weeks 10-11: Weight and Volume<br>Week 12: Consolidation | Week 1: Consolidation<br>Weeks 2-4: Multiplication and Division (Include 2's, 5's and 10's)<br>Weeks 5-6: Fractions<br>Week 7: Position and Direction<br>Weeks 8-9: Place Value within 100<br>Weeks 10-12: Money and Time |   |  |  |
| <b>Science</b>   | Trees<br>Seasonal changes<br>Autumn<br>Working scientifically Answering simple questions recognising they can be answered in different ways/ observing closely using simple equipment. / Identifying and classifying   | Materials<br>Seasonal changes<br>Winter<br>Working scientifically- Performing simple tests/ Using their observations and ideas to suggest answers to questions.  | Animals including humans label body parts. Omnivore, herbivore etc.<br>Working scientifically   | Plants in local environment<br>Variety of plants<br>Working scientifically gathering and recording data to help in answering questions. | Seasonal changes<br>Summer<br>Working scientifically Answering simple questions recognising they can be answered in diff ways/ observing closely using simple equipment. / Identifying and classifying |  |
| <b>Geography</b> | <u>Human and Physical Geography</u><br>Seasonal daily weather patterns in UK   |  |   | <u>Locational Knowledge</u><br>Name and locate the 4 countries and capital cities of the UK   | <u>Skills and fieldwork</u><br>Our school-fieldwork<br>4 points of the compass.  |  |

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|                  | Weather and climate  |  |   |  |  |   |
| <b>History</b>   |  | Significant historical events people and places-<br>Guy Fawkes<br>Timeline   | Changes in their living memory-Toys<br>Timeline   |  |  | Windsor castle<br>Significant Historical person -<br>Queen Elizabeth II<br>Timeline   |
| <b>Art</b>       | <b>Drawing and printing</b><br>Drawing-leaves<br>Printing leaves<br>Press print leaves | <b>Drawing and painting</b><br>Colour mixing/wheels<br>Painting techniques-<br>big/small brushes<br>Van Gogh starry night<br>Silhouettes | <b>Drawing and textiles</b><br>Create fabrics by weaving.<br>Match and sort fabrics and threads<br>Drawing  | <b>Drawing and collage</b><br>Different papers<br>Matisse-The snail  | <b>Drawing and digital media</b><br>Photographs around the school  | <b>Drawing and 3D</b><br>Make a clay tile   |
| <b>DT</b>        |  | <u>Design/make and evaluate a product</u><br>Make a Christmas card<br>sliders/levers   |   | <u>Technical skills</u><br>Design/make and evaluate a product-<br>bee/hedgehog house.-<br>structures<br>stronger/stiffer | <u>Cooking and Nutrition</u><br>Use basic principles of healthy and varied diet to prepare dishes- Healthy snack |   |
| <b>Music</b>     | Charanga - Hey you!<br><b>Style:</b> Old School<br>Hip Hop                             | Charanga - Rhythm in the Way We Walk and The Banana Rap<br><b>Style:</b> Reggae, Hip Hop<br><br>Handels Firework music                   | Charanga - In the Groove<br><b>Style:</b> Blues, Latin, Folk, Funk, Baroque, Bhangra<br><br>Nutcacker suite | Charanga - Round and Round<br><br><b>Style:</b> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion       | Charanga - Your Imagination<br><b>Style:</b> Listen and Appraise a wide variety of music                         | Charanga - Reflect, Rewind and Replay<br><b>Style:</b> Western Classical Music and choice from Year 1<br>Vivaldi The Four Seasons |
| <b>Computing</b> | iWrite<br>Creating and manipulating text   |  | iProgram<br>Creating and following algorithms<br>Programming physical and virtual toys.                     | iSafe<br>Personal information and being safe online  | iWrite<br>Creating and manipulating text   |   |
| <b>P.E</b>       | Games<br>Real Gym-shape and travel   | Games<br>Real Gym-flight and rotation  | Games<br>Real Gym- flight and rotation  | Games<br>Real Gym- flight and rotation   | Dance<br>Real Dance-shape, artistry and musicality   | Athletics<br>Swimming   |

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| <b>R.E</b>  | What is the Bible about?      | Why do people give presents at Christmas? | What is a Church?<br>(Church Visit)<br>Why do Christians pray? | Is Easter Happy or Sad? | Who is God?            | What is the Torah and why is it important to Jews?<br>Why do Jewish families celebrate Shabbat? |
| <b>PSHE</b> | JIGSAW - Being Me in my World | JIGSAW - Celebrating Difference           | JIGSAW - Dreams and Goals                                      | JIGSAW - Healthy Me     | JIGSAW - Relationships | JIGSAW - Changing me  |