



School Aim
To make learning irresistible

Long Term Plan 2017-2018 Cycle 1

Year Group: **Y1** Class Teachers: **Francesca McCoulough, Amy Farnsworth**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	Wolves Goodies and Baddies in Stories	Goodies and Baddies (Including History)	Frozen Planet	Giants & Trolls	Down at the Bottom of the Garden	Seasides in the Past
English	Induction/ Cats (Wk 1/2) Stories - Wolf themed Traditional tales and stories (Wk 3-5) The three little pigs Wolf won't bite Reports/ information writing/ leaflets Wolves (Wk 6) Story Diwali story Rama and Sita (wk 7) Begin to use full stops and capital letters Recognise a question mark and understand when it is used. Separate words with finger spaces Write phase 2 and many phase 3 words Begin to add -ing -ed and use the prefix unForm letters in the right direction	Poetry Bonfire Night Firework Safety(Wk 1& 2) Stories (Wk3, 4 &5) – Mr Creep the Crook, Grandma Bendy (Goodies and Baddies) (wk6,7,8) Christmas story, letters and instructions Begin to use full stops and capital letters Recognise a question mark and understand when it is used. Separate words with finger spaces Write phase 2 and many phase 3 words Begin to add -ing -ed and use the prefix unForm letters in the right direction	Winter poetry (Wk 1) Non-chronological report – Inuits/ polar Bear, walrus animal facts (Wk 2-4) Recount (wk 5-6) Scott of the Antartic/ letters and/ or Story Lost and found Oliver Jeffers Use capital letters and full stops. Begin to sequence sentences to form a narrative. Begin to re-read to check writing makes sense. Add -ing and -ed correctly. Join words and sentences with 'and'. Begin to use a question mark and exclamation mark. Write phase 3 words and many phase 4 Spell ccvc and cvcc words and use syllables to divide words when spelling.	Story (Wk 1-3) Take one picture Giant themed: Smartest Giant/ 3 Billy Goats/ Jack and the Beanstalk Reports/ Instructions (Wk 4) Farms and animals (Y1) Sheep and pigs non-chronological report or making a farm animal instructions Story (Wk 5) Easter Use capital letters and full stops. Begin to sequence sentences to form a narrative. Begin to re-read to check writing makes sense. Add -ing and -ed correctly. Join words and sentences with 'and'. Begin to use a question mark and exclamation mark. Write phase 3 words and many phase 4 Spell ccvc and cvcc words and use syllables to divide words when spelling.	Story Bog Baby (Wk 1) Instructions (Wk 2) How to make a Bog Baby Minibeast poetry or story (Wk 3-4) The very busy spider, The Bad Tempered Ladybird, Van Gogh- sunflowers, Monet water lillies Explanations (Wk 5-6) Frogs/ Chicks/ Butterflies Use capital letters for names. Use full stops, question marks and exclamation marks to end sentences. Use the suffix -er, -est, -s, -es. Form all lower case and upper case letters correctly. Sequence sentences to form a narrative. Join clauses to make longer sentences. Use alternative phonemes to spell more tricky words. Write most phase 5 words and year 1 words accurately.	Reports (Wk 1/2) The Bathers by Seurat History of the seaside Poetry Seaside, summer, food themed Stories of significant authors Or/ by the sea themed Commotion in the Ocean Use capital letters for names. Use full stops, question marks and exclamation marks to end sentences. Use the suffix -er, -est, -s, -es. Form all lower case and upper case letters correctly. Sequence sentences to form a narrative. Join clauses to make longer sentences. Use alternative phonemes to spell more tricky words. Write most phase 5 words and year 1 words accurately.
Maths	Counting (Wk 1) Numicon recap Place value (Wk 2-5) Count to 10, forwards and	Addition and Subtraction (Wk 1&2) Represent and use number bonds and related subtraction facts within 10	Addition and Subtraction (Wk 1-4) Represent and use number bonds and related subtraction facts within 20	Place value (within 50) (Wk 1-3) Count to 50, forwards and backwards, beginning with 0 or 1, or from any given	Review of spring term (Wk 1) Number: multiplication and division (Wk 2-4)	Geometry: position and direction (Wk 1) Describe position, direction and movement including whole, half, quarter and

	<p>backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 10 in numerals and words</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Addition and subtraction (Wk 6&7)</p> <p>Represent and use number bonds and related subtraction facts within 10</p> <p>Read, write and interpret mathematical statements involving addition(+) subtraction (-) and equals (=) signs</p>	<p>Read, write and interpret mathematical statements involving addition(+) subtraction (-) and equals (=) signs</p> <p>Add and subtract 1 digit numbers to 10, including zero</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p>Geometry: shape (Wk 3-4)</p> <p>Recognise and name common 2D shapes including (for example, rectangles (including squares), circles and triangles)</p> <p>Recognise and name common 3D shapes including: (for example, cuboids (including cubes), pyramids and spheres)</p> <p>Place value – within 20 (Wk 5&6)</p> <p>Count to 20 forwards and backwards, beginning with 0 or 1, from any given number.</p> <p>Count, read and write numbers to 20 in numerals and words</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Consolidation/ recap</p>	<p>Read, write and interpret mathematical statements involving addition(+) subtraction (-) and equals (=) signs</p> <p>Add and subtract 1 digit and 2 digit numbers to 20, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems, such as $7 = \square - 9$</p> <p>Measurement: length and height (Wk 5&6)</p> <p>Measure and begin to record lengths and heights.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p>	<p>number.</p> <p>Count, read and write numbers to 50 in numerals.</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Count in multiples of twos, fives and tens.</p> <p>Measurement: weight and volume (Wk 4&5)</p> <p>Measure and begin to record mass/weight, capacity and volume.</p> <p>Compare, describe and solve practical problems for mass/weight: (for example, heavy/light, heavier than, lighter than) capacity and volume (for example full/empty, more than, less than, half, half full, quarter)</p>	<p>Count in multiples of twos, fives and tens.</p> <p>Solve one step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Number: fractions (Wk 5&6)</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Compare, describe and solve practical problems for lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p>Compare, describe and solve practical problems for mass/weight: (for example, heavy/light, heavier than, lighter than) capacity and volume (for example full/empty, more than, less than, half, half full, quarter)</p>	<p>three quarter turns</p> <p>Number: Place value within 100 (Wk2 & 3)</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Measurement: Money (Wk4)</p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p>Measurement: time (Wk 5&6)</p> <p>Sequence events in chronological order using language (for example before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening.)</p> <p>Recognise and use language relating to dates, including days, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Compare, describe and solve practical problems for time (for example quicker, slower, earlier, later)</p> <p>Measure and begin to record time (hours, minutes, seconds)</p>
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<p>Science</p>	<p>Humans 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>Ongoing – seasonal changes Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies</p>	<p>Ongoing – Seasonal changes Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies</p>	<p>Ongoing – seasonal changes Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies</p>	<p>Animals 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) Ongoing – seasonal changes</p>	<p>Plants 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. Ongoing – seasonal changes</p>	<p>Everyday Materials 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. Ongoing – seasonal changes</p>
<p>History</p>	<p>Autumn 1 Class timeline of events Begin timeline of significant events , people and places in our own locality and the world</p> <p>Autumn 2 Significant event Guy Fawkes Explain why Britain has a special history by naming an event. Explain what is meant by a parliament. Recount some interesting facts from an historical event and someone famous from Britain who lived in the past.</p>	<p>Spring 1 Significant person Scott Explain why Britain has a special history by naming a famous person. Recount some interesting facts from an historical event and someone famous from Britain who lived in the past. Research from different sources and answer questions.</p>	<p>Summer 2 Chronological order Queens – past and present Sequence a set of events in chronological order and give reasons for their order. Use a range of appropriate words and phrases to describe the past.</p>			
<p>Geog</p>	<p>Autumn 2 Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p>	<p>Spring 1 Weather patterns Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Summer 1 Geographical skills Devise a simple maps and use and construct basic symbols in a key. Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Summer 2 Place Knowledge UK contrasting locality Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, Use basic geographical vocabulary to refer to: -key physical features, including: beach, cliff, coast, sea, ocean, -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>			

Art	Autumn 1 Drawing Wolves/ people Use a range of mark making materials (charcoals, pastels, pencil) Create different tones using light and dark. Show patterns and texture in their drawings.		Spring 2 Take 1 picture-drawing Knowledge -Local Artist workshop Link colours to natural and man-made objects. Say how other artist/craft maker/designer have used colour, pattern and shape. Create a piece of work in response to another artist's work Make clay sculpture. Add line and shape to their work.		Summer 1 Artist – Monet Find out about an artist Texture and Painting Van Gogh To use painting to develop and share their ideas, experiences and imagination Develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space	
	DT		Spring 2		Summer 2	
	Healthy food Use a range of materials creatively to design and make products		Pop-up card (Giant) Use a range of materials creatively to design and make products		Puppets Design, make and evaluate different types of puppets	
PE	Master basic movement (including running and jumping)	Master basic movements (developing balance, agility and co-ordination) gymnastics	Perform dances using simple movement patterns	Participate in team games Basic skills (throwing and catching)	Participate in team games Developing simple tactics for attacking and defending	Master basic movement (including running, jumping and throwing) athletics
RE	Jewish celebrations and stories Hanukkah Moses and Daniel	Celebrations Who celebrates what and why? Christmas and Eid	Jewish stories David and Jonah	Easter Retelling the Easter story Linking different feelings to the different parts of the story Jesus and his miracles	Visiting a church In what ways are churches important to believers?	Stories of Jesus What can we learn from them? How do religious stories make a difference to people's lives?
SMSC	We're all stars • Community • Rights and responsibilities • Getting to know each other • Working together	Be friendly, be wise • Making and sustaining friendships • Conflict resolution • Anti-bullying • Keeping safe at home and outdoors	Living long, living strong • SRE: Growing & caring for ourselves; Valuing difference & keeping safe • Healthy eating and exercise • Goal-setting and motivation.	Daring to be different • Identity and self esteem • Difference and diversity • Peer influence and assertiveness	Dear diary • Comfortable and uncomfortable feelings • Problems in relationships • Anti-bullying • Help and support	Joining in and joining up • Needs and responsibilities • Participation • Local democracy • Voluntary groups • Fund-raising activities
Computing	Autumn 2 Algorithms Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs		Spring 1 E-Safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Use of ICT recognise common uses of information technology beyond school.		Summer 1 Digital content Use technology purposefully to create, organise, store, manipulate and retrieve digital content	
	Music	The long and short of it Exploring duration Exploring pulse and rhythm	Christmas Music	Listen to and compose a range of adventure music (relate to Scott's adventure) Music body percussion	Taking off Exploring pitch	What's the score? Exploring instruments and symbols Feel the pulse Exploring pulse and rhythm

BRITISH VALUES

Pinewood will promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This will include celebrating and marking British occasions and festivals and children will also enjoy being part of a collective community through outings and partnerships with local schools. Each class will have a British Values folder where they will record ways in how British Values has been taught.

Planned Events and Visitors

- ☆ Macmillan fundraiser
- ☆ Puppet man
- ☆ Paul in for African workshops
- ☆ Bird watch week
- ☆ Chicks and butterflies
- ☆ Monthly Reading Track Assemblies
- ☆ World Book Day
- ☆ Fairtrade fortnight
- ☆ Red Nose Day

Visits : Initial Plan	
AUT 1	Hobucks, Life Education Caravan
AUT 2	Pantomime comes to school
SPR 1	Visitor: Antarctic
SPR 2	Brackenhurst
SUMM 1	Church
SUMM 2	Mansfield museum, Visitor: Puppet man