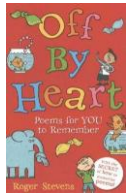
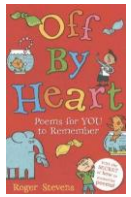
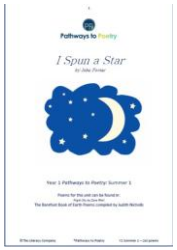
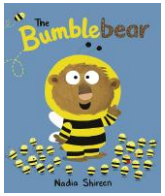
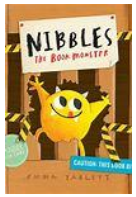
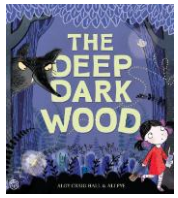
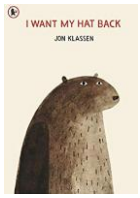
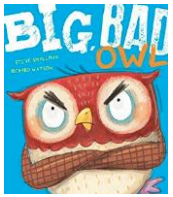
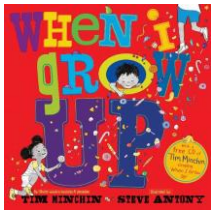
Year 1 Long Term Plan 2024 – 2025

Year group: One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
High Peformance Learning VAAs (Values, attitudes and attributes)	 **Learn** Dynamic (enquiring) Enterprising and creativity Open-minded Fearless (risk-taking)	 **Achieve** Perseverance Resilience Aspirations (+practice)	 **Respect** Collaborative Helpful (concern for society) Listening (+confident)	 **Learn** Dynamic (enquiring) Enterprising and creativity Open-minded Fearless (risk-taking)	 **Achieve** Perseverance Resilience Aspirations (+practice)	 **Respect** Collaborative Helpful (concern for society) Listening (+confident)
High Performanc e Leaning ACPs (Advanced cognitive performanc e characteristi cs)	**Metathinking**  • Thinking skills to solve a problem • Describing the thinking skills • Recognising that errors are part of learning • Consider what worked well and what did not • Suggest goals for improvement • Different approaches to solve a problem • Justify appropriate strategies • Communicate views based on experiences	**Linking**  • Recognise simple patterns or similarities • Connect different facts • Recognise big ideas • Find solutions to problems • Recognise different perspectives	**Analysing**  • Ask simple questions • Explore ideas • Use of symbols, vocabulary and language • Use a given approach to solve problems, ideas or tasks	**Creating**  • Understand rules in different domains • Ask ‘what if?’ • Brainstorm ideas for simple problems • Create variations to accepted ideas Create new ideas	**Realising**  • Recall key facts, concepts and ideas • Develop skills with accuracy	**Review of Metathinking, Linking, Analysing, Creating and Realising.** 

Maths	**Place Value within 10 (3 weeks)** • Count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 10 in numerals; count in multiples of 2s, 5s and 10s • Given a number, identify 1 more and 1 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 • Read and write numbers from 1 to 20 in numerals and words **Addition and subtraction (3 weeks)** • Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • Represent and use number bonds and related subtraction facts within 10 • Add and subtract one-digit and two-digit numbers to 10, including 0 • Solve one-step problems that involve addition and subtraction	**Place Value within 20 (3 weeks)** • Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 20 in numerals; count in multiples of 2s, 5s and 10s • Given a number, identify 1 more and 1 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 **Addition and subtraction (3 weeks)** • Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • Represent and use number bonds and related subtraction facts within 20 • Add and subtract one-digit and two-digit numbers to 20, including 0 • Solve one-step problems that involve addition and subtraction **Length and height (1 week and 4 days)**	**Place Value to 50 (3 weeks)** • Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 50 in numerals; count in multiples of 2s, 5s and 10s • Given a number, identify 1 more and 1 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 **Addition and subtraction (2 weeks and 4 days)** • Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • Solve one-step problems that involve addition and subtraction	**Place Value within 100 (2 weeks)** • 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; count in multiples of 2s, 5s and 10s • Given a number, identify 1 more and 1 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 **Capacity Y1/2 (2 weeks)** • Compare, describe and solve practical problems • Measure and begin to record • Choose and use appropriate standard units to estimate and measure • Compare and order volume/capcity **Position and direction Y1/2 (2 weeks)** • Describe position, direction and movement, including whole, half, quarter and three-quarter turns • Order and arrange combinations of mathematical objects	**Multiplication and division (3 weeks)** • 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 **Mass Y1/2 (1 week and 4 days)** • Compare, describe and solve practical problems • Measure and begin to record • Choose and use appropriate standard units to estimate and measure • Compare and order mass	**Shape Y1/2 (3 weeks) recognise and name common 2-D and 3-D shapes** • Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • Compare and sort common 2-D and 3-D shapes and everyday objects **Money (1 week)** • Recognise and know the value of different denominations of coins and notes **Statistics Y2 (3 weeks)** • Interpret and construct simple pictograms, tally charts, block diagrams and tables • Ask and answer simple questions by counting the number of objects in each category and sorting

		• Compare, describe and solve practical problems • Measure and begin to record • Appropriate standard units to estimate and measure • Compare and order length		in patterns and sequences • Use mathematical vocabulary to describe position, direction and movement,		the categories by quantity • Ask-and-answer questions about totalling and comparing categorical data
Poetry Recite poems and nursery rhymes	**Sea Songs**  Outcome: Writing outcome: Write a verse with actions	**There are No Such Things as Monsters! By Roger Stevens**  Outcome: Descriptive poem based on a model	**If I Had a Beak by The Literacy Company**  Outcome: Descriptive poem using the senses	**At the Zoo by W.M. Thakery**  Outcome: List poems	**I Spun a Star by John Foster**  Outcome: List poem	**I Am the Seed that Grew the Tree by Fiona Walters** **Plum by Tony Mitton**  Outcome: Senses poem
English	**The Bumblebear by Nadia Shireen**  **Lost and Found by Oliver Jeffers** 	**Nibbles by Emma Yarlette**  **In the Deep Dark Wood by Algy Craig Hall** 	**Lion Inside by Rachel Bright** 	**Curious Case of the Missing Momouth by Ellie Hattie**  **I want my hat back by Jon Klassen** 	**Toys in Space by Mini Grey**  **The Big Bad Owl by Steve Smallman** 	**Goldilocks and Just the One Bear by Leigh Hodgkinson** 

Outcomes linked to driver text	**Revisit outcome:** a letter **Writing outcome:** to retell the story, to write a diary	**Revisit outcome:** instructions on how to catch Nibbles **Writing outcome:** to write a diary entry, to write a recount	**Revisit outcome:** diary entry **Writing outcome**: to write a plot-driven narrative	**Revisit outcome:** to write a fact file about mammoths **Writing outcome:** to write an adventure narrative	**Revisit outcome:** Fact file on tortoises **Writing outcome:** To write a fantasy story with a change of character	**Revisit outcome:** diary from the perspective of a traditional fairytale character **Writing outcome:** To write a new version of the story with a new character or new setting
Text to celebrate diversity and inclusion	**Is it always easy to make new friends?** **Meesha Makes Friends by Tom Percival**  **Writing outcome:** to write instructions on how to be a good friend	**What does light represent to me?** **The Light Within You Namita Moolani Mehra**  **Writing outcome:** Invitation to Nani's Diwali celebrations	**Are things always as they first seem?** **Grandpa's Gift by Fiona Lumbers**  **Writing outcome:** recount of the day including a setting description	**What makes me an individual?** **I like bees, I don't like honey by Sam Bishop**  **Writing outcome:** to write a poem about similarities and differences	**What could my future look like?** **When I Grow Up by Tim Minchin**  **Writing outcome: informative** speech about personal aspirations	**How can small actions have a big impact?** **Somebody Swallowed Stanley by Sarah Roberts and Hannah Peck**  **Writing outcome:** recount of Stanley's journey
Class Author Study	**Julia Donaldson**	**Oliver Jeffers**	**Mini Grey**	**Benji Davis**	**Martin Waddell**	**Allan Ahlberg**

Science	**How does the weather change across the year?** Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.					
	Are all objects made from the same material? • Distinguish between an object and the materials • Explore a variety of everyday materials • Identify simple physical properties of everyday materials • Compare and group everyday materials		**Have you ever seen these animals?** • Explore a variety of common animals • Distinguish between carnivores, herbivores and omnivores • Compare the structure of common animals • Identify the basic parts of the human body and senses		**Which plants grow in our school grounds?** • Explore a variety of common, wild and green plants • Identify the basic structure of a variety of common flowering plants, including trees	
History	**How has shopping changed in England?** • Describe how shops have changed from the past to the present and describe similarities and differences between them. • Recognise how supermarkets changed people's lives. • Explain how payments methods have changed from the past to now. • Create a sketch map our the shops in the local area.		**How have explorers changed the world?** • Explain what explorers do and name equipment or transport an explorer would need. • Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). • Describe how an explorer is significant and how they impacted events or people's ideas. • Sequence events on a timeline and use this to retell a story.		**How did Rosa Parks and Ruby Bridges change the world?** • Recognise why certain individuals e.g. Rosa Parks are significant in history. • Look at simple artefacts and pictures to ask questions about the past. • Describe some similarities and differences between the past and the present. • To identify how a historical event can change people's lives.	
Geography	**Why is Chapelford unique?** • Develop understanding of the local area • Compare and contrast rural and urban • Use fieldwork to recognise features of local area • Explore a range of maps and their purpose		**What is the weather like in the UK?** • Name and order the months of the year and seasons • Compare and contrast seasons and identify key features of each • Use Geography skills to predict, record and begin to analyse the weather in the UK • To identify weather patterns in the uk		**What makes the United Kingdom beautiful?** • Name, locate and identify characteristics of the four countries • Name and locate capital cities • Explain differences between human and physical features • Describe some features of the UK	
Art and Design	**Drawing:** **How can we create circles on different surfaces?** • Control drawing tools • Make line and curved drawings including circles	**Print Making:** **How can we print in a repeat pattern?** • Experiment with a variety of textures and surfaces • Make prints of a repeated pattern using	**Creative response using drawing and printmaking (PAN):**	**Painting:** • I can make simple prints using my hands and feet. • I can explore my environment and take rubbings of textures I find. • I can use my rubbings to make an image. • I can push objects I find into plasticine and make prints.	**3D sculpture:**	**Painting and 3D sculpture:**

	• Experiment with a variety of tools and textures • Make large scale drawings	shapes and other designs		• I can draw into the surface of the foam board and print from the plate. • I can create a repeat print. • I can create a sequenced print.		
Design Technology	**What is a puppet and how do I make one?** • Understand use of a template • Know some joining techniques and which are temporary and permanent • Cut fabric with scissors • Reflect on finished product		**Mechanisms - Wheels and axles**		**Food**	
Music	**How do pulse, rhythm and pitch work together?** • Explore Old-School Hip Hop Music. • Find the pulse and march in time with the pulse. • Copy back and clap back rhythms over a track.	**How can you incorporate pitch, rhythm and pulse through rapping, dancing and singing?** Recognising and naming instruments from listening to the music. Singing accurately and time with the music.	**How to be in the groove with different styles of music?** • Explore reggae music. • Identifying 5 different music styles: Blues, Baroque, Latin, Irish Folk and Funk. • Learning how to play rhythms using C and D on a glockenspiel.	**How can we use our imagination to create music?** • Explore the style of pop music.	**How has music developed overtime?** • Consolidate our learning from the year. Take a look at the history of music. • Learn some of the language of music.	
Listening Whole School	**Classical** Gustav Holst 'The Planets'	**Music for Film** Collection of Works by John Williams	**Classical** Collection of Works by Mozart, Beethoven and Bach	**Music Through the Ages** Live and Recorded Music from 1950s – 1980s.	**Music Through the Ages** Live and Recorded Music from 1990s – Present Day.	**Music from Other Cultures** Listening to traditional music of tribes and cultures across the globe.
Computing	**Information Technology:** How do we use technology in our everyday lives? • Explain how technology helps us. • Switch and log onto a computer • Use a mouse to drag and click • Type own name on a computer • Save work to a file		**Computer Science** How might I program a robot • Match a command to an outcome • Run a command on a device • Predict the outcome of a sequence involving 'forwards' and 'backwards' commands • Choose the order of commands in a sequence • Identify several possible solutions		**Digital Literacy:** Can we send a rocket to the moon? • Use a computer to make a list • Explain the benefits of making a list on the computer. • Use a basic range of tools on graphic editing software to design a rocket. • Sequence instructions • Follow instructions to build their model rocket • Input data about their rockets into a table or spreadsheets/	

Physical Education	**Why is it important to move quickly in dodgeball?** • I can show control of a ball with basic actions. • I can move the ball in different ways, practising throwing overarm and underarm techniques. • I can roll a ball with some accuracy. • I can develop fundamental movement skills, becoming increasingly confident. **Fundamental Movement** • Skill 8: I can throw a tennis ball and catch the rebound with the same hand after one bounce. • Skill 8: I can throw a tennis ball and catch the rebound with the same hand. • Skill 12: I can react and catch a tennis ball dropped from shoulder height after 1 bounce.	**How do I perform movement phrases with different parts of the body?** • I can respond imaginatively to a range of stimuli. • I can move confidently and safely in my own space, using changes of speed, level and direction. • I can perform movement phrases using a range of different body actions and body parts – with control and accuracy. • I can create linked movements, combining different ways of travelling **Fundamental Movement** • Skill 4: I can stand on a line with good stance for 10 seconds. • Skill 3: can round and point to ceiling with either hand in mini-front support. • Skill 3: I can place cone on	**How do I control a tennis ball?** • I can engage in cooperative physical activities. • I can explore different ways to move with and use the ball. • I can strike a ball with accuracy. • I can send and pass a ball – developing my throwing technique. • I can catch/stop and send/pass a ball – developing my throwing and catching techniques. • I can move fluently changing speed and direction **Fundamental Movement** • Skill 11: I can chase a ball rolled by a partner and collect it in balanced position facing the opposite direction. • Skill 6: I can jump from 2 feet to 2 feet forwards, backwards and side to side. • Skill 6: I can jump from 2 feet to 2 feet with a quarter turn in both directions.	**How do I hit a target when throwing?** • I can show good teamwork and sportsmanship when taking part in competitive throwing. • I can develop overarm throwing technique. • I can practise the underarm throw technique. • I can show a basic level of control, coordination and consistency when running. • I can explore and practise a variety of movements including running, jumping and throwing. • I can experiment with different jumping techniques, showing control, coordination and consistency. **Fundamental Movement** • Skill 2: can balance with 1 hand/ 1 foot down • Skill 2: I can balance with 1 hand or 1 foot down • Skill 2: I can balance with no hands or feet down.	**Hw do I create different shapes with my body?** • I can move with purpose and accuracy. • I can copy, create and explore different ways of travelling and link a range of movements and shapes, safely. • I can develop balance and coordination. • I can learn and develop the quality of an egg roll. • I can perform basic jumps with quality and control. • I can remember and repeat sequences of gymnastic actions. **Fundamental Movement** • Skill 1: I can stand still on one leg for 10 seconds. • Skill 10: I can combine side-steps with 180° front pivots off either foot. • Skill 10: I can combine side-steps with 180° reverse pivots off either foot	**How do I strike a ball?** • I can understand and follow simple rules for games. • I can compete in physical activities. • I can move fluently, changing direction and speed. • I can show basic control of the ball when striking. • I can successfully receive a ball, understanding the concept of moving to get in line with the ball to receive it. • I can apply skills and tactic in simple games. **Fundamental Movement** • Skill 5: I can walk forwards with fluidity and minimum wobble. • Skill 5: I can walk backwards with fluidity and minimum wobble.

		back and take it off with other hand in mini-front support.				• Skill 7: I can sit holding 1 hand with toes touching, lean in together then apart. • Skill 7: I can sit holding hands with toes touching and rock forwards, backwards and side-to-side.
	Football					
Religious Education	**Christianity (God)** Why do Christians say that God is a 'Father'?	**Christianity (Jesus)** Why is Jesus special to Christians?	**Islam** How might beliefs about creation affect the way people treat the world?	**Judaism** Why might some people put their trust in God?	**Hindu dharma** What do Hindus believe about God?	**Christianity (Church)** How might some people show that they 'belong' to God?
PHSCE	**What relationships are important to me?** • Understand that families can include a range of people. • Understand who my friends are and what people like to do with friends • Explain that friendships can have problems and learn ways to overcome these problems. • Describe how the actions of others can affect people. • Explain what a stereotype is	**How can I keep my mind and body healthy?** • Understand that germs can be spread by having bad hand hygiene. • Describe the five S's for sun safety: slip, slop, slap, shade, sunglasses. • Describe how sleep helps my body to repair itself, to grow and restores my energy. • Identify my strengths as things I am good at. • Identify some qualities that describe what I am like.	**How can I keep myself and my body safe from harm?** • Describe who works in my school • Describe how to respond to visitors in school • Understand who my trusted adults are and that I should speak to them if I am ever worried or feel uncomfortable about another adult • Identify which substances are safe to put into and onto my body • Describe what to do if there is an accident in my home • Understand that there are people in the local community who help to keep us safe	**Why are rules important?** • Explain why the class and school rules are important. • Discuss the different needs of a range of pets. • Describe some of the needs of babies and young children. • Recognise some similarities and differences between themselves and others. • Identify some groups which they belong to. • Recognise that different	**Kidsafe Unit** • To equip participating children with effective skills to keep themselves safe from various forms of child abuse, without shattering their innocence.	**Where does money come from?** • Explain how children might get money. • Explain some different ways to keep money safe. • Discuss the role of banks and building societies. • Recognise that people may make different choices about spending or saving. • Explain that a range of jobs exist in and out of school and

				individuals belong to different groups. • Explain why voting is a fair way to make a decision involving a lot of people.		that different skills are needed for jobs.