

St Mary's Year 1 Long Term Plan

	Autumn		Spring		Summer	
Values Heartsmart	LOVE 'Get HEARTSMART'	COMPASSION 'Don't Forget to Let Love In!'	RESPECT 'Too much Selfie isn't healthy!'	COURAGE 'Don't Rub it in, Rub it Out!'	HONESTY 'Fake is a Mistake!'	DETERMINATION 'No Way through isn't true!'
Maths	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.	
English	<p style="text-align: center;"><u>Lost and Found by Oliver Jeffers</u> 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 Final Outcome: To write an adventure story based on the structure of 'Lost and Found' with a new animal. Greater depth: 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; color: red;">Courageous Advocacy opportunity- protect the oceans</p> <p style="text-align: center;">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 Retell stories and consider their particular characteristics</p> <p style="text-align: center;"><u>Nibbles the Book Monster by Emma Yarlett</u> 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</p>		<p style="text-align: center;"><u>The Lion Inside by Rachel Bright & Jim Field</u> 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 Final Outcome: To write a story about a small animal (mouse) who befriends a large animal in the African savannah. Greater depth: 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 style="text-align: center;">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 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 style="text-align: center;"><u>The Curious Case of the Missing Mammoth by Ellie Hattie & Karl James</u> 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</p>		<p style="text-align: center;"><u>Toys in Space by Mini Grey</u> 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 fantasy story about some toys who are taken onto a spaceship. They will be changing the characters in the story. Greater depth: 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 style="text-align: center;">Reading comprehension: 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 style="text-align: center;"><u>Goldilocks and Just the One Bear by Leigh Hodgkinson</u> 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 new version of the story with a new character or new setting.</p>	

	<p>Final Outcome: To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story.</p> <p>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</p> <p>Reading comprehension</p> <p>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</p> <p>Christmas Story (cross-curricular R.E.) Re-telling</p>	<p>Spell words containing phonemes already taught Spell common exception words</p> <p>Final outcome: To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character.</p> <p>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.</p> <p>Courageous Advocacy opportunity-conservation</p> <p>Reading comprehension:</p> <p>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</p> <ul style="list-style-type: none"> Retell stories and consider their particular characteristics 	<p>Greater depth: To write a new version of the story with a new character and a new setting.</p> <p>Reading comprehension:</p> <p>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</p> <ul style="list-style-type: none"> Become familiar with key stories and retell stories and consider their particular characteristics <p>Courageous Advocacy opportunity-recycling.</p>
<p>Science</p>	<p>Work scientifically</p> <p>Investigating which material will be best to make a recycled umbrella out of. Recording results on a table. .</p> <p>Understand the Earth's movement in space – seasonal changes: Autumn and winter</p> <p>Investigate materials</p> <p>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>Work scientifically</p> <p>Investigating which senses are needed to carry out a test using senses and record information fairly.</p> <p>Understand the Earth's movement in space – seasonal changes: Winter and spring</p> <p>Understand animals and humans</p> <p>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>Work scientifically</p> <p>Investigating what conditions, a bean needs in order to grow healthy. Observing and recording how a bean grows.</p> <p>Understand the Earth's movement in space – seasonal changes: Spring and summer.</p> <p>Understand plants</p> <p>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>R.E</p>	<p>Understand beliefs and teachings</p> <p>(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>Understand practices and lifestyles</p> <p>(Good News) Talk about what is important in relation parables Jesus told. (Christian Community) How Christians worship God in church.</p> <p>Understand how beliefs are conveyed</p> <p>(Good News) Identifying good news in parables.</p> <p>Reflect</p> <p>(Good News) Sharing good news stories. (Christian Community) Why the Bible is an important book.</p> <p>Understand values</p>	<p>Understand beliefs and teachings</p> <p>(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>Understand practices and lifestyles</p> <p>(Kingdom of God) What Jesus may have been trying to teach about the Kingdom of God.</p> <p>Understand how beliefs are conveyed</p> <p>(Resurrection) Christians believe that Jesus rose on Easter day and it is a joyful happy day in church because Jesus is alive.</p> <p>Reflect</p> <p>(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>Understand beliefs and teachings</p> <p>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>Understand practices and lifestyles</p> <p>(Judaism) About the teachings of the Torah through the story of Joseph.</p> <p>Understand how beliefs are conveyed</p> <p>(Discipleship) How Christians believe they can change when they meet Jesus.</p> <p>Reflect</p> <p>(Holy Spirit) Holy Spirit and say what happened to the disciples in the Pentecost story.</p>

	<p>(Good News) To share their own good news stories And why it is important to Christians.</p> <p>(God) Christians think they should look after and treat God's world well.</p> <p>(Christian Community) Christians believe that the Bible contains the story of God's people and God speaking to them.</p>	<p>Understand values</p> <p>(Kingdom of God) How small actions can grow into something bigger.</p> <p>(Forgiveness) That Christians believe it is important to say 'sorry' and apologise.</p> <p>(Forgiveness) That changing your mind (repentance) about your actions affects what people do next.</p>	<p>Understand values</p> <p>(Discipleship) Why Zacchaeus changed when he met Jesus.</p>
Geography	<p>Investigate places</p> <p>Exploring maps of the World and describing maps. Investigating the location of England on world map. Researching Wales, Scotland, London and Newcastle.</p> <p>Research their physical features and landmarks.</p> <p>Investigate patterns</p> <p>Investigate how different places are similar and different at different times of the year.</p> <p>Communicate geographically</p> <p>Understanding geographical representations, vocabulary and techniques.</p>	<p>Investigate places</p> <p>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>Investigate patterns</p> <p>Investigating extreme weather and why weather can become extreme. Look at the wide range of weather conditions within China.</p> <p>Communicate geographically</p> <p>Understanding geographical representations, vocabulary and techniques.</p>	<p>Investigate places</p> <p>Exploring continents and ocean of the world. Locating Pacific, Indian and Southern Oceans on a map of the world.</p> <p>Investigate patterns</p> <p>Investigating how oceans are similar and different.</p> <p>Communicate geographically</p> <p>Understanding geographical representations, vocabulary and techniques.</p>
History	<p>Changes in Living Memory</p> <p>Investigate and interpret the past</p> <p>Researching how toys have changed through the ages.</p> <p>Understand chronology</p> <p>Timeline of toys and how they have changed through time.</p> <p>Communicate historically</p> <p>Using historical vocabulary and techniques to convey information about how toys have changed..</p>	<p>Women Who Have Changed the World</p> <p>Investigate and interpret the past</p> <p>Researching how Grace Darling and Florence Nightingale changed the world.</p> <p>Build an overview of world history</p> <p>Learning about what significant events they did and what impact it had on the world today.</p> <p>Understand chronology</p> <p>Timeline of events, people and places as they happened.</p> <p>Communicate historically</p> <p>Using historical vocabulary and techniques to convey information about the past.</p>	<p>Significant Events</p> <p>Investigate and interpret the past</p> <p>Researching famous events and how these events changed the world.</p> <p>Build an overview of world history</p> <p>Learning about how The Great Fire of London and The Plague impacted life at this time.</p> <p>Understand chronology</p> <p>Timeline of events, people and places as they happened.</p> <p>Communicate historically</p> <p>Using historical vocabulary and techniques to convey information about the past.</p>
Computing	<p>Technology around us</p> <p>Self-image and identity</p> <p>Digital painting</p> <p>Online relationships</p>	<p>Moving a robot</p> <p>Grouping data</p> <p>Managing online information</p>	<p>Digital writing</p> <p>Privacy and security</p> <p>Introduction to animation</p>
P.E	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Introduction to Invasion</p> <p>Ball control (Invasion)</p> <p>Gymnastics (Balance and Agility)</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Creative Play (Outdoor Adventure)</p> <p>Dance Animals – Jungle</p> <p>Balance & Control – Striking (Net Games)</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Running and Jumping (Athletics)</p> <p>Partner Games (Strike and Field)</p> <p>Throwing and Catching (Invasion)</p>
Art	<p>'Food'</p> <p>Develop ideas</p>	<p>'In the jungle'</p> <p>Develop ideas</p>	<p>'At the seaside'</p> <p>Develop ideas</p>

	<p>Exploring paintings based on food and how artists have expressed emotions in them.</p> <p>Master techniques Use different foods to create a mosaic portrait of a classmate and photograph. Sculpture clay to make a 3D fruit.</p> <p>Take inspiration from the greats Jason Mecier, Johannes Vermeer, Jim Victor</p>	<p>Exploring paintings on wild animals, jungle animals and how colour has been used in them.</p> <p>Master techniques Printing and layering a background based on the jungle. Adding collage to a background. Photographing natural background and adding a drawn animal.</p> <p>Take inspiration from the greats David Shepherd</p>	<p>Exploring famous artists and how colour has been used to create an effect.</p> <p>Master techniques Exploring colour wheel and how colours are linked to emotions. Using different paint brushes to create different effects. Painting a seaside picture.</p> <p>Take inspiration from the greats JMW Turner, Katsushika Hokusai, Helen Guinepied, Anthony Gormley, Berthe Morisot</p>
D.T.	<p>Master practical skills Solid Structures</p> <p>Demonstrate a range of joining and layering techniques (such as gluing, hinges or combining materials to strengthen). Find ways to put materials together to provide strength to an arch.</p> <p>Design, make, evaluate and improve Designing and making a solid bridge structure</p> <p>Take inspiration from design throughout history Evaluate a range of solid structures, including buildings (ancient and modern) and bridges and natural structures such as icebergs, coastal arches and mountains.</p>	<p>Master practical skills Slider Mechanisms</p> <p>Develop techniques for making sliders from paper and card. Practice so that sliders move smoothly and achieve the aim.</p> <p>Design, make, evaluate and improve Designing and making a sliders for a 'moving picture' on straight or curved lines with various orientations.</p> <p>Take inspiration from design throughout history Explore famous illustrators who have used these mechanisms.</p>	<p>Master practical skills Portable snacks</p> <p>Cut, chop, grate, spread, fold, peel, slice and measure food by weighing. Snip and stir food in preparation.</p> <p>Design, make, evaluate and improve Design a tasty and nutritious snack. Evaluate (taste) and make changes according to feedback.</p> <p>Take inspiration from design throughout history Evaluate snacks such as sandwiches, wraps, pork pies etc to see what makes them portable</p>
Music-Charanga	<p><u>Musical Spotlight: My Musical Heartbeat</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G What are pulse and beat? Finding the pulse and beat in different pieces of music using marching, clapping or swaying. Keeping the beat going as the music progresses.</p> <p>Social Question: How Can We Make Friends When We Sing Together?</p> <p><u>Musical Spotlight: Dance, sing and play</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A. Learning about long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. Exploring how long and short sounds called 'rhythm' and high and low sounds that we call pitch work together.</p> <p>Social Question: How Does Music Tell Stories About the Past?</p>	<p><u>Musical Spotlight: Exploring Sounds</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A. Learning about high and low sounds and long and short sounds. Exploring these sounds and creating own very simple melodies. Social Question: How Does Music Make the World a Better Place?</p> <p><u>Musical Spotlight: Learning to listen</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A Learning to listen well to a piece of music. Learning to feel sound in your body. Learning to identify sounds.</p> <p>Social Question: How Does Music Help Us to Understand Our Neighbours?</p>	<p><u>Musical Spotlight: Having Fun with Improvisation</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A Improvising and creating a melody or a rhythm on own or in groups.</p> <p>Social Question: What Songs Can We Sing to Help Us Through the Day?</p> <p><u>Musical Spotlight: Let's perform together</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B Learning to sing, dance, play and perform together.</p> <p>Social Question: How Does Music Teach Us About Looking After Our Planet?</p>

PSHE/RSHE	<p>Caring friendships</p> <p>Mental wellbeing</p> <p>Physical Health and Fitness</p> <p>Respectful relationships</p> <p>Being Safe</p> <p>Health and Prevention</p>	<p>Caring friendships</p> <p>Families and people who care for me</p> <p>Online Relationships</p> <p>Internet Safety and Harms</p> <p>Respectful relationships</p> <p>Mental wellbeing</p>	<p>Caring friendships</p> <p>Families and people who care for me</p> <p>Being Safe</p> <p>Health and Prevention</p> <p>Respectful Relationships</p> <p>Mental wellbeing</p> <p>First Aid – Calling for help</p>
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