



Long Term Planning - Year ____1____



Topics	Autumn Term – Where we Roam		Spring Term – Once Upon a Time		Summer Term – We do Like to be Beside the Seaside	
Key Drivers	A love of reading	Keeping healthy and fit	Working collaboratively	Finding out about the wider world	Explore the place where we live.	Building an aspirational curriculum where children can show perseverance and resilience in all that they do.
SIAMS and value focus.	Perseverance – Let us begin... from small beginnings great things come Respect – Citizens and community – supporting those in need in our locality.		Courage – Our family of faith can move mountains – Justice, fair rights, life, freedom, dignity and global dimensions. Charity Forgiveness – showing we are sorry by having faith in ourselves and others. Aspirational people who have forgiven and made the world a better place.		Compassion – Show compassion and care for all of God’s creation. Caring for our amazing universe - awe and wonder. Enterprise Friendship – sharing and celebrating our talents. Showing compassion and trust to others.	
Key text(s)	The Tiger who Came to Tea by Judith Kerr Where the Wild Things Are by Maurice Sendak The Three Billy Goats Gruff Beegu by Alexis Deacon Lost & Found by Oliver Jeffers Ruby’s Worry by Tom Percival		The Paper Bag Princess by Robert Munsch The Egg by M.P. Robertson Goldilocks & the Three Bears Ravi’s Roar by Tom Percival The Ugly Duckling		Oi! Get Off Our Train! by John Burningham Steam Train Dream Train by Sherry Dusker Rinker Rumpelstiltskin The Lighthouse Keeper series by Ronda & David Armitage Sharing a Shell by Julia Donaldson The Gingerbread Man	
English and drama links	<u>Writing</u> - Stories with predictable phrases. Writing simple sentences using pattern language, words and phrases from familiar stories. Labels, lists and captions. Write labels and sentences for simple diagrams or in class display. Recounts. Write simple first-person recounts based on personal experience, using time adverbial to sequence. Poetry. Recite familiar poems by heart. Focus on vocabulary and structures of rhyming couplets. <u>Reading</u>		<u>Writing</u> Contemporary fiction stories reflecting children’s own experiences. Write character description including language associated with personality and behaviour. Prepare questions for a visitor or to learn more about a topic. Write exclamations. Report writing. Simple non-chronological report with a series of sentences to describe aspects of the subject, distinguish between a description a single member and a group. Instructions. Write up a instructions for a simple		<u>Writing</u> Traditional tales. Write a re-telling of a traditional tale. Report writing. Simple non-chronological report. Explanations. Support diagrams with a series of explanation sentences. <u>Reading</u> To become familiar with key stories and recognise and use familiar story language. Pupils will retell familiar stories using this language. They will retell with particular characteristics. They will adapt and retell orally using narrative language	



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	To become familiar with key stories and recognise and use familiar story language. Pupils will retell familiar stories using this language. Know and understand that there are a range of different genres of books. Know and explain what a title, author and illustrator is. Explain the difference between information and non-fiction books. Pupils will retell with particular characteristics. Pupils will recognise rhyming language.	recipe. Poetry. Recite familiar poems by heart. Read, write and perform free-verse poems. <u>Reading</u> To become familiar with key stories and recognise and use familiar story language. Pupils will retell familiar stories using this language. Pupils will retell with particular characteristics. Pupils will understand and discuss characters in a story and recognise their feelings and why a character has a feeling. Pupils can talk about how stories connect or remind them of another story. Pupils will discuss meanings of unfamiliar words and ask about their meaning. Know and understand that there are a range of different genres of books. Explain the difference between information and non-fiction books. Discuss features and layouts of familiar fiction and non-fiction texts. Pupils will know how to find information in a non-fiction book. Pupils will discuss meanings of unfamiliar words. They will orally use these in context.	Pupils will discuss meanings of unfamiliar words and ask about meaning. Pupils will answer questions which fill the gaps in a story. Pupils will orally use information from a story to support their opinions. Pupils will make links between characters in stories. Pupils will answer retrieval questions about a book they are reading. Pupils will answer questions which fill the gaps in a story. Pupils will orally use information from a story to support their opinions. Pupils will discuss meanings of unfamiliar words. They will orally use these words in context.
Maths	<u>Number & Place Value to 30</u> - Say the number sequence to 30. - Represent the numbers to 30 - Count accurately up to 30 objects - Within the range 0-30 count forwards from a given number to another given number. - Within the range 0-30 count backwards from a given number to another given number. - Recognise the number patterns in the sequence 0-30. - Read numbers 0-20 in words and write using numerals. - Read numbers 0-20 in numerals and write in words. - Represent 0-30 on a number line.	<u>Addition & Subtraction 11-16</u> - Partition 11 - Find and represent all addition facts of 11 - Find and represent all subtraction facts of 11 - Partition 12 - Find and represent all addition facts of 12 - Find and represent all subtraction facts of 12 - Partition 13 - Find and represent all addition facts of 13 - Find and represent all subtraction facts of 13 - Partition 14 - Find and represent all addition facts of 14 - Find and represent all subtraction facts of 14 - Partition 15 - Find and represent all addition facts of 15	<u>Addition & Subtraction</u> - Add two single digit numbers within 10 - Add two single digit numbers bridging 10 - Add ten and a single digit number - Add 9 and a single digit number - Subtract a single digit number from a single digit number - Subtract a single digit number from a 2 digit number less than 20 without bridging 10 - Subtract a single digit number from a 2 digit number less than 20 bridging 10 - Subtract 10 from a 2 digit number up to 20 - Subtract 9 from a 2 digit number up to 20 <u>Measurement: Time</u> - Find the difference between two numbers



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	- Estimate numbers on a number line. - Compare numbers identifying which one is more. - Compare numbers identifying which one is less. - Order numbers. - Find 1 more than a number up to 30. - Find 1 less than a number up to 30. <u>Geometry: Properties of 2D shapes</u> - Recognise 2D shapes - Recognise and name rectangles - Recognise and name squares. - Recognise and name triangles. - Compare 2D shapes and explain how they are similar and different. <u>Addition & Subtraction 5-7</u> - Add 1 to numbers up to 20 - Subtract 1 from numbers up to 20 - Write addition problems by combining sets using + and = - Write subtraction problems by taking away using – and = - Partition 5 - Find and represent all addition facts of 5 - Find and represent all subtractions facts of 5 - Partition 6 - Find and represent all addition facts of 6 - Find and represent add subtraction facts of 6 <u>Number & Place Value to 100</u> - Say the numbers to and across 100 - Write numbers to 100 - Count forwards from a given number to another given number - Count backwards from a given number to another given number - Recognise the number patterns in the sequence 1-100 - Represent numbers on a number line - Estimate numbers on a number line - Compare numbers identifying which one is more - Compare numbers identifying which one is less - Order numbers - Say 1 more than a number	- Find and represent all subtraction facts of 15 - Partition 16 - Find and represent all addition facts of 16 - Find and represent all subtraction facts of 16 <u>Measurement: Length</u> - Compare lengths using the language longer than and shorter than - Order lengths - Measure lengths using non-standard units - Compare heights using the language taller than and shorter than - Order heights - Measure heights using non-standard units - Measure heights using common-standard units <u>Addition & Subtraction 17-20</u> - Partition 17 - Find and represent all addition facts of 17 - Find and represent all subtraction facts of 17 - Partition 18 - Find and represent all addition facts of 18 - Find and represent all subtraction facts of 18 - Partition 19 - Find and represent all addition facts of 19 - Find and represent all subtraction facts of 19 - Partition 20 <u>Fractions</u> - Recognise a half as one of two equal parts of an object or shape - Find $\frac{1}{2}$ of objects - Find $\frac{1}{2}$ of an amount - Recognise a quarter as one of four equal parts of an object or shape - Find $\frac{1}{4}$ of objects - Find $\frac{1}{4}$ of an amount <u>Geometry: Position & Direction</u> - Use mathematical language to describe position - Use mathematical language to describe movement along a straight line - Use mathematical language to describe a turn, including whole and half turns - Use mathematical language to describe a turn,	- Know and use the days of the week - Know and use the months of the year - Recognise and use language related to dates - Tell the time to the hour - Draw hands on a clock face to show time to the hour - Tell the time to half past the hour Draw hands on a clock face to show time to half past the hour - Sequence events in chronological order within the same day Sequence events in chronological order within the same week - Measure time - Compare times, using quicker, slower, earlier or later <u>Multiplication & Division</u> - Double numbers up to at least 10 - Halve numbers up to (at least) 20 - Count (from 0) in equal steps of 2 - Count (from 0) in equal steps of 5 - Count (from 0) in equal steps of 10 - Use equal groups for multiplication - Use arrays for multiplication - Use grouping for division - Use sharing for division - Decide whether to multiply or divide to represent problems <u>Measurement: Money</u> - Recognise and know the value of the 1p coin - Recognise and know the value of the 2p coin - Recognise and know the value of the 5p coin - Recognise and know the value of the 10p coin - Recognise and know the value of the 20p coin - Recognise and know the value of the 50p coin - Recognise and know the value of the £1 coin - Recognise and know the value of the £2 coin - Recognise and know the value of the £5 note - Recognise and know the value of the £10 note - Recognise and know the value of the £20 note <u>Measurement: Mass & Capacity</u>
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	- Say 1 less than a number <u>Addition & Subtraction 7-11</u> - Partition 7 - Find and represent all addition facts of 7 - Find and represent all subtraction facts of 7 - Partition 8 - Find and represent all addition facts of 8 - Find and represent all subtraction facts of 8 - Partition 9 - Find and represent all addition facts of 9 - Find and represent all subtraction facts of 9 - Partition 10 - Find and represent all addition facts of 10 - Find and represent all subtraction facts of 10 <u>Geometry: Properties of 3D shapes</u> - Recognise 3D shapes - Recognise and name cuboids - Recognise and name cubes - Recognise and name pyramids - Recognise and name spheres - Compare 3D shapes and explain how they are similar or different	including quarter turns - Use mathematical language to describe a turn, including three-quarter turns	- Compare mass of objects, heavier/lighter than - Order objects by mass - Measure the mass of objects using non-standard units - Measure the mass of objects using standard units - Compare capacity of containers - Order capacities - Measure capacities using non-standard units - Measure capacities using standard units
Science	<u>Animals, including humans</u> - Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, 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. <u>Everyday Materials</u> - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday	<u>Seasonal Changes</u> - Observe changes across the four seasons. - Observe and describe weather associated with the four seasons and how the length of day varies. <u>Plants</u> - Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. - Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen. <u>Working Scientifically</u> - Observing closely, using simple equipment. - Identifying and classifying. - Using their observations and ideas to suggest	<u>Everyday Materials (revisit and build upon)</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 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. - Find out how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <u>Working Scientifically</u> - Performing simple tests. - Identifying and classifying. - Using their observations and ideas to suggest



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	materials, including wood, plastic, glass, metal, water and rock. - Describe the simple physical properties of a variety of everyday materials. <u>Working Scientifically</u> - Asking simple questions and recognising that they can be answered in different ways. - Observing closely, using simple equipment. - Identifying and classifying.	answers to questions. - Gathering and recording data to help in answering questions.	answers to questions. - Gathering and recording data to help in answering questions.
History	- Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Guy Fawkes) - A historical event beyond living memory - Gun Powder Plot focus	- Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Queen Elizabeth I & Queen Victoria (compare and contrast)	- Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. - How train and travel have changed. Link to local author Rev. W Awdry - Grace Darling focus
Geography	- 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 - Use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of it's surrounding environment	- 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 - Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map	- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
DT	- Build structures, exploring how they can be made stronger, stiffer and more stable.	- Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate	- Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate



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		their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. - Explore and evaluate a range of existing products
Key piece of music/composer	Joanna Mangona (charanga website)	John Powell Vivaldi – 4 Seasons	Duke Ellington & Ella Fitzgerald – Take the A Train Benjamin Britten - Storm
Music	- Play tuned and un-tuned instruments musically. - Use their voices expressively and creatively by singing songs and speaking chants and rhythms.	- Use their voices expressively and creatively by singing songs and speaking chants and rhythms. - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	- Listen with concentration and understanding to a range of high-quality live and recorded music. - Play tuned and un-tuned instruments musically. - Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Key piece of art/artist	Drawing – Romero Britto	Sculpture – Andy Goldsworthy	Weaving – Michael Crompton
Art and Design	- To use a range of materials creatively to design and make products. - To use drawing and painting to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour line, shape and form.	- To use a range of materials creatively to design and make products. - To use drawing and painting to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, shape and texture.	- To use a range of materials creatively to design and make products. - To use drawing and painting to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern and texture.
PE (following PE Scheme)	- Pupils should develop fundamental skills, becoming increasingly competent and confident and access to a broad range of opportunities to extend their agility, balance and coordination, individually and with others. - They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. - Master basic movements including running, jumping, throwing and catching, as well as	- Pupils should develop fundamental skills, becoming increasingly competent and confident and access to a broad range of opportunities to extend their agility, balance and coordination, individually and with others. - They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. - Master basic movements including running, jumping, throwing and catching, as well as	- Pupils should develop fundamental skills, becoming increasingly competent and confident and access to a broad range of opportunities to extend their agility, balance and coordination, individually and with others. - They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. - Master basic movements including running, jumping, throwing and catching, as well as

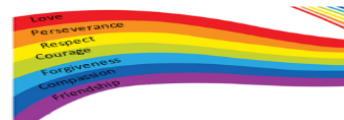


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	developing balance, agility and coordination and begin to apply these in a range of activities. - Participate in team games, developing simple tactics for attacking and defending. - Perform dances using simple movement patterns.	developing balance, agility and coordination and begin to apply these in a range of activities.	developing balance, agility and coordination and begin to apply these in a range of activities. - Participate in team games, developing simple tactics for attacking and defending.
Computing	- E-Safety focus - 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 technology purposefully to create, organise, store, manipulate and retrieve digital content.	- E-Safety focus - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Recognise common uses of technologies beyond school.	- E-Safety focus - Use logical reasoning to predict the behaviour of simple programs. - Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.
RE (from Glos syllabus)	<u>What do Christians Believe God is Like?</u> - The Lost Son parable - Understanding Christians see God as loving and forgiving - Thinking about whether we can learn anything from the story <u>Who do Christians Say Made the World?</u> - Creation story - Understanding what the Creation story tells us about God - Awe and wonder about the world we live in	<u>Who is Jewish and How do they Live?</u> - Understand Shabbat, it's purpose and rituals - Story of Moses & Ten Commandments - Shema & mezuzah - Understanding how Jewish faith leads Jewish people in their actions	<u>What Makes Some Places Sacred to Believers?</u> - Understand why places are special to people and how this links to faith - Understand how people worship in sacred places <u>What Does it Mean to Belong to a Faith Community?</u> - Understand why being part of a community matters and how this links to the teaching of Jesus - Explore a traditional Christian/Jewish ceremony e.g. marriage
PSHE	- Me & My Relationships - Valuing Difference	- Keeping Myself Safe – Links with ESafety - Rights and Responsibilities	- Being My Best - Growing and Changing
Cultural diversity/SMCS	Spiritual – awe and wonder of the world (links to Science & RE) Moral – Understanding rules and why they're important Social – How to be a good friend Cultural – Brazilian artist, exploring the local geography and how it is similar/different to where they are from, British history & culture (links to History)	Spiritual – What forgiveness looks like to us and how we can use this to make a happier classroom Moral – Rights and responsibilities (links to PSHE) Social – Rights and responsibilities (links to PSHE) Cultural – Exploring Jewish culture (links to RE), British history (links to History)	Spiritual – Understanding how our place in society can be linked to faith. Where do our views come from? (links to RE) Moral – Making choices. Why do we make those choices? (links to History and PSHE) Social – Understanding our own place in society (links to RE) Cultural – Traditional tales (from our own and other cultures), French musician



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P4C links	Why were we created? Links to RE What makes me me? Links to PSHCE Should we always do as we are told? Links to PSHCE	What would the world be like without money? Links to PSHCE Is power (thinking about Kings and Queens) always good? Links to history	What is love? Links to RE Can life ever be fair? Links to PSHCE
Trips/visit to school	Cheltenham Literature Festival visit	Visit to from animal shelter/local museum for questioning and information gathering Trip to Berkeley Castle	Trip to seaside