

Year 1 long term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Power of reading text	<p>Beegu Aliens in Underpants Understand that they are different from anyone else and that this (their uniqueness) is one of the reasons that they are important (Sp, So and C) CT1: 4, 5 and 13</p>	<p>Traction man The Snowman Appreciate how people get hurt (spiritually, physically and mentally) and that teasing others about their beliefs, appearance or intelligence is wrong (C)</p>	<p>Story tree – international stories Fairytale: Charlie Cook's Favourite Book Experience and appreciate the pleasure of listening to and writing stories and poems, of making and dancing to music, and of drawing, painting, designing and making (C)</p>	<p>Man on the moon Winnie the Witch in Space Express themselves clearly and interestingly, listen with attention and interest and respond appropriately to what others have said (So)</p>	<p>Grace and family Elephant Dance Value their own cultural identity (C) Appreciate the importance of respecting and learning from differences across a wide range of cultural traditions (C) CT2: 8 CT2: 1 CT3: 4 – belong to different communities.</p>	<p>The snail and the whale Tiddler Reflect upon and talk about their experiences of the environment, attempting to understand what things are like and how environments differ (Sp)</p>
Writing Skills for the year	<p>Writing has a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Is beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Is able to separate words with spaces Can combine words to make sentences, including using 'and' Can spell un- prefix to change meaning of adjectives/adverbs Spells verb suffixes where root word is unchanged (-ing, -ed, -er) Spells regular plural noun suffixes (-s, -es) Is sequencing sentences to form short narratives Can re-reading what they have written to check that it makes sense Is able to start sequencing sentences to form short narratives Can begin to form lower-case letters in the correct direction, starting and finishing in the right place Can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Spell words containing each of the 40+ phonemes taught Know how to spell common exception words Name the days of the week Independently name the letters of the alphabet in order</p>					
Reading skills for the year	<p>Can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Can read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) Can read aloud accurately books that are consistent with their developing phonic knowledge</p> <p>Can read other words of more than one syllable that contain taught GPCs</p> <p>Can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Is encouraged to link what they read or hear read to their own experiences Can recognise and joining in with predictable phrases Is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics To be able to draw on what they already know or on background information and vocabulary provided by the teacher from the text</p> <p>Is able to check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>To learn and appreciate rhymes and poems, and to recite some by heart Able to discuss the significance of the title and events in a text</p> <p>Can making inferences on the basis of what is being said and done Starting to predict what might happen on the basis of what has been read so far.</p> <p>Can participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Can explain clearly their understanding of what is read to them</p>					

Science	<p>Animals including humans</p> <ul style="list-style-type: none"> 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 <p>Appreciate the advantages of being, within their capabilities, fit and healthy and of knowing the food, drink, exercise and rest they need to remain healthy (Sp)</p>	<p>Everyday materials</p> <ul style="list-style-type: none"> 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. <p>Plan co-operatively with others, negotiating fairly and putting aside self interest (So)</p> <p>Christopher Winter Drugs and Alcohol Education Year 1 lessons:</p> <ol style="list-style-type: none"> staying healthy medicines who gives us medicines 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. <p>Reflect upon and talk about their experiences of the environment, attempting to understand what things are like and how environments differ (Sp)</p>		<p>Growing plants</p> <ul style="list-style-type: none"> 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. <p>Experience the beauty of shape, pattern and order and how we benefit from these (Sp)</p> <p>CT 1: 12 - Road safety - Hobbledown</p>	
History		<p>Toys</p> <p>*Changes within living memory</p> <p>Reflect upon and talk about their experiences of the environment, attempting to understand what things are like and how environments differ (Sp)</p> <p>The First Flight: The Wright Brothers</p> <p>Lives of significant individuals</p>		<p>Neil Armstrong</p> <p>Lives of significant individuals</p> <p>Express themselves clearly and interestingly, listen with attention and interest and respond appropriately to what others have said (So)</p>		<p>Hampton Court Palace</p> <p>Significant historical events, people and places in our own locality</p>
Geography	<p>Locational Knowledge</p> <p>The UK – its cities and countries</p> <p>Name, locate and identify characteristics of the four countries and capital cities in the United Kingdom</p> <p>Name and locate the seven continents and five oceans</p> <p>Appreciate the importance of respecting and learning from differences across a wide range of cultural traditions (C)</p>		<p>Comparing environments India and the UK</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and a non- European country.</p> <p>Appreciate the importance of respecting and learning from differences across a wide range of cultural traditions (C)</p>		<p>Local area study – comparing Hersham to Walton</p> <ul style="list-style-type: none"> Use aerial photographs, and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study the geography of their school and its grounds. <p>Reflect upon and talk about their experiences of the environment, attempting to understand what things are like and how environments differ (Sp)</p>	
Art	<p>Self portraits</p> <ul style="list-style-type: none"> To use drawing and painting skills to develop and share their ideas, 		<p>Art from around the world – India - rangoli</p> <p>* Develop a wide range of art and design using pattern</p>		<p>Silhouettes</p> <ul style="list-style-type: none"> Use drawing to develop imagination <p>To develop a wide range of</p>	<p>Wax resist under water pictures</p> <ul style="list-style-type: none"> Develop art and design techniques using

	<p>experiences and imagination</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Experience the beauty of shape, pattern and order and how we benefit from these (Sp)</p>		<p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and make links to their own work.</p> <p>Value their own cultural identity (C)</p> <p>Appreciate the importance of respecting and learning from differences across a wide range of cultural traditions (C)</p>		<p>art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Experience the beauty of shape, pattern and order and how we benefit from these (Sp)</p>	<p>texture</p> <p>To use a range of materials to creatively design and make products</p> <p>Plan co-operatively with others, negotiating fairly and putting aside self interest (So)</p>
DT		<p>Design and make puppets</p> <ul style="list-style-type: none"> Select from a range of tools and equipment to perform practical tasks Select from a wide range of textiles according to their characteristics <p>Plan co-operatively with others, negotiating fairly and putting aside self interest (So)</p> <ul style="list-style-type: none"> 		<p>Food from around the world</p> <ul style="list-style-type: none"> Evaluate their ideas across a range of design criteria <p>Explore and evaluate a range of existing products</p> <p>Appreciate the importance of respecting and learning from differences across a wide range of cultural traditions (C)</p> <p>CT1 – healthy lifestyle</p>		<p>Design and make mobiles</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Generate, model and communicate their ideas Develop a wide range of art and design techniques <p>Plan co-operatively with others, negotiating fairly and putting aside self interest (So)</p>

<p>PSHE objectives</p> <p>Article 12 Every child has the right to express their views.</p> <p>Article 13 Every child has the right to freely express their thoughts and opinions.</p> <p>Article 15 - Every child has the right to meet with other children.</p> <p>-Develop high expectations and a positive attitude (m)</p> <p>-Take responsibility, where appropriate, for own health and safety, weighing risks sensibly and asking for help when necessary (So)</p> <p>-Understand life involves talking risks, but these risks can be minimised with careful thought for personal health and safety and that of others (So)</p>	<p>Week 1 Class charter: CT3: 1, 2, 3, 4 Articles12/13 right to express their thoughts and opinions</p> <p>Week 2 P4C</p> <p>Week 2 IN ICT Well-being questionnaire from 'All Together' programme (Anti-bullying alliance) Article 12 right to have a say; view taken seriously</p> <p>Week 3 Christopher Winter Drugs & Alcohol Lesson 1 (Y1) *staying healthy Article 24 - right to the best possible health.</p> <p>Week 3 IN ICT Update One-page profiles</p> <p>Week 4 P4C:</p> <p>Week 5: Happiness and Worries The Big Bag of Worries / Silly Billy Words feelings, steps to stay happy, healthy and safe. Mindfulness/ breathing for well-being</p> <p>Week 6 P4C</p> <p>Week 7 Christopher Winter Drugs & Alcohol Lesson 2 (Y1) *medicines Article 24 - right to the best possible health.</p>	<p>Week 1 Handwashing CT 1 : 6 – handwashing (personal hygiene). Christopher Winter SRE lesson 1 Keeping Clean</p> <p>Week 2: 13th No Outsiders lesson 1 – picture book Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment CT2. 11, 12, 13, 14 bullying Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 3 Christopher Winter Drugs & Alcohol Lesson 3 (Y1) *who gives us medicines Article 24 - right to the best possible health.</p> <p>Week 4 P4C</p> <p>Week 5: No Outsiders lesson 2 – picture book Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment CT2. 11, 12, 13, 14 bullying Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 6 P4C</p>	<p>Week 1: No Outsiders lesson 3 – picture book stimulus Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment CT2. 11, 12, 13, 14 bullying Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 2 P4C</p> <p>Week 3:</p> <p>Week 4 P4C</p>	<p>Week 1: No Outsiders lesson 4 – picture book stimulus Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment CT2. 11, 12, 13, 14 bullying Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 2 P4C</p> <p>Week 3: Christopher Winter: SRE Y1 lesson 2 *growing and changing – boys and girls Article 17 - right to reliable information</p> <p>Week 4 P4C</p> <p>Week 6: Christopher Winter: SRE Y1 lesson 2 *families and asking for help Article 7: the right to be cared for by parents</p>	<p>Week 1: P4C</p> <p>Week 2</p> <p>Week 3 P4C</p> <p>Week 4</p> <p>Week 5 P4C</p> <p>Week 6</p>	<p>Week 1: P4C</p> <p>Week 2</p> <p>Week 3 P4C</p> <p>Week 4</p> <p>Week 5 P4C</p> <p>Week 6</p>
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<p>SEAL</p> <p>UNICEF Article 12 – Every child has the right to express their views.</p> <p>Article 13 – Every child has the right to freely express their thoughts and opinions.</p> <p>Article 15 – Every child has the right to meet with other children.</p>	<p>SEAL New beginnings</p> <p><u>Week 1:</u> Creating a community <u>Week 2:</u> What if there is a problem CT 2: 13 – who to go to if worried <u>Week 3:</u> Focus on feelings <u>Week 4:</u> Calming down <u>Week 5:</u> Self-awareness <u>Week 6:</u> New beginnings <u>Week 7:</u> ‘On-going activities’</p> <p>Manage their feelings appropriately (Sp)</p>	<p>SEAL Getting on and falling out <u>Week 1:</u> Friendship and working together <u>Week 2:</u> Listening well</p> <p>SEAL Say no to bullying 13th-17th Nov <u>Week 3:</u> What is bullying? <u>Week 4:</u> Drama, literacy and citizenship, PSHE follow ups <u>Week 5:</u> Art and design, science and music CT2: 11-14</p> <p>SEAL Getting on and falling out <u>Week 6:</u> Friendship, getting angry and falling out <u>Weeks 7:</u> Friendship, making up</p> <p>Appreciate how people get hurt (spiritually, physically and mentally) and that teasing others about their beliefs, appearance or intelligence is wrong (C)</p>	<p>SEAL Going for goals!</p> <p><u>Week 1:</u> Knowing myself <u>Week 2:</u> Setting our goals <u>Week 3:</u> The miracle learner <u>Week 4:</u> Just because... <u>Week 5:</u> The problem solving process <u>Week 6:</u> Ongoing activities – setting fair goals, situation in the playground / on TV, questions for reflection and enquiry, review</p> <p>CT 1 : 3 – celebrate strengths and set challenging goals.</p> <p>Understand why expressing themselves clearly, listening carefully to others and being able to forgive are important in relationships (S)</p>	<p>SEAL Good to be me</p> <p><u>Week 1:</u> Our gifts and talents <u>Week 2:</u> Proud <u>Week 3:</u> Anxiety and worrying <u>Week 4:</u> Ongoing activities</p> <p>Manage their feelings appropriately (Sp)</p>	<p>SEAL Relationships</p> <p><u>Week 1:</u> People who are important to us <u>Week 2:</u> Understanding my feelings – proud and jealous – photocards <u>Week 1:</u> People who are important to us <u>Week 2:</u> Understanding my feelings – proud and jealous – photocards and scenarios <u>Week 3:</u> Understanding my feelings – proud and jealous – how it feels when you are proud of someone: scenarios <u>Week 4:</u> Understanding my feelings – proud and jealous – jealousy poem <u>Week 5:</u> Dealing with our hurt feelings without hurting others</p> <p>CT 2: 2 – recognize how behavior affects others. CT 2 4 – recognize what is fair and unfair and right or wrong.</p> <p>Manage their feelings appropriately (Sp)</p>	<p>SEAL Changes</p> <p><u>Week 1:</u> How we change over time – photos / passport <u>Week 2:</u> Predict what natural changes will happen to them - interview buddy. Discuss different sorts of changes we meet in life. <u>Week 3:</u> Making change happen – outdoor session <u>Week 4:</u> Are all changes quick and easy? <u>Week 5:</u> Ongoing activities - things that help you and prevent you from getting on / learning well. <u>Week 6:</u> Questions for reflection and enquiry: Why is it important to try hard all the time? Can someone make you try hard? Can you always get better or try harder?</p> <p>Understand why expressing themselves clearly, listening carefully to others and being able to forgive are important in relationships (S)</p>
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<p>VALUES (on a 2 year cycle) and UNCRC</p> <p>Article 12 – right to express their views.</p> <p>Article 13 – right to freely express their thoughts and opinions.</p> <p>Article 15 – right to meet with other children.</p> <p>Article 6 –to life. Governments must do all they can to ensure that children survive and develop to their full potential</p>	<p>Belonging / Respect Article 1– Everyone under the age of 18 has all the rights in the UNCRC Article 2 – The UNCRC applies to everyone, whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.</p> <p>Friendship / Happiness Article 15 – Every child has the right to meet with other children.</p> <p>SMSC Appreciate that different cultures, including their own, have traditions, customs and beliefs that give people a sense of identity, security and belonging (C) To respect the rights and property of others To be considerate to others</p> <p>RIGHTS Article 27 – Every child has the right to a standard of living that good enough to meet their physical, social and mental needs. LINK TO ENGLISH TEXT</p>	<p>Freedom / Unity Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously. Article 14: Every child has the right to think and believe what they want and to practise their religion.</p> <p>Peace/Love and Humility Article 8: Every child has the right to a name, a nationality and family ties. Article 20: Children must be looked after properly by their family or by people who respect their religion, culture and language.</p> <p>SMSC Understand and appreciate the difference between right and wrong in thought, word and action and the importance of trying to think, say and do what is right (M) To take responsibility for own actions (m)</p> <p>RIGHTS Article 19 – Governments must ensure that children are protected from all violence, abuse and neglect and bad treatment by their parents or anyone else who looks after them. LINK TO ENGLISH TEXT</p>	<p>Honesty / Hope Article 17: We all have the right to accurate information from books, the internet, the media and other sources. Article 29: We all have the right to an education to develop our personalities and respect for others' rights.</p> <p>Simplicity / Trust Article 1: All children throughout the world have rights. Article 29: Education should teach children to respect the natural environment.</p> <p>SMSC Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So) To tell the truth (m)</p> <p>RIGHTS Article 12 – the right to express their views, feelings and wishes, and to have their views taken seriously LINK TO ENGLISH</p>	<p>Thoughtfulness / Understanding Article 28: Every child has the right to an education.</p> <p>Article 17: Every child has the right to reliable information that they can understand.</p> <p>Appreciation / Care and compassion Article 19: Children must be properly cared for, and protected from violence, abuse and neglect by anyone who looks after them.</p> <p>Article 24: Every child has the right to the best possible health. They must have good quality health care, clean water, nutritious food and a clean environment so that they can stay healthy.</p> <p>SMSC Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So) To help others less fortunate than themselves (m)</p> <p>RIGHTS Article 12 – the right to express their views, feelings and wishes, and to have their views taken seriously LINK TO ENGLISH TEX</p>	<p>Confidence / Quality Article 29: Education must develop every child's personality, talents and abilities to the full. Article 14: Children have the right to think and believe what they want as long as it does not stop others from enjoying their rights.</p> <p>SMSC Appreciate that a community is made up of a wide variety of people (So and C) To develop high expectations and a positive attitude (m)</p> <p>RIGHTS Article 29 – Education must develop every child's personality, talents and abilities. LINK TO ENGLISH TEXT</p>	<p>Fairness / Cooperation Article 15: Every child has the right to meet with other children and to join groups and organisations as long as this does not stop other people from enjoying their rights.</p> <p>Courage / Responsibility Article 29: Education must encourage respect for human rights, as well as respect for your parents, your own and other's cultures, and the environment.</p> <p>SMSC Understand and appreciate the difference between right and wrong in thought, word and action and the importance of trying to think, say and do what is right (M) To respect the rights and property of others (m)</p> <p>RIGHTS Article 31 – right to take part in cultural and artistic activities LINK TO ART</p>
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RE	<p>Who were Jesus' friends? Pupils skills: Reflecting on friendship as a concept and the emotions associated with it</p> <ul style="list-style-type: none"> • Empathising by talking about how people felt when they met Jesus • Investigating by asking relevant questions about the stories used, including the fact that miracles raise difficult questions • Interpreting by drawing out the importance of Jesus through what he did <p>Understand why expressing themselves clearly, listening carefully to others and being able to forgive are important in relationships (S)</p>	The Christmas Story	<p>Why is the Bible an important book for Christians? Reflection: Understanding that the Bible is a special book for Christians</p> <ul style="list-style-type: none"> • Interpretation: Gaining meanings from an Old Testament story and a New Testament story • Empathy: Discussing the feelings of the people in the stories <p>See their actions and words from the point of view of other people (So and C)</p>	<p>Easter: What do eggs have to do with Easter? Reflecting on feelings and experiences of new life</p> <ul style="list-style-type: none"> • Empathising: with the emotions of people within the Easter story and how Christians might feel about Easter • Investigation: asking relevant questions about Easter <p>Plan co-operatively with others, negotiating fairly and putting aside self interest (So)</p>	<p>What makes a church different from other buildings? Reflecting on the atmosphere within the church building</p> <ul style="list-style-type: none"> • Empathising by demonstrating appropriate levels of respect • Investigating the different interior and exterior features of a church and describing what they are; using a church building as a source of information about Christian beliefs • Interpreting by drawing meaning from any symbolism found within the building • Synthesising by connecting the features of a church with the Christian beliefs that lie behind them 	<p>Judaism: Why do Jewish families celebrate Shabbat? Reflection: reflecting on Jewish beliefs and practices</p> <ul style="list-style-type: none"> • Empathy: considering how it might feel to be a Jewish child and look forward to Shabbat • Investigation: using artefacts to gather information about Shabbat • Interpretation: drawing meaning from Jewish artefacts and symbolism; interpreting religious language • Synthesis: linking the symbols and practices of Shabbat with Jewish beliefs • Expression: explaining Shabbat as a Jewish practice • Application: making the association between a Jewish person and their community life <p>Appreciate the importance of respecting and learning from differences across a wide range of cultural traditions (C)</p>
Computing	<p>Turtle and Beebot Can input a set of instructions and debug their programme</p> <p>Experience the beauty of shape, pattern and order and how we benefit from these (Sp)</p>	Christmas Stories and Art Use technology to create, organise, store, manipulate and retrieve digital content	E-safety Coding using Purple Mash Can input a set of instructions and debug their programme CT1 12 – online safety	Space missions and NASA Recognise common uses of information technology beyond school	E-safety Coding using Purple Mash Can input a set of instructions and debug their programme	Water Pictures Use technology to create, organise, store, manipulate and retrieve digital content Plan co-operatively with others, negotiating fairly and putting aside self interest (So)
Music	School value songs Recorder	Christmas show	Songs from other cultures and countries Recorder		Summer concert songs Recorder	
PE indoor	Funny bones Master basic movements and perform dances with simple patterns	Kipper's toy box Master basic movements and perform dances with simple patterns	Travel and weight Develop skills of balance, agility and co-ordination	Space walking Develop skills of balance, agility and co-ordination	Points and patches Master basic movements and perform dances with simple patterns	Rocking and rolling Master basic movements and perform dances with simple patterns
PE outdoor	Throwing and catching Master basic movements in throwing and catching		Hockey and football To participate in team games developing simple tactics for attacking and defending		Rounders To participate in team games developing	Travelling with the ball Master basic movements in

		Plan co-operatively with others, negotiating fairly and putting aside self interest (So)	simple tactics for attacking and defending Plan co-operatively with others, negotiating fairly and putting aside self interest (So) CT 1: 1 and 2	throwing and catching
Environment	Educational visits: Knowing and appreciating local environment. Encouraging respect and care for local area.	Geography: Comparing environments. Making models or art that show specific differences between India and UK.	Science: Growing plants (sunflowers) and identifying different needs of plants.	