

YEAR 1 Long Term plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literary Form	Fiction	Fiction	Fiction	Fiction -	Fiction Narrative – Traditional Tale	Fiction
Link to Main NC Area of Learning/Theme	Significant individual – Mary Anning Coasts	Significant Individuals – Mae Jemison and Kalpana Chalwa Changes within living memory – space race	Seasons and weather Animals	Plants Materials	Adventure stories Materials	Animals
Phonics, spelling Experience, Knowledge, Skills and Strategies	See Year 1 and 2 phonics and spelling planning					
National Curriculum Vocabulary, Grammar, Punctuation	<p>Word 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 Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>Sentence How words can combine to make sentences Joining words and joining clauses using and Text Sequencing sentences to form short narratives</p> <p>Punctuation 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</p> <p>Terminology for pupils letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>					
Oracy:	Speak clearly and confidently in a small group of known peers.	Use non-verbal signals to indicate agreement or disagreement.	Speak clearly when presenting learning to the class. E.g. recording a	Retell a story to a small group. Recognising when events are out of	Speak clearly and confidently when explaining displayed	Speak clearly and confidently using a script e.g. live presentation in showcase.

	Sequence events using the language of time or number. Begin to use sentence stems with some prompting.	Include 'because' in their contribution to justify ideas.	presentation for the showcase. Use sentence stems independently even if not always appropriately.	sequence and self-correcting. Be able to independently take turns and ensure all members contribute.	learning to an adult in the showcase. Recognise when the wrong stem has been used and choose a more appropriate one.	Request a book from the librarian. Explaining the title or topic and maintaining eye contact.
Extended Writing Outcome	Re-telling Narrative Poetry	Recount Non-chronological report Writing in role	Retelling Poetry	Description Letter writing in role	Diary Description Re-telling	Non-chronological report Narrative
Pie Corbett's progression in writing	Text Structure Consolidate Reception list Introduce: Fiction: Planning Tools: Story map / story mountain (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle /end to a story Understanding - 5 parts to a story: Opening <i>Once upon a time...</i> Build-up <i>One day...</i>	Sentence Construction Consolidate Reception list (See Conjunctions and Sentence Signposts doc.) Introduce: Types of sentences: Statements Questions Exclamations Simple Conjunctions: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i> <i>while</i> <i>when</i> <i>where</i> Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i>	Word Structure / Language Consolidate Reception list Introduce: Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i> Determiners: <i>the a my your an this that his her their some all lots of many more those these</i> Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i> Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i> Similes using as....as... e.g. <i>as tall as a house</i>	Punctuation Consolidate Reception list Introduce: Capital Letters: Capital letter for names Capital letter for the personal pronoun I Full stops Question marks Exclamation marks Speech bubble Bullet points	Terminology Consolidate: Finger spaces Letter Word Sentence Full stops Capital letter Simile – 'like' Introduce: Punctuation Question mark Exclamation mark	

	<p>Problem / Dilemma <i>Suddenly,.. / Unfortunately,..</i></p> <p>Resolution <i>Fortunately,..</i></p> <p>Ending <i>Finally,..</i></p> <p>Non-fiction: (Refer to Conjunctions and Sentence Signposts document for Introduction and Endings)</p> <p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a <i>them</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>-‘ly’ openers <i>Fortunately,..Unfortunately, Sadly,..</i></p> <p>Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using coordinating conjunctions and/or/ but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of ‘who’ (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i></p> <p>‘Run’ - Repetition for rhythm e.g.</p>	<p><i>as red as a radish</i></p> <p>Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>		<p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p> <p>Verb</p> <p>Conjunction</p> <p>Alliteration</p> <p>Simile – ‘as’</p>
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		<p><i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i></p>				
Maths	<p>Numbers to 10 Assessment week</p> <p>Place Value and Counting</p> <p>Addition & Subtraction (1 week + 3)</p>	<p>Addition & Subtraction (money)</p> <p>Multiplication including doubling and halving</p> <p>Place value – teen numbers</p>	<p>Shape</p> <p>Multiplication & Division</p> <p>Place Value (to 50)</p> <p>Measures – length and height</p>	<p>Addition & Subtraction</p> <p>Fractions</p> <p>Statistics</p>	<p>Addition & Subtraction</p> <p>Shape</p> <p>Multiplication & Division (Inc. Money)</p> <p>Place Value (to 100)</p>	<p>Time</p> <p>Position & Direction</p> <p>Measures – weight and capacity</p> <p>Consolidation (1 week + 3)</p>
Possible Maths Story Books	<p>Dog Loves Counting (Numbers to 10)</p> <p>Ten in the Bed (Numbers to 10)</p> <p>None the Number (Number)</p>	<p>The Shopping Basket (Subtraction)</p> <p>One is a Snail, Ten is a Crab (Counting, adding)</p>	<p>Have you seen my Monster (Shape)</p> <p>Circle. Square, Moose (Shape)</p> <p>Line up Please (Numbers to 50)</p>	<p>Give me half (Fractions)</p>	<p>100 People (Counting to 10)</p> <p>How Big is Million?</p> <p>Ship Shapes (Shape)</p>	<p>Little Rabbit's Tell the Time Book (Time)</p> <p>We all went on Safari</p>
Science	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (1)</p> <p>Identify and name a variety of common wild and garden plants</p>	<p>Observe changes across the four seasons. (1)</p> <p>Observe and describe weather associated with the seasons and how the day length varies. (1)</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (1)</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (2)</p> <p>WS strand: observing closely, using simple equipment and performing simple tests</p>	<p>Distinguish between an object and the material from which it is made. (1)</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.(1)</p> <p>Describe the simple physical properties of a</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (1)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (1)</p>

	<p>including deciduous and evergreen trees. (1)</p> <p>Identify and describe the basic structure of a variety of common flowering plants including trees. (1)</p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive (2)</p> <p>WS strand: asking simple questions and recognising that they can be answered in different ways, observing closely</p>		<p>for the basic needs of different animals and plants and how they depend on each other. (2)</p> <p>Describe how animals obtain their food from plants and other animals using the idea of simple food chain. (2)</p> <p>WS strand: observing closely, using simple equipment and performing simple tests</p>		<p>variety of everyday materials. (1)</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties. (1)</p> <p>Find out and describe the basic needs of animals including humans for survival. (2)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (2)</p>	<p>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 animals and plants and how they depend on each other. (2)</p> <p>WS strand: Identifying and classifying</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets. (Compare Croc and Bird) (1)</p>
History	<p>The lives of significant individuals in the past who have contributed to national and international achievements (Mary Anning)</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements (Mae Jemison and Kalpana Chalwa)</p> <p>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life (Space Race)</p>			<p>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life (Coronation of Queen).</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (Queen Elizabeth II)</p>	

		Changes beyond living memory (Remembrance, Thanksgiving)				
Geography	Use simple fieldwork and observational skills to study the geography of their school and its grounds Use locational and directional language near, far, left and right	Identify seasonal and daily weather patterns in the United Kingdom.	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Name and locate the world's seven continents and 5 oceans.	Use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, soil, valley, vegetation and key human features, including: city, town, village, shop, farm, house. Understand geographical similarities and differences thro: Description, letter writing in role, non-fiction ough studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting European country. Use world maps, atlases and globes to identify the United Kingdom and its countries. Name, locate and identify characteristics of the four countries and capital cities of the		Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to identify the United Kingdom and its countries. Understand geographical similarities and differences thro: Description, letter writing in role, non-fiction ough studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting European country. Understand geographical similarities and differences thro: Description, letter writing in role, non-fiction ough studying the human and physical geography of a small area of the United Kingdom, and of a small

				United Kingdom and its surrounding seas.		area in a contrasting European country.
Art	Sculpture		Printing		Textiles	
DT		Mechanisms		Joining Paper		Graphic Design
RE NAS: Norfolk Agreed Syllabus <i>Blue – Philosophy</i> <i>Green – Human/Social Sciences</i> <i>Yellow - Theology</i> CC: Challenge Curriculum	What is 'good' and what is 'bad'? How do people decide what is right and wrong? (NAS)	How do festivals/celebrations bring people together? Why do Christians celebrate Christmas? (CC)	Why are symbols and artefacts important to some people? (NAS)	What do religious people say God is like? What do Christians remember at Easter? (NAS)	What do Jews remember at Passover and Shavuot? (NAS)	What questions do religious stories make us ask? Can we find any answers? (NAS)
Music	Play untuned instruments musically Can I use instruments to compose simple musical patterns? Experiment with, create, select and combine sounds using the inter-	Listen with concentration and understanding to a range of high-quality live and recorded music Can I listen to a piece of music and share what the piece makes me imagine? Can I name some of the instruments I can hear?	Can I experiment with ways of making different sounds with the same instrument? (Sounds to accompany story) Can I experiment with playing different instruments in a group?	Can I sing simple songs with expression? (Sea shanties) Can I explore different ways of using my voice?	Listen with concentration and understanding to a range of high-quality live and recorded music Can I create a piece of music based on a theme or criteria?	Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music (Singing African

	related dimensions of music (Compose sounds to fit story)					songs and composing African soundscapes)
PE	Moving and travelling <i>Y1 Fundamentals</i> <i>Y1 Athletics</i>	Sending and receiving <i>Y1 Sending and Receiving</i> <i>EYFS Ball Skills</i> <i>Y1 Ball Skills</i>	Balancing and performing <i>EYFS Dance 2</i> <i>EYFS Gymnastics 1</i>	Attacking and defending <i>Y1 Invasion Games</i> <i>EYFS Games 1</i>	Coordinating and controlling <i>Y1 Dance</i> <i>Y1 Target Games</i>	Striking and fielding <i>Y1 Striking and Fielding</i> <i>Sports Day</i>
Computing	Online Safety Can I keep my password private? Can I tell you what personal information is? Can I tell an adult when I see something unexpected or worrying online? Can I talk about why it's important to be kind and polite? Can I recognise an age appropriate website? Can I agree and follow sensible online safety rules?	Programming Can I give instructions to my friend and follow their instructions to move around? Can I begin to use software/apps to create movement and patterns on a screen? Can I use the word debug when I correct mistakes when I program.	Technology in our Lives Can I recognise the ways we use technology in our classroom? Can I recognise ways that technology is used in my home and community? Can I use links to websites to find information? Can I begin to identify some of the benefits of using technology?	Multimedia Can I be creative with different technology tools? Can I use technology to create and present my ideas. Can I use the keyboard or a word bank on my device to enter text? Can I save information in a special place and retrieve it again?	Programming Can I describe what happens when I press buttons on a robot? Can I press the buttons in the correct order to make my robot do what I want? Can I describe what actions I will need to do to make something happen and begin to use the word algorithm? Can I begin to predict what will happen for a short sequence of instructions?	Handling Data Can I talk about the different ways in which information can be shown? Can I use technology to collect information, including photos, video and sound? Can I sort different kinds of information and present it to others? Can I add information to a pictograph and talk to you about what I have found out?
RSE	My rights and responsibilities Can I understand how some diseases are spread? Can I understand the right to be protected,	Asking for help Can I identify the people who look after me? Can I understand who to go to if I am worried? Can I ask for help or attract the attention of an adult?	My feelings Can I communicate about feelings? Can I recognise how others show feelings? Can I understand how to respond to feelings?	My beliefs Can I identify and respect the differences and similarities between people?	My relationships Can I understand the importance of listening to other people to play and to work? Can I resolve simple arguments through strategies of negotiation?	My body Can I correctly name the main parts of the body? Can I name the parts of external genitalia using scientific terms?

	and to protect other people from disease?					
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