

Long Term Plan R1W 2018- 2019

	Prime Areas	Key Learning				
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
P S E D	Making relationships	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others.	Takes steps to resolve conflicts with other children, e.g. finding a compromise.	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	Self-confidence and self-awareness	Can select and use activities and resources with help.	Is more outgoing towards unfamiliar people and more confident in new social situations.	Confident to speak to others about own needs, wants, interests and opinions.	Can describe self in positive terms and talk about abilities.	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help
	Managing feelings and behaviour	Aware of own feelings, and knows that some actions and words can hurt others' feelings.	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.	Aware of the boundaries set, and of behavioural expectations in the setting.	Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Understands that own actions affect other people.	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
C L	Listening and Attention	Listens to others one to one or in small groups, when conversation interests them.	Is able to follow directions (if not intently focused on own choice of activity).	Maintains attention, concentrates and sits quietly during appropriate activity.	Two-channelled attention – can listen and do for a short span.	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity

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	Understanding	Understands use of objects (e.g. "What do we use to cut things?")	Responds to simple instructions, e.g. to get or put away an object.	Responds to instructions involving a two-part sequence. Able to follow a story without pictures or props.	Listens and responds to ideas expressed by others in conversation or discussion.	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking and Listening	Can retell a simple past event in correct order (e.g. went down slide, hurt finger). saying out loud what they are going to write about	Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Links statements and sticks to a main theme. composing a sentence orally before writing it	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to recreate roles. sequencing sentences to form short narratives	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. re-reading what they have written to check that it makes sense	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.
P D	Moving and Handling handwriting	Experiments with different ways of moving. Jumps off and lands appropriately. Can catch a large ball. Shows preference for a dominant hand. sit correctly at a table, holding a pencil comfortably and correctly	Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Shows increasing control over an objects, pushing, patting, throwing and catching. begin to form lower-case letters in the correct direction, starting and finishing in the right place	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Begins to form recognisable letters. form capital letters form digits 0-9	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

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Health and Self-care	Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of how to transport and store equipment safely.	Eats a healthy range of foodstuffs and understands need for variety in food. Practices some appropriate safety measures without direct supervision.	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
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Specific Areas		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
Literacy	Reading Reading Year 1	Describes main story settings, events and principal characters. Knows information can be retrieved from books. apply phonic knowledge and skills as the route to decode words	Hears and says initial sounds. Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. Enjoys a range of books. read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Can segment the sounds in simple words and blend them together orally. Knows which letters represent some sounds. Links sounds to letters, naming and sounding the letters of the alphabet. respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Continues a rhyming string. Beings to read words and simple sentences. read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading

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				read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings		
Writing Writing Year 1	<p>Gives meaning to marks as they draw and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Writes own name</p> <p>name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound</p>	<p>Ascribes meanings to marks that they see in different places.</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>leaving spaces between words beginning to punctuate sentences using a capital letter and a full</p>	<p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Can segment and blend words for writing. name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound</p> <p>joining words and joining clauses using and</p> <p>using a capital letter for names of people, places,</p>	<p>Writes labels and captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p> <p>using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p>	

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			stop, question mark or exclamation mark	the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing		
Mathematics	Number Mathematics WR	<p>Recites numbers in order to 10.</p> <p>Counts up to three or four objects saying one number name for each item.</p> <p>Place value- count to 10 from any given number</p> <p>Read write numbers to 10 in numerals and words.</p> <p>One more and one less</p> <p>Count in twos.</p> <p>Basic addition and subtraction using single digits to 10.</p>	<p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Place value- count to 20 from any given number</p> <p>Read write numbers to 20 in numerals and words.</p> <p>Count in twos and fives.</p> <p>Basic addition and subtraction using one and two digits to 20.</p>	<p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses language 'more' and 'fewer'.</p> <p>Count to 40 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>Count, read and write numbers from 1-40 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial representations.</p> <p>Given a number, identify 1 more or 1 less. .</p>	<p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>Says one more or one less than a given number up to 20.</p> <p>Find the total number of items in two groups by counting all of them.</p> <p>Begins to identify own mathematical problems based on own interests.</p> <p>Number: Multiplication and Division Count in multiples of twos, fives and tens.</p> <p>Solve one step problems involving multiplication and</p>	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Number: Place Value 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 from 1100 in numerals and words.</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, most, least.</p> <p>Given a number, identify one more and one less.</p> <p>Number: Four operations Represent and use number bonds and related subtraction facts within 20.</p>

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					<p>division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Number: Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>	<p>Add and subtract one digit and two digit numbers to 20, including zero. Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. Count in multiples of twos, fives and tens. 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>
Shape, Space and Measures	<p>Beginning to use mathematical names and 'flat' 2D shapes. Selects a particular named shape.</p>	<p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>Measures short periods of time in simple ways.</p> <p>Uses familiar shapes to create [patterns and build models.</p> <p>Geometry and shape</p>	<p>Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes.</p> <p>Can describe their relative position such as behind or next to.</p> <p>Time 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>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Uses everyday language related to money and time.</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Measurement: Money Recognise and know the value of different denominations of coins and notes. Solve one step problems that involve addition and subtraction, using concrete</p>	

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			<p>Recognise and name common 2D and 3D shapes</p> <p>Describing position and direction and movement.</p>	<p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Place</p> <p>Measure Length and height</p> <p>Measures: Length and height</p> <p>Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/short er, tall/short, double/half</p> <p>Measure and begin to record lengths and heights.</p>		<p>objects and pictorial representations, and missing number problems.</p> <p>Measurement: weight 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>Measure and begin to record mass/weight, capacity and volume</p>
Understanding	People and	<p>Each Key Worker group will cover these statements in a different order through Child Led Projects.</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. 			<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other</p>	

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<p>the World</p>	<p>Communities</p> <p>History</p> <p>Geography</p>	<ul style="list-style-type: none"> Shows interest in different occupations and ways of life. Enjoys joining in with family customs and routines. <p>HT2 and HT3- Neil Armstrong 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</p> <p>Uk- capital cities 7 continents and 5 oceans Fieldworks Non – European study- small scale. Seasons and weather</p>	<p>children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
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<p>The World</p> <p>Science</p> <p>Geography</p>	<p>Each Key Worker group will cover these statements in a different order through Child Led Projects.</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Developing an understanding of growth, decay and changes over time. • Talks about why things happen and how things work. Looks closely at similarities, differences, patterns and change. <p>HT1- Identify seasonal changes</p> <ul style="list-style-type: none"> - Find out about basic needs of humans and importance of exercise. <p>HT4- Plants- observe and describe how seeds and bulbs grow into mature plants</p> <ul style="list-style-type: none"> • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>HT5- Habitats</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>HT5- Animals including Humans.</p> <ul style="list-style-type: none"> • 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 <p>Ht6- Plants</p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>
<p>Technology</p> <p>ICT</p>	<p>Each Key Worker group will cover these statements in a different order through Child Led Projects.</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Knows that information can be retrieved from computers. • Uses ICT hardware to interact with age-appropriate computer software. 	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>

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		<p>E-Safety - Common uses of ICT. HT1- 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. HT2- Purple Mash. <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content HT3-E-Safety - Internet. <ul style="list-style-type: none"> recognise common uses of information technology beyond school 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. HT5- E-Safety - Common uses of ICT. <ul style="list-style-type: none"> recognise common uses of information technology beyond school HT5- Algorithms. <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions </p>	
<p>Expressive Arts and Design</p>	<p>Exploring and using Media DT</p>	<p>Each Key Worker group will cover these statements in a different order through Child Led Projects.</p> <ul style="list-style-type: none"> Explores colour and how colours can be changed. Uses various construction materials. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Understands that different media can be combined to create new effects. Selects tools and techniques needed to shape, assemble and join materials they are using. <p>HT2- Make a Christmas card <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology </p> <p>HT3- Technical knowledge <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products </p> <p>HT4-Design a Healthy Sandwich. <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria </p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

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	<ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication 	
<p>Being Imaginative</p> <p>Art</p>	<p>Each Key Worker group will cover these statements in a different order through Child Led Projects.</p> <ul style="list-style-type: none"> Creates movement in response to music. Sings to self and makes up simple songs. Engages in imaginative role-play based on own first-hand experiences. Chooses particular colours to use for a purpose. Create simple representations of events, people and objects. Plays cooperatively as part of a group to develop and act out a narrative. <p>In every project .Colours – tints and shades</p> <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>HT4- Patterns.</p> <ul style="list-style-type: none"> about the work of a range of artists, 	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

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St Pauls Personalised Curriculum

The above statements are covered through a book based approach, meaning all adult led activities and provision are based around the class book. These activities reflect the gaps in the children's knowledge as well as their interests and can be found on the medium term planning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	We're going on a bear hunt- 4 weeks The Little Red Hen- 4 weeks	Whatever Next- 1 week Naughty Bus -3 weeks Christmas/ Nativity- 3 weeks	Arrgghh Spider- 3 weeks Bedtime for monsters- 3 weeks	Gruffalo/ Gruffalo's child- 4 weeks Easter- 2 weeks	Squash and a squeeze- 3 weeks Mad about minibeasts- 2 weeks	What the Ladybird Heard- 3 Weeks The Enormous Turnip- 4 weeks.
Science	Senses	Light and dark	Materials- describing properties- wood, glass, plastic etc	Grouping animals- learning names birds, amphibians etc.	Observation of habitats- Where do animals live? Do they need to have waterproof habitats?	Look at wild flowers and trees- naming them.
Project	Who am I and what are my sense? Autumn leaves- texture Esafety- keeping ourselves safe on the internet. Map work- where we live? Identify features on a map, road, buildings.	Guy Fawkes- UK capital 5 Oceans- locate land and sea on a map. Put buses on land and boats on the sea. Winter Purple mash Painting colour mixing- shades	Space- Looking at a significant figure Esafety- keeping ourselves safe on the internet. Ipads Photos Sculptures	DT- Design Gruffalo a healthy snack. Model making 3D Spring	Habitats Matisse Pattern Ipads Non- European country- Madagascar- maps- simple features of a map. Enquiry based approach.	Planting and growing. 7 continents- Van Gogh- Sunflowers Summer
Experiences	Changes in Autumn Autumn Walk Stay and Play with parents Little Languages – hello and goodbye. Tasting Indian food Safeguarding- Mental health 1-10.	Changes in Autumn Light and dark Theatre trip Nativity play Little Languages – thank you. Making Christmas cards and calendars	Changes in Winter Mixing potions in cauldrons Information finding – space. Little Languages – celebrating other languages in our class.	Changes in Spring Gummy bear experiment Pyjama reading evening Little Languages – saying sorry (linked to forgiveness) Easter nests	Changes in Spring Stay and play Little Languages – learning names of animals	Changes in Summer Growing beanstalks Transition Trip to Greenman Learning. Designing a flower pot and evaluating what was the best material

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<p>R.E and Christian Values</p>	<p>Koinona My senses Classroom routines (democracy respect and rule of law) Support children in making friends</p>	<p>Thankfulness Special books What to do if we feel scared (dark, people, animals at night) or unsafe? Who do we tell or ask for help? Bonfire night safety</p>	<p>Friendship Friends What's in your pants? (Safeguarding)</p>	<p>Forgiveness New Beginnings Easter Story and Easter egg hunt</p>	<p>Trust Special people Plants and Animals Getting on and falling out. How to deal with anger e.g. when someone has taken a toy</p>	<p>Compassion Being responsible Transition to Year 1</p>
<p>British Values</p>	<p>Respect for our new friends, adults and classroom. Diwali – respecting and enjoying others beliefs and celebrations. Rule of Law – deciding out classroom rules.</p>	<p>Anti-bullying Week – respect of others feelings and how we can help others.</p>	<p>Democracy – treating everyone equally and knowing what it is to make sure everyone has equal opportunities. Chinese New Year - respecting and tolerance others celebrations.</p>	<p>Individual liberty – discussing it is ok to not agree with our friends on everything. We can like different things, wear different clothes and speak in different languages.</p>	<p>How to be a part of our school and class community by learning to look after our snail and treat it like we like to be treated.</p>	<p>Recap on all values and a celebration in relation to what we have learnt throughout the year.</p>