

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

TOPICS	<i>Superheroes</i>	<i>Toys</i>
English	<p>Writing focus: LABELS AND SENTENCES Simple sentences about themselves, labels and captions Writing focus: Harvest time POETRY - rhyming couplets related to our senses INSTRUCTIONS for making a fruit salad NARRATIVE: stories with predictable phrasing - The Enormous Turnip Writing focus: NARRATIVE Making Superhero comic page - to share with Year 4 Create Superhero image using computers, add text to speech bubbles.</p>	<p>Writing focus: EXPLANATIONS Creating a page for an information book about wheeled toys Writing focus: NARRATIVE Re-tell the traditional tale of Pinocchio</p>
<p><b>SPAG-</b> <i>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.</i></p>		
Mathematics	<p><i>See end document for overview of mathematics in Y1</i></p>	
Science	<p><b>Animals (including humans)</b> 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 <b>Seasonal Changes</b> Observing changes in nature <b>(ongoing)</b></p>	<p><b>Investigating everyday materials</b> 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 <b>Seasonal Changes</b> Observing changes in nature <b>(ongoing)</b></p>
Computing	<p><b>Let's Create</b> Children begin to explore digital texts, creating their own digital content using a range of devices and software. They develop an understanding of some of the devices they use and apply some programming approaches and simple onscreen and physical devices.</p>	

History		Children look at and compare old and new toys and how they were used Teddy timeline to show changes over time
Geography	Devise a simple map - for a Superhero. Use of directional language: near, far, left, right to describe routes on a map Use of aerial photographs and plans to recognise landmarks and basic human and physical features Use of basic symbols and a key	
Art	<b>Looking at portraits</b> Draw a self portrait Paint pictures of our superheroes and their logos	<b>Observational drawings</b> Draw modern and old toys, observing closely and adding detail Christmas calendar and card
D&T	<b>Cooking and nutrition:</b> Use basic principles of a healthy and varied diet to prepare dishes: Making a fruit salad Understand where fruit comes from around the world	<b>Moving pictures</b> Design a new toy
PE	Gymnastics - travelling Games - Large ball skills - Sending and receiving Creating space Spatial awareness Individual work and small groups 3v1 games - small sided games.	Gymnastics - rolling, jumping, balancing Dance - toy soldiers Games - Multiskills - Agility work Balance Co ordination
RE	(Hertfordshire Agreed Syllabus): <b>Harvest</b>  <b>Thankful for our Natural World</b>	(Hertfordshire Agreed Syllabus): <b>Light</b>
PSHE+C	<b>SEAL: New Beginnings</b> Belonging to a community Self-awareness Managing your feelings Understanding other people's feelings Making choices	<b>SEAL: Say no to bullying</b> 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	<b>Sounds Interesting</b> Exploring sounds	Christmas production preparation

Trips		
Role Play	Superhero cave	Toy shop
Events		Theatre group

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

TOPIC	Homes	Nature, nature everywhere!
English	<p>Writing focus:            Labels and captions            Writing focus: NARRATIVE            The Three Little Pigs            Use of drama</p> <p><i><b>SPAG</b>- Sequencing sentences to form short narrative, introduction to question marks and exclamation marks to demarcate sentences.</i></p>	<p>Writing focus: NARRATIVE            Traditional tale -            Billy Goats Gruff            Stories based on Percy the Park keeper            Writing focus: REPORT            Tim Berners-Lee and William Caxton</p> <p><i><b>SPAG</b>- Sequencing sentences to form short narrative, introduction to question marks and exclamation marks to demarcate sentences.</i></p>
Mathematics	<i>See end document for overview of mathematics in Y1</i>	
Science	<p><b>Animals including humans</b>            Describe and compare the structure of a variety of common animals, fish, amphibians, reptiles, birds and mammals (including pets)            Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p><b>Parts of plants</b>            Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees            Identify and describe the basic structure of a variety of common flowering plants, including trees            Identify and name a variety of birds</p>
Computing	<p><b>Visual information</b> (in the context of the topics - homes, weather/history)            Children investigate how we get information from the world around us. They explore environmental conditions and organise objects. They compare the ways in which people and computer programs might sort objects.</p>	
History	<p><b>Ourselves</b> - homes            Changes within living memory            Look at and compare old and new homes in locality</p>	<p><b>The lives of significant individuals in the past who have contributed to national and international achievements</b></p> <ul style="list-style-type: none"> <li>- comparing William Caxton and Tim Berners-Lee</li> <li>-</li> </ul>
Geography	<p><b>Comparing homes</b> -            Use geographical vocabulary to compare cities, towns, village            Use of world maps, atlases and globes to identify where homes are around the world</p>	<p><b>Weather patterns</b>            Identify seasonal and daily weather patterns (<b>ongoing</b>)</p>

Art	<b>Portraits</b> - comparing artists and techniques	<b>Nature pictures</b> Link with Andy Goldsworthy
D&T	<b>Moving pictures</b> Explore and use mechanisms - levers, sliders - Mother's Day card	<b>Build structures</b> , exploring how they can be made stronger, stiffer and more stable Billy Goats Gruff bridge
PE	<b>Gymnastics</b> - naming body parts <b>Outdoor games</b> Tag rugby- Getting used to putting on belts and tags, And tagging each other. Playing tagging games.	<b>Dance</b> <b>Outdoor games</b> Football- Dribbling skills Kicking and controlling the ball. Movement Small team games
RE	(Hertfordshire agreed syllabus for RE) <b>Belonging to a group</b>	(Hertfordshire agreed syllabus for RE) <b>What was important to Jesus?</b>
PSHE+C	<b>Going for Goals</b> Knowing myself Setting a realistic goal Planning to reach the goal Persistence <b>Good to be me</b> Knowing myself Understanding my feelings	<b>Relationships</b> Knowing myself Understanding my feelings Managing my feelings
Music	<b>Feel the pulse</b> Exploring pulse and rhythm	<b>Taking off</b> Exploring pitch
Trips	Walk around Royston looking at homes	Park
Role Play	Estate agents/Vets	Percy's hut/Bird hide
Events		Nature trail

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

	<i>Buckets and Spades</i>	<i>Buckets and Spades</i>
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><b><i>SPAG</i></b>- <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><b><i>SPAG</i></b>- <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><u>Discovering Programming (Turtles and Devices)</u>            Brainstorm devices that incorporate controls (DVD, toys, cameras etc) and junk model these for use in role play area; Use simple commands (forward/back/turn etc.) to give commands for bride/groom/guest to move around church</p>	Use Beebots to move around a seaside surface giving commands to travel to certain points; use familiar seaside activities to explore instructions - highlight importance of both order and that they are correct.

History	<p><b>Seaside holidays in the past</b>          How to find out about the past from a 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><b>Features of the seaside, simple map skills</b>          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><b>Pastel and watercolour painting of Grace Darling rescue</b></p> <p><b>Observational drawings of fish</b>          Try out tools and techniques - to add detail to pictures</p> <p><b>Clay sea creature</b></p> <p>Review what they and others have done</p>	<p><b>Collage of rough sea, calm sea colour mixing</b>, 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><b>Sea creature sock puppets</b>          Create a sea creature sock puppet and add detail with different materials.          Sew on buttons for eyes.</p> <p><b>Clay sea creature</b></p>	
PE	<p><b>Gymnastics</b> (Suffolk Scheme of work)          and outdoor games          Master basic movements and develop balance, ability and co-ordination.</p>	<p><b>Dance</b> - under the sea- use simple movement patterns          Games skills linked to sports day/Sports day practice</p>

RE	(Hertfordshire agreed syllabus for RE) <b>What books are special to you?</b> <b>What books are special to different religious people?</b>	(Hertfordshire agreed syllabus for RE) <b>Looking at stories from special religious books</b> <b>Why are these stories important to religious people?</b>
PSHE+C		<p><b>SEAL - Changes</b></p> <p><b>Knowing myself</b> 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.</p> <p><b>Planning to reach a goal</b> 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.</p> <p><b>Making choices</b> 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.</p>
Music	<b>What's the score</b> - exploring instruments and symbols	<b>Rain, rain go away</b> - exploring timbre, tempo and dynamics
Trips	Trip to Southend	
Role Play	Lighthouse related to Grace Darling / Mr Grinling	Lighthouse related to Grace Darling / Mr Grinling
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.