

### Year 1 Long Term Plan for 2016 - 2017

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>All about me (2 weeks)</b>	<b>Superheroes (WW1)</b>	<b>Our Local Area</b>	<b>Kings and Queens</b>	<b>Once upon a time...</b>	<b>Gardeners' World</b>	<b>Fur, Feathers and Scales</b>
Parents Curriculum	Curriculum Evening	Parents' Evening			Class Assemblies Parents' Evening	Phonics Screening Meeting	Reports
Reflective Spaces	Woven Together	Woven Together (Sharing)	Gifts	Cards (link to Baptism)	Cards (link to Easter)	Story Coordinates	Stepping Stones
English	Labels, lists and signs  Journey to and from school – look at signs on your way to school Introduction to the Green Cross Code	Fiction 6: Fantasy stories – superheroes  Non-fiction writing about WW1	Non-fiction 3: Instructions Songs and repetitive poems  Poetry 3: The Senses  Non-fiction 4: Information texts  How to be safe when cycling around our local area – look at lights on the cars and what they mean. Non-fiction writing.  Roads and pavements lesson from pedestrian training.	Non-fiction 4: Information texts – kings and queens/holidays to the seaside in the past  Non-fiction 5: Letters (2 weeks)  Poetry 1: Songs and repetitive poems	Fiction 5: Fairy stories (3 weeks)  Poetry 6: Traditional poems (1 week)  Fiction 4: Traditional Tales	Stories with familiar settings  Stories with familiar settings  Repeating patterns.  Information texts	Poetry 5: Poems about animals  Non-fiction 6: Information texts Cycling around the world, what would you need? What animals would you see?  Poetry 4: Humorous Poems

<p>Maths</p> <p>(Following Abacus scheme long term planning)</p>	<p>Number and place value</p> <p>Mental addition and subtraction</p> <p>Problem solving, reasoning and algebra</p> <p>Double numbers</p> <p>Geometry: properties of shapes</p> <p>Statistics</p>		<p>Number and place value</p> <p>Mental addition and subtraction</p> <p>Problem solving, reasoning and algebra</p> <p>Geometry: position and direction</p> <p>Measurement</p> <p>Mental multiplication and division</p>	<p>Number and place value</p> <p>Mental addition and subtraction</p> <p>Problem solving, reasoning and algebra</p> <p>Mental multiplication and division</p> <p>Geometry: properties of shapes</p> <p>Statistics</p> <p>Measurement</p>	<p>Number and place value</p> <p>Mental multiplication and division</p> <p>Fractions, ratio and proportion</p> <p>Mental addition and subtraction</p> <p>Problem solving, reasoning and algebra</p> <p>Measurement</p> <p>Data – collecting information about how many children cycle to school etc</p>	<p>Number and place value</p> <p>Mental addition and subtraction</p> <p>Problem solving, reasoning and algebra</p> <p>Measurement</p> <p>Statistics</p> <p>Mental multiplication and division</p> <p>Fractions, ratio and proportion</p> <p>Cycling time, position and direction investigations.</p>	<p>Number and place value</p> <p>Mental multiplication and division</p> <p>Problem solving, reasoning and algebra</p> <p>Fractions, ratio and proportion</p> <p>Measurement</p> <p>Statistics</p> <p>Geometry: properties of shapes</p> <p>Geometry: position and direction</p> <p>Mental addition and subtraction</p>
<p>Science</p>	<p>Identify &amp; name basic body parts. – PSHE link, kind hands and kind words.</p>	<p>Seasonal Change. Observe weather associated with changes of season</p> <p>Seasonal change assessment (first half)</p> <p>What do you need to wear when cycling etc as it gets</p>	<p>Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</p> <p>Human body assessment.</p> <p>Cycling link to the senses – how does it feel? Write descriptive sentences/poems.</p>	<p>Seasonal change – comparisons with autumn.</p> <p>Seasonal change assessment. (second half)</p> <p>Go to church to look at weathering on grave stones</p>	<p>Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock. Describe the simple physical properties of a variety of everyday materials.</p> <p>Everyday materials assessment</p>	<p>Identify basic plants. Identify basic plant parts (roots, leaves, flowers, etc.)</p> <p>Plant and harvest</p> <p>Plants assessment</p>	<p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and</p>

		darker in the evening?					including pets). Animals assessment
Geography	<b>Focus on History</b>		<b>Local Area study - Reigate</b>	<b>Focus on History</b>	<b>UK study</b>	<b>Weather</b>	<b>Focus on History</b>
			<p>KPI- 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>How do you get to school? Where is our Church?</p> <p>Identify land use around the school.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office and shop.</p>		<p>Name &amp; locate the four countries and capital cities of the United Kingdom using atlases &amp; globes</p> <p>Use basic geographical vocabulary to refer to: Key physical features, including: forest hill, soil, vegetation and weather.</p> <p>KPI- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Kenya. Contrasting non-European country.</b></p> <p>Cycling in Kenya – compare the road. Write a Green Cross Code that would suit Kenya.</p> <p>What is traffic?</p> <p>KPI- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. – Assessment</p>	<p>Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world</p> <p>Use four compass directions &amp; simple vocab (link to PE)</p> <p>Use compass directions (north, south, east and west)</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>KPI- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	

<p>History</p>	<p><b>World war 1</b>  Changes in living memory  KPI- Ask questions such as:  What was it like for people / what happened/ how long ago?</p> <p>Describe historical events.</p> <p>Use artefacts, pictures, stories, online sources to find out about the past.</p> <p>Use pictures, stories to find out about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use words and phrases such as: a long time ago, decades and centuries to describe the passing of time.</p>	<p><b>Focus on Geography</b></p>	<p><b>Kings and queens – holidays by the seaside</b></p> <p>Use of bikes in the past – how were they different? How have they changed? Who cycles – the queen? Us? Boris Johnson – Boris bikes.</p> <p>People come in to show old bikes?</p> <p>What is traffic?</p> <p>Show an understanding of concepts such as: civilisation, monarchy, parliament and democracy</p> <p>KPI- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time</p>	<p><b>Focus on Geography</b></p>	<p><b>Focus on Geography</b></p>	<p><b>Explorers</b></p> <p>Describe significant people from the past.  KPI- Describe significant people from the past.</p> <p>Cycling around the world – EN's friend to provide photos/children to write letters to ask him about his experiences.</p> <p><b>Time line cameras and filming.</b></p> <p>Recount changes that have occurred in their own lives.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years to describe the passing of time.</p>
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PSHE	<p>School rules. Good to be Green. School routine. Play ground rules.</p> <p>Green Cross Code</p> <p>New beginnings</p>	<p>Getting on and falling out</p> <p>Assessment: Express doubts and fears.</p> <p>Listen to people who try to help.</p>	<p>Going for goals</p> <p>Aiming to come to school in a different way e.g cycle</p> <p>Assessment: Begin to 'tune out' distractions.</p> <p>Begin to seek help when needed.</p>	<p>Good to be me</p> <p>Assessment: Work hard with others and take encouragement from others in areas of interest.</p>	<p>Relationships</p> <p>Assessment: With help develop and act on ideas.</p>	<p>Changes</p> <p>Assessment: Choose one thing to improve with help.</p>	
ART	<p><b>Paul Cummins</b></p> <p>Sculptures: Poppies</p> <p>Assessment- Use painting as a medium to develop and share ideas. Create using imagination. Develop and use a texture for effect. Incorporate known experiences or imagination.</p>			<p><b>Illustrating Fairy Tales</b></p> <p>Assessment -Use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes to create.</p> <p>Use painting as a medium to develop and share ideas. Involve experiences and imagination. Focus on using colour and space for effect.</p>		<p><b>Make something for an explorer</b></p> <p>Use a range of materials creatively to design and make products. Use a wide range of patterns.</p>	
DT			<p><b>Textiles – RE link - Christmas</b></p> <p>Shape textiles using templates.</p> <p>Join textiles using running stitch.</p> <p>Colour and decorate textiles using a number of techniques (such as dyeing adding sequence or printing).</p>	<p><b>Food – Picnic for the Queen's 90<sup>th</sup> birthday</b></p> <p>Cut ingredients safely and hygienically.</p> <p>Assemble or cook ingredients</p> <p>Design</p>		<p><b>Mechanics – Moving plant picture</b></p> <p>Take a lesson to look at the mechanics of a bike – how can we look after our bikes so that they are safe?</p>	

			<p>Explore objects and designs to identify likes and dislikes of designs.</p> <p>Suggest improvements to existing designs.</p> <p>Design products that have a clear purpose and an intended user.</p> <p>Create products using levers.</p>	<p>purposeful, functional &amp; appealing products. Evaluate existing products &amp; own ideas</p> <p>.</p> <p>Link with computing: Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage)</p>		<p>To create products using levers, wheels and mechanics.</p>	
Computing	<p><b>Digital Literacy</b> Keeping personal information private.</p>	<p><b>Computer Science Purple Mash</b> Understand what an algorithm is.</p>	Create simple programs	<p><b>Information Technology Fairy Tales – Purple Mash</b> Use technology purposefully to create, store and retrieve digital content.</p>	<p><b>Deep learning – saving.</b>  Use technology purposefully to create, store and retrieve digital content</p>	<p><b>Computer Science Purple Mash</b> Understand what an algorithm is.</p>	
Music	<p><b>Charanga - Hey You! by Joanna Mangona</b></p> <p>Assessment: (Composing) Clap rhythms</p> <p>(Describing) Identify the beat of a tune</p>	<p><b>Christmas songs</b></p>	<p><b>Charanga – In the Groove</b></p>	<p><b>Giant Footsteps – reflecting story and sound</b></p> <p>Assessment (Composing) Create a sequence of long and short sounds. Sequence sounds to create an overall effect</p>	<p><b>Charanga – Recorder Stage 1</b> .</p>	<p><b>Charanga – Recorder Stage 2</b></p> <p>Assessment: To take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument</p>	

RE	What responsibility has God given people about taking care of Creation?	<p>Noah</p> <p><b>Assessment: Beliefs, Teachings and Sources</b>  <b>AT1 L1</b> I can recall the main points of God's plan for Noah  <b>AT1 L2</b> I can retell the story and say what it means for someone who believes in God</p> <p><b>Meaning, Purpose and Truth</b>  <b>AT2 L1</b> I can talk about what I find interesting of puzzling about the story  <b>AT2 L2</b> I can think of a question I or someone else might have about it</p>	<p>Christmas</p> <p>Christmas Godly Play</p> <p>Nativity characters: which character are you? Why are you important?</p> <p>Assessment:  <b>Practices and Ways of Life</b>  <b>AT1 L1</b> I can talk about why the Nativity story is told at Christmas  <b>AT1 L2</b> I can talk about another Christian festival or a festival from another faith and say what is similar</p> <p><b>Values and Commitments</b>  <b>AT2 L1</b> I can talk about why Christians celebrate Christmas  <b>AT2 L2</b> I can talk about what Christmas means to me and to other</p>	<p>Baptism and marriage</p> <p><b>Assessment: Forms of Expression</b>  <b>AT1 L1</b> say what the water, cross and the candle stand for in the Baptism  <b>AT1 L2</b> say what the candle, water and cross mean</p> <p><b>Values and Commitments</b>  <b>AT2 L1</b> talk about why Christians get baptized  <b>AT2 L2</b> talk about what baptism means to me and to other people</p>	<p>Why are saints important to Christians?</p>	<p>Easter</p> <p>Easter Godly Play</p> <p>Why is Easter the most important festival for Christians?</p> <p>Assessment</p> <p><b>Practices and Ways of Life</b>  <b>AT1 L1</b> I can use words like cross, Easter Day and Easter eggs  <b>AT1 L2</b> I can talk about the use of Easter effes in different Christian traditions</p> <p><b>Values and Commitments</b>  <b>AT2 L1</b> I can talk about why Christians celebrate Easter and why I celebrate Easter  <b>AT2 L2</b> I can talk about what matters to be about Easter and what matters to other</p>	<p>Judaism 1</p> <p>What is it like to live as a Jew?</p> <p>Assessment:  <b>Practices and Ways of Life</b>  <b>AT1 L1</b> I can say that is the Bible and that is the Torah  <b>AT1 L2</b> I can talk about Shabbat</p> <p><b>Values and Commitments</b>  <b>AT2 L1</b> I can talk about things that mattered to Jesus as a child and things that matter to me  <b>AT2 L2</b> talk about religious practices Jesus did as a child &amp; compare to religious/special practices my family do</p>	<p>Judaism 2</p> <p>Why are they having a Jewish party?.</p>
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			people		people about Easter		
Trips and Visitors:	Wooded area – Literacy	Helen Frazer – Harvest Talk  Parent talks	St. Marys Church	Easter Church Service  St.Marys Church  Walk to church to observe weathering on stones.	African drumming workshop	Wooded area – plants	Drusilla's Zoo – workshop on different animals
PE	Games, football, dodgeball	Gymnastics, basketball, games	Netball, dance	Dance, Team building, parachute	Team games and sportsmanship, tennis, rugby	Athletics and sports week, cricket/rounders, kickball/games	
Homeworks	October ½term Home learning project:  Reigate	Christmas ½term Home learning project:  Where is the best place you have been to in Britain or where would you like to go?	February ½ term home learning project:  What is your favourite fairy tale? Could you write a letter to a character in a fairy story? Can you think about the kind of house they live in? Think about time problems. If Cinderella went to the ball at 7 but she had to be home by midnight, how long did she have to dance?  Timing the children cycling to places – to use for maths	Easter ½term Home learning project:	May ½term Home learning project:  What is your favourite animal? Do they have a pattern? What is the texture of their fur/skin like?  Can you write a poem to describe your animal without including its name? Can you write an information page about different animals?	Summer Holiday Challenge	