

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

Topic	Where do I live?	Toys
English	<p><u>Writing focus: Non-fiction</u></p> <ul style="list-style-type: none"> • Labels and captions, facts about houses. • Sentences about our school and local area. • Transition activities (Writing all about me) <p><u>Writing focus: Fiction</u></p> <ul style="list-style-type: none"> • Using story language and joining in with repetitive phrases; based on The Three Little Pigs <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> • Oral Rehearsal - retelling familiar stories • Listening and responding to stories. <p><u>SPAG:</u></p> <ul style="list-style-type: none"> • Sequencing words to form a narrative. 	<p><u>Writing focus: Explanations and questioning</u></p> <ul style="list-style-type: none"> • Creating a page for an information book about wheeled toys <p><u>Writing focus: Narrative</u></p> <ul style="list-style-type: none"> • Using role-play and setting the scene based on the story - Lost in the toy museum. <p><u>Writing focus: Poetry</u></p> <ul style="list-style-type: none"> • Rhyming words <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> • Questioning - house materials investigation. • Listening and responding <p><u>SPAG:</u></p> <ul style="list-style-type: none"> • Using question marks • Using the conjunction 'and'.
Mathematics	See end document for overview of mathematics in Y1	
Science	<p><u>Animals (including humans)</u></p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> • Observing changes in nature (ongoing) 	<p><u>Investigating everyday materials</u></p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is 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><u>Seasonal Changes</u></p>

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| | | <ul style="list-style-type: none">• Observing changes in nature |
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Computing	<p><u>Computing systems and networks - Technology around us</u></p> <p>In this unit, learners will develop their understanding of technology and how it can help us. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.</p>	<p><u>Creating Media - Digital Painting</u></p> <p>During this unit, learners develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p>
History	<p><u>Where do we Live?</u></p> <ul style="list-style-type: none"> • Changes within living memory • Look at and compare old and new homes. 	<p><u>Guy Fawkes</u></p> <ul style="list-style-type: none"> • Exploring why we celebrate bonfire night. <p><u>Toys</u></p> <ul style="list-style-type: none"> • Children look at and compare old and new toys and how they were used. • Teddy timeline to show changes over time.
Geography	<p><u>Where do We Live?</u></p> <ul style="list-style-type: none"> • Identifying the four countries making up the U.K on a map. • Investigating our school and the surrounding area using aerial maps. <p><u>Comparing homes</u></p> <ul style="list-style-type: none"> • Using basic geographical vocabulary to refer to key human features: including city, town, village, house and shop. • Using geographical vocabulary to name different types of houses: including detached, semi-detached, terraced, bungalow, flat and cottage. 	N/A this term
Art	<p><u>Self portraits</u></p> <ul style="list-style-type: none"> • Observing our anatomy (faces, limbs) to sketch self-portraits. • Applying colour with paint and pastels in order to paint a self-portrait. 	<p><u>Observational drawings</u></p> <ul style="list-style-type: none"> • Mixing colours with ink to create fireworks artwork. • Find a collection of coloured ink to marble a Christmas calendar. • Creating patterns and printing styles to make a Christmas card.

D&T	<p><u>Where do we live?</u></p> <ul style="list-style-type: none"> Construct using cardboard boxes, paint and card to create a type of home. Children will use scoring skills to create an opening for a door. 	N/A this term
PE	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Gymnastics (rolling, jumping, balancing and travelling) <p><u>Games - Large ball skills</u></p> <ul style="list-style-type: none"> Sending and receiving Creating space Spatial awareness Individual work and small groups 3v1 games - small sided games. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> Performing a 'Gun powder plot' dance using simple movements. <p><u>Multi-skills</u></p> <ul style="list-style-type: none"> Agility work Balance Co ordination
RE	<p>(Hertfordshire Agreed Syllabus- <i>Beliefs and Practices, Justice and Fairness, Symbols and Action</i>)</p> <p>Thankful for our Natural World</p> <p>Creation story</p> <p>Harvest</p>	<p>(Hertfordshire Agreed Syllabus- <i>Beliefs and Practices, Justice and Fairness, Symbols and Action</i>)</p> <p>Symbol of Light</p> <p>Hanukkah</p>
PSHE	<p><u>Families and Friendships</u></p> <ul style="list-style-type: none"> Roles of different people; families; feeling cared for <p><u>Safe Relationships</u></p> <ul style="list-style-type: none"> Recognising privacy; staying safe; seeking permission <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> How behaviour affects others; being polite and respectful 	
Music	<p><u>Sounds Interesting</u></p> <ul style="list-style-type: none"> Ourselves-Exploring Sounds Number - Beat 	<p><u>Performance</u></p> <ul style="list-style-type: none"> Christmas production preparation
Trips	Walk around local area.	
Role Play	The House of Straw, Castle, House (courtyard)	Toy shop, Toy hospital
Events		Theatre group - The Magical Toy Museum

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

Topic	Super Heroes	Nature, nature everywhere!
English	<p><u>Writing focus (Narrative):</u></p> <ul style="list-style-type: none"> • Using hot seating based on Traction man. • Making a Superhero comic. <p><u>Writing and speaking focus (Non-fiction):</u></p> <ul style="list-style-type: none"> • Using sequencing language based on making and writing instructions for a 'super smoothie'. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> • Listening and Responding - conjunctions and adverbs. • Vocabulary - sequencing language <p><u>SPAG:</u></p> <ul style="list-style-type: none"> • Using onomatopoeia, exclamation marks and speech bubbles. • Continue to develop the use of conjunctions. 	<p><u>Writing focus (Narrative):</u></p> <ul style="list-style-type: none"> • Freeze frames and diary writing based on Percy the Park keeper. • Stories from a range of cultures (Handa's surprise). <p><u>Writing and speaking focus (Non-fiction):</u></p> <ul style="list-style-type: none"> • Orally rehearsing and presenting reports based on animals. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> • Questioning - animal sorting • Oral Rehearsal/Presenting <p><u>SPAG:</u></p> <ul style="list-style-type: none"> • Sequencing sentences to form short narrative. • Introduction to question marks and exclamation marks to demarcate sentences.
Mathematics	See end document for overview of mathematics in Y1	
Science	<p><u>Animals (including humans)</u></p> <ul style="list-style-type: none"> • 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><u>Parts of plants</u></p> <ul style="list-style-type: none"> • Using our senses to investigate fruit and vegetables • 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
Computing	<p><u>Creating Media - Digital writing</u></p> <p>During this unit, learners will develop their understanding of the various aspects of using a computer to create and manipulate text. Learners will become more familiar with using a keyboard and mouse to enter and</p>	<p><u>Grouping data</u></p> <p>This unit introduces pupils to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an</p>

	<p>remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p>	<p>understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.</p> <p>Pupils will begin by using labels to put objects into groups, and labelling these groups. They will demonstrate that they can count a small number of objects, before and after the objects are grouped.</p> <p>Pupils will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose.</p> <p>Finally, pupils will use their ability to sort objects into different groups to answer questions about data.</p>
History	<p><u>Superheros</u></p> <ul style="list-style-type: none"> • The lives of significant individuals in the past and compare life in different periods. • Explore superheroes in our everyday lives (our heroes, real life superheroes, Queen Elizabeth 2 and her work during WW2. 	<p><u>Nature, Nature Everywhere!</u></p> <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements. • Comparing Charles Darwin and David Attenborough
Geography	N/A this term	<p><u>Nature, Nature Everywhere!</u></p> <ul style="list-style-type: none"> • Identifying the seasonal weather patterns within the United Kingdom.
Art	<p><u>Superheroes</u></p> <ul style="list-style-type: none"> • Using colour mixing and different sized paintbrushes to paint a superhero. <p><u>Famous artists</u></p> <ul style="list-style-type: none"> • Andy Warhol - Pop Art • Extending use of variety of different drawing tools such as pencil, oil pastels and IT software to create a repeating image of the Queen. 	<p><u>Nature pictures</u></p> <ul style="list-style-type: none"> • Use of natural objects to create patterns and symmetry using an awareness of colour and shape. • Link with Andy Goldsworthy (Forest School activity)

D&T	<p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> Using fruit to design and make a healthy superhero smoothie. <p><u>Design, make and evaluate a model</u></p> <ul style="list-style-type: none"> Superhero vehicles 	<p><u>Build structures</u></p> <ul style="list-style-type: none"> Construct a hedgehog house and explore how it can be made stronger.
PE	<p><u>Dance</u></p> <ul style="list-style-type: none"> To perform a superhero dance using simple movements. <p><u>Outdoor games</u></p> <ul style="list-style-type: none"> Tag rugby - getting used to putting on belts and tags and tagging each other. Playing tagging games. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Equipment work developing balance agility and coordination. <p><u>Outdoor games</u></p> <ul style="list-style-type: none"> Football (dribbling skills, kicking and controlling the ball and movement). Small team games
RE	<p>(Hertfordshire agreed syllabus for RE - <i>Identity and Belonging, Symbols and Actions, Beliefs and Practises</i>)</p> <p><u>Belonging to a group/Community</u></p> <ul style="list-style-type: none"> Belonging to a family, group, religious group, club etc. 	<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><u>What was important to Jesus?</u></p> <ul style="list-style-type: none"> Easter Story Mother's Day - Feeding the five thousand Bible story
PSHE	<p><u>Belonging to a Community</u> What rules are; caring for others' needs; looking after the environment</p> <p><u>Media Literacy and Digital Resilience</u> Using the internet and digital devices; communicating online</p> <p><u>Money and Work</u> Strengths and interests; jobs in the community</p>	
Music	<p>Machines - Beat</p> <p>Seasons - Pitch</p>	<p>Animals - Pitch</p> <p>Weather - Exploring sounds</p>
Trips		
Role Play	Superhero den	Percy's hut, Bird hide, Vets (courtyard)
Events		Nature trail

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

Topics	Buckets and Spades	Buckets and Spades
English	<p><u>Writing focus (Fiction):</u></p> <ul style="list-style-type: none"> • Role play based on The Lighthouse Keeper's Lunch. • Acting out the story of Grace Darling. • Letter writing - Thank you letter to Grace Darling. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> • Vocabulary - Comparative language about the seaside from the past and present. • Questioning • Role play <p><u>SPAG:</u></p> <ul style="list-style-type: none"> • Writing for a range of purposes and using a variety of conjunctions. 	<p><u>Writing focus (Non-Fiction)</u></p> <ul style="list-style-type: none"> • Dictionary work • Writing a report about a sea creature. <p><u>Writing and speaking focus (Poetry):</u></p> <ul style="list-style-type: none"> • Reciting and performing poetry based on rough sea, calm sea. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> • Oral rehearsal/ presenting - reciting poems <p><u>SPAG:</u> Writing for a range of purposes and using a variety of conjunctions.</p>
Mathematics	See end document for overview of mathematics in Y1	
Science	<p><u>Animals</u></p> <ul style="list-style-type: none"> • Continue to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Using senses at the seaside 	
Computing	<p>Programming A - Moving a robot This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p>	<p>Programming B - Introduction to animation This unit introduces learners to on screen programming through Scratch. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify and create programs. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p>

History	<p>Seaside holidays in the past</p> <ul style="list-style-type: none"> • 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 	
Geography	<p>Features of the seaside, simple map skills</p> <ul style="list-style-type: none"> • 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. 	
Art	<p>Pastel and watercolour painting of Grace Darling rescue</p> <p>Observational drawings of fish</p> <ul style="list-style-type: none"> • Use of shading and different pencil techniques - to add detail to pictures <p>Clay sea creature</p> <ul style="list-style-type: none"> • Rolling and cutting using clay tools. 	<p>Collage of rough sea, calm sea colour mixing light to dark shades.</p> <ul style="list-style-type: none"> • 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 different textiles. • 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
D&T	<p><u>Sea creature sock puppets</u></p> <ul style="list-style-type: none"> • Use textiles fixed with glue to create a sea creature sock puppet. • Use a simple sewing technique to sew on buttons for eyes. 	

PE	<p><u>Multi skills</u></p> <ul style="list-style-type: none"> Go over skills learnt with Mr Laurence to get ready for sports day. <p><u>Outdoor games</u></p> <ul style="list-style-type: none"> Skills linked to sports day/Sports day practice Tennis 	<p><u>Dance</u></p> <ul style="list-style-type: none"> To perform an under the sea dance using simple movements. <p><u>Outdoor Games</u></p> <ul style="list-style-type: none"> Cricket and kick rounders
RE	<p>(Hertfordshire agreed syllabus for RE- <i>Prayer, Worship and Reflection, Sources of Wisdom, Human Responsibilities and Values</i>)</p> <p>What books are special to you?</p> <p>What books are special to different religious people?</p>	<p>(Hertfordshire agreed syllabus for RE- <i>Prayer, Worship and Reflection, Sources of Wisdom, Human Responsibilities and Values</i>)</p> <p>Looking at stories from special religious books - Bible</p> <p>Why are these stories important to religious people?</p>
PSHE	<p><u>Physical Health and Mental Wellbeing</u> Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p><u>Growing and Changing</u> Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p><u>Keeping Safe</u> How rules and age restrictions help us; keeping safe online</p>	
Music	<p>Storytime - Exploring Sounds</p> <p>Our Bodies - Beat</p>	<p>Water - Pitch</p> <p>Travel - Performance</p>
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.