

# YEAR 1 LONG TERM PLAN 2018-19

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	'Wild' (6 weeks)	Rhyme it! 'The Gruffalo' (2 weeks) 'The Story Tree' (2 weeks)  Instructions (2 weeks-Christmas)	Who lives in your magic kingdom? Fairy tales (2 weeks) 'The Jolly Postman' (3 weeks)	Our Planet '10 things I can do to help my world' (3 weeks)  'One day on our blue planet' (3 weeks)	The Dark 'The Dark'(4 weeks)  'Orion and the Dark' (3 weeks)	Growing 'Lila and the secret of rain' (4 weeks)  'The Storm Whale' (3 weeks)
WOW Starter	Local area (Autumn walks/local Geography)	Poet visit	Postman in	Animal Man	Space tent	Chelsea physics garden
Celebratory End	Wild Woodland Day	Gruffalo trail	Visit to Painshill Park-Fairytale Walk	Open Charity Shop for WWF	Australia Day	Beach
ENGLISH	Sequencing Labels, lists,  Name letters of the alphabet  Nouns and Plurals  Read phonics books aloud  Discuss significance of title and events  Author of the Term: John Burningham	Join in with predictable phrases Repetition/rhyme  Oral composition  Spell days of the week  Use capital letters for proper nouns  Match graphemes for all phonemes  Author of the Term: Julia Donaldson	Setting Sentence and cohesion Begin to use ! and ? Make simple predictions  Characterisation  Read words with common suffixes  Read writing aloud  Explanation text-journey of a letter.  Author of the Term: Alan Ahlberg	Information texts  Recounts  Ask relevant questions  Link reading to own experiences  Author of the Term: Dick King-Smith	Link reading to own experience  Discuss significance of title & events  Make simple predictions  Use common prefixes and suffixes  Author of the Term: Anthony Browne	Read accurately by blending sounds  Read contractions and understand purpose  Author of the Term: Michael Rosen
ONGOING	Handwriting, Guided reading (word level & comprehension), Spelling, Grammar & Punctuation, Spoken Language					
MATHS	Number: Place Value (within 10)	Geometry: Shape	Number: Addition and Subtraction (within 20)	Multiples of 2,5 and 10	Number: Multiplication and Division	Number: Place Value (within 100)

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	Addition and Subtraction (within 10)	Number: Place Value (within 20)  Consolidation	Number: Place Value (within 50)	Measurement: Length and Height  Measurement: Weight and Volume  Consolidation	Multiples of 2,5 and 10  Number: Fractions  Geometry: Position and Direction	Measurement: Money  Time  Consolidation
<b>ONGOING SCIENCE</b>	Place value, Number Facts, Times Tables, Big Maths, Mental Maths Workbooks					
	<p>Classifying animals</p> <p>Find out about the animals and the habitat in which they live.</p> <p>Explore food chains in the context of the forest animals.</p> <p>Classify animals in the forest environment.</p> <p>Observe changes in local woodland or trees across the four seasons.</p>	<p>Body parts</p> <p>Senses</p>	<p>Materials</p> <p>Sorting &amp; Using</p> <p>Investigate packaging materials.</p> <p>Identify materials that will keep something safe in the post. 'Katie Morag Delivers the Mail' to introduce.</p> <p>*Resources in last year's file</p>	<p>Habitats</p> <p>Predators/prey</p> <p>Investigate different animals and habitats, looking at which animals live in the African Savannah and why. Relate to what can be found in local environment.</p> <p>Explore how animals have adapted to suit their environment.</p> <p>Look at food chains, explore predators and prey and define which animals are carnivores, herbivores and omnivores.</p> <p>Children can research endangered animals and the impact of humans on: - habitat - life cycles - adaptation - food</p>	<p>Learn about the sun as a light source. Make charts and tables based on observations of the seasons and length of day.</p> <p>Seasonal Change</p> <p>Weather (UK)</p> <p>Compare with places where the seasonal patterns and length of day can differ.</p> <p>Monitor the effect of weather on light.</p> <p>Planets</p>	<p>Plants</p> <p>Parts of &amp; Growing</p> <p>In the local environment</p> <p>Contrast different area</p> <p>Investigate waterproof materials for Noi and his Dad to wear in a storm.</p>

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				chains		
<b>COMPUTING</b>	Understanding Technology and staying safe	Programming Instructions & Beebots	Computer Skills	Digital Creativity  Children illustrate information books including photography in e-books.  Typing + voice recording	Data Handling  Graphs/pictogram	Digital Creativity/uses of ICT
<b>RELIGIOUS EDUCATION</b>	What is it like to live as a Jew?	Noah  Christmas- Nativity Characters	Why are they having a Jewish Party?	Why are saints important?  Why is Easter Important?	Responsibility for God's creation	Parables of Jesus
<b>HISTORY &amp; GEOGRAPHY</b>	Name and locate the four countries of the United Kingdom and their capitals Local Geography and familiar features. Geography of a town in comparison to a forest.	Bonfire Night  Significant local people- Josephine Butler. Robert Graves. Lord Nelson. Sir William Henry Preece. William Wilberforce  History of Wimbledon tennis	Maps of the postman's route or other postal routes from e.g Katie Morag/Postman Pat.  Find out what route local postman takes look at the map or walk the route following a simple map.  Practise reading addresses and identifying what each part means.  Find out how the postal service works watch- Come Outside: A Letter	N/S/E/W World Maps.  Children can name and locate the world's continents and oceans.  World Climate  Locating worlds endangered animals How do you know? How can we check? What or who else lives there? What is the ideal habitat for a given animal? Can it be restored? How?	Use 4 compass directions.  Investigate countries that experience differing seasons and periods of darkness. Compare UK to Australia Debate: Where would you rather live and why?  Explorers Columbus/Armstrong comparison	Compare UK to Kenya- Physical/Human geog  Seaside Past/Present Investigate Island life, comparing it to other human settlements – focus on a child's perspective.  N/S/E/W World Maps. Use 4 compass directions.
<b>PHYSICAL EDUCATION</b>	Athletics (1) OAA	Dance (1) Gym (1)	Multiskills S and R Dance (2)	Games (1) Games (2)	Athletics (2) Ball games	Athletics (3) Games H and S (3)

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<p><b>ART &amp; DESIGN TECHNOLOGY</b></p>	<p>Printing Pattern &amp; Shape</p> <p>Use natural objects as a stimulus for polyblock printing inspired by the natural work of William Morris.</p> <p>Artists who explore nature. Describe the similarities and differences between different practices and disciplines and make links to their own work.</p> <p>Collage - Texture Portraiture Photography - PicCollage</p>	<p>Christmas cards/wrapping</p> <p>Structures Creating story backdrops and puppets, puppet theatre or story boxes.</p>	<p>Sculpture <i>Ian Rolls</i></p> <p>3D models Castles <i>Iggy Peck, Architect</i></p> <p><i>*Add to it for enough lessons</i></p>	<p>Children can create artwork to represent what they love best about the world as well as responding to poetry.</p> <p>Children could explore pattern and camouflage, focussing on the different animals in the text.</p> <p>Mechanisms Moving Pandas</p> <p>Children can use a range of tools and recycled materials, and collaborate to design and make a toy for the class 'Charity Shop'</p>	<p>Painting Colour Weather &amp; seasons <i>The Impressionists</i></p> <p>Drawing Line Emma Yarlett Use a range of materials. Develop art and design techniques exploring tone, creating shadows in still life and producing monochrome pieces of art.</p> <p>Describe similarities and differences between different practices and make links to their own work.</p>	<p>Food Where does it come from?</p>
<p><b>PSHE &amp; WELL-BEING</b></p>	<p>Being me in my world</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing me</p>