

Icknield Walk First School
Year 1 Long Term Planning - Autumn Term

| TOPICS | <i>Houses and Homes</i> | <i>Toys</i> |
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| English | <p><u>Writing focus: Non-fiction</u> Labels and captions, facts about houses</p> <p><u>Writing focus: Story boards and use of drama</u> The Three Little Pigs</p> <p><u>INSTRUCTIONS</u> for making a fruit salad</p> <p>Writing focus: Harvest time NARRATIVE: stories with predictable phrasing - The Enormous Turnip SPAG - Super sentences</p> | <p><u>Writing focus: EXPLANATIONS</u> Creating a page for an information book about wheeled toys</p> <p><u>Writing focus: NARRATIVE</u> Re-tell the traditional tale of Pinocchio</p> <p><u>Poetry</u> - Rhyming words</p> <p>SPAG- Sequencing sentences to form short narrative.</p> |
| <p>SPAG- Capital letters for names and for the personal pronoun I, How words can combine to make sentences, Separation of words with spaces. Terminology: letter, word, sentence, punctuation, capital letter.</p> | | |
| Mathematics | <p><i>See end document for overview of mathematics in Y1</i></p> | |
| Science | <p><u>Animals (including humans)</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Using our senses to investigate fruit and vegetables</p> <p>Seasonal Changes Observing changes in nature (ongoing)</p> | <p><u>Investigating everyday materials</u> Distinguish between an object and the material from which is it made Identify and name variety of everyday materials - wood, plastic, glass, metal and rock Describe the simple physical properties Compare and group everyday materials on the basis of their everyday properties</p> <p>Seasonal Changes Observing changes in nature (ongoing)</p> |
| Computing | <p>Let's Create Children begin to explore digital texts, using varied devices and software to create digital content. They investigate differences between input and output and hardware and software. They explore the idea of a network related to computers at home and school, logging on to their area with support. They use unplugged computing approaches to explore the devices they use. They consider eSafe practice.</p> | |

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| History | <p>Ourselves - homes Changes within living memory Look at and compare old and new homes/ rooms within a house</p> | <p>Children look at and compare old and new toys and how they were used Teddy timeline to show changes over time</p> |
| Geography | <p>Comparing homes - Use geographical vocabulary to compare cities, towns, village Use of world maps, atlases and globes to identify where homes are around the world</p> | |
| Art | <p>Self portraits Painting self-portraits and our dream house</p> | <p>Observational drawings Draw modern and old toys, observing closely and adding detail Christmas calendar and card</p> |
| D&T | <p>Cooking and nutrition: Use basic principles of a healthy and varied diet to prepare dishes: Making a fruit salad Understand where fruit comes from around the world Making African huts</p> | <p>Moving pictures Design a new toy</p> |
| PE | <p>Gymnastics - travelling Gymnastics - rolling, jumping, balancing Games - Large ball skills Sending and receiving Creating space Spatial awareness Individual work and small groups 3v1 games - small sided games.</p> | <p>Dance - toy soldiers Multiskills Agility work Balance Co ordination</p> |
| RE | <p>(Hertfordshire Agreed Syllabus- <i>Beliefs and Practices, Justice and Fairness, Symbols and Action</i>): Harvest Thankful for our Natural World</p> | <p>(Hertfordshire Agreed Syllabus- <i>Beliefs and Practices, Justice and Fairness, Symbols and Action</i>): Light Hanukkah and the Story of Hanukkah - Festival of Light</p> |

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| PSHE | SEAL: New Beginnings Belonging to a community Self-awareness Managing your feelings Understanding other people's feelings Making choices | SEAL: Say no to bullying Children learn to know what bullying is. They can tell you some ways in which they are the same as and different from their friends. Children can tell you how someone who is bullied feels. Children can be kind to children who are bullied. Children know what to do if they are bullied. |
| Music | Sounds Interesting Ourselves-Exploring Sounds Number - Beat | Christmas production preparation |
| Trips | | |
| Role Play | The House of Straw, Castle, House (courtyard) | Toy shop, Toy hospital |
| Events | Theatre group | |

Icknield Walk First School
Year 1 Long Term Planning - Spring Term

| TOPIC | Super Heroes | Nature, nature everywhere! |
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| English | <p>Writing focus: LABELS AND SENTENCES</p> <p>Simple sentences about themselves, labels and captions</p> <p>Writing focus: NARRATIVE</p> <p>Making Superhero comic page - to share with Year 4</p> <p>Create Superhero image using computers, add text to speech bubbles.</p> | <p>Writing focus: NARRATIVE</p> <p>Traditional tale - Billy Goats Gruff</p> <p>Stories based on Percy the Park keeper</p> <p>Writing focus: REPORT</p> <p>Tim Berners-Lee and William Caxton</p> <p>SPAG- Sequencing sentences to form short narrative, introduction to question marks and exclamation marks to demarcate sentences.</p> |
| Mathematics | <i>See end document for overview of mathematics in Y1</i> | |
| Science | <p>Animals including humans</p> <p>Describe and compare the structure of a variety of common animals, fish, amphibians, reptiles, birds and mammals (including pets)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> | <p>Parts of plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Identify and name a variety of birds</p> |
| Computing | <p>Visual Information</p> <p>Children investigate how we derive information from different sources. They create graphs and charts and make general statements. They use dataloggers to explore environmental conditions. They organise objects using branching databases. They explore how computers might sort objects, noting the process of Repeat. They build eSafe practice.</p> | |
| History | <p>The lives of significant individuals in the past. Some should be used to compare aspects of life in different periods</p> <p>Superheroes in our everyday lives -</p> <ul style="list-style-type: none"> - Doctors and Nurses (NHS turning 70) - Florence Nightingale - Firefighters and paramedics - Police/ Army | <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> - comparing William Caxton and Tim Berners-Lee - |
| Geography | <p>Devise a simple map - for a Superhero. Use of directional language: near, far, left, right to describe routes on a map</p> <p>Use of aerial photographs and plans</p> | <p>Weather patterns</p> <p>Identify seasonal and daily weather patterns (ongoing)</p> |

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| | to recognise landmarks and basic human and physical features Use of basic symbols and a key | |
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| Art | <p>Painting our own superhero -self portraits</p> <p>Famous artists - Andy Warhol Pop art and Rembrandt portraits</p> | <p>Nature pictures Link with Andy Goldsworthy (Forest School activity)</p> |
| D&T | <p>Moving pictures Explore and use mechanisms - levers, sliders - Mother's Day card</p> | <p>Build structures, exploring how they can be made stronger, stiffer and more stable Billy Goats Gruff bridge</p> |
| PE | <p>Dance - Peter and the Wolf, The Boy who cried wolf</p> <p>Outdoor games Tag rugby- Getting used to putting on belts and tags, And tagging each other. Playing tagging games.</p> | <p>Gymnastics - equipment work</p> <p>Outdoor games Football- Dribbling skills Kicking and controlling the ball. Movement Small team games</p> |
| RE | <p>(Hertfordshire agreed syllabus for RE - <i>Identity and Belonging, Symbols and Actions, Beliefs and Practises</i>)</p> <p>Belonging to a group/Community Belonging to a family, group, religious group, club etc</p> | <p>(Hertfordshire agreed syllabus for RE- <i>Beliefs and Practises, Symbols and Actions, Identity and Belonging, Ultimate Questions, Human Responsibility and Values, Justice and Fairness</i>)</p> <p>What was important to Jesus?</p> <ul style="list-style-type: none"> - Easter Story - Mother's Day - Feeding the five thousand Bible story |
| PSHE | <p>Going for Goals Knowing myself Setting a realistic goal Planning to reach the goal Persistence</p> <p>Good to be me Knowing myself Understanding my feelings</p> | <p>Relationships Knowing myself Understanding my feelings Managing my feelings</p> |
| Music | <p>Machines - Beat Seasons - Pitch</p> | <p>Animals - Pitch Weather - Exploring sounds</p> |
| Trips | | Park |
| Role Play | Superhero cave (both classes), | Percy's hut, Bird hide, Vets (courtyard) |
| Events | | Nature trail |

Icknield Walk First School
Year 1 Long Term Planning - Summer Term

| | <i>Buckets and Spades</i> | <i>Buckets and Spades</i> |
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| English | <p>Writing focus: NARRATIVE - Stories from a range of cultures. Stories with predictable and patterned language - Handa's Surprise, The Lighthouse Keeper's Lunch, My Mother's Sari, To Market To Market Create own repeating pattern story.</p> <p>Writing focus: RECOUNT - visit to Southend LETTER - Thank you letter to Grace Darling</p> <p>SPAG- <i>Joining words and joining clauses using 'and', Sequencing sentences to form short narratives.</i></p> | <p>Non-fiction - dictionary work</p> <p>Writing focus: REPORT - sea creature</p> <p>Writing focus: POETRY - poems on a theme (about the sea and sand)</p> <p>SPAG- <i>Joining words and joining clauses using 'and', Sequencing sentences to form short narratives.</i></p> |
| Mathematics | <i>See end document for overview of mathematics in Y1</i> | |
| Science | Continue to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals | |
| Computing | <p>Discovering Programming Children name the main external parts of a computer and explore how they work together. They explore programmable devices relating their understanding of inputs and outputs to natural and digital systems. They use unplugged approaches and simple onscreen and physical devices to develop understanding of algorithms and programming. They develop their own skills in open programming time.</p> | |

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| History | <p>Seaside holidays in the past How to find out about the past from range of sources of information To ask and answer questions about the past The lives of significant men, women and children from the history of Britain - Grace Darling/RNLI Comparing seaside holidays now and in the past</p> | |
| Geography | <p>Features of the seaside, simple map skills Make observations about where things are located and about other features in the environment Looking at key physical features of a seaside (including cliff, coast, beach, harbour, port), making a simple map and use/construct a simple key. Using geographical vocabulary to refer to key seaside features. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas</p> | |
| Art | <p>Pastel and watercolour painting of Grace Darling rescue</p> <p>Observational drawings of fish Try out tools and techniques - to add detail to pictures</p> <p>Clay sea creature</p> <p>Review what they and others have done</p> | <p>Collage of rough sea, calm sea colour mixing, Record from first hand observations, experience and imagination and explore ideas - Looking at the sea on our visit to Southend, looking at images of calm and rough seas (link to literacy poems) Investigate a range of materials Try out tools and techniques - to add detail to pictures Represent observations, ideas and feelings, and design and make images and artefacts Review what they and others have done</p> |
| D&T | <p>Sea creature sock puppets Create a sea creature sock puppet and add detail with different materials. Sew on buttons for eyes.</p> <p>Clay sea creature</p> | |
| PE | <p>Multi skills - Go over skills learnt with Miss Grehan and get ready for sports day. Outdoor games - skills linked to sports day/Sports day practice Tennis</p> | <p>Dance - under the sea- use simple movement patterns Outdoor Games - Cricket and kick rounders</p> |

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| RE | (Hertfordshire agreed syllabus for RE- <i>Prayer, Worship and Reflection, Sources of Wisdom, Human Responsibilities and Values</i>) What books are special to you? What books are special to different religious people? | (Hertfordshire agreed syllabus for RE- <i>Prayer, Worship and Reflection, Sources of Wisdom, Human Responsibilities and Values</i>) Looking at stories from special religious books - Bible Why are these stories important to religious people? |
| PSHE+C | | SEAL - Changes Knowing myself Things about me that have changed and some things that will not change. How I might change in the future. Some changes are natural and happen 'by themselves'. Different ways that help me to learn to do things. I know what a habit is and know that it is hard to change one. I know what it means when something is or isn't your fault. Planning to reach a goal I can tell you about a plan I have made with my class to change something in our school. I can plan to overcome obstacles that might get in the way. Making choices I can tell you about changes that I can make happen. I can make some changes quickly and easily. I know that to make some changes is hard and takes a long time. I know that I make my own choices about my behaviour. |
| Music | Storytime - Exploring Sounds Our Bodies - Beat | Water - Pitch Travel - Performance |
| Trips | Trip to Southend | |
| Role Play | Lighthouse related to Grace Darling, Beach Café, RNLI (courtyard) | Lighthouse related to Grace Darling Beach Café, RNLI (courtyard) |
| Events | | Seaside event at end of topic |

Spelling, Punctuation and Grammar (SPAG)

Where this will be incorporated as part of a literacy unit it is indicated in the termly plans above.

In addition, this year we will cover in specific grammar lessons the following:

- Regular plural noun suffixes - s or -es (for example dog/dogs;wish/wishes), including the effects of these suffixes on the meaning of the noun.
- How the prefix un- changes the meaning of verbs and adjectives (e.g. unkind, undoing, untie).
- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- How words can combine to make sentences.
- Joining words and joining sentences using 'and'.
- Sequencing sentences to form short narratives.
- Separation of words with spaces.
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Capital letters for names and for the personal pronoun I.
- Terminology the children will learn: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

The Year 1 Learner

Working mathematically

By the end of year 1, children begin to solve simple problems involving addition and subtraction in familiar contexts such as going shopping, using a range of hands-on equipment, symbols, images and pictures. They begin to use what they know to tackle problems that are more complex and provide simple reasons for their opinions.

Number

- **Counting and understanding numbers**

Children will identify and represent numbers using objects, pictures and models, such as the number line, and use 'equal to, more than, less than (fewer), most and least.' Children will accurately count numbers to, and across, 100 forwards and backwards from any given number with increasing understanding. They count, read, write and order numbers in numerals up to 100 and from 1 to 20 in words. When given a number, they can identify one more and one less. They can count in multiples of twos, fives and tens.

- **Calculating**

Children will understand known addition and subtraction facts within 20, including zero. They will demonstrate an understanding of multiplication and division through grouping and sharing using hands-on resources, pictorial representations and arrays (2, 5 and 10). They understand doubling and halving small quantities.

- **Fractions**

Through play and hands-on resources, children will find and name half and one quarter of objects, shapes and quantities.

Measurement

Children will begin to measure using non-standard units (finger widths, blocks etc.) moving to standard units of measure (e.g. cm) using tools such as a ruler, weighing scales and containers. They will begin to record and compare measurements such as lengths and heights, mass and weight, capacity and volume using language such as long / short; heavy / light; full / half-full / empty. They will tell the time to the hour, half past the hour and be able to sequence events in chronological order using precise language (for example, before and after, next, first, today etc.). Children will recognise and know the value of different denominations of coins and notes.

Geometry

Children will recognise and name common 2-D shapes, e.g. rectangles (including squares), circles and triangles, and 3-D shapes, e.g. cuboids (including cubes, pyramids and spheres) in different orientations and sizes. They will describe position, direction and movement, including whole, half and three quarter turns.

Statistics

In preparation for year 2, children will begin to compare, sort and classify information, including through cross curricular links e.g. science - sorting materials into groups according to their properties. They will also begin to construct simple pictograms and tables.