



## St Michael with St Thomas CE Primary School

### Year 1 Long Term Plan

ENGLISH	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p style="text-align: center;"><b>The Queen's Hat</b> <b>The Queen's Handbag</b> – Steve Anthony</p>	<p><b>The Night Box</b> – Louise Greig &amp; Ashing Lindsay</p> <p style="text-align: center;"><b>Orion and the Dark</b> – Emma Yarlett</p> <p style="text-align: center;"><b>The Jolly Christmas Postman</b> - A Ahlberg</p>	<p><b>Lost and Found</b> – Oliver Jeffers</p> <p style="text-align: center;"><b>How to Catch a Star</b> – Oliver Jeffers</p>	<p style="text-align: center;"><b>Moles Star</b> – Britta Teckentrup</p>	<p style="text-align: center;"><b>Traditional Tales</b></p> <p style="text-align: center;"><b>Cinderella</b> <b>The Three Little Pigs</b></p> <p style="text-align: center;"><b>UNICEF – Right to a safe home</b></p>	<p style="text-align: center;"><b>The Day the Crayons Quit</b> <b>The Day the Crayons Came Home</b> – Oliver Jeffers</p>
	<b>Genre</b>					
	<p><b><u>Entertain:</u></b> Simple and repetitive sentences List – Suitcase for visiting London. Rhyming strings and couplets Story sequencing (including oral retell) Character description of the Queen Setting description of one of the landmarks.</p> <p><b><u>Inform:</u></b> Letter from the Queen Postcard to the Queen from children</p>	<p><b><u>Entertain:</u></b> A list poem – describing contents of a night box Description - night Writing in the role as character Predictions based on beginning and end of a story Description - Orion Personal narrative about being afraid Writing a list of places where dark can be found Question writing – hot seating a character Planning and inventing a new story – overcoming a fear Character Description - Jolly Postman Poetry – Christmas acrostic poem</p>	<p><b><u>Entertain:</u></b> Narrative: Retelling events Poetry – Senses (How to Catch a Star) Recount – postcard/recount in role <b>Suggesting ways to get to the south pole</b></p> <p><b><u>Inform:</u></b> Radio/TV script for missing person Non-chronological report – Artic (animals, equator) Setting description (Artic)</p>	<p><b><u>Entertain:</u></b> Sentence work based on prefix 'un' Letter of apology Sentence work based on reading comprehension Narrative Poster</p> <p><b><u>Inform:</u></b> Non-chronological report (Wolves)</p>	<p><b><u>Entertain:</u></b> Narrative of the Traditional Tale told from a different perspective/ character Diary entry (before &amp; after) Letter Character description – comparing before and after (list using commas) Diary entry using question marks and different pronouns Innovated story – BME, time adverbials</p> <p><b><u>Inform:</u></b> Formal invitation to the ball Wanted poster for the Wolf/Cinderella</p>	<p><b><u>Entertain:</u></b> Predictions Letters in role Character description Radio/TV script – missing crayon Narrative</p>



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		<b>Inform:</b> Writing a letter to persuade Father Christmas they have been good all year – bring them a particular present				
<b>MATHS</b>	<b>Numbers to 10 Addition and subtraction within 10 Shape and patterns</b>	<b>Numbers to 20 Addition and subtraction within 20</b>	<b>Addition and subtraction within 20 Calculation strategies Multiplication and division</b>	<b>Time Fractions Numbers to 50</b>	<b>Numbers 50 to 100 and beyond Money Addition and subtraction</b>	<b>Money Measures: length and mass Measures: capacity and volume</b>
	Represent, compare and explore numbers within 10. One more and one less Doubling and halving Represent and explain addition and subtraction. Commutativity Addition and subtraction facts Identify, describe 2-D and 3-D shapes Investigate repeating patterns Use and follow instructional and positional language	Identify, represent, compare and order numbers to 20 Doubling and halving One more and one less Represent and explain addition and subtraction strategies including 'make ten' Use known facts to add and subtract	Illustrate, explain and link addition and subtraction with equations Apply 'Make Ten' strategy Use language to quantify and compare difference Model, explain and choose addition and subtraction strategies. Share equally into groups Doubling Link halving to fractions Add equal groups Explore arrays	Read, write and tell the time to o'clock and half past on analogue clock Sequencing daily activities Whole and half turns linked to time Identify half, and quarter of a shape or object Find half and quarter of a quantity 2-digit numbers – represent, sequence, explore and compare. Count in 2s, 5s and 10s Describe and complete number patterns	Read, write, represent, compare and order numbers to 100 One more / fewer, ten more / fewer Identify number patterns Name coins and notes and understand their value Represent the same value using different coins Find change Explore addition and subtraction involving 2-digit numbers and ones Represent and explain addition and subtraction with regrouping Investigate number bonds within 20	Compare and measure lengths and mass using cm and kg Doubling and halving Compare capacities, volumes and lengths Explore litres Apply understanding of fractions to capacity
<b>Subjects taught discretely throughout the year:</b>						
<b>SCIENCE</b>	<b>Animals including Humans (Humans) Seasonal Changes</b>	<b>Animals including Humans (Animals) Seasonal Changes</b>	<b>Everyday Materials Seasonal Changes</b>	<b>Plants Seasonal Changes</b>	<b>Plants</b>	
	We will identify, name, draw and label the	We will identify and name a variety of	We will identify and name a variety of everyday materials, including wood, plastic, glass, metal,	We will identify and name a variety of	We will work scientifically by: making tables and	



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	<p>basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>common animals including fish, amphibians, reptiles, birds and mammals that are carnivores, herbivores and omnivores.</p> <p>We will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>water, and rock and describe the simple physical properties of a variety of everyday materials.</p>	<p>common wild and garden plants, including deciduous and evergreen trees and basic structure of a variety of common flowering plants.</p>	<p>charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p>	
<p>Other topics we will be learning about are Seasonal Change and Working Scientifically. These will be taught as a rolling programme, which means that we will be visiting these topics a number of times over the year.</p>						
<b>PSHE &amp; RSE</b>	<b>Throughout the year, we will use our Jigsaw PSHE materials:</b>					
	<p><b>Being Me in My World</b></p> <p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter</p> <p><b>FBV – Individual Liberty</b></p>	<p><b>Celebrating Difference</b></p> <p>Similarities and differences Understanding bullying and how to deal with it Making new friends Celebrating the differences in everyone</p> <p><b>FBV – Tolerance for All</b></p>	<p><b>Dreams and Goals</b></p> <p>Setting goals Identifying success and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p> <p><b>UNICEF – Right to share their thoughts freely</b></p>	<p><b>Healthy Me</b></p> <p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p> <p><b>UNICEF - Right to health care, clean water, food and a clean environment</b></p>	<p><b>Relationships</b></p> <p>Belonging to a family Making friends/being a good friend Physical conduct preferences People who help us Qualities as a friend and person Self-acknowledgment Being a good friend to myself Celebrating special relationships</p> <p><b>FBV – Mutual Respect</b></p>	<p><b>Changing Me</b></p> <p>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p>
<b>PE</b>	<p><b>Fundamental skills</b> Games (invasion)</p>	<p><b>Fundamental skills</b> Dance</p>	<p><b>Fundamental skills</b> Gymnastics</p>	<p><b>Fundamental skills</b> Athletics</p>	<p><b>Fundamental skills</b> Games (net and wall)</p>	<p><b>Fundamental skills</b> Games (striking and fielding)</p>



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<b>RE</b>	<b>We follow the Blackburn scheme of work to study the following topics throughout the year:</b>					
	Harvest/ My World Jewish festival – Sukkot God and Creation	Christmas/ giving	Jesus was special	Easter	Why is Baptism special?	Joseph My World, Jesus’ World
	FBV – Tolerance for all					
	<b>The aim of this unit is to:</b>  Raise awareness that we harvest food all around the world and that we usually have plenty but others do not.  Give the children the opportunity to develop their perceptions and understanding of God.	<b>The aim of this unit is to:</b>  Deepen the children’s understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God.	<b>The aim of this unit is to:</b>  Enjoy exploring these Bible stories that reveal Jesus’ power and divine nature.  Talk about how and why Jesus was special.	<b>The aim of this unit is to:</b>  Give children an opportunity to reflect upon the miracles of nature and new life during springtime. To make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection.	<b>The aim of this unit is to:</b>  deepen children’s understanding of what it means to belong through exploring the celebration of baptism and the ways in which people of faith welcome babies.	<b>The aim of this unit is to:</b>  explore one of the most well-known epic stories of the Old Testament.  Help children understand that Jesus lived a long time ago and that the world we live in is very different to Jesus’ world over 2000 years ago.
<b>COMPUTING</b>	<b>Technology Around Us</b>	<b>Moving a robot</b>	<b>Digital Painting</b>	<b>Grouping Data</b>	<b>Introduction to animation</b>	<b>Digital Writing</b>
<b>Education for a Connected World</b>	Health, well-being and lifestyle Copyright and ownership Online relationships Online reputation Privacy and Security	Health, well-being and lifestyle	Copyright and ownership	Copyright and ownership	Health, well-being and lifestyle	Copyright and ownership Privacy and Security
<b>HISTORY</b>				<u>1960s</u>  FBV – Democracy	<u>1960s</u>  FBV – Respect and Tolerance	
				I know that the 1960s was a decade	know why some significant people from	



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				<p>I know that a decade is 10 years long. I can make comparisons between school then and now. I understand why significant events from the 1960s are still remembered today.</p>	<p>the 1960s are still remembered and celebrated today. I understand how technology had an impact on life in the 1960s I am able to use timelines to order events from the 1960s I know and am able to recall significant events from the 1960s</p>	
<b>GEOGRAPHY</b>	<b><u>The United Kingdom</u></b> FBV – The Rule of Law	<b><u>The United Kingdom</u></b>	<b><u>Lost and Found</u></b>			<b><u>Our Natural World</u></b> UNICEF – Right to clean environment
	<p>I can name the four countries of the UK. I know I live in England. I can locate the four countries of the UK on a map of the UK. I can identify characteristics of the four countries of the UK.</p>	<p>I know what a city is. I can name the four capital cities of the UK. I can locate the four capital cities of the UK on a map. I know the city nearest to us. I can locate where I live on a map. I know the seas that surround the UK.</p>	<p>I know the names of the seasons in the UK I can name different types of weather I know that we have more hours of daylight in Summer than in Winter. I can make observations about the weather using description and some explanation.</p>			<p>I can use geographical vocabulary such as ‘human’ and ‘physical’ to describe a place. I can use locational language I can mark on a map location of features</p>
<b>ART</b>	<b>Squiggle Drawing</b>		<b>Painting – The Savannah</b>		<b>Printing - Hands, feet and flowers</b>	
	<p>I know how to hold and use pencils. I use them with some dexterity and control. I can explore tone using different grades of pencil, graphite and charcoal. I work spontaneously and expressively using marks, lines and curves. I can represent observations and ideas with purpose/intention.</p>		<p>I can select different brushes to explore and make marks of different thicknesses. I can start to experiment by mixing a range of secondary colours. I can paint a picture of something I can see or from my memory. I can create mood in my painting using colours and shades.</p>		<p>I can take rubbings from different textures to inform my own texture prints. I can explore printing simple pictures with a range of hard and soft, natural and manmade objects/materials eg cork, pen barrels, sponge, vegetables, fruit I can make a repeating pattern and recognise pattern in the environment. I can explore different printing techniques eg monoprint, block, relief and resist printing.</p>	



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	I use a variety of paper types and all tools/ media offered.				I can design and make my own printing block.	
<b>DT</b>		<b>Enterprise Week</b>		<b>1960's Fashion</b>		<b>Cooking &amp; Nutrition</b>
		<p>Mechanism – Christmas Card</p> <p>I think of and explain my own ideas and with help can put them into practice.</p> <p>I can explain how I will make my product.</p> <p>I can explain what I am making and why.</p> <p>I produce a simple plan using pictures and words to describe what I want to do.</p> <p>I can design a product for me/ others.</p> <p>I select tools that are appropriate for their purpose.</p> <p>I finish off my work so it looks neat and tidy.</p> <p>I can join materials.</p>		<p>Textiles –</p> <p>I can cut materials using scissors.</p> <p>I can describe the properties of the materials I have used.</p> <p>I can select and describe the materials I have used to make my structure.</p> <p>I can describe textiles by the way they feel.</p> <p>I have made a product from textiles.</p> <p>I know how textiles can be used to make products.</p> <p>I can join fabrics using glue.</p> <p>I have altered a textile to make it stronger.</p>		<p>I have made a food product.</p> <p>I use knives safely to cut food (with help)</p> <p>I use a mixing bowl to prepare a mixture.</p> <p>I know that I have to wash my hands and keep work surfaces clean when preparing food.</p>
<b>MUSIC</b>	<b>Hey You!</b>	<b>Rhythm in the way we walk and The Banana Rap</b>	<b>In the Groove</b>	<b>Round and Round</b>	<b>Your Imagination</b>	<b>Reflect, rewind and replay</b>
	To know how pulse, rhythm and pitch work together. To know when we rap we use pulse and rhythm, but when we add pitch we have a song.	To create a performance using singing, music and dance.	To play and sing in different styles and learn about those styles.	To play and sing in different styles and learn about those styles – Focus on Latin.	To create their own lyrics. To listen and perform songs about using your imagination.	Revision and deciding what to perform. Listen to Western Classical Music. The language of music.
<b>Special Events</b>	<ul style="list-style-type: none"> <li>-Meet the Teacher</li> <li>-Sponsored reading assembly</li> <li>-Eucharist</li> <li>-Autumn Disco</li> </ul>	<ul style="list-style-type: none"> <li>-WW2/Local History Week</li> <li>-Anti-bullying Week</li> <li>-Odd socks day</li> <li>-Parent/pupil interviews</li> <li>-Children in Need</li> <li>-Assessment Week</li> </ul>	<ul style="list-style-type: none"> <li>-Wide Awake to the World Week</li> <li>-Children's Mental Health Week</li> <li>-Safer Internet Day</li> <li>-Spring Disco</li> </ul>	<ul style="list-style-type: none"> <li>-Ash Wednesday Service</li> <li>-World Book Day</li> <li>-National Careers Week</li> <li>-Parent/pupil interviews</li> <li>-Science Week</li> <li>-Young Carers Day</li> </ul>	<ul style="list-style-type: none"> <li>-St George's Day</li> <li>-Family Worship (Trust)</li> <li>-Colour Run</li> <li>-Fun Day</li> </ul>	<ul style="list-style-type: none"> <li>-Eucharist</li> <li>-Phonics Screening Check Week</li> <li>-Sports Day</li> <li>-Assessment Week</li> <li>-RSE Day</li> </ul>



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		-Christmas dinner & Christmas jumper day -Enterprise week/Enterprise fair -Breakfast with Santa		-Eucharist -Red Nose Day -Shakespeare Week -Assessment Week -Easter Bingo		-Transition Week -Summer Disco
<b>Trips/Visits</b>		Trip to Knowsley Safari Park (Local History Week) Pantomime			1960s Day – in school	End of year trip