

## St Mary's Year 1 long- term plan 2022-2023

	Autumn		Spring		Summer	
<b>Values Heartsmart</b>	<b><u>LOVE</u></b> 'Get HEARTSMART'	<b><u>DETERMINATION</u></b> 'No Way through isn't true!'	<b><u>RESPECT</u></b> 'Two much Selfie isn't healthy!'	<b><u>COMPASSION</u></b> 'Don't Forget to Let Love In!'	<b><u>HONESTY</u></b> 'Fake is a Mistake!'	<b><u>COURAGE</u></b> 'Don't Rub it in, Rub it Out!'
<b>Maths</b>	Working with number to 10. Using part-whole diagram. Adding and subtracting within 10. Recognising and naming shapes. Working with numbers up to 20.		Adding and subtracting within 20. Working with numbers up to 50. Measuring and comparing length and height. Measuring and comparing weight and capacity.		Counting in tens, fives and twos. Making arrays. Finding halves and quarters. Describing position and direction. Working with numbers up to 100. Using a calendar and starting to tell the time. Counting with coins and notes.	
<b>English</b>	<p><b><u>Lost and Found by Emily Bone</u></b> Writing Fiction - Adventure story Compose a sentence orally before writing it Combine words to make sentences Use capital letters for names of people and the personal pronoun 'I' Leave spaces between words Begin to use capital letters and full stops <b>Final Outcome:</b> To write an adventure story based on the structure of 'Lost and Found' with a new animal. <b>Greater depth:</b> To write an adventure story based on the structure of 'Lost and Found' with two new characters and details about the setting.</p> <p style="text-align: center;"><b>Courageous Advocacy opportunity- protect the oceans</b></p> <p><b>Reading comprehension:</b> Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion Retell stories and consider their particular characteristics</p> <p><b><u>Nibbles the Book Monster by Emma Yarlett</u></b></p>		<p><b><u>The Lion Inside by Rachel Bright &amp; Jim Field</u></b> Writing Fiction- Journey story Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read and check sense Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher Spell words containing phonemes already taught Spell common exception words <b>Final Outcome:</b> To write a story about a small animal (mouse) who befriends a large animal in the African savannah. <b>Greater depth:</b> To write a story about a small animal who befriends a large animal in the African savannah, including two new animals (small animal and large animal).</p> <p><b>Reading comprehension:</b> Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Discuss title and events Link what is read or heard to own experiences Retell stories and consider their particular characteristics Participate in discussion Explain clearly understanding of what is read Discuss word meanings, linking new meanings to those already known</p>		<p><b><u>Toys in Space by Mini Grey</u></b> Writing Fiction writing Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read and check sense Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher Spell words containing phonemes already taught Spell common exception words <b>Final outcome:</b> To write a fantasy story about some toys who are taken onto a spaceship. They will be changing the characters in the story. <b>Greater depth:</b> To write a fantasy story about some toys who are taken onto a spaceship. They will be changing some of the characters and the settings in the story.</p> <p><b>Reading comprehension:</b> Discuss word meanings, linking new meanings to those already known Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion Explain clearly understanding of what is read Learn to appreciate rhymes and poems and learn some by heart</p> <p><b><u>Goldilocks and Just the One Bear by Leigh Hodgkinson</u></b> Writing Fiction writing</p>	

### Writing

#### Recount - Diary entry

Compose a sentence orally before writing it

Join words using and

Use plural noun suffixes -s and -es

Punctuate sentences using a capital letter and a full stop

Spell words containing phonemes already taught

Sequence sentences to form short narratives

**Final Outcome:** To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story.

**Greater depth:** To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story. To add a new adventure based on a previous text i.e. Lost and Found, Naughty bus, The Gingerbread Man

#### Reading comprehension

Make inferences on the basis of what is being said and done

Predict what might happen on the basis of what has been read so far

Participate in discussion

Become familiar with key stories, fairy stories and traditional tales

Retell stories and consider their particular characteristics

#### Christmas Story (cross-curricular R.E.)

Re-telling

### The Curious Case of the Missing Mammoth by Ellie Hattie &

#### Karl James Mountford

#### Writing

##### Fiction writing

Say out loud what is going to be written about

Compose a sentence orally before writing it

Sequence sentences to form short narratives

Re-read and check sense

Discuss what has been written with the teacher or other pupils

Read writing aloud clearly enough to be heard by peers and the teacher

Spell words containing phonemes already taught

Spell common exception words

**Final outcome:** To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character.

**Greater depth:** To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character and setting.

### Courageous Advocacy opportunity- conservation

#### Reading comprehension:

Predict what might happen on the basis of what has been read so far

Check that the text makes sense

Make inferences on the basis on what is being said and done

Draw on what they already know

Learn to appreciate rhymes and poems

Recite some rhymes and poems by heart

• Retell stories and consider their particular characteristics

Say out loud what is going to be written about

Compose a sentence orally before writing it

Sequence sentences to form short narratives

Re-read and check sense

Discuss what has been written with the teacher or other pupils

Read writing aloud clearly enough to be heard by peers and the teacher

Spell words containing phonemes already taught

Spell common exception words

**Final outcome:** To write a new version of the story with a new character or new setting.

**Greater depth:** To write a new version of the story with a new character and a new setting.

#### Reading comprehension:

Make inferences on the basis of what is being said and done

Predict what might happen on the basis of what has been read so far

Participate in discussion

• Become familiar with key stories and retell stories and consider their particular characteristics

### Courageous Advocacy opportunity- recycling.

<p><b>Science</b></p>	<p><b>Work scientifically</b> Investigating which material will be best to make a recycled umbrella out of. Recording results on a table. .</p> <p><b>Understand the Earth's movement in space</b> - seasonal changes: Autumn and winter</p> <p><b>Investigate materials</b> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday material on the basis of their simple physical properties.</p>	<p><b>Work scientifically</b> Investigating which materials are best for keeping eggs unbroken.</p> <p><b>Understand the Earth's movement in space</b> - seasonal changes: Winter and spring</p> <p><b>Understand animals and humans</b> Identify the basic parts of a human body. Identify and name common animals. Identifying parts of the body associated with each sense. Identify carnivores, herbivores, omnivores. Describe and compare the structure of a variety of common animals.</p>	<p><b>Work scientifically</b> Investigating what conditions, a bean needs in order to grow healthy. Observing and recording how a bean grows.</p> <p><b>Understand the Earth's movement in space</b> - seasonal changes: Spring and summer.</p> <p><b>Understand plants</b> Labelling the different parts of a plant and what function it does. Identifying deciduous and evergreen trees and knowing why deciduous trees lose their leaves. Naming and observing common garden and wild plants. Collecting data on plants and designing their own garden.</p>
<p><b>R.E</b></p>	<p><b>Understand beliefs and teachings</b> (Good News) Why good news is important to Christians. (God) The story of Creation. (God) Christians believe that one God created the world. (Incarnation) Christmas story;</p> <p><b>Understand practices and lifestyles</b> (Good News) Talk about what is important in relation parables Jesus told. (Christian Community) How Christians worship God in church.</p> <p><b>Understand how beliefs are conveyed</b> (Good News) Identifying good news in parables.</p> <p><b>Reflect</b> (Good News) Sharing good news stories. (Christian Community) Why the Bible is an important book.</p> <p><b>Understand values</b> (Good News) To share their own good news stories And why it is important to Christians. (God) Christians think they should look after and treat God's world well. (Christian Community) Christians believe that the Bible contains the story of God's people and God speaking to them.</p>	<p><b>Understand beliefs and teachings</b> (Kingdom of God) Parable of the Mustard Seed. (Forgiveness) About the story of Jonah. (Resurrection) Easter time in church. (Salvation) Easter customs (Salvation) Palm crosses</p> <p><b>Understand practices and lifestyles</b> (Kingdom of God) What Jesus may have been trying to teach about the Kingdom of God.</p> <p><b>Understand how beliefs are conveyed</b> (Resurrection) Christians believe that Jesus rose on Easter day and it is a joyful happy day in church because Jesus is alive.</p> <p><b>Reflect</b> (Kingdom of God) How small actions can grow into something bigger. (Forgiveness) How feelings and belief in God might influence the behaviour of Christians. (Resurrection) Why the empty tomb is good news for Christians.</p> <p><b>Understand values</b> (Kingdom of God) How small actions can grow into something bigger. (Forgiveness) That Christians believe it is important to say 'sorry' and apologise.  (Forgiveness) That changing your mind (repentance) about your actions affects what people do next.</p>	<p><b>Understand beliefs and teachings</b> Understanding the key teachings of various religions. (Holy Spirit) How the Holy Spirit changed the disciples on and after the Day of Pentecost. (Creation) That Christians believe God created the world good and Adam and Eve explains how it became bad. (Creation) That Christians believe when people do bad things it is called 'sin'.</p> <p><b>Understand practices and lifestyles</b> (Judaism) About the teachings of the Torah through the story of Joseph.</p> <p><b>Understand how beliefs are conveyed</b> (Discipleship) How Christians believe they can change when they meet Jesus.</p> <p><b>Reflect</b> (Holy Spirit) Holy Spirit and say what happened to the disciples in the Pentecost story.</p> <p><b>Understand values</b> (Discipleship) Why Zacchaeus changed when he met Jesus.</p>

<b>Geography</b>	<p><b>Investigate places</b> Exploring maps of the World and describing maps. Investigating the location of England on world map. Researching Wales, Scotland, London and Newcastle. Research their physical features and landmarks.</p> <p><b>Investigate patterns</b> Investigate how different places are similar and different at different times of the year.</p> <p><b>Communicate geographically</b> Understanding geographical representations, vocabulary and techniques.</p>	<p><b>Investigate places</b> Exploring continents and ocean of the world. Locating Pacific, Indian and Southern Oceans on a map of the world.</p> <p><b>Investigate patterns</b> Investigating how oceans are similar and different.</p> <p><b>Communicate geographically</b> Understanding geographical representations, vocabulary and techniques.</p>	<p><b>Investigate places</b> Researching China and Chinese animals. Comparing Beijing to UK. Research the Yangtze River, particularly focusing on why it is important to China and pollution levels.</p> <p><b>Investigate patterns</b> Investigating extreme weather and why weather can become extreme. Look at the wide range of weather conditions within China.</p> <p><b>Communicate geographically</b> Understanding geographical representations, vocabulary and techniques.</p>
<b>History</b>	<p><b>Investigate and interpret the past</b> Researching how Grace Darling, Florence Nightingale and Marie Curie changed the world.</p> <p><b>Build an overview of world history</b> Learning about what significant events they did and what impact in had on the world today.</p> <p><b>Understand chronology</b> Timeline of events, people and places as they happened.</p> <p><b>Communicate historically</b> Using historical vocabulary and techniques to convey information about the past.</p>	<p><b>Investigate and interpret the past</b> Researching famous inventors and how their inventions changed the world.</p> <p><b>Build an overview of world history</b> Learning about how first flight, the steam engine and the printing press changed the world for the better.</p> <p><b>Understand chronology</b> Timeline of events, people and places as they happened.</p> <p><b>Communicate historically</b> Using historical vocabulary and techniques to convey information about the past.</p>	<p><b>Investigate and interpret the past</b> Investigate the local area and significant landmarks within the area.</p> <p><b>Build an overview of world history</b> Learning about Halton Castle, St. Mary's Church and St Mary's School.</p> <p><b>Understand chronology</b> Timeline of events, people and places as they happened.</p> <p><b>Communicate historically</b> Using historical vocabulary and techniques to convey information about the past.</p>
<b>Computing</b>	<p><b>Code</b> Creating instructions using pictures. Understanding why it is important to be precise when writing algorithms. Describe instructions to program a character. Program a character to grow and shrink.</p> <p><b>Connect</b> Create, name and date digital creative work. Safely search for images online.</p> <p><b>Communicate</b> Understanding a paint programme app and painting using different colours. Painting with different brush sizes.</p> <p><b>Collect</b> Collecting data on a tally chart and placing it onto a pictogram.</p>	<p><b>Code</b> Writing instructions to programme a person like a computer. Understanding how to program a Bee-Bot to move. Use instructions to make a character move at different speeds and distances. Use a repeated instruction to make a sequence of instructions run more than once and predict the behaviour.</p> <p><b>Connect</b> Understand how to communicate safely online. Understand how to keep personal information safe.</p> <p><b>Communicate</b> Understanding a paint programme app to create shapes and fill areas. Edit work and make changes to improve it.</p> <p><b>Collect</b> Collecting data on a tally chart and placing it into a chart.</p>	<p><b>Code</b> Debugging a Bee-Bot. Programming a sequence to make a Bee-Bot move. Create programs that play a recorded sound. Create programs with a sequence of linked instructions.</p> <p><b>Connect</b> Know how to use email safely to communicate. Using online knowledge to help others make good choices on line.</p> <p><b>Communicate</b> Adding text to a painting. Using a computer program to make a poster.</p> <p><b>Collect</b> Collecting data on a tally chart and placing it into a branching database.</p>

<p><b>P.E</b></p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b>  <b>Gymnastics</b> Using mats copying and remembering actions moving with some control and awareness of space. Linking two or more actions to make a sequence.  <b>Dance</b> Copy and remember moves and positions.  <b>Games</b> Understanding and using the terms 'opponent' and 'team-mate'</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b>  <b>Gymnastics</b> Using mats and low apparatus show contrasts (such as small/tall, straight/curved and wide/narrow). Travelling by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body.  <b>Dance</b> Moving with careful control and coordination. Linking two or more actions to perform a sequence.  <b>Games</b> Using rolling, hitting, running, jumping, catching and kicking skills in combination.</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b>  <b>Gymnastics</b> Climbing safely on high equipment. Developing Stretch and curl to develop flexibility. Jumping in a variety of ways and land with increasing control and balance.  <b>Dance</b> Choosing movements to communicate a mood, feeling or idea.  <b>Games</b> Develop tactics and leading others when appropriate.</p>
<p><b>Art</b></p>	<p><b>'Food'</b></p> <p><b>Develop ideas</b>  Exploring paintings based on food and how artists have expressed emotions in them.</p> <p><b>Master techniques</b>  Use different foods to create a mosaic portrait of a classmate and photograph.</p> <p><b>Take inspiration from the greats</b>  Jason Mecier, Johannes Vermeer, Giuseppe Arcimboldi, Paul Cezanne.</p>	<p><b>'In the jungle'</b></p> <p><b>Develop ideas</b>  Exploring paintings on wild animals, jungle animals and how colour has been used in them.</p> <p><b>Master techniques</b>  Printing and layering a background based on the jungle. Adding collage to a background. Photographing natural background and adding a drawn animal.</p> <p><b>Take inspiration from the greats</b>  David Shepherd, Henri Rousseau, Pablo Picasso.</p>	<p><b>'At the seaside'</b></p> <p><b>Develop ideas</b>  Exploring four famous artists and how colour has been used to create an effect.</p> <p><b>Master techniques</b>  Exploring colour wheel and how colours are linked to emotions. Using different paint brushes to create different effects. Painting a seaside picture.</p> <p><b>Take inspiration from the greats</b>  Claude Monet, Georgia O'Keeffe, Anthony Gormley, Andy Warhol, Claude Monet, William Brake.</p>
<p><b>D.T.</b></p>	<p><b>Master practical skills</b>  Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p><b>Design, make, evaluate and improve</b>  Designing and making a boat.</p> <p><b>Take inspiration from design throughout history</b>  Thomas Andrews (Designer of Titanic) Edwin Clark (Anderton Boat Lift)</p>	<p><b>Master practical skills</b>  Cut, chop, grate and measure food using teaspoons and tablespoons.</p> <p><b>Design, make, evaluate and improve</b>  Design and make soup for a soup kitchen.</p> <p><b>Take inspiration from design throughout history</b>  Looking at Heinz packaging.</p>	<p><b>Master practical skills</b>  Designing and making a moving picture using a slider, lever and moving disk.</p> <p><b>Design, make, evaluate and improve</b>  Designing and making a moving picture.</p> <p><b>Take inspiration from design throughout history</b>  Explore famous illustrators.</p>
<p><b>Music</b></p>	<p><b>Perform</b>  Using the voice in different ways. Using the voice with confidence. Following hand signals. (Based on the Crimean War)</p> <p><b>Compose</b>  Learning and exploring pulse and beat.</p>	<p><b>Perform</b>  Using body percussion to differentiate pulse and rhythm. Introduction of untuned percussion instruments.</p> <p><b>Compose</b></p>	<p><b>Perform</b>  Using tuned percussion instruments (glocks/xylophones) Exploring and experiencing the effect of loud and quiet sounds. Consolidation of musical experiences and performance.</p> <p><b>Compose</b>  Consolidating rhythm and tempo. Exploring pitch and dynamics.</p>

	<p style="text-align: center;"><b>Transcribe</b> Singing with a sense of the beat. Using body percussion to mark the steady beat.</p> <p style="text-align: center;"><b>Describe music</b> Appreciating the features and effectiveness of musical elements based on conflict and resolution music.</p>	<p style="text-align: center;">Consolidating pulse and beat. Learning about rhythm. Exploring tempo and using percussion to explore and enhance story telling. (Pathways - The Lion Inside)</p> <p style="text-align: center;"><b>Transcribe</b> Creating a musical story walk based on The Lion Inside. (Pathways to Write)</p> <p style="text-align: center;"><b>Describe music</b> Appreciating the features and effectiveness of musical elements based on saving our planet.</p>	<p style="text-align: center;"><b>Transcribe</b> Creating a simple music score to follow when performing.</p> <p style="text-align: center;"><b>Describe music</b> Music from around the world Appreciating the features and effectiveness of musical elements based on achievement.</p>
RSE	<p style="text-align: center;"><b>Spiritual practices</b> Experience/participate in calming spiritual time.</p> <p style="text-align: center;"><b>Families and people who care for me</b> Spending time together/sharing lives.</p> <p style="text-align: center;"><b>Caring friendships</b> Recognising emotions (such as loneliness)</p>	<p style="text-align: center;"><b>Spiritual practices</b> Experience/participate in calming spiritual time.</p> <p style="text-align: center;"><b>Mental wellbeing</b> Emotions Benefits of exercise, healthy eating and the outdoors</p>	<p style="text-align: center;"><b>Spiritual practices</b> Experience/participate in calming spiritual time.</p> <p style="text-align: center;"><b>Families and people who care for me</b> What to do/where to go if feel unsafe or unhappy.</p> <p style="text-align: center;"><b>Respectful relationships</b> Respecting differences</p>