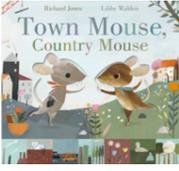
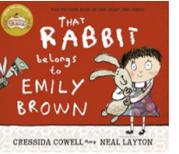
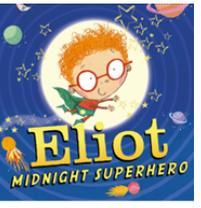
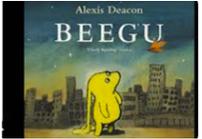
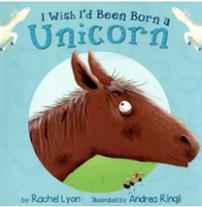
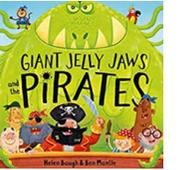
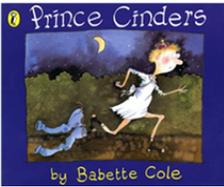
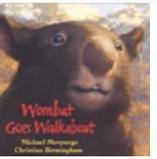


Year 1 Long Term Plan

Curriculum Drivers	World Citizens	Resilient Individuals	Respectful Communicators	Healthy Advocates		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Readers	 	 	 	 	 	 
Read Aloud Rhymes and Poetry	The Star By Jane Taylor		Where Teachers Keep Their Pets' by Paul Cookson		In My Garden by Moira Andrew	
Writing and model texts	 <p>Grandad's Island by Benji Davis (Geography)</p> <ul style="list-style-type: none"> Narrative Adventure  <p>When I am By Myself by Eloise Greenfield (PSHRE)</p> <ul style="list-style-type: none"> Rhyming Poem 	 <p>Toys from the Past by Sally Hewitt (History)</p> <ul style="list-style-type: none"> Non-Fiction Report  <p>Firework night by Andrew Collett</p> <ul style="list-style-type: none"> List Poem 	 <p>Wombat's Walkabout by Michael Morpurgo (Geography/Science)</p> <ul style="list-style-type: none"> Narrative Adventure  <p>The Snail and the Whale by Julia Donaldson (PSHRE)</p> <ul style="list-style-type: none"> Non-fiction Postcard 	 <p>The Queen's Hat by Steve Antony (Geography)</p> <ul style="list-style-type: none"> Narrative Adventure 	 <p>The Way Back Home by Oliver Jeffers (Science)</p> <ul style="list-style-type: none"> Narrative Adventure  <p>Our Trip to the Woods (Geography)</p> <ul style="list-style-type: none"> Non-fiction Recount 	 <p>Song of the Sea by Studio Canal (Science)</p> <ul style="list-style-type: none"> Narrative Irish Myth

Grammar and Punctuation	 <p>How words can combine to make sentences (say a sentence before writing).</p>	 <p>Separation of words with spaces</p> <p>Use a capital letter for names of people, places and the personal pronoun 'I'</p>	 <p>Joining words and joining clauses using and</p>	 <p>Use a capital letter for names of the days of the week</p>	 <p>Use a capital letter for the days of the week.</p>	 <p>Sequencing sentences to form short narratives</p>
Spellings	<ul style="list-style-type: none"> • Use letter names to distinguish spelling alternate sounds • Use phonics and common exception words – Phase 3 and Phase 5 		<ul style="list-style-type: none"> • Use suffixes –ed and –ing where no change in needed on root words • Use suffixes –er and –est where no change in needed on root words • Use -s or -es for regular plural noun 		<ul style="list-style-type: none"> • Continue to consolidate previously taught spelling patterns • Apply alternative spelling from phonics • Use prefix -un 	
Maths	<p>Number and place value (3 weeks)</p> <p>Number: Addition and Subtraction (3 weeks)</p>	<p>Number: Addition and Subtraction (2 weeks)</p> <p>Measurement: Money (2 weeks)</p> <p>Multiplication and Division (1 week)</p> <p>Consolidation (1 week)</p>	<p>Multiplication and Division (4 weeks)</p> <p>Statistics (2 weeks)</p>	<p>Geometry: properties of shape (3 weeks)</p> <p>Number: Fractions (3 weeks)</p>	<p>Measurement: Length and height (2 weeks)</p> <p>Geometry: position and direction (2 weeks)</p> <p>Problem solving and consolidation (2 weeks)</p>	<p>Measurement: time (2 weeks)</p> <p>Measurement: mass. Temperature and capacity (3 weeks)</p> <p>Consolidation (2 weeks)</p>
Science	<p><u>Seasonal Changes - Autumn & Plants</u> Observe changes across four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Everyday Materials (Links to Toy topic)</u> 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 properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple properties.</p>		<p><u>Seasonal Changes - Winter & Spring</u> Observe changes across four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Animals inc Humans - Animals & Human Body</u> 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) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>		<p><u>Seasonal Changes - Summer</u> Observe changes across four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Plants</u> Identify and describe the basic structure of a variety of common flowering plants including trees. Identify and name a variety of common wild and garden plants including deciduous and evergreen trees</p>	
History	<p>How do our favourite toys and games compare to those in the past?</p>		<p>What does it mean for someone to make history? Significant People: Queen Elizabeth I Queen Elizabeth II</p>		<p>How do we use the seaside now compared to in the past? Significant places: local link - using evidence</p>	

				Florence Nightingale Mary Seacole Marie Curie		- compare changes to the use of the seaside (Cornwall & Brighton comparison) -What did our grandparents do at the seaside? (Living memory)
Geography	<p>How do people know which way to go? <u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> - Where is the school? Where is my classroom in the school? (Reading a Plan) How to navigate using a plan. - Where do I live? - Which route do I take to get to school? How to read a map. Which way is up? - What is the difference between a road, lane and footpath? - Plan a walk following footpaths to Helston and give directions. 		<p>Where do we live and what is it like? <u>Local Study - Map Work</u></p> <ul style="list-style-type: none"> -UK countries on a map - Capital cities: London, Edinburgh, Cardiff, Belfast. - County – Cornwall - Truro (City) - Porthleven (Most southerly town) - Physical features: coast, beach, cliff, woodland, hill, river, valley, harbour, field, farm 		<p>What is the Earth Like? Map Work (World Scale) Recognising the Earth as a sphere. Earth can be shown on a map.</p> <ul style="list-style-type: none"> - Name and identify the seven continents. - Name and identify the five oceans. <p>Identifying the equator and north and south poles. Use of Satellite images and aerial photographs Impact of human choices on our environment</p>	
Art	<p><u>Autumn spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>		<p><u>Exploring Watercolour</u> Exploring watercolour and discovering we can use accidental marks to help us make art</p>		<p><u>Making birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p>	
DT		<u>Moving story book-mechanisms</u>		<u>Puppets-Textiles</u>		<u>Cooking and nutrition</u> -making fruit and vegetable smoothies.

		Explore slider mechanisms and the movement they output, to design, make and evaluate a moving storybook from a range of templates.		Join fabrics together using pins, staples or glue. Design a puppet and use a template. Join their two puppets' faces together as one. Decorate a puppet to match their design.		Describe fruits and vegetables and explain why they are a fruit or a vegetable. Name a range of places that fruits and vegetables grow. Describe basic characteristics of fruit and vegetables. Prepare fruits and vegetables to make a smoothie.
Computing	Improving mouse skills (5 lessons) Learning how to login and navigate around a computer; developing mouse skills; learning how to drag, drop, click and control a cursor to create works of art <u>Online Safety Lesson 1</u>	Algorithms unplugged (5 lessons) Algorithms, decomposition and debugging are made relatable to familiar contexts, following directions, learning why instructions need to be specific <u>Online Safety Lesson 2</u>	Rocket to the moon (5 lessons) Developing keyboard and mouse skills through designing, building and testing. Creating a digital list of materials, using drawing software and recording data. <u>Online Safety Lesson 3</u>	Programming Bee-Bots (5 lessons) (Option 1: Bee-Bot) (Option 2: Virtual Bee-Bot) Introducing programming through the use of a Bee-Bot and exploring its functions.	Digital imagery (5 lessons) (Option 1: Google) (Option 2: Microsoft Office 365) Taking and editing photos, searching for and adding images to a project. <u>Online Safety Lesson 4</u>	Introduction to data (5 lessons) Learning what data is and the different ways it can be represented. Learning why data is useful and the ways it can be gathered and recorded.
Music	Hey You Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.		Hands, Feet, Heart Listen and Appraise the Hands, Feet, Heart a song that celebrates South African music: Clap and improvise Sing and Play and Improvise Improvise using notes C & D Compose with the Song: Using your instruments		My Stories Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvise leading to playing classroom instruments Share and perform the learning that has taken place	
RE	1.2 CREATION: Who Made the World? Harvest	2a.3 INCARNATION/ GOD: What is the Trinity? Christmas	1.1 GOD: What do Christians believe God is Like?	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the good news Jesus brings?	What makes some places sacred to believers?
PE	KS1 Games 1	Gymnastics - Basic Skills	KS1 Fundamentals	KS1 Striking & Fielding	Dance Animals	KS1 Athletics 1
PSHE	Being Happy- Can you describe the different emotions you feel? Being Mindful - Why is it good to be mindful? How can self-assessment help me to do better? improvement, aspirations, goals	Getting your Sleep- How can the right amount of sleep help me? Hygiene and Me Why is personal hygiene so important? Understanding Difficult feelings What can anger look like? What can we do to control our anger?	A problem shared is a problem halved What do we mean by 'a problem shared is a problem halved'? Why do people sometimes not like to talk about their problems? Communication Why is communication important? What can you say if you're feeling uncomfortable	What makes a family? - What are the different ways that families look like? My Growing Body - What does it mean to be private and why must we respect others' privacy? Respecting Others- Why should you respect others? How do we respect others?	Braving the Weather What do we mean by 'extreme' weather? How can the weather affect us? Emergency Services - What do the emergency services do? How do you call for help in an emergency? Food safety and What Not to Eat	Road Safety How can you keep safe near roads? Where are the safest places to cross the road? Safety Signals Why are safety signs important and how do they keep you safe? Signalling and Sign Language

	<p>First aid and CPR -: What does 'ABC' stand for when we talk about First Aid?</p> <p>What is friendship- How can I use strategies to resolve arguments between friends positively?</p>	<p>Kind V Unkind</p> <p>Why is hurtful behaviour unacceptable? What does kindness look like?</p>	<p>with what someone is doing or saying to you?</p> <p>Trust- When might you break someone's trust and talk to others about something?</p>	<p>Water Safety</p> <p>What are some of the dangers that you could face in water?</p> <p>How can I keep myself safe?</p>	<p>Which foods could be dangerous to eat?Which foods should you avoid if you are out in the garden or in the wild?</p> <p>Wildlife</p> <p>What can you do to look after the environment and wildlife?</p>	<p>Can you name some ways of signalling to others to communicate?Who might use signals or signs every day to communicate?</p>
Experiences	<i>Porthleven map trail</i>	<i>Helston Museum Visit</i>				<i>Beach Visit</i>