

# YEAR 1 CYCLE 2 LONG TERM PLAN

| Subject  | Autumn 1  | Autumn 2                                   | Spring 1   | Spring 2  | Summer 1   | Summer 2                             |
|--|---|--|--|---|--|--------------------------------------|
| Theme  | Being Brave   | Lost and Found                             | Adventures   | Similarities/Differences  | Imagination  | Nature all Around Us                 |
| English  | <ul style="list-style-type: none"> <li>• Listen to and discuss a variety of texts and genres.</li> <li>• Compose a sentence orally before writing it.</li> <li>• Sequence sentences to form short narratives.</li> <li>• Read what they have written to check that it makes sense.</li> </ul>   |  |  |   |  |                                      |
|  | <u>Billy and the Beast</u><br>by Nadia Shireen<br><br><u>I Want My Hat Back</u><br>by Jon Klassen   | <u>Lost and Found</u><br>by Oliver Jeffers | <u>Yeti and the Bird</u><br>by Nadia Shireen<br><br><u>Cave Baby</u><br>by Julia Donaldson | <u>Beeju</u><br>By Alexis Deacon  | <u>The Odd Egg</u><br>By Emily Gravett<br><br><u>Iggly Peck Architect</u><br>by Andrea Beaty and David Roberts | <u>The SeaSaw</u><br>By Tom Percival |
| Whole School Writes  | The Polar Express   |  | Peace on Earth   |   | Change Sings   |                                      |
| <b>Writing</b><br>Phonics Bug<br>Ed Shed - Weekly spelling lessons, plus dictation and practice activities | <ul style="list-style-type: none"> <li>• Compose a sentence orally before writing.</li> <li>• Spell Y1 common exception words.</li> <li>• Name the letters of the alphabet in order.</li> <li>• Understand spelling rules for adding 's'.</li> <li>• Spell words with prefix -un an suffixes -er, -ing, -ed, -est.</li> </ul>   |  |  | <ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives.</li> <li>• Read writing aloud audibly and clearly.</li> <li>• Leave spaces between words.</li> <li>• Join words and clauses using 'and'.</li> </ul>   |  |                                      |
| <b>Reading</b><br>Phonics Bug<br>Guided Reading / 1:1 Reading  | <ul style="list-style-type: none"> <li>• Speedily read all basic phoneme/graphemes.</li> <li>• Read accurately by blending known GPCs.</li> <li>• Read common exception words.</li> <li>• Read common suffixes (e.g., -ed, -s, -es, -est, -ing).</li> <li>• Read contractions (e.g., I'm, I'll, can't)</li> <li>• Retell familiar stories and traditional tales.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>• Recognise and join in with predictable phrases.</li> <li>• Recite some poetry by heart.</li> <li>• Understand texts based on prior knowledge or provided information.</li> <li>• Correct inaccurate reading by checking that it makes sense.</li> <li>• Discuss the significance of title and events.</li> <li>• Make inferences on the basis of what is said and done.</li> </ul> |  |                                      |

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**Maths**  
 Whiterose  
<https://whiterosemaths.com/>

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| <p><b>Place Values (to 10)</b></p> <p>Sort objects in a variety of ways.Count objects and numbers, 0-10.</p> <p>Count, read and write numbers 0-10 (forwards and backwards).</p> <p>Represent numbers with objects and 10 frames.</p> <p>Count one more/one less.</p> <p>Introduce the symbols: &gt;, &lt;, =.</p> <p>Introduce comparison language: greater than, less than, equal to.</p> <p>Ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc.)</p> <p>Counting on a number line.</p> <p><b>Add/Subtract (to 10)</b></p> <p>Part-Part-Whole, including finding a part.</p> <p>The Addition Symbol (+), The Subtraction Symbol (-)</p> <p>Fact Families.</p> <p>Numbers bonds within 10.</p> <p>Number bonds to 10.</p> <p>Subtraction and take-away, crossing out.</p> | <p><b>Add/Subtract (to 10)</b><br/>       *Continued from Autumn 1</p> <p><b>2D/3D Shapes</b><br/>       Recognise and name 2D shapes.</p> <p>Recognise and name 3D shapes.</p> <p>Sort 2D and 3D shapes</p> | <p><b>Place Values (to 20)</b></p> <p>Count forward and backwards.<br/>       Write and name numbers 11-20.<br/>       Counting tens and ones.<br/>       Count one more/one less.<br/>       Compare numbers.<br/>       Order numbers.<br/>       Order groups of objects.</p> <p><b>Add/Subtract (to 20)</b></p> <p>Add by counting on.<br/>       Add by making 10.<br/>       Find and make number bonds.<br/>       Compare number sentences.</p> | <p><b>Place Value (to 50)</b></p> <p>Numbers to 50.<br/>       Counting tens and ones.</p> <p>Representing numbers with tens and ones.</p> <p>Compare numbers within 50.</p> <p>Order numbers to 50.<br/>       Count in 2s.</p> <p>Count in 5s.</p> <p><b>Length/Height Mass/Volume</b></p> <p>Measure and begin to record lengths and heights, with items.</p> <p>Compare lengths/heights with items.</p> <p>Use a ruler to measure straight lines in centimetres.</p> <p>Introduce weight and mass.</p> <p>Measure and compare weight and mass.</p> <p>Introduce volume and capacity.</p> <p>Measure and compare volume and capacity.</p> <p>Begin to recognise capacities: <i>empty</i>,</p> | <p><b>Multiply/Divide (2s, 5s, 10s)</b></p> <p><b>Fractions (halves, quarters)</b><br/>       Identifying half and quarter of an object.</p> <p>Identifying half and quarter of a whole number (to 20).</p> <p><b>Geometry (turns)</b><br/>       Identifying quarter turns, half turns, three quarters turns, full turns and anticlockwise turns.</p> | <p><b>Place Values (to 100)</b><br/>       Counting and ordering numbers to 100.</p> <p>Identifying one more/one less.</p> <p>Tens and Ones</p> <p>Comparing numbers using &gt;, &lt;, =.</p> <p><b>Money</b><br/>       Identify the value of coins and notes.</p> <p>Compare coin values.</p> <p>Count same and mixed coin values.</p> <p><b>Time (Hour/Half-Hour)</b><br/>       Telling time by the hour and half-hour.</p> <p>Comparing measurements of time.</p> <p>Days of the Week</p> <p>Months of the Year</p> |
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|  |   |  |  | <p><i>nearly empty/full,<br/>half-full, full.</i></p>   |  |  |
| <p><b>Science</b><br/>Science Bug<br/><a href="https://www.activelearnprimary.co.uk/">https://www.activelearnprimary.co.uk/</a></p> <p><a href="#">Key Scientist Focus</a></p> | <p><b>Animals, including Humans/5 senses</b><br/>Know the name of parts of the human body and animal body parts, that can be seen.</p> <p><b>Linda Brown Buck</b> is an American biologist. She discovered that mammals have odorant receptors in their noses. This means they can smell over 10,000 different smells. She won the Nobel Prize in 2004.</p>   | <p><b>Types of Animals</b><br/>(Categories)<br/>Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds<br/>Know and classify animals by what they eat (carnivore, herbivore and omnivore)<br/>Know how to sort by living and non living things.</p> <p><b>Jane Goodall</b><br/>Identified that chimpanzees are omnivores, use tools and have personalities.</p> | <p><b>Identifying Materials</b><br/>Know the name of the materials an object is made from.<br/>Know about the properties of everyday materials.</p> <p><b>Ole Kirk Christiansen</b><br/>Invented Lego in 1949.</p> | <p><b>Comparing Materials</b><br/>Compare properties of materials.<br/>Group materials.</p> <p><b>Mae Jemison</b><br/>In 1992, Mae Jemison became the first African American woman in space. She was a scientist.</p>   | <p><b>Seasons</b><br/>Name the seasons and know about the type of weather in each season.</p> <p>Seasonal changes will be noted throughout the school year.</p> <p><b>George James Symons</b><br/>invented his own version of the rain gauge that is still used by meteorologists today.</p> | <p><b>Plants</b><br/>Know and name a variety of common wild and garden plants.<br/>Know and name the petals, stem, leaves and root of a plant.<br/>Know and name the roots, trunk, branches and leaves of a tree.</p> <p><b>Charles Darwin</b><br/>Understanding of the natural world. Darwin's 'Lookouts'; look out for plants in the local environment and examine them carefully. Learn about plant parts, spotting similarities and differences between plants. Part of The Great Plant Hunt, created by the Royal Botanic Gardens, Kew.</p> |
| <p><b>Working Scientifically</b></p>   | <p>Know and name a variety of common wild and garden plants.<br/>Know and name the petals, stem, leaves and root of a plant.<br/>Know and name the roots, trunk, branches and leaves of a tree.<br/>Set up a test to see which materials keep things driest, know if the test has been successful and can say what has been learned.<br/>Explain what has been learned from an investigation they have been involved with and draw conclusions from the answers to the questions asked.<br/>Measures (within Year 1 mathematical limits) to help find out more about the investigations undertaken.</p> |  |  |   |  |  |
| <p><b>History</b></p>  | <p><u><a href="#">Kings and Queens</a></u></p> <p><b>Chronological Understanding</b><br/>Put up to 3 objects/events in chronological order.<br/>Use words and phrases like: old, new, and a long time ago.<br/>Recognise that a story that is read to them is from long ago.<br/>Know that some objects belonged to the past.</p>   | <p><b>Significant Explorers</b></p> <p><b>Chronological Understanding</b><br/>Make some simple comparisons between explorations in the recent and more distant past.</p> <p><b>Knowledge and Interpretation</b><br/>Select reasons why people are considered to be significant.<br/>Say what the explorers studied are known for.</p>  |  | <p><b>Then and Now</b><br/><b>Travel and Transport - Then and Now</b></p> <p><b>Chronological Understanding</b><br/>Put up to 3 objects in chronological order.<br/>Use words and phrases like: old, new, and a long time ago.<br/>Recognise that a story that is read to them is from long ago.<br/>Know that some objects belonged to the past.</p> |  |  |

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## Geography

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| <p><b>Knowledge and Interpretation</b><br/>Changes within living memory - Understand that we had a queen who ruled us for many years and we now have a new king.<br/>Britain has had a king or queen for many years. Identify the main differences between old and new objects.</p> <p><b>Historical Enquiry</b><br/>Ask and answer questions about old and new objects. Identify old and new things in pictures.<br/>Answer questions using an artefact/photograph. Give plausible explanations about what objects were used for in the past.</p>  | <p>Explorers studied - Ibn Battuta, Matthew Henson, Felicity Aston and Neil Armstrong.</p> <p><b>Historical Enquiry</b><br/>Know some of the ways that we can find out about the recent past and also about explorers from long ago.</p>  | <p><b>Knowledge and Interpretation</b><br/>Identify the main differences between old and new objects - Know what we use today instead of a number of artefacts.</p> <p><b>Historical Enquiry</b><br/>Ask and answer questions about old and new objects. Spot old and new things in a picture.<br/>Answer questions using an artefact/photograph provided and give a plausible explanation about what an object was used for in the past.</p>   |
| <p style="text-align: center;"><u><a href="#">Our Local Area</a></u></p> <p><b>Geographical Enquiry</b><br/>Say what they like about their locality.<br/>Sort things they like and don't like.<br/>Answer questions using different resources, such as books, internet and atlases.<br/>Ask relevant questions about our local area.</p> <p><b>Physical Geography</b><br/>Know their address.<br/>Describe a locality using words and pictures.<br/>Name key features associated with a town or village (e.g., church, farm, shop, house).</p> <p><b>Human Geography</b><br/>Name different jobs that people living in their area might do.</p> | <p style="text-align: center;"><u><a href="#">Our Wonderful World</a></u></p> <p><b>Human Geography</b><br/>Learn about the people who live in hot and cold places.<br/><br/>Explain what they might wear if they lived in a very hot or a very cold place.</p> <p><b>Physical Geography/ Place Knowledge</b><br/>Know features of hot and cold places in the world.</p> <p><b>Fieldwork</b><br/>Know which is N, S, E, W on a compass</p> <p><b>Geographical Enquiry</b><br/>Answer some questions using different resources, such as books, internet and atlases.</p> | <p style="text-align: center;">Beside the Seaside</p> <p><b>Geographical Enquiry</b><br/>Use key words to describe different places, including seaside locations.<br/>Ask geographical questions – “Where is it? What is this place like? How near/far is it?”<br/>Locate their nearest seaside resort on a map and begin to locate some seaside resorts of the UK.<br/>Explain that seaside resorts can be found in the UK and worldwide.<br/>Explain how an island is different from the mainland and locate some of the main British islands using an atlas.</p> <p><b>Human and Physical Geography</b><br/>Begin to classify key features of places into ‘natural’ and ‘man-made’.<br/>Observe aerial photographs of seaside locations to recognize basic human and physical features.<br/>Understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past.<br/>Describe a UK seaside resort (St. Ives, Cornwall) in detail using a range of information.</p> <p><b>Fieldwork</b><br/>Visit a seaside resort to carry out fieldwork and observations.<br/>Use and follow simple compass directions (NESW).<br/>Plan and follow routes on a map using map symbols.</p> |

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## Art (Kapow)

<https://www.kapowprimary.com/>

## DT (Kapow)

<https://www.kapowprimary.com/>

### Self Portraits

Draw a self-portrait with appropriate shapes (e.g. oval for a face.)

Use colours to express emotion (e.g.; Pablo

Picasso/Blue Period) in a self portrait.

Create a Pop Art self-portrait (Andy Warhol).

Use collage to make a self-portrait. (Pablo Picasso)

### Drawing/Make Your Mark

Generating ideas and using sketchbooks: taking inspiration from a range of artists

Making: developing drawing, painting, printmaking, photography, mixed media, craft techniques and sculpture skills

Formal elements: exploring colour, form, line, pattern, shape, texture and tone

Knowledge of artists: discovering artists' work and techniques

Evaluation: critiquing their own work and that of others

### Colour Splash

Name the primary colours.

Explore coloured materials to mix secondary colours.

Mix primary colours to make secondary colours.

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.

### Paper Play

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 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.

### Moving Storybook

Explore making mechanisms (up/down, side-to-side).

### Wheels and Axles

Understand how wheels move.

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|  |   |   | <p>Design a moving storybook. Clearly label drawings.</p> <p>Make a design with parts that move, purposely.<br/>Construct a moving picture.</p> <p>Evaluate a finished product; strengths/weaknesses.</p> <p style="text-align: center;"><b>PUPPETS - Textiles</b></p> <p>Explore different materials.</p> <p>Join materials with staples, pins or glue.</p> <p>Design a puppet, use a template.</p> <p>Decorate puppet.</p>   | <p>Identify what stops wheels from moving.</p> <p>Design a moving vehicle.</p> <p>Make a moving vehicle.</p>  |   |   |
| <p><b>Music</b><br/><b>(Kapow)</b><br/><a href="https://www.kapowprimary.com/">https://www.kapowprimary.com/</a></p> | <p style="text-align: center;"><b>Pulse and Rhythm</b></p> <p>Clap the rhythm of their name.</p> <p>Clap in time to music.<br/>Sing the overall shape of a melody.</p> <p>Copy and create rhythms based on word patterns.</p> | <p style="text-align: center;"><b>Nativity</b></p> <p>Singing and dancing to tell a story.</p> <p>Performance experience.</p> | <p style="text-align: center;"><b>Timbre and Rhythmic Patterns</b></p> <p>Chant the well-known phrase, "I'll huff..."</p> <p>Make changes to their voices to represent a character.</p> <p>Choose a suitable sound to represent a specific point in a story.</p> <p>Play a rhythmic pattern along with their spoken words.</p> <p>Identify and hold up the correct sign to correspond to some music.</p> <p>Play/chant along with the elements of a story with prompting from the teacher.</p> | <p style="text-align: center;"><b>Classical Music</b></p> <p>Observe others and try to play appropriately.</p> <p>Sing in time from memory, with some accuracy.</p> <p>Play either a call and/or a response role in time with another pupil.</p> <p>Keep a steady pulse.</p> <p>Improvise, using their instrument, to a given stimulus.</p> | <p style="text-align: center;"><b>Musical Vocabulary</b></p> <p>Make movements that are appropriate to the pulse and tempo of a piece of music.</p> <p>Choose instruments with appropriate timbre to represent sparkling fishes.</p> <p>Respond to dynamic changes in a piece of music.</p> <p>Create pitches and rhythms.</p> <p>Perform a layer of the music within an overall piece.</p> <p>Define all the musical terms from this unit.</p> | <p style="text-align: center;"><b>Vocal and Body Sounds</b></p> <p>Create movements that match the music, explaining why they are moving in that way.</p> <p>Identify descriptive sounds within the music.</p> <p>Recreate and then adapt descriptive sounds heard using their voice or body.</p> <p>Control instruments and voices to make both quiet and loud sounds.</p> <p>Make more than one sound on their instrument and with their voice.</p> |

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| <p><b>Computing</b><br/>Kapow<br/>Computing<br/>(Kapow)<br/><a href="#">Kapow - KS1</a></p> | <p><b>Improving Mouse Skills<br/>and online safety</b></p>  | <p><b>Algorithms<br/>Unplugged<br/>and online safety</b></p>   | <p><b>Rocket to the Moon<br/>and online safety</b></p>  | <p><b>Bee-Bots<br/>and online safety</b></p>   | <p><b>Digital Imagery</b></p>   | <p><b>Introduction to Data</b></p>   |
| <p><b>PSHE</b><br/>Entrust Staffordshire</p>  | <p><u><a href="#">Me and My School</a></u><br/><br/>Think about themselves, learn from their experiences and recognise what they are good at<br/>2d to agree and follow rules for their group and classroom, and understand how rules help them<br/><br/>2h to contribute to the life of the class and school<br/><br/>5a take and share responsibility<br/><br/>5b feel positive about themselves.</p> | <p><u><a href="#">Me and My Relationships</a></u><br/><br/>1d, to think about themselves, learn from their experiences and recognise what they are good at<br/>2a, to take part in discussions with one other person and the whole class<br/>2f, that they belong to various groups and communities, such as family and school<br/>4b, to listen to people and play and work cooperatively<br/>4c, to identify and respect the differences and similarities between people<br/>4d that family and friends should care for each other</p> | <p><u><a href="#">Me and My Safety</a></u><br/><br/>3f that all household products, including medicines can be harmful if not used properly<br/>3g rules for, and ways of, keeping safe, including basic road safety, Internet, and about people who can help them stay safe.</p> | <p><u><a href="#">Me and Other People</a></u><br/><br/>2f that they belong to various groups and communities such as family and school<br/><br/>4e that there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying.</p> | <p><u><a href="#">Me in the World</a></u><br/><br/>Recognise what they like and dislike, what is fair and unfair, and what is right and wrong 1b to share their opinions on things that matter to them and explain their views<br/><br/>2c to recognise choices they can make, and recognise the difference between right and wrong<br/><br/>2e to realise that people and other living things have needs, and that they have responsibilities to meet them<br/><br/>5g consider social and moral dilemmas that they come across in everyday life</p> | <p><u><a href="#">Happy Healthy Me</a></u><br/><br/>3d about the process of growing from young to old and how people's needs change<br/><br/>3e the names of the main parts of the body.</p> |
| <p><b>PE</b><br/>(PE Hub)</p>   | <p><b>Send and return Unit 1</b><br/><br/>To slide a beanbag to a target.<br/><br/>To hit a ball in different ways with our hands.</p>  | <p><b>Gymnastics Unit 1</b><br/><br/>To perform 'like' actions in a sequence.<br/><br/>To carry and set up apparatus safely.</p>   | <p><b>Dance Unit 1</b><br/><br/>To show moods and feelings we would experience in the jungle.</p>   | <p><b>Attack Defend Shoot Unit 1</b><br/><br/>To hit a target.<br/><br/>To defend a target.<br/><br/>To roll and slide balls</p>   | <p><b>Run Jump Throw Unit 1</b><br/><br/>To start and stop moving at speed.<br/><br/>To use our arms when running at different speeds.</p>  | <p><b>Sports Day Training</b><br/><br/>Sprints<br/>Egg &amp; Spoon<br/>Hurdles<br/>Relay<br/>Obstacle Course</p>   |

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|  | <p>To move towards a ball to return it.</p> <p>To work with a partner to stop and return a beanbag.</p> <p>What a rally is and rallying with a partner.</p> <p>To send a ball into space to make it harder for our opponent.</p> | <p>To perform shapes on large and small body parts.</p> <p>To take off and land and use shape in our jumps. to travel on our feet, showing good body tension.</p> <p>To travel on our feet, showing good body tension.</p> <p>How we can create different levels in our performance.</p> | <p>To move as if we were living in the jungle.</p> <p>To create and perform movements which show friendship.</p> <p>To perform leading and following movements.</p> <p>To perform a short dance with a clear start, middle and end.</p> <p>To use repeated actions in our dance</p> | <p>and beanbags.</p> <p>To shoot in a game to get points.</p> <p>To work with a partner to score points.</p> <p>To use our attacking and defending skills in a game.</p> | <p>To take off on two feet to jump at distance.</p> <p>To use the correct technique to throw different objects for distance.</p> <p>To show improvement in our throwing.</p> <p>To take part in a competition using running, jumping and throwing skills.</p> | <p><b>Hit Catch Run Unit 1</b></p> <p>To select a space to throw or roll a ball into.</p> <p>To track and collect a rolling ball.</p> <p>To catch a ball to stop an opponent from scoring.</p> <p>To use our hands to hit a ball.</p> <p>To run between bases to score points.</p> <p>To work as a team to score points</p> |
| <p><b>RE</b><br/>Entrust Staffordshire</p> | <p><b>Caring</b></p> <p><b>Listen to</b> examples of care and concern shown by believers and religious communities and <b>explore</b> the reasons for these actions.</p>   | <p><b>Celebrations</b></p> <p><b>Explore</b> the preparations for and <b>find out about</b> the celebration of festivals.</p>  | <p><b>Belonging</b></p> <p><b>Find out about</b> ceremonies in which special moments in the life cycle are marked.</p>  | <p><b>Families</b></p> <p><b>Listen to</b> and <b>ask questions about</b> stories of individuals and their relationship with God.</p>                                    | <p><b>Answers/Morals</b></p> <p><b>Engage with</b> stories and extracts from religious literature and <b>talk about</b> their meanings.</p>   | <p><b>Worship</b></p> <p><b>Find out about</b> how and when people worship and <b>ask questions about</b> why this is important to believers.</p>   |