



## Year 1 Long Term Planning

**Please note that only key national curriculum objectives have been identified and that further objectives can be found on the MTP.**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Read, Write Inc to be taught all year.</b>					
	<b>Year 1 age related expectations are that children should complete pink to grey levels by the end of year 1.</b>					
<b>Cross-curricular writing opportunities</b>	History recount	Who was Guy Fawkes? Fact file.	Weather report	Neil Armstrong Fact file.  Fruit salad recipe	Animals report	Meerkats report  Materials advertisement
<b>Maths</b>	Number and place value within 10  Addition and subtraction within 10	Number and place value within 20  Geometry: shape	Addition and subtraction within 20  Measurement : length and height	Number and place value within 50  Measurement: volume and weight	Multiplication and division  Geometry: Position and direction	Number and place value within 100  Measurement : money Time
<b>Cross-curricular maths links</b>	Geography - Counting	Geography - patterns	History- Shapes, Keeping score  Science – Counting in twos, fives & tens	Science- Measuring rainfall; using scales.  PSHE- Money	Science- Measurement	Geography- position & direction, temperature scales



<p><b>Science</b></p>	<p><b>Ourselves</b></p> <p>Identify &amp; find out basic parts of the human body and senses.</p>	<p><b>Seasonal changes</b></p> <p>Observe changes across the four seasons including weather and day length.</p>	<p><b>Plants</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>	<p><b>Plants (continued)</b></p> <p>To identify and describe the basic structure of a variety of common flowering plants including trees.</p>	<p><b>Materials</b></p> <p>Identify every day materials.</p> <p>Describe, group &amp; compare some simple physical properties.</p>	<p><b>Animals including Humans</b></p> <p>Identify common animals including fish, amphibians, reptiles, birds and mammals, and those that are carnivores, herbivores and omnivores.</p>
<p><b>History</b></p>		<p><b>Bonfire Night – Guy Fawkes</b></p> <p><i>Use stories &amp; other sources to find out about a significant event beyond living memory and how it is represented.</i></p>		<p><b>Why was Neil Armstrong a very brave person?</b></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p>To identify similarities / differences between periods &amp; use wide vocabulary of everyday historical terms.</p>	<p><b>Why is the iPad more fun than Grandma and Grandad’s old toys?</b></p> <p><i>Changes within living memory.</i></p> <p>To be aware of the past, using common words &amp; phrases relating to time.</p>	



<p><b>Geography</b></p>	<p><b>Where do I live?</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use vocabulary to refer to key physical features</p>	<p><b>Where do I live? { continued}</b></p> <p>Use maps and use basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key physical and human features.</p>	<p><b>Where do the leaves go to in Winter?</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>			<p><b>Why can't a Meerkat live at the North Pole?</b></p> <p>Identify similarities and differences through human and physical geography.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>
<p><b>Art</b></p>	<p>Self portraits: colour, lines &amp; texture</p> <p>Picasso</p> <p>Clay faces 3D: Techniques &amp; impress</p> <p>Happy/sad colours: Knows the relationship between colours and moods and feelings</p>	<p>William Morris; print on fabric, sketchbook, opinions, patterns - view &amp; curtains</p>	<p>Van Gogh's sunflowers</p> <p>Weaving</p> <p>Collage</p>	<p>Van Gogh's Starry Night</p> <p>Pastels &amp; drawing skills</p>		<p>Painting</p> <p>Hot/cold colours</p> <p>Collage</p>



<p><b>Design Technology</b></p>		<p>Autumn fruit salad; hygiene and chopping skills..</p>		<p>Spring fruit salad; serve in appealing way, design &amp; create own recipe</p> <p>Split pin astronaut</p>	<p>Moving story books; mechanisms</p>	<p>Picture frames for a holiday pic (link art collage)</p> <p>experiment making a structure stronger &amp; stiffer</p>
<p><b>Music</b> <b>(Charanga scheme)</b></p>	<p><b>Hey You.</b></p> <p>Listen and Appraise the song Hey You! and other Hip Hop songs.</p> <p>Play Instruments, improvise &amp; compose with the Song</p>	<p><b>Rhythm in the way we walk</b></p> <ul style="list-style-type: none"> <li>• The Planets, Mars by Gustav Holst</li> <li>• Tubular Bells by Mike Oldfield</li> </ul> <p>Use instruments to create a percussion beat.</p> <p><b><u>Christmas concert.</u></b></p> <p><b>CCL Seasonal changes.</b></p>	<p><b>In the groove</b></p> <ul style="list-style-type: none"> <li>• How Blue Can You Get by B.B. King</li> <li>• Let The Bright Seraphim by Handel</li> <li>• Livin' La Vida Loca by Ricky Martin</li> </ul> <p><b>CCL PLants</b></p>	<p><b>Round and round</b></p> <p>Play tuned instruments musically;</p> <p>Listen with concentration and understanding to a range of live and recorded music;</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p><b>CCL Neil Armstrong</b></p>	<p><b>Your imagination</b></p> <p>Play tuned and untuned instruments musically;</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>CCL Old and new toys.</b></p>	<p><b>Reflect, rewind and replay.</b></p> <p>play tuned and untuned instruments musically; Listen with concentration and understanding to a range of recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>CCL Animals , habitats and climate</b></p>



<b>PSHE</b>  <b>Topic &amp; key Learning Challenge</b>	<b>Belonging</b>  What rules are; caring for others' needs; looking after the environment.  Roles of different people; families; feeling cared for	<b>Keeping safe</b>  Recognising privacy; staying safe; seeking permission	<b>Getting along and falling out</b>  How behaviour affects others; being polite and respectful	<b>Money and work</b>  Strengths and interests; jobs in the community	<b>Healthy lifestyles and healthy mind</b>  Rationing time spent online  Keeping healthy; food and exercise, hygiene routines; sun safety	<b>Healthy relationships and growing up</b>  Recognising what makes them unique and special; feelings; managing when things go wrong
<b>Online safety</b>	Using computers at Farnham	<b>Using computers at Farnham</b>	<b>Online actions to others Positive friendships, including online</b>	How to report concerns	Rationing time spent online	<b>Online relationships</b>
<b>British Values</b>	Rule of law	<b>Rule of Law</b>	<b>Mutual respect</b>	Individual liberty	Rule of law	<b>Acceptance</b>



<b>Religious Education</b>	<b>What is special to faith communities? Islam</b>	<b>What is special to faith communities? Christianity</b>	<b>Can you tell what somebody believes by what they look like? Islam</b>	<b>Can you tell what somebody believes by what they look like? Christianity</b>	<b>How does what believers do show what they believe? Islam</b>	<b>How does what believers do show what they believe? Christianity</b>
<b>Computing</b>	<b>Data Retrieving &amp; Organising</b>  Link to Geography:  camera skills & record sound	<b>Algorithms &amp; Programming:</b> Beebot journey	<b>Communicating: Word processing skills</b>  Use a keyboard.	<b>Communicating: Word processing skills &amp; emails</b>  Print a page from the internet. Recognise an email address, use @ & type email address	<b>Algorithms &amp; Programming:</b>  Instruct a programmable toy	<b>Data Retrieving &amp; Organising</b>  complete graph
<b>PE</b>	<b>Games</b>  Master basic movements, balance and agility.	<b>Dance</b>  Perform dances using simple movement patterns	<b>Dance/Ball skills</b>  Master movements & co-ordination	<b>Gymnastics</b>  Master movement, balance and agility	<b>Games (Striking and fielding)</b>  Attacking and defending	<b>Multiskills</b>  Participate in team games, develop skills & simple tactics
<b>Debating/Circle Time</b>	Listening games	Safety	Best UK seasons	Imagination scenarios e.g. 'If I could go into space, I would...'	Show & tell of toys	Meerkats cannot be pets  Animal games
<b>Educational Visits, Visitors, Experiences</b>						



### Read Write Inc – Grammar and Writing Overview

Red	Green		Purple	
<p>The ditties include simple writing activities such as <i>complete a sentence and hold a sentence</i> which provide an important bridge between writing of single words and whole sentences.</p>	Book	Writing	Book	Writing
	On the bus	Simple sentences	Ken's cap	Letter
	My dog Ned	Thought bubbles	A bad fox	Commands
	Six fish	Simple sentences	Big Blob and Baby Blob	Descriptive sentences
	The spell	Simple sentences	Tim and Tom	Balanced text
	Black Hat Bob	List	Tag	Questions and responses
	Tug, tug	Wanted poster	Elvis	Descriptive sentences
	Chips	Descriptive sentences	Flip Frog and the bug	Descriptive sentences



		<b>The web</b>	Descriptive sentences	<b>Red Ken</b>	Description
		<b>Pip's pizza</b>	Ingredients	<b>Billy the Kid</b>	Labels
		<b>Stitch the Witch</b>	Commands	<b>In the bath</b>	Balanced text
		<b>We can all swim!</b>	Descriptive sentences	<b>Hens</b>	Descriptions
		<b>What am I?</b>	Descriptive sentences	<b>Puppets</b>	Labels
<b>Pink</b>		<b>Orange</b>		<b>Progression of groups working at the expected standard</b>	
<b>Book</b>	<b>Writing</b>	<b>Book</b>	<b>Writing</b>		
<b>Scruffy Ted</b>	Descriptive sentences	<b>Playday</b>	Speech bubbles	<b>Reception</b>	Red ditty Green Purple
<b>Tab the cat</b>	Letter	<b>I think I want to be a bee</b>	Descriptive sentences		
<b>In the sun</b>	Postcard	<b>A bad fright</b>	Descriptive sentences		
<b>The dressing up box</b>	Questions and responses	<b>Follow me!</b>	Speech bubbles		
<b>Tab's kitten</b>	Descriptive sentences	<b>Too much</b>	Short narrative	<b>Year 1</b>	Pink Orange Yellow Blue Grey
<b>Sanjay stays in bed</b>	Commands	<b>A good cook?</b>	Descriptive sentences		
<b>The greedy green gremlin</b>	Descriptive sentences	<b>Come on, Margo!</b>	Thought bubbles		
<b>In the night</b>	Descriptive sentences	<b>My sort of horse</b>	Speech bubbles		
<b>Snow</b>	Speech bubbles	<b>Haircuts</b>	Recount		
<b>So cool!</b>	Letter	<b>My best shirt</b>	Letter	<b>Year 2</b>	Interventions based on assessments and phonics outcome.
<b>Jay's clay pot</b>	Instructions	<b>Look out!</b>	Speech bubbles		
<b>Bats</b>	Writing facts	<b>Hunt the tortoise</b>	Invitation		



		<b>Jam tarts</b>	Shopping list	
		<b>Jim's house in 1874</b>	Comparative description	

### Read Write Inc – Grammar and Writing Overview

<b>Yellow</b>		
<b>Book</b>	<b>Grammar</b>	<b>Writing</b>
<b>The duck chick</b>	Verbs past tense	Writing in role
<b>Off sick</b>	Apostrophe (omission)	Sequenced narrative
<b>Tom thumb</b>	Capital letters	Poster
<b>The gingerbread man</b>	Past tense	Writing in role
<b>Robin Hood</b>	Prefix – un	Recount
<b>Lost</b>	Plural using suffixes -s-es	Letter
<b>Do we have to keep it?</b>	Conjunctions (and)	Email
<b>Danny and the Bump-a-lump</b>	Full stops Compound word	Short play



<b>Grow your own radishes</b>	Adjectives	Persuasive advert
<b>The foolish Witch</b>	Nouns	Writing in role
<b>In the park</b>	Statements Past tense	Leaflet
<b>A mouse in the house</b>	Questions, Exclamations, Commands & Statements	Instructions

<b>Blue</b>		
<b>Book</b>	<b>Grammar</b>	<b>Writing</b>
<b>Barker</b>	Noun phrases	Newspaper report
<b>The poor goose</b>	Verbs	In role – retelling
<b>Hairy Fairy</b>	Adjectives	Letter
<b>King of the birds</b>	Adverbs	Narrative
<b>Our house</b>	Noun phrases	Letter
<b>The jar of oil</b>	Present and past tense	Letter
<b>Jade's party</b>	Commas in a list	Invitation
<b>Jellybean</b>	Noun phrases Coordination	Poem
<b>A box full of light</b>	Apostrophe (omission)	Describing a journey
<b>The hole in the hill</b>	Adverbs – ly	Writing in role
<b>On your bike</b>	Commands	Instructions
<b>At the seaside</b>	Verbs	Persuasion



<b>Grey</b>		
<b>Book</b>	<b>Grammar</b>	<b>Writing</b>
<b>Rex to the rescue</b>	Co-ordination	Poster
<b>The lion's paw</b>	Progressive in past tense	In role - retelling
<b>I dare you</b>	Commands	Instructions
<b>Looking after a hamster</b>	Nouns	Writing a list
<b>How silly!</b>	Apostrophe (possessive)	Description
<b>Wailing Winny's car boot sale</b>	Progressive in present tense	Composing gift tags
<b>Toad</b>	Adverbs	Description
<b>Andrew</b>	Commands	Point of view
<b>Dear vampire</b>	Suffixes -ful - less	Recount
<b>Vulture culture</b>	Subordination - when , if, that	Fact file
<b>A celebration of planet Zox</b>	Adjectives	Recount
<b>A very dangerous dinosaur</b>	Present and past tense	Descriptions
<b>The invisible clothes</b>	Verbs	Interview
<b>A job for Jordan</b>	Commands & Statements	Instructions
<b>A place in space: The moon</b>	Noun phrases	Fact file

