

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 align="center"><u>Lost and Found by Oliver Jeffers</u> Writing Fiction – Adventure story</p> <p>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</p> <p>Final Outcome: To write an adventure story based on the structure of 'Lost and Found' with a new animal.</p> <p>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 align="center">Courageous Advocacy opportunity- protect the oceans</p> <p align="center">Reading comprehension:</p>		<p align="center"><u>The Lion Inside by Rachel Bright & Jim Field</u> Writing Fiction- Journey story</p> <p>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</p> <p>Final Outcome: To write a story about a small animal (mouse) who befriends a large animal in the African savannah.</p> <p>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 align="center"><u>Toys in Space by Mini Grey</u> Writing Fiction writing</p> <p>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</p> <p>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.</p> <p>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>	

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

Nibbles the Book Monster by Emma Yarlett

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

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

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.

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

Goldilocks and Just the One Bear by Leigh Hodkinson

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

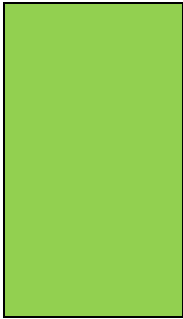
Final outcome: To write a new version of the story with a new character or new setting.

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

	<p>Retell stories and consider their particular characteristics</p> <p>Christmas Story (cross-curricular R.E.) Re-telling</p>	<p>Courageous Advocacy opportunity- conservation</p> <p>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</p> <ul style="list-style-type: none"> • Retell stories and consider their particular characteristics 	<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 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 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 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 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 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 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>Harvest: How can we help those who do not a good harvest? How do people of Jewish faith celebrate the Harvest? Judaism</p>	<p>Jesus: What made Jesus special? Easter: What do you think is the most important part of the Easter story?</p>	<p>Baptism: Why is Baptism special? How do people of world faiths welcome new babies? Hinduism, Islam, Sikhism, Humanism Joseph: Why is Joseph a Bible hero?</p>



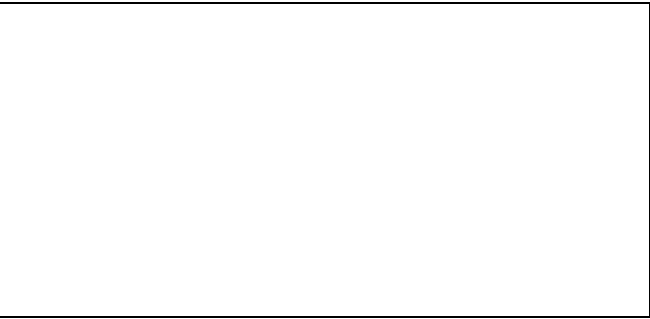
Creation: What are your favourite things that God created?

What do people of Muslim and Hindu faith believe about how God made the world?

Hindu and Islam

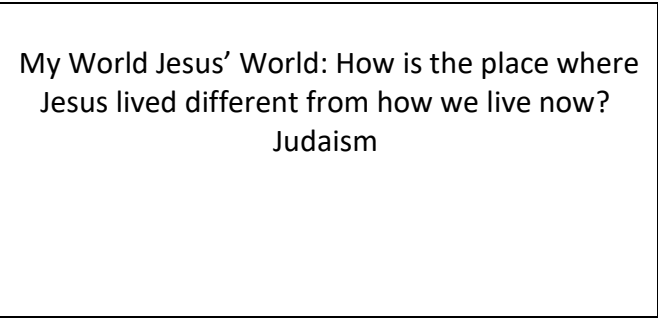
Christmas: Why do we give and receive gifts?

Hindu and Islam



My World Jesus' World: How is the place where Jesus lived different from how we live now?

Judaism



Geography	<p>Local Area: Where do we live?</p> <p>I can find my school on an aerial photograph and a large-scale plan or map.</p> <p>I can talk about the area where you live and find some familiar features on an aerial photograph or large-scale plan.</p> <p>You can share your ideas about how you could investigate the local area and help plan fieldwork in the street outside your school.</p> <p>I can investigate the street outside my school and do some fieldwork to observe and record what is there.</p> <p>I can collect information to find out how pupils in my class get to school, and why they travel that way.</p> <p>I can make a map of my journey to school showing the buildings and places I pass on the route.</p>	<p>Local Area: How do we read maps and plan routes?</p> <p>I can talk about my favourite places to play in the school grounds and locate them on an aerial photograph.</p> <p>I can plan a route to show a visitor our school grounds using an aerial photograph and a large-scale map.</p> <p>I can plan a route to show a visitor our school grounds using an aerial photograph and a large-scale map.</p> <p>I can observe and use geographical vocabulary to talk about features of our local area as we follow a route to a local play area.</p> <p>I can make a map of my route to a local play area.</p> <p>I can make a map or model to show my ideas for improving the school grounds.</p>	<p>Continents and Oceans: What can we find out about our world?</p> <p>I can use globes, satellite images and geographical vocabulary to describe Earth.</p> <p>I can understand that a map is a 2D model of the world and I know what continents and oceans are.</p> <p>I can explain what an ocean is and name Earth's five oceans.</p> <p>I can explain what a river is and give examples of different rivers in the world.</p> <p>I can explain what a mountain is and give some global examples of mountains and landmarks with the aid of maps and atlases.</p> <p>I can use atlases and maps to locate the UK in the world.</p>
History	<p>Changes in Living Memory</p> <p>Investigate and interpret the past Researching how toys have changed through the ages.</p> <p>Understand chronology Timeline of toys and how they have changed through time.</p> <p>Communicate historically 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 Researching how Grace Darling and Florence Nightingale changed the world.</p> <p>Build an overview of world history Learning about what significant events they did and what impact it had on the world today.</p> <p>Understand chronology Timeline of events, people and places as they happened.</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past.</p>	<p>Significant Events</p> <p>Investigate and interpret the past Researching famous events and how these events changed the world.</p> <p>Build an overview of world history Learning about how The Great Fire of London and The Plague impacted life at this time.</p> <p>Understand chronology Timeline of events, people and places as they happened.</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past.</p>

Computing	Technology around us Self-image and identity Digital painting Online relationships	Moving a robot Grouping data Managing online information	Digital writing Privacy and security Introduction to animation
P.E	Develop practical skills in order to participate, compete and lead a healthy lifestyle. Introduction to Invasion Ball control (Invasion) Gymnastics (Balance and Agility)	Develop practical skills in order to participate, compete and lead a healthy lifestyle. Creative Play (Outdoor Adventure) Dance Animals – Jungle Balance & Control – Striking (Net Games)	Develop practical skills in order to participate, compete and lead a healthy lifestyle. Running and Jumping (Athletics) Partner Games (Strike and Field) Throwing and Catching (Invasion)
Art	drawing painting sculpture colour pattern texture line shape form space ‘Food’ Develop ideas Exploring paintings based on food and how artists have expressed emotions in them. Master techniques Use different foods to create a mosaic portrait of a classmate and photograph. Sculpture clay to make a 3D fruit. Take inspiration from the greats Jason Mecier, Johannes Vermeer, Jim Victor	drawing painting sculpture colour pattern texture line shape form space ‘In the jungle’ Develop ideas Explore drawing wild animals, jungle animals and how colour has been used in them. Explore creating jungle backgrounds, printing and layering for texture. Master techniques Printing and layering a background (based on the jungle). Practising using line, pattern, texture and tone to create an drawn animal to add to the background. Take inspiration from the greats David Shepherd	drawing painting sculpture colour pattern texture line shape form space ‘At the seaside’ Develop ideas Exploring famous artists and how colour has been used to create an effect. Master techniques Exploring colour wheel and how colours are linked to emotions. Using different paint brushes to create different effects. Painting a seaside picture. Take inspiration from the greats JMW Turner, Katsushika Hokusai, Helen Guinepied, Anthony Gormley, Berthe Morisot
D.T.	Master practical skills Solid Structures Demonstrate a range of joining and layering techniques (such as gluing, hinges or	Master practical skills Slider Mechanisms	Master practical skills Portable snacks

	<p>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>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>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>
<p>Music-Charanga</p>	<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.</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.</p> <p>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.</p>	<p><u>Musical Spotlight: Having Fun with Improvitation</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 Improvise 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>Learning about long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'.</p> <p>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>Learning to identify sounds.</p> <p>Social Question: How Does Music Help Us to Understand Our Neighbours?</p>	<p>Social Question: How Does Music Teach Us About Looking After Our Planet?</p>
<p>PSHE/RSHE</p>	<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>