## Long Term Skills Plan Overview Year 1

## <u>2021-22</u>

Year 1									
	Autumn Term 1	Autumn term 2	Spring 1	Spring 2	Summer 1	Summer 2			
Key question (Theme/Topic)	Why can't nan play the Xbox?		Why d	oes it always rain on me?	What makes the great fire of London so great?				
Trips	Sundown		Yo	orkshire Wildlife Park	Fire Museum/ Fire	origade workshop?			
English Text/s	Kippers Toy Box Traction Man It was you Blue Kangeroo Stanley's Stick Toy story No bot Christmas stories		Poetry (senses) Zog Alan's big scary teeth Dogs don't do ballet The Snail and the Whale The very hungry caterpillar Fact files (animals and minibelatife Cycles:  Butterflies Snails School Trip- Recount, leaflets, Information books The Easter Story	posters	A New Home for a Pirate Something Else Spiderman Supertato Superworm Dangle The tin forest Making bread: Recipes/ Instructions The Great Fire of London: Newspaper reports, diary entries, recounts				
English text types	Letter writing Story writing Non-fiction lists (Christmas)		Poetry Information texts- Non-fiction fact files Recounts Instructions Story writing Posters		Newspaper articles Diary entries Recounts Recipes Instructions Report writing				
SPAG skills	spellings of the same sour  add prefixes and suffixes:  using the spelling rule for marker for nouns and the for verbs  apply simple spelling rules  write from memory simple teacher that include word exception words taught so	ne the letters of the alphabet: alphabet in order nguish between alternative adding –s or –es as the plural third person singular marker e sentences dictated by the s using the GPCs and common of far.  Iding a pencil comfortably and etters in the correct direction,	spelling of root words quicker, quickest]  using the prefix un— words containing each common exception we the days of the week naming the letters of using letter names to same sound add prefixes and suffix using the spelling rule nouns and the third pe apply simple spelling in write from memory si include words using the far.  Handwriting— sit correctly at a table	name the letters of the alphabet: the alphabet in order distinguish between alternative spellings of the  xes: e for adding —s or —es as the plural marker for erson singular marker for verbs rules imple sentences dictated by the teacher that he GPCs and common exception words taught so  e, holding a pencil comfortably and correctly tase letters in the correct direction, starting and	helping, helped, helper,  using the prefix un—  words containing each of taught  common exception word  the days of the week in a naming the letters of the using letter names to disspellings of the same sood  add prefixes and suffixes  using the spelling rule for marker for nouns and the for verbs  apply simple spelling rule  write from memory simple teacher that include work exception words taught.  Handwriting-  sit correctly at a table, he and correctly	root words [for example, eating, quicker, quickest]  If the 40+ phonemes already  Is the the letters of the alphabet: alphabet in order tinguish between alternative and  It radding —s or —es as the plural entire third person singular marker  The sole sentences dictated by the ds using the GPCs and common so far.  Tolding a pencil comfortably entire the correct direction,			

	'families' (i. and to pract  Writing- composition  saying out letter composition  composing to sequencing to makes sens  discuss what pupils  read aloud to their peers  Vocab, Punct develop the English App  leaving space joining work  beginning to and a full st  using a capit days of the  learning the use the grant	ences by: y are goi rally beform show written we clearly er her.  Gramma ding of the words g clauses entences mark or names of e person r year 1 i minology	ng to write about re writing it ort narratives in to check that it ith the teacher or other nough to be heard by	Vocab, Punctuati develop their und leaving spaces be joining words and beginning to punquestion mark or using a capital let the personal professioning the gram	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.  Vocab, Punctuation and Grammar: develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.			<ul> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> <li>Vocab, Punctuation and Grammar: develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>				
Mathematics (Maths Mastery)	Unit 1 Numbers to Unit 2 Adding and subtrace 10 Unit 3 Shapes and pa	cting within		Unit 4  Numbers to 20  Unit 5  tion and Subtraction within 20	Unit 6 Time Unit 7 Exploring cald strategies wi Unit 8 Numbers t	7 culation ithin 20	Unit 9 Addition and subtraction Unit 10 Fractions Unit 11 Measures: length a		Numbers 50 to 100 and beyond Unit 13  Addition and subtraction beyond 20 Unit 14		Unit 15 cation and division Unit 16 res: capacity and volume	
R.E	UC Creation (core learning): 1.2  Who made the world?	C&S Jud What is s about Abo and Mo	pecial raham	UC Incarnation (core learning): 2A.3 (including C&S waiting and preparing)  Why does Christmas matter to Christians?	UC Gospel (core learning): 1.4  What is the good news Jesus brings?	C&S Hinduism Who is Ganesh?	UC Salvation (core learning): 1.5  Why does Easter matter to Christians?	C&S Sikhism  Who is Guru  Nanak?	C&S Baptism  What does Baptism mean for Christians?	W Muhan what ca	islam Tho is The is The is The is The is The is The is	UC God (core learning): 1.1  What do Christians believe God is like?
Science	Everyday Mat	terials		My body	Seasonal ch	nanges	Identifying anii	mals	Identifying plar	nts		
To work scientifically (Practical experiments)	<ul> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul>											

History	Toys from the past  changes within living memory				<ul> <li>Great Fire of London</li> <li>events beyond living memory that are significant nationally or globally</li> </ul>		
Geography			•	Weather I daily weather patterns in the United Kingdom ot and cold areas of the world in relation to the th and South Poles		, ,	
			· ·	dentify characteristics of the four countries and the United Kingdom and its surrounding seas			
Art		Portraits  To develop a wide range of art and design techniques in using colour, pattern, line.  To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines (looking at portraits created by Paul Klee, Pablo Picasso and Andy Warhol), and making links to their own work.		The sky, the sea and the sailing boat collage/painting (JMW Turner)  Create a watercolour collage:  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		Great Fire of London collage- Using red/yellow/orange tissue paper and black card Use a range of materials creatively to design and make products.	
DT	Make a puppet		Make a weather vane- links to geography (N,E,S,W)		Building 17 <sup>th</sup> century houses- junk modelling/ show children how to make timber frames		
Music	Unit: Hey You! Style of main song: Old School Hip-Hop Unit Theme: How pulse, rhythm and pitch work together.	Unit: Rhythm In The Way We Walk and The Banana Rap Style of main song: Reggae Unit Theme: Pulse, rhythm and pitch, rapping, dancing and singing.	Unit: In the Groove Style of main song: Blues, Baroque, Latin, Bhangra, Folk, Funk Unit Theme: How to be in the groove with different styles of music.	Unit: Round and Round Style of main song: Bossa Nova Unit Theme: Pulse, rhythm and pitch in different styles of music.	Unit: Your Imagination Style of main song: Pop Unit Theme: Using your imagination.	Unit: Reflect, Rewind & Replay Style of main song: Classical Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music.	
P.E	Games Unit 1 (Year 1) Focus on ball skills and games	Outdoor and Adventurous Activities (Year 1) Trails/Problem solving/Team building/Orienteering	Dance Unit 1 (Year 1) Steamers Conkers Playing with a ball	Gymnastics Unit D (Year 1)  Flight – bouncing jumping and landing	Games Unit 2 (Year 1) Throwing and catching – aiming games	Athletics Unit 1 (Year 1)	
Computing	Getting started- Login, navigate and mouse skills	Programming: Bee-Bot Programming functions and capabilities	Algorithms unplugged: Algorithms in real life	Digital Imagery: Photo capture and editing	Introduction to data: Gathering and recording animal data	Rocket to the moon: Keyboard skills, sequencing and debugging in a rocket project	
PSHE	Keeping/Staying Safe – Road Safety, Keeping/Staying Healthy – Washing Hands	Relationships – Friendships Being Responsible – Water spillage	Feelings and emotions – Jealousy	Computer Safety – Online Bullying	Our World – Growing in Our World	Hazard Watch – Is it safe to eat or drink? Is it safe to play with?	