

Long Term Planning Year 1 2024/25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Hook	Being British Do bears really eat Marmalade?		Changes and Differences Do toys really come alive at night?		Healthy Hearts and Minds Do carrots really help you see in the dark? Does eating your 5 a day keep you healthy?	
English	Genres covered: Description: character and setting Drama and role play Instructional/procedural Letter writing Posters Poetry Invitation Key texts/stories: Paddington Bear The Gruffalo Guy Fawkes SPaG: Phonics: Read Write Inc Punctuation and grammar: -Capital letters -Punctuation -Finger spaces -Conjunctions Adjectives Reading -Sounding out words accurately quickly (including unfamiliar words) -Retrieve basic information about a character using pictures and simple language. -Describe/retell the main events in stories -Locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. "I'm a troll...", "You can't		Genres covered: Descriptive: setting Drama and role play Narratives Poetry Explanation (information) Invitation Chronological report Key texts /stories: Lost in the Toy Museum Toys in Space Kipper's Toy Box The Naughty Bus SPaG: Phonics: Read Write Inc Punctuation and grammar: -Capital letters (proper nouns) -Punctuation -Finger spaces -Conjunctions -Adjectives (synonyms) -Commas (list) -Suffixes (-s, -es) -Prefix (-un) -Tense (verb agreement) -Pronouns Reading -Reading many common exception words. -Answering questions and making inferences from a story heard. -Re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets.		Genres covered: Narratives Recount- Newspaper report Persuasive writing Poetry Non chronological reports Explanation Argument Key texts /stories: Traction Man Supertato The Disgusting Sandwich Fire Cat SPaG: Phonics: Read Write Inc Punctuation and grammar: -Capital letters -Punctuation -Finger spaces -Conjunctions -Commas (list) -Suffixes (-s, -es) -Prefix (-un) -Tense (verb agreement) Reading -Accurately blend set 1, 2 and set 3 phonemes. -Answering questions and making inferences to texts that have been read independently. -Recognise ways that emphasis has been created in a text e.g. capitalisation, bold print.	

	<p>catch me I'm the Gingerbread man..."</p> <p>-Explore and understand the difference between fiction and non-fiction and the distinguishing features of each.</p> <p>-Identify and discuss characters and how they are described</p> <p>Poetry</p> <p>-Listen to poems being read and talk about likes and dislikes; including ideas or puzzles, words, and patterns.</p> <p>-Link themes in poetry to their own experiences.</p> <p>-Perform in unison, following the rhythm of the poem and keeping time.</p> <p>S&L / ORACY</p> <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 minutes.) • Use alternative words for simple vocabulary choices. • Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings • Speak audibly and fluently with an increasing command of Standard English • Speak in full sentences most of the time. • Participate in discussions, presentations, performances, role play, improvisations and debates • Pretend to be someone else in a role play after someone explains a character to them. 	<p>-Identify descriptive language e.g. adjectives.</p> <p>Poetry</p> <p>-Listen to poems being read and talk about likes and dislikes; including ideas or puzzles, words, and patterns.</p> <p>-Recite some poems in an audible voice by heart performing to others, taking account of punctuation.</p> <p>-Explore acrostic poems noting the structure and theme.</p> <p>S&L / ORACY</p> <ul style="list-style-type: none"> • Articulate and justify answers by using 'because' to explain thinking. • Use questions that require more than one-word answers. -Speak about what happened in the past mostly correctly. -Know when to use pronouns correctly. • Gain, maintain and monitor the interest of the listener(s). • Begin to tell when to speak loudly or quietly most of the time. • Speak audibly and fluently with an increasing command of Standard English: • Speak in full sentences most of the time. • Participate in discussions, presentations, performances, role play, improvisations and debates • Pretend to be someone else in a role play after someone explains a character to them. 	<p>-Identify and discuss a range of story themes, collect and compare.</p> <p>Poetry</p> <p>-Explore riddles noting how the poem describes a noun but does not name it; how the last line usually directly addresses the reader and uses a question and the mood of the poem being light-hearted.</p> <p>-Make simple comments on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns) and forms of presentation.</p> <p>S&L / ORACY</p> <ul style="list-style-type: none"> • Articulate and justify answers by using 'because' to explain thinking. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Give reasons why something is good or bad with help. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Can think about when it is their turn in a discussion. • Speak audibly and fluently with an increasing command of Standard English: • Speak in full sentences most of the time. • Participate in discussions, presentations, performances, role play, improvisations and debates
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Maths	Place Value: Numbers to 10 Addition and subtraction: Within 10 Geometry: 2D/3D Shapes	Place Value: Numbers to 20 Fractions: Halves and quarters. Time: O' Clock. Multiplication : 10 times table	Addition and subtraction: Within 20 Number: Counting in 2s and 10s Place Value: Numbers to 50	Measurement s: Length and height Weight and Volume Time: O' clock / half past.	Number: Counting in 2s, 5s and 10s. Time: Revisit Multiplication and division:	Position and direction: Place Value: Numbers to 100
RE	What can we learn about Christianity from visiting a Church? Why are gifts given at Christmas?	What do Christians believe God is like?	Who made the world?	What is the Easter story?	How and why is the home and the synagogue important in Jewish life?	What does it mean to be a member of the Jewish community?
Science	Seasonal Changes: Identifying changes including the weather throughout a year, including day length variation. Everyday Materials: Relate materials to their properties. Group materials based on their properties.		Everyday Materials: Old and new. Seasonal Changes: Identifying changes including the weather throughout a year, including day length variation. Light: Recognise light is needed to see things and dark is the absence of light.		Seasonal Changes: Identifying changes including the weather throughout a year, including day length variation. Animals including humans: Identify a variety of animals Identify carnivores, herbivores and omnivores Describe and compare the structure of animals Identify parts of the human body Plants: Structure of a plant and tree. To recognise trees in the local environment.	
STEM	Design and make weather proof clothing - investigate materials fit for purpose. Pinecone investigation Autumnal walk		Torch and box investigation (absence of light) Make a rain gauge and wind sock Spring walk		Healthy eating - making a sandwich. Creating an allotment-managing/caring and maintaining it. Summer walk	
History	Continuity and change: British History - the Union Jack British values Gunpowder plot		Similarities and differences: Old and new - toys in living memory Continuity and change: Generations of royalty-		Cause and effect: Lifestyle changes Cause and effect:	

	Cause and effect: Remembrance Day	changes in usage of toys (materials) Queen Elizabeth II and Charles III- Comparisons	Great fire of London - Fire service visit.
Geography	<p>Kapow - What is it like here?</p> <ul style="list-style-type: none"> -Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. -Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. -Recognise four features in the school grounds using a map. -Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. -Draw a design to improve three areas of the playground using the results from the survey. <p>Knowledge of places and locations:</p> <ul style="list-style-type: none"> -Name and locate the four countries on a map of the UK including the capital cities. -Identify the country they live in. -Flag identification -Name famous landmarks -Name the continent they live in. -Use an atlas to locate the UK on a world map. <p>Geographical skills:</p> <ul style="list-style-type: none"> -Use simple compass directions 	<p>Kapow - What is the weather like in the UK?</p> <p>Geographical changes</p> <ul style="list-style-type: none"> -Identify the four seasons. -Describe some seasonal changes. -Identify the four compass directions. -Use the compass directions to describe the location of features. -Observe and describe daily weather patterns. -Explain what the weather is like during each season in the UK. -Suggest appropriate clothing and activities for each season. 	<p>Kapow- What is it like to live in Shanghai?</p> <ul style="list-style-type: none"> -Give examples of human and physical features. -Identify features they see on a walk. -Explain the location of features using some directional language. -Use an aerial photograph to locate physical and human features. -Draw simple pictures or symbols on a sketch map. -Draw compass points. -Name the continent they live in. -Use an atlas to locate the UK and China on a world map. -Use an atlas to locate Europe and Asia on a world map. -Identify China's physical and human geography. -Sort physical and human features using photographs. -Identify physical and human features in images of Shanghai. -Compare Shanghai to their locality. -Identify similarities and differences between human and physical features.
Art	<p>Kapow:</p> <p>Drawing- Make your mark</p> <ul style="list-style-type: none"> -Bridget Riley links (lines) and Zaria Forman (waves) to key artist -Show knowledge of the language and literacy to describe lines. 	<p>Kapow:</p> <p>Sculpture and 3D-Paper play</p> <ul style="list-style-type: none"> -Roll paper tubes and attach them to a base securely. -Make choices about their sculpture, e.g. how they arrange the tubes on the base 	<p>Kapow:</p> <p>Painting and mixed media: Colour splash</p> <ul style="list-style-type: none"> -Name the primary colours. -Explore coloured materials to mix secondary colours. -Mix primary colours to make secondary colours.

	<ul style="list-style-type: none"> -Show control when using string and chalk to draw lines. -Experiment with a range of mark-making techniques, responding appropriately to music. -Colour neatly and carefully, featuring a range of different media and colours. -Apply a range of marks successfully to a drawing. -Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. 		<ul style="list-style-type: none"> or the colours they place next to each other. -Shape paper strips in a variety of ways to make 3D drawings. -Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. -Create a tree of life sculpture that includes several different techniques for shaping paper. -Work successfully with others, sustaining effort over a time. -Paint with good technique, ensuring good coverage. 		<ul style="list-style-type: none"> -Apply paint consistently to their printing materials to achieve a print. -Use a range of colours when printing. -Mix five different shades of a secondary colour. -Decorate their hands using a variety of patterns. -Mix secondary colours with confidence to paint a plate. -Describe their finished plates. 	
DT	Kapow: Structures- Constructing a windmill <ul style="list-style-type: none"> -Follow design criteria to meet the needs of a user. -Make a stable structure. -Make functioning sails/blades that attach to the supporting structure. -Improve their windmill. To use a slider mechanism- Christmas cards		Kapow: Textiles -Making puppet <ul style="list-style-type: none"> -To sew using a simple sewing technique. -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. 		Kapow: Cooking and nutrition- Fruit and vegetables <ul style="list-style-type: none"> -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	Computing systems and networks: Technology around us	Creating media: Digital painting	Creating media: Digital writing	Data and information: Grouping data	Programming A: Moving a robot	Programming B: Introduction to animation
PE	Gymnastics: Learn a simple routine of stretches and rolls to develop balance, agility and coordination.		REAL PE: Coordination and balance Ball Games		REAL DANCE South Shields FC: Football	
Music	Kapow- Keeping the pulse: My favourite things Kapow- Tempo: The Snail and the Mouse		Kapow- Dynamics: Seaside Kapow- Sound patterns: Fairytale		Kapow- Pitch and tempo: Superheroes. Kapow- Vocal and body sounds: Under the sea.	
PSHE You, Me and the World	Rules and choices	Kidsafe	Families	Money Jobs	Health and Safety	First Aid Transitions

	Operation Encompass Consent		Similarities and differences	Consent Environmental / Current Affairs	People who Can Help Us	
Global links	Is Bonfire night fair for animals?		Should all toys be made from plastic?		Are diets different around the world? Why?	
Career links	Vicar Bus/train driver Pawz for Thought- animal charity		Weather - meteorologist. Museum curator Rabbi		Dentist Nutritionist/chef Dogs trust Vet Fireman	