

Year 1 Long Term Plans 2021-2022

Autumn		Spring		Summer	
English					
The Queen's Hat- narrative	Firework Night- poetry	Lost and Found- narrative	Dogger- narrative	Pinocchio- narrative	The Train Ride- narrative
The Naughty Bus- newspaper report (NF)	Beegu- Narrative	On Safari- travel journal (NF)	Toys from the Past- Report (NF)	Walk in the Woods- recount (NF)	George Stephenson- Biography (NF)
Composing a sentence orally before writing.	Composing a sentence orally before writing.	Spelling the days of the week correctly.			
Reading work back to check that it makes sense.	Reading work back to check that it makes sense.	Reading work back to check that it makes sense.	Reading work back to check that it makes sense.	Reading work back to check that it makes sense.	Punctuating a sentence with a capital letter and a full stop and a question mark/ exclamation mark where appropriate.
Sequencing sentences to form short narratives.	Punctuating a sentence with a capital letter and a full stop and a question mark/ exclamation mark where appropriate.	- Using suffixes- ing, ed, -er, -est, -s, -es			
Punctuating a sentence with a capital letter and a full stop.	Punctuating a sentence with a capital letter and a full stop.	Punctuating a sentence with a capital letter and a full stop.	Punctuating a sentence with a capital letter and a full stop and a question mark/ exclamation mark where appropriate.	Using suffixes- ing, ed, -er, -est, -s, -es	Using the prefix -un
Using a question mark to punctuate a questions.	Joining words and clauses with and.	-ed suffix, -ing suffix, -un prefix	-ed suffix, -ing suffix, Joining 2 sentences with 'and'.	Using a range of conjunctions to join sentences.	Using a range of conjunctions to join sentences.
Using -ed suffix for verbs in the past tense.	Using a question mark/exclamation mark appropriately.	Adding s/es to verbs in the third person.	Using capitals for I and proper nouns.	Using capitals for I and proper nouns.	Using capitals for I and proper nouns.
Using capitals for I and proper nouns.	Using -ed suffix for verbs	Using capitals for I and			

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	in the past tense. Using capitals for I and proper nouns.	proper nouns.			
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Maths

Number & Place Value 0-10	Addition and subtraction within 10 (continued)	Addition and subtraction within 20	Place Value within 50 (continued)	Multiplication and division	Place value within 100
<ul style="list-style-type: none"> Sort objects Count objects Represent objects Count, read and write forwards from any number 0 to 10 Count, read and write backwards from any number 0 to 10 Count one more Count one less One-to-one correspondence to start to compare groups Compare groups using language such as equal, more/greater, less/fewer Introduce <, > and = symbols Compare numbers Order groups of objects Order numbers Ordinal numbers (1st, 2nd, 3rd...) The number line 	<p>Shape</p> <ul style="list-style-type: none"> Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 3-D and 2-D shapes 	<ul style="list-style-type: none"> Add by counting on Find & make number bonds Add by making 10 Subtraction - Not crossing 10 Subtraction - Crossing 10 (1) Subtraction - Crossing 10 (2) Related facts Compare number sentences 	<p>Measurement: Length and height</p> <ul style="list-style-type: none"> Compare lengths and heights Measure length (1) Measure length (2) 	<ul style="list-style-type: none"> Count in 10s Make equal groups Add equal groups Make arrays Make doubles Make equal groups - grouping Make equal groups - sharing 	<ul style="list-style-type: none"> Counting to 100 Partitioning numbers Comparing numbers (1) Comparing numbers (2) Ordering numbers One more, one less
<p>Addition & Subtraction within 10</p> <ul style="list-style-type: none"> Part-whole model Addition symbol Fact families - addition facts Find number bonds for numbers within 10 Systematic methods for number bonds within 10 Number bonds to 10 Compare number bonds Addition - adding together Addition - adding more Finding a part Subtraction - taking away, how many left? Crossing out Subtraction - taking away, how many left? Introducing the subtraction symbol Subtraction - finding a part, breaking apart Fact families - the 8 facts Subtraction - counting back 	<p>Place Value within 20</p> <ul style="list-style-type: none"> Count forwards and backwards and write numbers to 20 in numerals and words Numbers from 11 to 20 Tens and ones Count one more and one less Compare groups of objects Compare numbers Order groups of objects Order numbers 	<p>Place value within 50</p> <ul style="list-style-type: none"> Numbers to 50 Tens and ones Represent numbers to 50 One more one less Compare objects within 50 Compare numbers within 50 Order numbers within 50 Count in 2s Count in 5s 	<p>Measurement: Weight and volume</p> <ul style="list-style-type: none"> Introduce weight and mass Measure mass Compare mass Introduce capacity and volume Measure capacity Compare capacity 	<p>Fractions</p> <ul style="list-style-type: none"> Find a half (1) Find a half (2) Find a quarter (1) Find a quarter (2) 	<p>Money</p> <ul style="list-style-type: none"> Recognising coins Recognising notes Counting in coins
<p>4</p>				<p>Position and direction</p> <ul style="list-style-type: none"> Describe turns Describe Position (1) Describe Position (2) 	<p>Time</p> <ul style="list-style-type: none"> Before and after Dates Time to the hour Time to the half hour Writing time Comparing time

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Science

Animals including humans

Children will learn about the parts of the human body and say which part is associated with each sense; I can name and label the basic parts of the human body. Children will learn how to name and identify common animals and identify carnivores, herbivores and omnivores. Children will also describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Children will also be given the opportunity to explore animals in their local environment and become familiar with common animals. Children will be given the opportunity to explore the animals in their natural environment and work scientifically to observe, compare and contrast them.

Seasonal changes-Autumn/Winter

This will be completed throughout the year.

Children will be taught to observe the changes across the 4 seasons, with a particular focus on Autumn and Winter, and observe and describe the weather associated with the seasons and how day length varies.

Children will be able to identify and name the four seasons and describe the related weather.

Everyday materials: Properties and grouping and sorting

Children will learn to distinguish between an object and the material from which it is made and be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Children will explore and describe the simple physical properties of a variety of everyday materials and compare and group together a variety of everyday materials on the basis of their simple physical properties. Children will explore a variety of subject specific language to describe the materials and their properties. Children will be given the opportunity to explore a wide variety of materials during investigations e.g. which material is best for Beegu's rocket?

Seasonal changes-Winter/Spring

This will be completed throughout the year.

To continue on from prior learning in Autumn term, in this unit, children will be taught to observe the changes across Spring and look at what weather we associate with Spring. Children will be given the opportunity to compare and contrast this with Autumn. Generating questions that can be answered in different ways. Observational investigation of recording data in tables length of days etc.

Plants

Children will learn how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Children will also identify and describe the basic structure of a variety of common flowering plants, including trees. Children will have the opportunity to use their local environment to explore the plants growing in their habitat and to plant and observe the growth of plants and flowers which they have planted.

Seasonal changes-Spring/Summer

This will be completed throughout the year.

To continue on from prior learning from the Spring term, in this unit, children will be taught to observe the changes during the summer season and look at what weather we associate with Summer. Children will be given the opportunity to compare and contrast this with Spring and describe the feature that change throughout the year – food grown, plants animals

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Computing

<p>Internet Safety (X2 sessions A1 & A2) E-safety health and well-being to identify rules that keep us safe and healthy when using tech. Think You Know video clips: Programmes 1 & 2 https://www.thinkuknow.co.uk/5_7/hectorsworld/</p> <p>Multimedia- The Seesaw app -logging on and off -creating and adding content -recording responses to tasks through pictures, drawing, videos. -viewing and commenting on the work of others.</p> <p>Key Vocabulary: password, information, personal, online, polite, kind, computer, laptop, tablet, mobile, iPad, e-safety rules, website, worry, keyboard, mouse, trackpad, device, save, retrieve, store, password</p>	<p>Internet Safety (X2 sessions Sp1 & Sp2) E-Safety privacy and security finding examples of personal information and describing people that can be trusted. Think You Know video clips: Programmes 3 & 4</p> <p>Data and digital literacy – Pictogram software</p> <p>Multimedia – Photo editor through seesaw</p> <p>Key Vocabulary: home, school, safe, operate, equipment, technology, learn, internet, video, text, picture, sound, information</p>	<p>Internet Safety (X2 sessions Su1 & Su2) Think You Know video clips: Programmes 5 & 6 Online reputation and online bullying identifying ways of putting info on the internet and describing how people can be unkind online. https://www.thinkuknow.co.uk/5_7/hectorsworld/</p> <p>Programming using Sphero and beebots</p> <p><i>Key Vocabulary: Sphero, Beebots, robots, home, school, safe, operate, equipment, technology, learn, internet, website, instructions, robot, algorithm, sequence, software, sequence, apps, program, left, right, forward, backwards, in front, behind</i></p>
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History

THE HISTORY OF COMMUNICATION	CHANGES IN LIVING MEMORY – Focus On Toys	LOCAL HISTORY – STEPHENSON’S ROCKET
<p>Children will recall facts about William Caxton (inventor of printing press) and Tim Berners-Lee (inventor of the world wide web) because they are significant people who have changed technology. Children will understand that this is important because they live in a technological world.</p> <p>Children will learn about important people who have changed technology in the world, using a variety of sources of evidence.</p> <p><i>CONCEPT: Dreams, Change,</i></p> <p>KEY VOCABULARY: timeline, before, after, then, now, past, present, dates, change, communication, technology,</p>	<p>Children will learn about changes within living memory to do with toys, so that they can sequence objects and understand the difference between past/present, now/then.</p> <p>Children will compare old and new toys looking at similarities and differences. They will look at how the toys fit into their history and show chronology e.g. grandma’s toys). They will look at changes over time (materials and safety). They will begin to ask questions about toys and how they are used.</p> <p>CONCEPT: Creativity,</p> <p>KEY VOCABULARY: past, present, then , now, living memory, differences, similarities</p>	<p>Children will learn about Stephenson’s Rocket in order to understand the importance of a local place. The railway line near our school is part of the local history and children need to know how that affected others in the past, and why.</p> <p>Children will compare and contrast old and new trains and learn about steam power. Children will be able to talk about the first competition to run a train from Liverpool to Manchester. Then children will look at the trials at Rainhill, looking at how this is very close to where we live and potentially visit and ride the trains.</p> <p>CONCEPT: Resilience</p> <p><i>KEY VOCABULARY: steam power, trials, local place, past, present</i></p>

Geography

The United Kingdom	Hot and Cold Places	Where I Live
<ul style="list-style-type: none"> • Name and locate the 4 countries of the UK on a map. • Name the 4 capital cities and the surrounding seas. • Identify characteristics of the 4 countries as well as towns and cities. • Recognise key physical features of the UK: beach, cliff, forest, coast, sea, river • Recognise key human features of the UK: 	<ul style="list-style-type: none"> • Equator, North & South Poles • Name and locate hot and cold places • Weather/climate of hot and cold places • Features of hot and cold places - vegetation • How animals and humans live there • Use world maps and globes <p><i>KEY VOCABULARY: hot, cold, extremes,</i></p>	<ul style="list-style-type: none"> • Area within and close to school grounds • Carry out simple fieldwork to observe the geography of the school and its grounds • N, S, E, W • Directional language • Features of the local environment- geographical similarities and differences • Routes on map • Using aerial photographs and plan

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<p>city, town, village, factory, farm, house, office, port, harbor, shop</p> <ul style="list-style-type: none"> • Use aerial photos to recognise human and physical features. • Use simple compass directions (N,S,E,W) • Use world maps and globes • <p>KEY VOCABULARY: map, atlas, globe, UK, United Kingdom, countries, physical features, beach, forest, cliff, coast, sea, river, weather, season, city, town, village, factory, farm, office, port, harbour, shop, aerial photograph, landmarks, local</p>	<p><i>temperatures, Equator, North Pole, South Pole, Artic, Antarctic, seasons, weather, patterns,</i></p>	<p>perspectives to recognise landmarks and human and physical features</p> <p>KEY VOCABULARY: left, right, similarities, difference, study, physical, UK, United Kingdom, north, south, east, west, compass, direction(al), plan, perspective, aerial, observational, fieldwork, landmark, features</p>
<p style="text-align: center;">Seasonal Changes (throughout the year)</p> <ul style="list-style-type: none"> • Seasonal changes <ul style="list-style-type: none"> • Seasonal and daily weather patterns in the United Kingdom • Keeping a weather chart and use it to answer questions about the weather • Recognise the key physical features found in the UK, including seasons and weather 		

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PSHE

Being Me in My World

In this theme children will learn about feeling special and safe. They will learn about belonging and how they belong to a class, and school. Learners will develop an understanding of the impact that their behaviour has on others. They will talk about rewards and feeling proud. They will discuss how they can keep themselves and other safe.

Celebrating Difference

The purpose of this unit is to enable learners to be able to discuss similarities and differences between themselves and their peers. Learners will gain an understanding of what bullying is and how they might feel if they were being bullied. Learners will develop the skills to make a new friend.

Dreams and Goals

The aim of this unit is to support children to identify what they are successful in, and what they want to achieve. Learners will develop the skills to work collaboratively with a partner. Learners will begin to develop the skills they need to overcome a challenge and to recognise when they feel proud of themselves.

They will recognise the feelings of success.

Healthy Me

Within this unit, learners will develop an understanding of what choices they can make that will help them to stay healthy. They will learn about keeping clean, and safety with household items. The importance of road safety.

Begin to understand the link between health and happiness.

Relationships

In this theme, learners will reflect on how it feels to belong to a family and be able to discuss about people who they care about. Learners will begin to discuss and reflect on what types of physical touch they find acceptable reflecting on how we greet others. Learners will develop in confidence and the skills to be able to praise themselves and be able to recognise and celebrate their positive qualities by reflecting on ways in which they are a good friend.

Changing Me

In this theme, learners will begin to explore change by beginning to develop an understanding of the life cycles of humans and animals. Learners will be able to discuss how their body has changed since they were a baby. Learners will learn the correct terminology for body parts and develop an understanding of what parts of their body is private. Learners will begin to reflect on coping with change and support with transition to Year 2.

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Religious Education: What do people say about God?

Christianity (God) <ul style="list-style-type: none">• Why do Christians say that God is a 'Father'?	Christianity (Jesus) <ul style="list-style-type: none">• Why is Jesus special to Christians?	Islam <ul style="list-style-type: none">• How might beliefs about creation affect the way people treat the world?	Judaism <ul style="list-style-type: none">• Why might some people put their trust in God?	Hindu dharma <ul style="list-style-type: none">• What do Hindus believe about God?	Christianity (Church) <ul style="list-style-type: none">• How might some people show that they 'belong' to God?
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P.E.					
<p>Invasion Games Large Ball Skills & Games, Dodgeball</p> <p>Dance Let's Move:</p> <ul style="list-style-type: none"> • Autumn • Folk Dance 	<p>Invasion Games Tag Rugby</p> <p>Gym Body awareness, jumping, travelling</p>	<p>Invasion Game Football</p> <p>N/W Tennis</p>	<p>Dance</p> <ul style="list-style-type: none"> • Spring • Topic based <p>OAA Teambuilding/ teamwork</p>	<p>Invasion Game Benchball</p> <p>Athletics Track</p>	<p>S/F Game Kick Rounders</p> <p>Athletics Field</p>
Music					
<p>Hey You!</p> <ul style="list-style-type: none"> • P: I can keep a steady pulse in a group, picking out two different tempos. • A: I can respond to different moods in music saying how it makes me feel. <p>Style: Hip Hop Outcome: Learn to sing the song</p>	<p>Nativity Songs</p> <ul style="list-style-type: none"> • P+S: I can sing simple tunes in unison. • P+S: I can follow instructions about when to play and sing. <p>Style: Christmas Outcome: Nativity</p>	<p>In the Groove</p> <ul style="list-style-type: none"> • C+I: I can create short melodic patterns using my voice. • M: I can sing back short melodies using 2 pitched notes <p>Style: Blues, Latin, Folk, Funk, Baroque, Bhangra Outcome: Learn to sing the song</p>	<p>Round and Round</p> <ul style="list-style-type: none"> • A: I can listen to a range of live and recorded music. • C+I: I can create short rhythmic patterns using untuned instruments. <p>Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin Fusion Christmas Outcome: Improvise a section of the song in different styles</p>	<p>Rhythm in the Way we Walk and the Banana Rap</p> <ul style="list-style-type: none"> • R: I can repeat short basic rhythms. • P+S: I can play basic rhythms on untuned instruments. <p>Style: Reggae/Hiphop Outcome: Compose untuned percussion backing</p>	<p>Your Imagination Consolidate the taught skills from Year 1.</p> <p>Style: Pop/Musicals Outcome: Compose own verse and perform</p>

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Art		
<p style="text-align: center;">ART</p> <p><u>Artist -Jackson Pollock</u></p> <ul style="list-style-type: none"> Name all colours used in their work. Mixing colours to make new colours. Apply colour using different tools. Develop imprinted images onto paper using a range of tools. Find collections of colours (colour wheel – observe and discuss do not make) DISCRETE. <p>Christmas cards</p>	<p style="text-align: center;">ART</p> <p><u>Artist - LS Lowry</u></p> <ul style="list-style-type: none"> Observe and draw simple landscapes. Extend to a variety of drawing tools and explore different textures with these tools. Observe simple anatomy such as faces and limbs. <p>Easter & Mother’s Day cards</p>	<p style="text-align: center;">ART</p> <p><u>Artist – Takashi Murakami</u></p> <ul style="list-style-type: none"> Observe and create simple patterns. Create simple collages using a range of materials and textiles. Create simple, repeating and interesting patterns. Develop an awareness and discuss different patterns by artists and create repeating simple patterns using symmetry. <p>Father’s Day cards</p>
Design Technology		
<p><u>DT Strand: Texture- Weaving tartan</u></p> <ul style="list-style-type: none"> Create simple weaving products and samples. Sort materials according to specific qualities. Know and recognise how textiles create products. 	<p><u>DT Strand: Form - A Spaceship for Beegu</u></p> <p><u>Cooking & Nutrition – winter or spring snack for Beegu</u></p> <ul style="list-style-type: none"> Use a range of basic skills to prepare a simple dish for purpose. Use materials to make a known object for purpose. Carve, pinch and roll coils and slabs using modelling media. 	<p><u>DT Strand: Form- Stephenson’s Rocket</u></p> <ul style="list-style-type: none"> Use materials to make a known object for purpose. Make simple constructions with a range of materials. Create these products for purpose using a range of techniques = WHEELS AND AXELS. Make simple joins on a product using cutting, shaping, joining and finishing.