
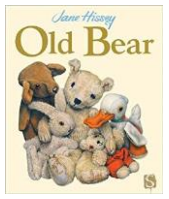


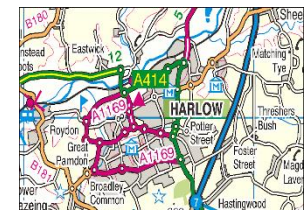



**Year 1 Long Term Plan for Learning**

<b>Autumn term</b>		<b>Spring term</b>		<b>Summer term</b>	
<b>Mini topic- The Colour Monster</b>  	<b>Main topic- Toys</b>    <b>Topic from a story- Old Bear stories</b>	<b>Mini topic- Winter</b>  	<b>Main topic- Explorers</b>    <b>Topic from a story- The Great Explorer</b>	<b>Main topic- Harlow</b>  	<b>Mini topic- Sporting Event</b>  
<b>Reading</b> <b>The children in Year 1 will take part in whole class reading lessons and guided reading in groups.</b> <i>The children will be working on these skills across the year in their reading;</i>					
<p><b>Sounds</b> KPI-Respond quickly with the correct sound for graphemes (for all 40+ phonemes), including, where applicable, alternative sounds for graphemes. KPI-Apply phonic knowledge and skills to decode words.</p> <p><b>Read</b> KPI-Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words)</p> <p><b>Retrieve</b> KPI-Answer questions at the end of a story.</p> <p><b>Clarify &amp; Explain</b> Explain their understanding of what is read to them.</p> <p><b>Text Organisation</b> -Know and retell stories, fairy stories and traditional tales.</p>					
<p><b><i>In the Autumn term the children will work on these reading skills;</i></b></p> <p><b>Text Organisation</b> -Recognise and join in with recurring language.</p> <p><b>Poetry</b> -Join in with stories or poems.</p> <p><b>Sequence</b> -Discuss the significance of the title and events.</p> <p><b>Read</b> KPI-Make sense of what they read, drawing on illustrations. -Re-read books to build up fluency and confidence in word reading.</p>		<p><b><i>In the Spring term the children will work on these reading skills;</i></b></p> <p><b>Prediction</b> KPI-Make predictions based on reading so far. <b>Inference</b> KPI-Make simple inferences about characters from what they say and do.</p> <p><b>Link</b> -Link reading to own experience.</p> <p><b>Sounds</b> KPI-Read common suffixes (-s, -es, -ing, -ed, -er, -est)</p> <p><b>Vocabulary</b></p>		<p><b><i>In the Summer term the children will work on these reading skills;</i></b></p> <p><b>Vocabulary</b> -Discuss meanings of new words, linking to what they already know.</p> <p><b>Sounds</b> -Break down large words into syllables to aid decoding. KPI-Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</p> <p><b>Read</b> -Read aloud a well-known story with some expression.</p>	

	KPI-Check that text makes sense and correct inaccurate reading.	<b>Purpose &amp; Viewpoint</b> -Offer opinions and preferences about books.
<b>Writing</b> <b>The children will follow Letters and Sounds (phonics).</b>		
<p><i>The children will be working on these skills across the year in their writing;</i></p> <p><b>Phonics &amp; Spelling-</b> following Letters &amp; Sounds for Year 1 objectives  Words containing each of the 40+ phonemes already taught. Spell common exception words.  Know the names of the letters in the alphabet.  Know the number of the letters in the alphabet.  Name the vowels and consonants within the alphabet.</p> <p><b>Composition- Plan</b>  Composing a sentence orally before writing it.</p> <p><b>Composition- Write &amp; Draft</b>  Saying out loud what they are going to write about.  To write a simple and compound sentence independently.</p> <p><b>Composition- Edit &amp; Evaluate</b>  Discuss what they have written with the teacher or other pupils.</p> <p><b>Handwriting</b>  Form letters and numbers correctly.  To hold pencil correctly.</p>		
<p><i>In the Autumn term the children will work on these writing skills;</i></p> <p><b>Spelling</b>  Add the suffixes; –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p><b>Composition- Write &amp; Draft</b>  Sequencing sentences to form short narratives.  Punctuation  Leaving spaces between words.  To hold pencil correctly.</p> <p><b>Punctuation</b>  Use a capital letter for names of people and the personal pronoun ‘I’.  Use a full stop.</p>	<p><i>In the Spring term the children will work on these writing skills;</i></p> <p><b>Spelling</b>  Add the suffixes;  using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  Read and correctly spell the days of the week.</p> <p><b>Composition- Write &amp; Draft</b>  Joining words and joining clauses using and.</p> <p><b>Composition- Edit &amp; Evaluate</b>  Read their writing aloud, clearly enough to be heard by their peers and the teacher.</p> <p><b>Punctuation</b>  Use a capital letter for places and days of the week.  Use a full stop and question mark.</p> <p><b>Alan Peat-</b> Ws sentences</p>	<p><i>In the Summer term the children will work on these writing skills;</i></p> <p><b>Spelling</b>  Add the prefix -un.  Use letter names to distinguish between alternative spellings of the same sound.</p> <p><b>Composition- Write &amp; Draft</b>  Re-read what they have written to make sure it makes sense.  To spell compound words e.g. lunchbox</p> <p><b>Punctuation</b>  Use a full stop, question mark and exclamation mark.</p>
<b>Maths</b> <b>We follow Power Maths in Year 1. We endeavor to follow the timing of the units but will always move at the children’s speed to ensure mastery of the skills taught.</b>		
<i>In the Autumn term the children will learn;</i> Unit 1: Numbers to 10	<i>In the Spring term the children will learn;</i> Unit 7: Addition within 20	<i>In the Summer term the children will learn;</i> Unit 12: Multiplication

Unit 2: Part-whole within 10 Unit 3 & 4: Addition & Subtraction within 10 Unit 5: 2D & 3D shape Unit 6: Numbers to 20	Unit 8: Subtraction within 20 Unit 9: Numbers to 50 Unit 10: Introducing length & height Unit 11: Introducing weight & volume	Unit 13: Division Unit 14: Halves & quarters Unit 15: Position & direction Unit 16: Numbers to 100 Unit 17: Time Unit 18: Money			
Science					
Our science units are linked to our topics were possible. The children will have a chance to work scientifically each term as well as gain new knowledge.					
<i>In the Autumn term the children will be working scientifically by;</i> Ask simple questions. Begin to perform simple tests. Begin to observe closely, using simple equipment.	<i>In the Autumn term the children will be learning about;</i> <b>Everyday Materials</b> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. <b>Seasonal Changes</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. <b>Scientific Job;</b> Weather Forecasters	<i>In the Spring term the children will be working scientifically by;</i> Make a simple prediction. Begin to use their observations and ideas to suggest answers to questions. Investigation;	<i>In the Spring term the children will be learning about;</i> <b>Animals, including humans</b> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <b>Scientist;</b> David Attenborough/ Alfred Wallace/ Chris Packham	<i>In the Summer term the children will be working scientifically by;</i> Make a simple prediction. Begin to gather and record simple data to help in answering questions (link back to data handling in Computing previous term)	<i>In the Summer term the children will be learning about;</i> <b>Plants</b> Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including trees. (Leaves, roots, stem/trunk, leaves and flowers.) <b>Scientific Job;</b> Gardeners

## Computing

<p><b><i>In the Autumn term the children will;</i></b>  <b>Multimedia</b>            Use technology to create, organise and present my ideas.            Use the keyboard or a word bank on my device to enter text.            Be creative with different technology tools.            Save information in a special place and retrieve it again.</p>	<p><b><i>In the Spring term the children will;</i></b>  <b>Data Handling</b>            Use technology to collect information, including photos, video and sound.            Sort and categorise different kinds of information and present it to others.            Talk about the different ways in which information can be shown such as a pictograph/ branching database and talk to you about what I have found out.</p>	<p><b><i>In the Summer term the children will;</i></b>  <b>Programming &amp; Coding</b>            Give instructions to my friend and follow their instructions to move around.            Press the buttons in the correct order to make my robot do what I want.            Describe what happens when I press buttons on a robot and begin to predict what will happen for a short sequence of instructions.            Describe what actions I will need to do to make something happen and begin to use the word algorithm.            Begin to use software/apps to create movement and patterns on a screen.            Use the word debug when I correct mistakes when I program.</p>
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## Online Safety

<p><b><i>In the Autumn term the children will learn how to;</i></b>  <b>Health, Well-being &amp; Lifestyle</b>            Explain rules to keep themselves safe when they are using technology both in and beyond the home and give examples of some of these rules.  <b>Privacy &amp; Security</b>            Recognise more detailed examples of information that is personal to them (e.g. where I live, my family's names, where I go to school).            Explain why they should always ask a trusted adult before they share any information about themselves online.            Explain how passwords can be used to protect information and devices.  <b>Copyright &amp; Ownership</b>            Explain why work they create using technology belongs to them and say why (e.g. 'it is my idea' or 'I designed it').            Save their work so that others know it belongs to them (e.g. filename, name on content).</p>	<p><b><i>In the Spring term the children will learn how to;</i></b>  <b>Self-image &amp; Identity</b>            Recognise that there may be people online who could make them feel sad, embarrassed or upset.            If something happens that makes them feel sad, worried, uncomfortable or frightened give examples of when and how to speak to an adult they trust.  <b>Online Relationships</b>            Use the internet with adult support to communicate with people they know.            Explain why it is important to be considerate and kind to people online.  <b>Online Bullying</b>            Describe how to behave online in ways that do not upset others and can give examples.</p>	<p><b><i>In the Summer term the children will learn how to;</i></b>  <b>Online Reputation</b>            Recognise that information can stay online and could be copied.            Describe what information they should not put online without asking a trusted adult first.  <b>Managing Online Information</b>            Use the internet to find things out.            Use simple keywords in search engines.            Describe and demonstrate how to get help from a trusted adult or helpline if they find content that makes them feel sad, uncomfortable worried or frightened.</p>
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## PE

**We use Getset4pe to plan the children's learning in PE.**

<p><b><i>In Autumn 1 the children will develop their skills by;</i></b>  <b>Fundamentals</b></p>	<p><b><i>In Autumn 2 the children will develop their skills by;</i></b>  <b>Dance</b></p>	<p><b><i>In Spring 1 the children will develop their skills by;</i></b>  <b>Ball Skills</b></p>	<p><b><i>In Spring 2 the children will develop their skills by;</i></b>  <b>Yoga</b></p>	<p><b><i>In Summer 1 the children will develop their skills by;</i></b>  <b>Sports Day Practise-through fitness &amp; athletics</b></p>	<p><b><i>In Summer 2 the children will develop their skills by;</i></b>  <b>Athletics</b></p>
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<p>Develop balancing, moving, stability and landing with control. Explore how the body moves differently when running at different speeds. Develop changing direction and dodging. Develop and explore jumping, hopping and skipping actions. Apply fundamental skills to a variety of challenges.</p> <p><b>Ball Skills</b></p> <p>Explore different ball handling skills. Be able to roll a ball to hit a target. Develop co-ordination and be able to stop a rolling ball. Be able to develop technique and control when dribbling a ball with your feet.</p>	<p>Explore travelling actions. Be able to use counts of 8 to move in time with music. Use expression to show feelings. Create actions that relate to the story. Use a pathway when travelling. Remember and repeat actions.</p> <p><b>Sending &amp; Receiving</b></p> <p>Roll a ball towards a target. Be able to track and receive a rolling ball. Be able to stop, send and receive a ball with your feet. Develop sending and receiving a ball with your feet.</p>	<p>Develop control and technique when kicking a ball. Develop co-ordination and technique when throwing and catching. Develop control and co-ordination when dribbling a ball with your hands. Show co-ordination and control in a variety of ball skills.</p> <p><b>Gymnastics</b></p> <p>Explore travelling movements using the space around you. Develop quality when performing gymnastic shapes. Develop stability and control when performing balances. Develop technique and control when performing shape jumps. Develop technique in the barrel, straight and forward roll. Build strength and begin to take body weight on hands. Explore key skills on apparatus showing quality, control and balance. Link gymnastic actions to create a sequence.</p>	<p>Develop controlled movement and flexibility. Develop an understanding of what yoga is. Show control when copying and repeating yoga poses. Develop strength and co-ordination in yoga poses. Show control and technique when working with a partner to create poses. Show balance, control and co-ordination in yoga poses. Copy and create poses in an animal flow. Copy and repeat a Summer flow showing control and co-ordination. Copy a yoga flow, changing my breath to match the poses.</p>	<p><b>Fitness</b></p> <p>Understand how to run for longer periods of time without stopping. Develop coordination through hula hoop skills. Develop co-ordination and timing when jumping in a long rope. Develop individual skipping.</p>	<p>Learn to move at different speeds for varying distances. Develop a foundation for balance and stability. Develop agility and co-ordination. Explore hopping, jumping and leaping for distance. Develop balance whilst jumping and landing. Develop balance and rhythm when travelling over obstacles. Develop throwing for distance. Develop throwing for accuracy.</p>
<p>RE</p> <p>See Essex SACRE</p>					
The meaning of 'special '	<p><b>What do my senses tell me about the world of religion and belief?</b></p> <p>Christian, Hindu, Jewish</p>	<p><b>How does a celebration bring a community together?</b> Muslim, Christian, Judaism</p>	<p><b>What do Jewish people remember on Shabbat?</b></p> <p>Jewish</p>	<p><b>What does the cross mean to Christians?</b></p> <p>Christian</p>	<p><b>How did the universe come to be?</b></p> <p>Hindu, Christian</p>

## Geography

**We teach Geography through our topics. Geography skills are given purpose and made 'real-life' by linking the learning on a topic/ theme.**

<p><b>Interpret</b> Identify seasonal and daily weather patterns in the UK.</p> <p><b>Location</b> Name, locate and identify characteristics of the four countries and capital cities of the UK</p>	<p><b>Interpret</b> Locate hot and cold areas of the world in relation to the North and South Poles.</p> <p><b>Mapping</b> Know that maps and globes represent real places. Make simple maps and plans e.g. pictorial place in a story Use locational and directional language to describe the location of features and routes on a map e.g. up/ down, left/ right, forwards/ backwards, near/ far.</p>	<p><b>Physical &amp; Human Features</b> Ask simple geographical questions e.g. What is it like to live in this place? Understand geographical similarities/ differences through studying human/ physical features of a small area of the UK.</p> <p><b>Location</b> Find out about places and talk about them using pictures. Use simple observation skills to study the geography of the school and its grounds</p> <p><b>Location</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p><b>Mapping</b> Know that maps and globes represent real places.</p>
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## History

**We teach History through our topics. History skills are given purpose and made 'real-life' by linking the learning on a topic/ theme.**

<p><b>Chronology</b> Use common words and phrases relating to the passing of time. Sequence events and recount changes within living memory. Place known events and objects in chronological order.</p> <p><b>Historical Enquiry;</b> Describe some simple similarities and differences between artefacts.</p> <p><b>Historical Figure</b> Morris Michtom- creator of Teddy bear</p>	<p><b>Chronology</b> Recount stories from the past using pictures or words to support them.</p> <p><b>Historical Enquiry</b> Find answers to some simple questions about the past from different sources of information. Sort artefacts from then and now.</p> <p><b>Historical Figures;</b> Robert Falcon Scott</p>	<p><b>Historical Enquiry</b> Identify some similarities and differences between ways of life in different periods. Ask and answer basic relevant questions about the past.</p> <p><b>Impact</b> Learn about significant historical events, people and places in their own locality. Find out about changes in living memory, where appropriate these should be used to reveal aspects of national life.</p> <p><b>Historical Figures;</b> Sir Frederick Gibberd</p>
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## Art

**Art skills are taught discreetly. Artist studied are linked to the topic/theme.**

<p><i>These are the artist the children will study;</i>  <b>Colour monster</b>  <i>The skills they will learn in the Autumn term are;</i>  <b>Painting</b>  Identify primary colours  <b>Collage</b>  Sort and arrange materials.  <b>Drawing</b>  Colour (own work) neatly following the lines.  <b>Digital Media- Linked to Multimedia in Computing</b>  Use a wide range of tools to create different textures, colours and shapes</p>	<p><i>These are the artists the children will study;</i>  <b>Edward Tingatinga</b>  <i>The skills they will learn in the Spring term are;</i>  <b>Painting</b>  Mix primary colours to make secondary.  <b>Printing</b>  Use objects to create prints (e.g. fruit, vegetables or sponges).  Use repeating or overlapping shapes.  <b>Drawing</b>  Show pattern and texture by adding dots and lines.</p>	<p><i>These are the artists the children will study;</i>  <b>Henry Moore</b>  <i>The skills they will learn in the Summer term are;</i>  <b>Painting</b>  The dot project  <b>Collage</b>  Use a combination of materials that are cut, torn and glued.  <b>Textiles</b>  Use weaving to create a pattern.  Join materials using glue</p>
<p style="text-align: center;"><b>Design &amp; Technology</b>  The design and technology process is followed to ensure key skills are learnt and all units follow design, make, evaluate.</p>		
<p><i>Explorer Tom equipment</i>  <b>Christmas card</b>  <i>The skills they will learn in the Autumn term are;</i>  <b>Design</b>  Generate, and communicate their ideas through talking and drawing.  <b>Make</b>  Select from and use a range of tools and equipment to perform practical tasks.  Explore mechanisms; levers, sliders in their products.    <b>Evaluate</b>  Explore a range of existing products</p>	<p><i>Sandwich</i>  <i>The skills they will learn in the Spring term are;</i>  <b>Design</b>  Generate, and communicate their ideas through talking, drawing and templates.  Design an appealing product for themselves and other users based on design criteria.    <b>Evaluate</b>  Evaluate their ideas against design criteria</p>	<p><i>Henry Moore sculpture</i>  <b>Bridges</b>  <i>The skills they will learn in the Summer term are;</i>  <b>Design</b>  Generate, and communicate their ideas through talking, drawing and templates.  <b>Make</b>  Build structures, exploring how they can be made stronger  Select from and use a range of materials and components  <b>Evaluate</b>  Evaluate their ideas against design criteria</p>
<p style="text-align: center;"><b>Music</b>  Music units are linked to topics and events in the school calendar.</p>		
<p><i>In the Autumn term the children will take part in the Harvest festival.</i>    <i>Alongside these, they will learn to;</i>  <b>Listen-</b> focus their listening  Respond to music through movement.  <b>-Recognise:</b>  <b>*Loud/quiet</b>  <b>*Fast/slow</b>  <b>*High/low</b>  <b>*Long/short</b>  <b>*Shaken/hit/blown/bowed notes</b>  <b>Appraise</b></p>	<p><i>In the Spring term, the children will learn to;</i>  <b>Listen-</b> focus their listening  Recognise sounds some instruments and identify sounds from the environment.  <b>Appraise</b>  <b>Respond to different moods in music.</b>  Discuss what they know/ feel using every day and musical vocabulary.  <b>Perform</b>  <u>Play</u>  Respond to a steady beat.  <u>Sing</u></p>	<p><i>In the Summer term, the children will learn to;</i>  <b>Listen-</b> focus their listening  Recognise well-defined changes in sounds.  <b>Appraise</b>  Identify how music is used for different purposes e.g. lullaby, tell a story and dance etc. Respond to each other's compositions.  <b>Perform</b>  <u>Play</u>  Perform in groups.  <b>Compose</b>  Work co-operatively as part of a group when composing.  Know that sounds can be described using graphic symbols.</p>



<p>Respond to music through movement and art.</p> <p><b>Perform</b></p> <p><u>Play</u></p> <p>Perform/play on percussion instruments.</p> <p><b>Hold instruments correctly to ensure that a good quality sound is made.</b></p> <p><u>Sing</u></p> <p>Sing simple songs from memory.</p> <p><b>Compose</b></p> <p>Choose instruments from a selection.</p> <p>Explore instrumental, vocal and body sounds.</p>	<p><b>Use their voice expressively in different ways (eg singing /chanting)</b></p> <p>Sing simple songs from memory.</p> <p><b>Compose</b></p> <p>Explore sounds around us and represent them using objects and instruments.</p> <p>Repeat rhythmic and melodic patterns.</p>	<p><b>Create and choose sounds in response to a given starting point.</b></p> <p>Recognise how sounds can be organised.</p>
<p><b>Philosophy</b></p>		
<p><b>In the Autumn term the children the children will develop skills to;</b></p> <p><b>Questioning</b></p> <p>Ask and answer questions about themselves.</p> <p><b>Reasoning, Analysing &amp; Evaluating</b></p> <p>Give an opinion when discussing different topics.</p> <p><b>Listening &amp; Expressing ideas</b></p> <p>Listen and follow instructions accurately.</p> <p>Speak fluently in sentences and without hesitation.</p> <p><b>Creative thinking</b></p> <p>Pretend to be a character, showing feelings through words and actions.</p>	<p><b>In the Spring term the children will develop skills to;</b></p> <p><b>Questioning</b></p> <p>Begin to show a willingness to ask questions in many situations.</p> <p><b>Reasoning, Analysing &amp; Evaluating</b></p> <p>Seek out others to share experiences.</p> <p><b>Listening &amp; Expressing ideas</b></p> <p>Express thoughts.</p> <p><b>Creative thinking</b></p> <p>Respond to other characters in role.</p>	<p><b>In the Summer term the children will develop the skills to;</b></p> <p><b>Questioning</b></p> <p>Ask questions that start with where and when.</p> <p><b>Reasoning, Analysing &amp; Evaluating</b></p> <p>Predict what they think will happen.</p> <p>Understand some techniques used when speaking e.g.</p> <ul style="list-style-type: none"> <li>-speak clearly</li> <li>-build on evidence</li> <li>-relevant information</li> <li>-turn taking</li> <li>-A, B, C</li> </ul> <p><b>Listening &amp; Expressing ideas</b></p> <p>Ensure all group members have a turn.</p> <p><b>Creative thinking</b></p> <p>Discover and make connections through first-hand experience.</p>
<p><b>Personal development</b></p> <p><b>To support the teaching of life skills, links are made, where possible, to other subjects.</b></p>		
<p><b>Recognise feelings of being unsafe or feeling bad about any adult</b></p> <p><b>Recognise situations whereby they might need help or advice</b></p> <p>Understand road safety and explore real life scenarios</p> <p>Recognise that somebody needs help</p> <p>Know how we call 999</p> <p>Know how to be a good friend</p> <p>Be able to recognise and name emotions using the inner circle of the emotions wheel</p>	<p>Understand germs and how they spread</p> <p>Know how to prevent the spread of germs</p> <p>Understand how and why to brush teeth</p> <p>Understand how our actions online can affect others</p> <p>Know the meaning of respect.</p>	<p><b>Know how important friendships are in making us feel happy and secure, and how people choose to make friends</b></p> <p>Know the different types of jobs and careers</p> <p>Know what RE in Reaching for the stars looks like and how to achieve this in Tany's Dell and beyond</p>



<p>Know the conventions of courtesy and manners.</p> <p>Know that families are important for children growing up because they can give love, security and stability</p>		
<p><b>British values</b></p>		
<p><b><u>Democracy:</u></b></p> <ul style="list-style-type: none"> <li>-Know that we all have a fair voice</li> <li>-Make choices and know that people may make different choices to me</li> </ul>		
<p><b><u>Rule of Law:</u></b></p> <ul style="list-style-type: none"> <li>-Know what is right and wrong and make the right choices</li> <li>-Set and follow simple rules</li> </ul>		
<p><b><u>Individual Liberty:</u></b></p> <ul style="list-style-type: none"> <li>-Respect the feelings of others</li> <li>-Make decisions independently</li> </ul>		