

St Mary's YEAR 1 LONG TERM PLAN 2017-18

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values Heartsmart	LOVE 'Get HEARTSMART'	DETERMINATION 'No Way through isn't true!'	RESPECT 'Two much Selfie isn't healthy!'	COMPASSION 'Don't Forget to Let Love In!'	HONESTY 'Fake is a Mistake!'	COURAGE 'Don't Rub it in, Rub it Out!'
Visits/Visitors	Fire Brigade (fire safety) Premier Sport	Christmas Pantomime	Premier Sport Fairtrade		Summer Trip - visit a Synagogue Premier Sport	Local area walk
Maths	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (Counting in multiples of twos, fives and tens as appropriate - see Spring 1) Count, read and write numbers to 100 in numerals Read and write numbers from 1 to 20 in numerals and words Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Given a number, identify one more and one less	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero	Count in multiples of twos, fives and tens Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Given a number, identify one more and one less Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$	Compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Measure and begin to record lengths and heights Compare, describe and solve practical problems for: • mass/weight [for example, heavy/light, heavier than, lighter than] Measure and begin to record mass and weight Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Measure and begin to record capacity and volume Sequence events in chronological order using	Recognise and name common 2-D shapes, including for example, rectangles, squares circles and triangles Recognise and name common 3-D shapes, including for example, cuboids, cubes pyramids and spheres. Describe position, direction and movement, including whole, half, quarter and three-quarter turns Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number including the number line, and use the language of: equal to, more than, less than (fewer), most,	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

			<p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • time [for example, quicker, slower, earlier, later] <p>Measure and begin to record time (hours, minutes, seconds)</p> <p>Recognise and know the value of different denominations of coins and notes</p> <p>Given a number, identify one more and one less</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Solve one-step problems that involve addition and subtraction, using</p>	<p>least</p> <p>Given a number, identify one more and one less</p> <p>Identify and represent numbers using objects and pictorial representations</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.</p>	
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				<p>concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.</p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>		
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Literacy	<u>Katie in London</u> (cross-curricular History-Fire of London/British Values PSHE) Information texts Diary		<u>Toys in Space</u> (cross-curricular- DT making puppets/Science-Materials/ History-Toys) Labels Characters Story structure Party invitations Instructions- party games/ making puppets		<u>Katie Morag</u> (cross-curricular DT- moving toys-axles) Instructions- following a map on Struay Newspaper Report Posters/Labels	
	<u>Mother Goose</u> Story writing		<u>Man in the Moon</u> Postcards Recipes Recount Poster Comic-strip Rules Information		<u>Poetry (various)</u> Performance	
	<u>How Rabbit stole the fire</u> Story from another culture Compare to Aesops fables- animal characteristics Fact-file about animals Fire songs and chants Descriptive writing				<u>The Storm Whale</u> Newspaper article Diary entry Instructions Debate	
	<u>Lost & Found</u> Fact-files/Information Leaflets/Posters Speech-Bubbles					
	Letters and sounds		Letters and sounds		Letters and sounds	
RE	Good News God	Christian Community Incarnation	Kingdom of God Forgiveness	Salvation Resurrection	Discipleship Holy Spirit	Creation Judaism
Computing	eSafety - Digital Citizenship and Technology					
	We are all Connected	Pictures Tell a Thousand Words	Walking with Dinosaurs	Our Local Area	App Attack - Games Design	Pictures Tell a Thousand Words
Geography/History	London The Great Fire of London		Toys		Where we live	
Science	Everyday Materials Seasonal Changes (throughout the year)		Animals including humans		Plants	

PE	Games	Dance	Gymnastics	Dance	Games	Athletics
DT/Art	Weaving/Moving pictures		Picture this/Vehicles		Buildings/Food	
Music	Duration		Exploring Sound		Exploring Timbre	