

Year 1 Long term plan 2016-17

All Planning is taken from the new National Curriculum

N.B This is a draft plan and is subject to change as determined by the whole school and year group planning meetings that will take place each term.

	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic/Theme	<i>It's all about me!</i>	<i>Toys and Christmas</i>	<i>Once upon a time....</i>	<i>I come from a land down under</i>	<i>Growing</i>	<i>The seaside</i>
Literacy	<p>Reading: Using phonic knowledge, reading common words, reading aloud.</p> <p>Reading comprehension: Listening to and discussing a wide range of stories by the same/different author. Becoming familiar with key stories, recognising and joining in with predictable phrases.</p> <p>Writing Transcription: Learn to spell words using GPC's, tricky words, days of the week, Letter names.</p> <p>Handwriting: Form lower case, capital letters and digits 0-9 correctly.</p> <p>Composition: Composing sentences, finger spaces and punctuation; including correct use of capital letters.</p> <p>Journals, Funny bones stories, Adventure</p>	<p>Reading: Using phonic knowledge, reading common words, reading aloud.</p> <p>Reading comprehension: Listening to and discussing a wide range of non-fiction texts. Being encouraged to link what they read, or hear being read with their own experiences.</p> <p>Writing Transcription: Learn to spell words using GPC's, tricky words, days of the week, Letter names.</p> <p>Handwriting: Form lower case, capital letters and digits 0-9 correctly.</p> <p>Composition: Composing sentences, finger spaces and punctuation; including correct use of capital letters.</p> <p>Journals, Xmas Play. Non-fiction writing</p>	<p>Reading: Using phonic knowledge, reading common words, reading aloud.</p> <p>Reading comprehension: Becoming very familiar with fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Writing Transcription: To know letter names and their order in the alphabet. Adding prefixes and suffixes.</p> <p>Using simple spelling rules and guidelines.</p> <p>Handwriting: Form lower case, capital letters and digits 0-9 correctly.</p> <p>Composition: Composing sentences, finger spaces and punctuation; including correct use of capital letters.</p> <p>Journals, The little</p>	<p>Reading: Using phonic knowledge, reading common words, reading aloud, reading polysyllabic words, reading words with contractions, building up fluency and confidence.</p> <p>Reading comprehension: Becoming very familiar with key stories, retelling them and considering their particular characteristics.</p> <p>Writing transcription: Spell words using GPC's, tricky words. Add prefixes and suffixes.</p> <p>Using simple spelling rules and guidelines.</p> <p>Handwriting: Form lower case, capital letters and digits 0-9 correctly.</p> <p>Composition: Composing sentences, finger spaces and punctuation; including</p>	<p>Reading: Using phonic knowledge, reading common words, reading aloud, reading polysyllabic words, reading words with contractions, building up fluency and confidence.</p> <p>Reading comprehension: Becoming very familiar with key stories, retelling them and considering their particular characteristics.</p> <p>Writing transcription: Spell words using GPC's, tricky words. Add prefixes and suffixes.</p> <p>Using simple spelling rules and guidelines.</p> <p>Handwriting: Form lower case, capital letters and digits 0-9 correctly.</p> <p>Composition: Composing sentences, finger spaces and punctuation; including correct use of capital letters.</p>	<p>Reading: Using phonic knowledge, reading common words, reading aloud, reading polysyllabic words, reading words with contractions, building up fluency and confidence.</p> <p>Reading comprehension: Becoming very familiar with key stories, retelling them and considering their particular characteristics.</p> <p>Writing transcription: Spell words using GPC's, tricky words. Add prefixes and suffixes. Using simple spelling rules and guidelines.</p> <p>Handwriting: Form lower case, capital letters and digits 0-9 correctly.</p> <p>Composition: Composing sentences, finger spaces and</p>

	<p>stories, Jill Murphy stories, Julia Donaldson stories Eleanor's eyebrows, Grandpa Green</p>	<p>about toys, The gunpowder plot and retell the Christmas story. Letters to Santa.</p>	<p>Red hen, The princess knight, The Gingerbread Man Billy Goats Gruff.</p>	<p>correct use of capital letters. Journals Where the forest meets the sea, dreamtime stories.</p>	<p>Journals, Sunflower diaries Non-fiction texts about animals and plants</p>	<p>punctuation; including correct use of capital letters. Journals Corraney Cove Sammy Seagull Mrs Armitage stories Barnaby Bear at the seaside</p>
Mathematics	<p>Number and place value to solve problems Addition within 10 to solve problems Measures -Money to solve problems Measures-length and height to solve problems Addition and subtraction within 10 to solve problems Number and place value 0-20 to solve problems</p> <p>In addition there will be extra time for assessing, reviewing and extra coverage of any areas of weakness or any misconceptions.</p>	<p>Addition and subtractions bonds to 10 to solve problems Shape, Position and direction to solve problems Addition and subtraction within 20 to solve problems Multiplication and division and fractions to solve problems</p> <p>In addition there will be extra time for assessing, reviewing and extra coverage of any areas of weakness or any misconceptions.</p>	<p>Number and place value to solve problems Addition within 20 Measures -Money to solve problems Measures-mass or weight and time to solve problems Addition and subtraction within 20 to solve problems</p> <p>In addition there will be extra time for assessing, reviewing and extra coverage of any areas of weakness or any misconceptions.</p>	<p>Number and place value to solve problems Addition and subtractions bonds to 10 and to 20 to solve problems Shape, Position and direction to solve problems Fractions to solve problems Multiplication and division to solve problems</p> <p>In addition there will be extra time for assessing, reviewing and extra coverage of any areas of weakness or any misconceptions.</p>	<p>Number and place value to solve problems Addition within 20 to solve problems Measures -Money to solve problems Measures-capacity and time to solve problems Subtraction within 20 to solve problems</p> <p>In addition there will be extra time for assessing, reviewing and extra coverage of any areas of weakness or any misconceptions.</p>	<p>Multiplication and Division to solve problems Addition and subtractions bonds to 10 and to 20 to solve problems Fractions to solve problems Properties of Shape and position and direction to solve problems</p> <p>In addition there will be extra time for assessing, reviewing and extra coverage of any areas of weakness or any misconceptions.</p>
Science	<p>Animals, focusing on Humans: Parts of the body Five senses.</p>	<p>Everyday materials: Objects and what they are made from, identify and name a variety of everyday materials Seasonal Changes Changes across the seasons, weather and length of day</p>	<p>Everyday Materials Describe the physical properties of materials, compare and group materials based on their properties, changing solid objects made from different materials by</p>	<p>Plants and animals See term 5 and 6 Seasonal Changes Changes across the seasons, weather and length of day</p>	<p>Plants Identify and name a variety of common plants, identify and describe the basic structure of a variety of common flowering plants</p>	<p>Animals Identify and name a variety of common animals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the</p>

			squashing, bending, twisting and stretching them.			structure of a variety of common animals. Seasonal Changes Changes across the seasons, weather and length of day
Design and Technology	<p>Making bread for Harvest Festival</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p> <p>Making a shelter linked to Literacy;</p> <p>Building structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Making a collage face on a plate.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing templates, mock ups and where appropriate ICT.</p> <p>Making a 3-D model of the school grounds.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>Xmas biscuits</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p> <p>Cards/hats/mats</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>sock puppets for puppet show</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>Creating brides for the Billy Goats Gruff</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p>Creating a new imaginary species of animal</p> <p>Evaluate their ideas and products against design criteria</p> <p>Making boomerangs and digeridoos</p>	<p>Create a jungle collage with different varieties of plants.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>Underwater shoebox diorama</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>explore and evaluate a range of existing products</p>

<p>Art</p>	<p>Holiday paintings</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Self portrait</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Art linked to Matisse</p> <p>The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Art Day (activities TBA)</p>	<p>Firework pictures</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Clay pots</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Xmas display</p> <p>To use a range of materials creatively to design and make products</p>	<p>Paint xmas presents</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Fairy tale land collage</p> <p>To use a range of materials creatively to design and make products</p>	<p>Making aboriginal art</p> <p>To use a range of materials creatively to design and make products</p> <p>Art linked to another artist-Picasso and Russo</p> <p>The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Observational drawings of plants and flowers</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Seaside collages</p> <p>To use a range of materials creatively to design and make products</p> <p>Observational drawing of seaside artefacts</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>View through a porthole</p> <p>To use a range of materials creatively to design and make products</p> <p>Seaside collages</p> <p>To use a range of materials creatively to design and make products</p> <p>Observational drawing of seaside artefacts</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>
<p>Computing</p>	<p>Own scheme of e-safety written by NS.</p> <p>Use technology safely and respectfully</p>	<p>Recording puppet show using flipshare camera.</p> <p>Organise, store, manipulate and</p>	<p>Beebot-floor robot</p> <p>Understand what algorithms are; how</p>	<p>Making talking books</p> <p>Organise, store, manipulate and retrieve data in a</p>	<p>Beebot-floor robot</p> <p>Create and debug simple programs</p>	<p>Representing information graphically. (making powerpoints)</p>

	<p>What technology do we use in our everyday lives?</p> <p>Recognise common uses of information technology beyond school.</p>	<p>retrieve data in a range of digital formats</p>	<p>they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>range of digital formats</p>		<p>Organise, store, manipulate and retrieve data in a range of digital formats</p>
Geography	<p>Holidays and places visited. Personal Geography. A 3-D representation of the school grounds.</p> <p>Location of hot and cold areas of the world in relation to the equator and the north and south poles.</p> <p>Use basic geographical vocabulary.</p> <p>Use maps, atlases and globes.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>Christmas around the world</p> <p>Comparing UK to a contrasting non-EU country</p> <p>Name and locate the world's seven continents and five oceans</p>	<p>Locating Norway and looking at its climate</p> <p>To be able to use maps, atlases and globes to identify where Norway is.</p> <p>To be able to identify daily and seasonal weather.</p> <p>To know about the human and physical geography of Norway</p> <p>To be able to use compass directions and locational and directional language</p>	<p>Australia: Climate and landscape. Comparing England and Australia.</p> <p>Comparing UK to a contrasting non-EU country</p> <p>Name and locate the world's seven continents and five oceans</p>	<p>Visit to the Green; map work</p> <p>Walk to The Green (fieldwork skills)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Weather study (cross-curricular link with science)</p> <p>Identify seasonal and daily weather patterns in the UK</p> <p>Map reading using compass points (Barnaby Bear visits Lyme Regis)</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p>
History	<p>Creating a timeline, Patchwork of memories, making family trees, the life and work of Matisse.</p> <p>Changes within living memory.</p> <p>The lives of significant individuals.</p>	<p>The Gunpowder plot</p> <p>The lives of significant individuals.</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The history of Bearsted</p> <p>Significant historical events, people and places in their locality</p>	<p>Castles</p> <p>History of local castles</p> <p>Significant historical events, people and places in their locality</p>	<p>Life and works of Picasso</p> <p>The lives of significant individuals</p> <p>Australia: Key events in Australian history including anzac day</p> <p>Changes within living memory including aspects of change in national life</p>	<p>The life and work of Van Gogh</p> <p>The lives of significant individuals</p>	<p>Seaside holidays throughout History</p> <p>Changes within living memory including aspects of change in national life</p>

<p>Music Using Music Express and Year 1 Music scheme</p>	<p>Ocarinas, weekly singing sessions, Use their voices expressively and creatively by signing songs and speaking chants and rhymes Play tuned and untuned instruments musically Duration-Long and short sounds Listen with concentration and understanding to a range of high quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Duration-Long and short sounds Listen with concentration and understanding to a range of high quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. Singing/ocarinas Use their voices expressively and creatively by signing songs and speaking chants and rhymes Play tuned and untuned instruments musically</p>	<p>Pitch-high and low Listen with concentration and understanding to a range of high quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. Singing/ocarinas Use their voices expressively and creatively by signing songs and speaking chants and rhymes Play tuned and untuned instruments musically</p>	<p>Timbre Listen with concentration and understanding to a range of high quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. Singing/ocarinas Use their voices expressively and creatively by signing songs and speaking chants and rhymes Play tuned and untuned instruments musically</p>	<p>Tempo-fast and slow Listen with concentration and understanding to a range of high quality live and recorded music Experiment with, create, select and combine sounds using the inter- related dimensions of music. Singing/ocarinas Use their voices expressively and creatively by signing songs and speaking chants and rhymes Play tuned and untuned instruments musically</p>	<p>Dynamics Listen with concentration and understanding to a range of high quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. Singing/ocarinas Use their voices expressively and creatively by signing songs and speaking chants and rhymes Play tuned and untuned instruments musically</p>
<p>PE Specialist PASS teacher to work with CT to deliver one session a week. Using Val Sabin and Matalan TOPS cards. The objectives throughout the year are as follows: Master basic movements including running, umping, throwing and catching,</p>	<p>Dance Gymnastics Multiskills Games</p>	<p>Dance Gymnastics Multiskills Games</p>	<p>Dance Gymnastics Multiskills Games</p>	<p>Dance Gymnastics Multiskills Games</p>	<p>Dance Gymnastics Multiskills Games</p>	<p>Dance Gymnastics Multiskills Games</p>

<p>as well as developing balance, agility and coordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for defending and attacking.</p> <p>Perform dances using simple movement patterns.</p>						
RE Using the New Kent Syllabus	Our special world	Special people Christmas	Judaism	Easter	Judaism	Jesus
PHSE SEAL	New Beginnings	Getting on and falling out	Say no to bullying	Say no to bullying	Good to be me	Relationships
Phonics Phase	2/3/4	3/4	4/5	4/5	5/6	5/6
Other e.g. Visits	Hearing dogs, Dr Gilmore.	Visit from Maidstone toy museum. Pantomime.			School trip (The Green)	School trip (the beach) Visit from the seaside show