

Year 1 Long-term Plan 2016-17

	Autumn	Spring	Summer
Literacy	Stories with predictable phrasing (6 weeks) Labels, lists and captions (1 week) Recounts (2 weeks) Poetry - vocabulary building (1 week) Poetry - rhyming couplets (1 week) Take One Book (2 weeks)	Contemporary fiction (4 weeks) Report (2 weeks) Instructions (2 weeks) Poetry - vocabulary building (1 week) Poetry - rhyming couplets (1 week) Take One Book (2 weeks)	Traditional tales - Fairy Tales (6 weeks) Report (2 weeks) Explanations (2 weeks) Poetry - vocabulary building (1 week) Take One poet - poetry appreciation (1 week)
Speaking and Listening.	Listen and respond appropriately to adults and their peers Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Use relevant strategies to build their vocabulary Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments		
	Ask relevant questions to extend their understanding and knowledge Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Gain, maintain and monitor the interest of the listener(s) Articulate and justify answers, arguments and opinions	Select and use appropriate registers for effective communication. Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Writing (Ongoing)	write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. 		
Spelling	Phase 2, 3, 4 and 5 phonemes.	The /ŋ/ sound spelt n before k Division of words into syllables -tch The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word Adding -er and -est to adjectives where no change is needed to the root word	<u>Words ending -y (/i:/ or /!:/)</u> <u>New consonant spellings ph and wh</u> <u>Using k for the /k/ sound</u> <u>Adding the prefix -un</u> <hr/> Compound words <hr/> Common exception words

<p style="text-align: center;">SPAG</p>	<p>How words can combine to make sentences Separation of words with spaces Introduction to capital letters, full stops, Capital letters for names and for the personal pronoun I</p>		<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Joining words and joining clauses using and Introduction to question marks and exclamation marks</p>		<p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] Sequencing sentences to form short narratives</p>	
<p style="text-align: center;">Numeracy</p>	<p>How words can combine to make sentences Joining words and joining clauses using <i>and</i></p>		<p>Time Place Value Number: Addition and Subtraction Measures: Length and Height Number: Multiplication and Division Number: Fractions</p>		<p>Number: Addition and Subtraction Number: Four Operations Measurement: Money Measurement: Weight and Volume</p>	
<p style="text-align: center;">IPC Unit</p>	<p style="text-align: center;">Sequencing sentences to form short narratives</p>	<p style="text-align: center;">Let's Celebrate!</p>	<p style="text-align: center;">The Magic Toymaker</p>	<p style="text-align: center;">The Circus is coming to town.</p>	<p style="text-align: center;">Our World</p>	<p style="text-align: center;">From A-B</p>
<p style="text-align: center;">Science 46 hours</p>	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (NC) Learning about the body : Skeleton Body parts What our bodies are made of.</p>	<p>Say which part of the body is associated with each sense. (NC) -Senses</p>	<p>Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.(NC)</p>	<p>Describe the simple physical properties of a variety of everyday Materials (NC) ·About forces - pushes and pulls in circus acts</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees (NC) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies (NC)</p>

					(NC)	
Working Scientifically (Ongoing)						
R.E.	<p>Unit 1a What does it mean to belong? <i>About ways in which they belong</i> <i>How belonging is expressed and made explicit</i> <i>About the concept of belonging to their families</i> <i>That there are a number of religions in the world</i> <i>That religious people feel they belong to a faith</i> <i>That religious people have different ways of showing that they belong to their faith</i> <i>What happens to a child when they are initiated into a religion</i> <i>What is involved for a child to belong in a religion</i> <i>About the importance of initiation ceremonies</i> <i>How people show they belong to a religion</i> <i>What is special about belonging</i> <i>About the idea of specialness</i></p>	<p>Unit 1c Why do Christians give gifts at Christmas? <i>What is meant by the idea of something 'precious'</i> <i>That some gifts cost nothing, but can be precious</i> <i>About the story of the birth of Jesus</i> <i>That the concepts of giving and receiving are important in Christianity</i> <i>That religious ideas and personal feelings can be expressed in a variety of ways</i> <i>That Christians believe that Jesus is God's gift to the world</i> <i>About the qualities that Christians believe Jesus gives</i></p>	<p>Unit 1d Beliefs and practises <i>That most faith communities have special days and places for worship</i> <i>That holy days are special days for worship</i> <i>How the holy day is celebrated at home and in the place of worship</i> <i>That religious artefacts often symbolise key beliefs</i> <i>Which artefacts are significant to the religion being studied</i> <i>How artefacts are used</i> <i>That religious festivals are celebrations of symbolic significance for believers</i> <i>To make connections between their own feelings and experiences of celebrations, and those of others</i> <i>The main belief or teaching represented by the festival</i> <i>That religious leaders in history influenced believers because of their relationship with God</i></p>	<p>Unit 1b What does it mean to belong in Christianity? <i>About ways in which they belong</i> <i>About how belonging is expressed and shown</i> <i>The concept of belonging to their families</i> <i>That religious people have ways of showing how they belong together</i> <i>To understand that there are a number of religions in the world</i> <i>To understand that religious people feel they belong to a faith</i> <i>About examples of how Christians belong to Christianity</i> <i>To illustrate a sign of belonging</i> <i>That some Christians baptise babies</i> <i>About the symbolism of the cross and the candle used in baptism</i> <i>That baptism is a sign of welcoming into the Church</i> <i>To reflect on the way their families welcome babies</i> <i>The story of Jesus' baptism</i> <i>Why the story is important to Christians</i> <i>To understand the link between this story and the baptism they have seen</i></p>	<p>Unit 1e How do Jewish people express their beliefs in practise? <i>That Jews have a distinctive pattern to the week, which is reflected in their lifestyle</i> <i>That the Jewish symbol of the mezuzah contains a key belief</i> <i>The key features of the story of the festival of Hanukkah</i> <i>That Jews believe that God has performed miracles in Jewish history</i> <i>That light is seen as representing the presence of God</i> <i>The key features of the story of the festival of Passover</i> <i>How Passover is celebrated</i> <i>Why Jewish people want to remember this event in their history</i> <i>About the qualities of leadership and obedience in the life of Moses</i> <i>The story of Moses and the burning bush</i> <i>About the feelings and emotions in the story</i> <i>To reflect on their own feelings and experiences</i> <i>To evaluate and present what they have learnt about Jewish beliefs and practices</i></p>	<p>Religion Focus: Judaism Key celebrations: Shavout</p>

				<i>enacted</i> <i>How it might feel to be given an important job to do</i> <i>That some people make the choice to be baptised</i> <i>That believers' baptism usually involves total immersion</i> <i>About the symbolism of the water in baptism</i> <i>How people belong to a religion</i>		
I.C.T.	<p>Graphics Understands that computers have no intelligence and that computers can do nothing unless a program is executed (AL)</p> <p>Knows the main components of a computer system (AB)</p> <p>Knows common uses of information technology beyond the classroom. (GE)</p>	<p>Multimedia Presentation Knows common uses of information technology beyond the classroom. (GE)</p>	<p>Uses software under the control of the teacher to create and edit digital content. (AB) (GE) (DE)</p>	<p>Coding Understands what an algorithm is and is able to express simple algorithms (AL)</p> <p>Knows that users can write their own programs. (AL)</p> <p>Creates a simple program (that is not reliant on text) (AL)</p>	<p>Data Recognises that digital content can be represented in many forms. (AB) (GE)</p> <p>Recognises different types of data: text, number, pictures (AB) (GE)</p> <p>Uses pictures, numbers, to represent data (AB)</p>	<p>Understands the importance of communicating respectfully online and the need for keeping personal information private. (EV)</p> <p>Understands the need for passwords to log onto the computer and can enter a password (AL)</p>

<p>History</p> <p>34</p>		<ul style="list-style-type: none"> •How people in our families celebrated in the recent past •How particular past events are still celebrated <p>Significant historical events, people and places in their own locality (NC)</p>	<ul style="list-style-type: none"> •About toys and games from the past •How to decide if a toy is new or old •How to create our own toy museum •How we can learn about the past in different ways <p>14 hours</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (NC)</p>	<ul style="list-style-type: none"> •What circuses were like in the past •About some of the people who made circuses famous •How circuses have changed over the years <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (NC)</p>	<p>Local History – Robin Hood and Nottingham Castle.</p> <p>Significant historical events, people and places in their own locality (NC)</p>	<ul style="list-style-type: none"> •About transport in the past •How to make a timeline to show when different types of transport were invented •About exploring different types of transport from myths and legends <p>The lives of significant individuals in the past who have contributed to national and international achievements (NC)</p> <p>Events beyond living memory that are significant nationally or globally (NC)</p>
<p>Geography</p> <p>32</p>	<ul style="list-style-type: none"> •Which countries we or our ancestors have come from •How to find our local area on a map •About different countries we have lived in <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Use basic geographical vocabulary (NC)</p>			<ul style="list-style-type: none"> •How to draw maps and plans of a circus •How to use maps and atlases to find out about the countries some circus animals come from <p>6 hours</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (NC)</p>	<ul style="list-style-type: none"> •About different wildlife habitats in our local environment •About the animals and insects that share our local environment •How our local environment compares with other locations around the world <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Use basic geographical vocabulary (NC)</p>	<ul style="list-style-type: none"> •How we travel to school •How to make maps to record our journey to school •How to create our own train journey around the host country •How we can travel to different countries •How to create our own activity holiday <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (NC)</p>
<p>D & T</p>		<ul style="list-style-type: none"> •How to plan for a celebration •How to design and make a product for a celebration 	<ul style="list-style-type: none"> About 'magic' toys that fool our eyes •How to design and make our own board game 	<ul style="list-style-type: none"> •How to put up a tent •How to plan and make circus tents for soft toys 	<ul style="list-style-type: none"> •How to make model gardens •How to design and make our own bird feeders 	

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Art 42	<p>•How to draw portraits and self-portraits</p> <p>•How to take a portrait photograph</p> <p>•About portraits by famous painters and sculptors</p> <p>•How to design a favourite menu</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form</p>	<p>•How decoration is used in celebrations</p> <p>•How the work of artists is used in celebrations</p> <p>•How to make artefacts and images that could be used in celebrations</p> <p>Use a range of materials creatively to design and make products (NC)</p> <p>Use drawing, painting and</p>		<p>•How to draw faces and understand expressions</p> <p>•About the work of artists who have painted pictures about the circus</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (NC)</p> <p>Learn about the work of a range of artists, craft</p>	<p>•How to create artwork using natural materials</p> <p>•How to make a tree collage</p> <p>•How to make a silhouette of our local skyline</p> <p>•How to design and create our own sensory garden</p> <p>Use a range of materials creatively to design and make products (NC)</p>	<p>•How to create our own futurist painting to capture the speed and movement of transport</p> <p>•How to create a boat collage in the style of Turner and Monet</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and</p>

	and space (NC) Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (NC)	sculpture to develop and share their ideas, experiences and imagination (NC)		makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (NC)	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (NC)	space (NC) Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (NC)
P.E.	Activity skills	Gym	Dance	Net/wall games	Striking/ fielding	Athletics Team building
Music	Singing games, raps and chants.	Singing & rhythm, longer songs Christmas performance	Singing rounds, Body Percussion	Singing, rounds, longer songs & Body Percussion	Singing & Instrumental Percussion	Singing & Instrumental percussion Summer Performance
Spanish	Greetings How to introduce yourself Colours		Numbers 1-12 Parts of the body Classroom instructions		Jungle animals Fruits Likes and dislikes	
P.S.H.E & Cit.	New beginnings Appreciate and celebrate differences, be supportive in a group. Learn how to create a welcoming environment. Know how it feels to belong to a group. Develop empathy for others. Explore ways of calming down.	Getting On and Falling Out Know what makes a good friend. Learn to listen, and to give and receive complements. Know why people fall out. Explore feelings of anger, and ways to calm down. Learn basic conflict resolution. Know how to express basic feelings.	Going for Goals Learn how to set a goal and work toward it. Explore effective learning, reflect on preferred ways of learning. Learn how to think through a problem. Know that a goal can be broken down into small steps.	Good to be Me Explore feelings of worry, think about strategies for dealing with worries. Consider what makes us proud, recognise own strengths. Recognise impulsive and reflective behaviour, begin to explore assertiveness.	Relationships Explore feelings of jealousy. Think how to manage feelings when we are hurt. Consider people who are important to us. Explore uncomfortable feelings of loss and being left.	Changes Explore changes in our lives. Distinguish between different types of changes in our lives. Learn strategies for dealing with changes. Be involved in making changes in the classroom.