Year One Long Term Plan 2022/2023

Autumn 1 What season is it?	Autumn 2 What shall we celebrate?	Spring 1 What makes a superhero?	Spring 2 How Does Your Garden Grow?	Summer 1 What could be hatching out of the egg?	Summer 2 Fur, feathers or scales?
Maths baseline: -order, read, and write numbers to 10 / 20. -Match objects to 10/20 Maths WRM Block 1 **Number and Place Value to 10** -sort and group sets of objects -Count forwards and backwards from any number to 10 -Identify one more, one less with numbers to 10 -Identify and represent numbers using objects and pictorial representations to 10 -Read and write numbers from 0 to 10; use knowledge of place value to position these numbers on a number line *Week 1 of WRM Block 2	Maths WRM Block 2 **Addition and subtraction within 10** **Calculations** -Understand, record and use vocabulary related to addition and subtraction -Solve addition and subtraction problems to 10 and using equipment to support. -Know and recall all pairs of numbers with totals to 10 WRM Block 3: **Shape** -Name common 2d and 3d shapes i.e. circle, square, rectangle, cube -Sort and group 2D and 3D shapes - Create patterns using 2d and 3d shapes WRM Block 4 **Number: Place Value to 20**	Maths WRM Block 5 Number: Addition and Subtraction within 20 Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= □ – 9 WRM Block 6 Place Value (2 weeks and continue after half term) Count to **50** forwards and backwards, beginning with 0 or	Maths WRM Block 7 **Measurement: Length and Height** Measure and begin to record lengths and heights. **Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short,** double/half) **Measurement: Weight and Volume** Measure and begin to record mass/weight, capacity and volume. **Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than,** half,	Maths WRM Block 8 **Number: Multiplication and Division** Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Maths WRM Block 9 **Number: Fractions** Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Compare, describe and solve practical problems for: lengths and heights (for example,** long/short, longer/shorter, tall/short, **double/half)** **Compare, describe and solve practical problems for: mass/weight [for example,**	Maths WRM Block 10 **Number: Place Value** **Count to and across 100,** forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. Maths WRM Block 11 **Measurement: Money** Recognise and know the value of different denominations of coins and notes. WRM Block 11 **Measurement: Time** Sequence events in chronological order using language [for example, before

Year One Long Term Plan 2022/2023

	Count to **twenty**, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to **20** in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. ***Consolidation: week 12**	1, or from any number. Count, read and write numbers to **50** in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. **Count in multiples of twos, fives** and tens.		heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, **half, half full, quarter**] WRM Block 10 **Geometry: position and direction** Describe position, direction and movement, including whole, half, quarter and three quarter turns	and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds) Maths WRM Block 12: Consolidation
Literacy A speech bubble for Titch - **Baseline** **Labels, Lists and Captions:** You'll soon grow into them Titch. -Writing a sentence -Labelling a picture -List clothes -story sequencing The Little Red Hen **Narrative:** -Retell and write a simple	Literacy **Stories from a Range of cultures-** Runaway Chapatti **Letter** Write to Father Christmas **Pattern and Rhyme** - Introduce and explore rhyme - **Poetry**- fireworks, senses, seasons **Instructions** Reindeer Food	Literacy Avocado Baby **Narrative:** -Retell, sequence and write a simple story- character descriptions **Non-fiction** Information Texts- Features of Non-Fiction texts- create a factsheet/ fact board about people who help us- real life superheroes: **Florence Nightingale**	Literacy Non Fiction **Instructions**: how to plant a seed/how to make a fruit kebab ***Explanation Texts*** *How does a sunflower grow.* **Report**- about weather types/ link to Geography **Grammar Focus** -Capital letters, full stops, finger spaces _ using and to extend a	Literacy Where's Fred? **Narrative:** -Retell and write a simple story- setting focus **Non-fiction:** lifecycle of a Bird **Recount Easter** Holiday News **Grammar Focus** -Capital letters, full stops, finger spaces - Simple adjectives i.e. big, small, kind, lovely	Literacy Mr Wolf's Pancakes Traditional tale: mini theme for phonic screening week i.e. Three Billy Goats, Three little pigs: **Recount:** My school trip **Poetry**: Summer fun **Grammar Focus** -Capital letters, full stops, finger spaces

Year One Long Term Plan 2022/2023

story: Little Red Hen **Instructions** -How to make a fruit face **Grammar Focus** -Capital letters, full stops, finger spaces - Simple adjectives i.e. big, small, kind, lovely -Recognising and matching upper and lower case letters	Make a snowflake **Recount**: Trip to Norden Farm **Grammar Focus** -Nouns and verbs -Capital letters, full stops, finger spaces - Simple adjectives i.e. big, small, kind, lovely - using and to extend a sentence	**Grammar Focus** -Capital letters, full stops, finger spaces - using and to extend a sentence- Simple adjectives i.e. big, small, kind, lovely - using and to extend a sentence -plurals (s/-es) endings	sentence - Simple adjectives i.e. big, small, kind, lovely -Use connectives of sequence: *first, second, then* -Exclamation marks	-using and to extend a sentence -Comparative adjectives are simple: they allow us to use language to describe that one thing has more of something than another noun. In other words, this kind of adjective allows us to compare two things Read more at http://grammar.yourdictionary.com/parts-of-speech/adjectives/what-is-a-comparative-adjective.html#gzCbocrIxLiMHQxA.99 Superlative adjectives -Exclamation marks -Question marks	- Simple adjectives i.e. big, small, kind, lovely -using and to extend a sentence Suffixes of verbs, adding "-ed" or "-ing" Use the prefix of "un-" to create antonyms: *happy – unhappy* *kind – unkind* --Exclamation marks -Question marks
REAL PE: **Personal** L1 Bike ride- footwork (C) Pirate adventure – static balance one leg (B) L2 Real Gym At home -Shape Jungle trip - travel	REAL PE: **Social** L1 Moon adventure-Jumping and landing (A) Fun in the jungle – seated balance (B) L2 Real Dance – Shapes solo Artistry musicality Partnering shapes	REAL PE: **Cognitive** L1 Real gym Park life – flight Toy box – rotation L2 Real PE Puffing along – Balance on a line (B) Line out – static balance (B)	REAL PE: **Creative** L1 Real Dance – Circles solo Artistry abstraction Artistry making L2 Real PE Clown's naughty ball – ball skills (C) Off to the seaside – counter balance (B)	REAL PE: **Physical** L1 Real PE Ball tricks – sending and receiving (C) Magic bean -Reaction response (A) L2 Healthy competition	REAL PE: **Health and Fitness** L1 Real PE The hairy scary woods – ball chasing (A) Little kitties – Floor work (B) L2 Yoga / Real Play (based on needs class)
PSCHE – Rights Respecting- September-Article 2 October-Article 14	PSCHE – Rights Respecting November-Article 15 December-Article 31	PSCHE – Rights Respecting January-Article 12 and 13 February-Article 24	PSCHE – Rights Respecting March- Article 6 and 27	PSCHE – Rights Respecting April-Article 30 May-Article 29	PSCHE – Rights Respecting June-Article 22 July-Article 7

Year One Long Term Plan 2022/2023

RE **Belonging -** Agreeing rules for the classroom; What groups do I belong to? How does belonging to a group affect who I am? **Harvest** - The celebration of **harvest,** why do we celebrate? Why should we give food to those who need it?	RE **Special Occasions** What special times do I celebrate with my family and friends? How do religious people celebrate? How do people from the Hindu and Sikh religions celebrate Diwali? The idea of good overcoming evil. As Christmas approaches, learn about the traditions surrounding advent. Read and discuss the Christmas story. Learn that for Christians Jesus is the light of the World.	RE **Important people** Who is important to me and why? Who is special to religious people? How do special people influence how we behave? Learn about Chinese New Year, the naming of the year after a different animal, how it is celebrated, the lion and dragon dances.	RE *Read and discuss the Christian story of "The Good Samaritan." Why is it good to help others? What can we do?* *Learn about the Sikh festival of Vaisakhi (13th April) How is it celebrated?* *Learn about the 5 Ks and why these are important to Sikhs.* (Mother's Day 27/3) (Easter traditions)	RE **Our World** What do religious stories tell us about how the world began? How should we look after our planet and the animals in it? Discuss books that are special to the children. Look at a bible and a Guru Granth Sahib. Why are these special books?	RE **Important Places** Visit to St Margaret's church. Learn the names for some of the important features e.g. font, pulpit. Think of questions to ask the local vicar. What makes some places important in religions? What can special places tell us about people and their beliefs?
History Looking at the lives of two contrasting artists of seasonal paintings: Gustav Klimt 'Birch Forest' and Bruegel the Elder 'The Harvesters'	History **Remembrance Day** Why do we remember?	History Looking at the life of Florence Nightingale and the impact she had on the lives of others.		History **Seaside holidays** *Key features of seaside holidays* *Differences and similarities* *Continuity and change* *Grandparents morning – questions about their seaside holidays*	History **Significant people and places in the local area** *St Margarets churchyard – head teacher graves* *Where did they live?* *Find their houses?* *What were their lives like?*
Geography **Key story: The Little Red Hen** *Discussions of the weather and the key language to use for describing the weather*	Geography **Key Story: The Runaway Chapatti** *Mapping skills: making simple maps of the classroom, drawing line maps of a walk to school, drawing imaginary maps for*	Geography Comparing features of the countryside and the town and naming the key features Using positional language eg left, right, forwards and backwards. Writing your own address	Geography Environmental issue which affects us ("Duffy's lucky escape" – sea pollution) Studying the weather; weather symbols and weather report Comparison of weather in	Geography Identifying and naming the countries and capital cities of the UK Identifying and naming the seas and oceans around the UK	Geography Local area study Walk to St Margaret's church Key vocabulary for geographical features of the village

Year One Long Term Plan 2022/2023

	the story *Use simple atlases and maps*		UK to another global location		
Music (Music Express) Ourselves Number	Music (Music Express) Animals Weather	Music (Music Express) Machines Seasons	Music (Music Express) Our School Our Pattern	Music (Music Express) Story time Our bodies	Music (Music Express) Travel Water
Science **Animals including Humans: part 1:** learn, draw and label parts of our bodies I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Seasonal changes-** Introduce four seasons Season focus: Autumn I can observe changes across the 4 seasons. I can observe and describe weather associated with the seasons and how day length varies.	Science **Seasonal changes-** Winter I can observe changes across the 4 seasons. I can observe and describe weather associated with the seasons and how day length varies. **Animals including Humans** The five senses I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Science **Seasonal Changes**- Spring I can observe changes across the 4 seasons. I can observe and describe weather associated with the seasons and how day length varies.	Science **Plants:** name common plants Sort objects into twigs, leaves and flowers sort leaves into deciduous and evergreen Identify and explain parts of a flower/ plant: roots, stem, leaves, petals, flower head, seeds Learn what plants need to survive -plant a sunflower/ potatoes I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can identify and describe the basic structure of a variety of common flowering plants, including trees.	Science **Everyday Materials** Identify, describe and sort everyday materials i.e. wood, metal, plastic, glass, brick, rock, paper and cardboard I can distinguish between an object and the material from which it is made. I can identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. I can describe the simple physical properties of a variety of different materials. I can compare and group together a variety of everyday materials on the basis of their simple physical properties.	Science **Animals (including humans) part 2** Name different animals Draw and label different animals Sort and group animals into: mammals, reptiles, insects, birds, amphibian and fish Understand and group animals in vertebrates and non-vertebrates I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. **Seasonal Changes-** Spring/Summer

Year One Long Term Plan 2022/2023

					I can observe changes across the 4 seasons. I can observe and describe weather associated with the seasons and how day length varies.
ICT E-safety Purple Mash Unit 1: 1 Exploring Purple Mash (4 lessons) Unit 1:2 Grouping and sorting (2 lessons)	ICT Purple Mash Unit 1: 3 Pictograms (3 lessons) Unit 1:4 Lego builders - following instructions (3 lessons)	ICT Purple Mash Unit 1: 5 Maze Explorers-2Go/LOGO (3 lessons)	ICT Purple Mash Unit 1:6Animated Story books (5 lessons)	ICT Purple Mash Unit 1: 7 Coding: simple programming (6 lessons)	ICT Purple Mash Unit 1:8 Spreadsheets (3 lessons) Unit 1:9 Technology outside school (2 lessons)
D+T Planning the ingredients and preparing fruit to make a fruit face.	D+T Designing and making Christmas decorations.	D+T Making and tasting healthy sandwiches.	D+T Experimenting with techniques to make a pop up Easter card.	D+T Designing, making and evaluating furniture for a teddy. Designing, making and evaluating materials to make a boat that floats.	D+T Bridge building competition (link to Billy Goats mini topic) Designing and making puppets for story telling activities.
Art **Seasonal Art** -Observational Drawing of Autumn fruit and leaves (link to Science) **Printing** To create an autumnal tree/ background using a variety of materials e.g. sponges, fruit, vegetables and demonstrating a range of techniques e.g. rolling, pressing, stamping and rubbing.	Art **Firework art** **Painting** Create a "Firework sky" inspired by Jackson Pollack splatter paintings. Children to experiment with brushes/brush strokes and other painting tools. **Textiles - weaving** Create a colourful blanket/wall hanging/mat inspired by the Indian setting of "The Runaway Chapatti". Children to	Art **Pop goes Wow!** Learn about the pop artist Roy Lichtenstein. Respond to his pop art designs and art work. Create a Roy Lichtenstein inspired self-portrait and comic -book style piece of word art using a variety of media e.g. paints, crayons, felt tips and pastels.	Art **Flower power** Observational drawing of spring flowers (link to Science) Learn about the flower artist Georgia O'Keeffe and respond to her paintings. Create Georgia O'Keefe inspired flowers using a variety of media e.g. paint, crayons, felt tips and pastels.	Art **What is sculpture?** Introduce and explore different folding techniques by creating a simple 3D paper sculpture. **Project**: Create a bird sculpture inspired by the English text "Where is Fred?" by using a variety of natural recycled and manufactured materials for sculpting e.g. feathers, card, netting, material.	Art **Collage** Create Helen Fielder/Michael Koek inspired animal portraits using a variety of cut, torn and glued materials e.g. newspaper, netting, card.

Year One Long Term Plan 2022/2023

	explore pattern. Decorating and adding detail to their design using natural materials/different media. **Design and create a Christmas card**				
Trips/visits/themed week Art week/harvest 10th Oct.	Trips/visits/themed week Physical focus 29th Oct Norden Farm Theatre	Trips/visits/themed week Healthy habits focus 9th January World Week 6th Feb	Trips/visits/themed week Well-being focus 17th April	Trips/visits/themed week Odds Farm	Trips/visits/themed week Stem week 5th June Phonics screening 12th June