


# Long Term Skills Plan Overview Year 1

2021-22

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 does it always rain on me?		What makes the great fire of London so great?	
Trips	Sundown		Yorkshire Wildlife Park		Fire Museum/ Fire brigade workshop?	
English Text/s	<b>Toys</b>  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 minibeasts) Life Cycles: <ul style="list-style-type: none"> <li>Butterflies</li> <li>Snails</li> </ul> School Trip- Recount, leaflets, posters Information books The Easter Story		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	<b>Letter writing</b> <b>Story writing</b> <b>Non-fiction lists (Christmas)</b>		<b>Poetry</b> <b>Information texts- Non-fiction fact files</b> <b>Recounts</b> <b>Instructions</b> <b>Story writing</b> <b>Posters</b>		<b>Newspaper articles</b> <b>Diary entries</b> <b>Recounts</b> <b>Recipes</b> <b>Instructions</b> <b>Report writing</b>	
SPAG skills	<b>English curriculum</b> Spelling- <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week name the letters of the alphabet:</li> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> <li>add prefixes and suffixes:</li> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>apply simple spelling rules</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> Handwriting- <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> </ul>		Spelling- <ul style="list-style-type: none"> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>using the prefix un–</li> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week name the letters of the alphabet:</li> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> <li>add prefixes and suffixes:</li> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>apply simple spelling rules</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> Handwriting- <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> </ul>		Spelling- <ul style="list-style-type: none"> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>using the prefix un–</li> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week name the letters of the alphabet:</li> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> <li>add prefixes and suffixes:</li> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>apply simple spelling rules</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> Handwriting- <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>	



History	<b>Toys from the past</b> <ul style="list-style-type: none"> <li>changes within living memory</li> </ul>				<b>Great Fire of London</b> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> </ul>	
Geography			<b>Weather</b> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>			
Art		<b>Portraits</b>  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.		<b>The sky, the sea and the sailing boat collage/painting (JMW Turner)</b>  Create a watercolour collage:   To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		<b>Great Fire of London collage- Using red/yellow/orange tissue paper and black card</b> 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	<b>Unit:</b> Hey You! <b>Style of main song:</b> Old School Hip-Hop <b>Unit Theme:</b> How pulse, rhythm and pitch work together.	<b>Unit:</b> Rhythm In The Way We Walk and The Banana Rap <b>Style of main song:</b> Reggae <b>Unit Theme:</b> Pulse, rhythm and pitch, rapping, dancing and singing.	<b>Unit:</b> In the Groove <b>Style of main song:</b> Blues, Baroque, Latin, Bhangra, Folk, Funk <b>Unit Theme:</b> How to be in the groove with different styles of music.	<b>Unit:</b> Round and Round <b>Style of main song:</b> Bossa Nova <b>Unit Theme:</b> Pulse, rhythm and pitch in different styles of music.	<b>Unit:</b> Your Imagination <b>Style of main song:</b> Pop <b>Unit Theme:</b> Using your imagination.	<b>Unit:</b> Reflect, Rewind & Replay <b>Style of main song:</b> Classical <b>Unit Theme:</b> The history of music, look back and consolidate your learning, learn some of the language of music.
P.E	<b>Games Unit 1 (Year 1)</b> Focus on ball skills and games	<b>Outdoor and Adventurous Activities (Year 1)</b> Trails/Problem solving/Team building/Orienteering	<b>Dance Unit 1 (Year 1)</b> Steamers Conkers Playing with a ball	<b>Gymnastics Unit D (Year 1)</b> Flight – bouncing jumping and landing	<b>Games Unit 2 (Year 1)</b> Throwing and catching – aiming games	<b>Athletics Unit 1 (Year 1)</b>
Computing	<b>Getting started-</b> Login, navigate and mouse skills	<b>Programming: Bee-Bot</b> Programming functions and capabilities	<b>Algorithms unplugged:</b> Algorithms in real life	<b>Digital Imagery:</b> Photo capture and editing	<b>Introduction to data:</b> Gathering and recording animal data	<b>Rocket to the moon:</b> Keyboard skills, sequencing and debugging in a rocket project
PSHE	<b>Keeping/Staying Safe</b> – Road Safety, <b>Keeping/Staying Healthy</b> – Washing Hands	<b>Relationships</b> – Friendships <b>Being Responsible</b> – Water spillage	<b>Feelings and emotions</b> – Jealousy	<b>Computer Safety</b> – Online Bullying	<b>Our World</b> – Growing in Our World	<b>Hazard Watch</b> – Is it safe to eat or drink? Is it safe to play with?