

## Long Term Skills Plan Overview Year 1

2024-25

Year 1						
	Autumn Term 1	Autumn term 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key question (Theme/Topic)</b>	<b>Why can't nan play the Xbox?</b>		<b>Why is London so different to Barnsley?</b>		<b>What makes the great fire of London so great?</b>	
<b>Trips</b>			<b>Yorkshire Wildlife Park</b>		<b>Great Fire of London Workshop</b>	
<b>English Text/s</b>	Kippers Toy Box Traction Man Stanley's Stick Poetry (senses) No bot Polar Express The Deep Dark Woods		Alan's big scary teeth Dogs don't do ballet The Lonely Beast Beegu 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		Zog A New Home for a Pirate Dangle Something Else The Tin Forest Toby and the Great Fire of London (Newspaper reports, diary entries, recounts) Partly Cloudy	
<b>English text types</b>	<b>Labelling &amp; Captions</b> <b>Posters</b> <b>Story writing</b> <b>Story Retelling</b> <b>Storyboards</b> <b>Prediction</b> <b>Poetry</b> <b>Non-fiction lists (Christmas)</b>		<b>Information texts- Non-fiction fact files</b> <b>Recounts</b> <b>Instructions</b> <b>Story writing</b> <b>Posters</b> <b>Creative writing</b> <b>Questions</b>		<b>Alternative endings</b> <b>Diary entries</b> <b>Recounts</b> <b>Report writing</b> <b>Letter writing</b> <b>Prediction</b> <b>Creative writing</b> <b>Posters</b> <b>Speech</b> <b>Debates</b>	
<b>SPAG skills</b>	<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> </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> </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> </ul>	

	<ul style="list-style-type: none"> <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> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p>Writing- composition write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <ul style="list-style-type: none"> <li>Vocab, Punctuation and Grammar:</li> <li>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</li> <li>leaving spaces between words</li> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>learning the grammar for year 1 in English Appendix 2</li> <li>use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<ul style="list-style-type: none"> <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> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p>Vocab, Punctuation and Grammar:</p> <p>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <p>leaving spaces between words</p> <p>joining words and joining clauses using and</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>learning the grammar for year 1 in English Appendix 2</p> <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<ul style="list-style-type: none"> <li>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> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p>Vocab, Punctuation and Grammar:</p> <p>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <p>leaving spaces between words</p> <p>joining words and joining clauses using and</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>learning the grammar for year 1 in English Appendix 2</p> <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p>					
<b>Mathematics (Maths Mastery)</b>	Unit 1 <b>Numbers to 10</b> Unit 2 <b>Adding and subtracting within 10</b> Unit 3 <b>Shapes and patterns</b>	Unit 4 <b>Numbers to 20</b> Unit 5 <b>Addition and Subtraction within 20</b>	Unit 6 <b>Time</b> Unit 7 <b>Exploring calculation strategies within 20</b> Unit 8 <b>Numbers to 50</b>	Unit 9 <b>Addition and subtraction within 20</b> Unit 10 <b>Fractions</b> Unit 11 <b>Measures: length and mass</b>	Unit 12 <b>Numbers 50 to 100 and beyond</b> Unit 13 <b>Addition and subtraction beyond 20</b> Unit 14 <b>Money</b>	Unit 15 <b>Multiplication and division</b> Unit 16 <b>Measures: capacity and volume</b>		
R.E	<b>UC Creation (core learning): 1.2</b>  <i>Who made the world?</i>  <b>C&amp;S Judaism</b>  <i>What is special about Abraham and Moses?</i>	<b>UC Incarnation (core learning): 2A.3</b> (including C&S waiting and preparing)  <i>Why does Christmas matter to Christians?</i>	<b>C&amp;S Hinduism</b>  <i>Who is Ganesh?</i>	<b>UC Gospel (core learning): 1.4</b>  <i>What is the good news Jesus brings?</i>	<b>UC Salvation (core learning): 1.5</b>  <i>Why does Easter matter to Christians?</i>	<b>UC God (core learning): 1.1</b>  <i>What do Christians believe God is like?</i>	<b>C&amp;S Sikhism</b>  <i>Who is Guru Nanak?</i>  <b>C&amp;S Baptism</b>  <i>What does Baptism</i>	<b>C&amp;S Islam</b>  <i>Who is Muhammed and what can Muslims learn from him?</i>

							mean for Christians?
Science	Everyday Materials	My Body	Seasonal Changes	Identifying Animals	Identifying Plants		
To work scientifically (Practical experiments)	<ul style="list-style-type: none"> <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	<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>Comparing London to our local area</b> <ul style="list-style-type: none"> <li>To be able to use compass points and positional direction to navigate between London landmarks.</li> <li>To explore seasonal weather patterns in London and our local area.</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	Spirals		Making birds		Simple Printmaking		
DT		Make a sock puppet		Make a moving picture- Links to London		Building 17 <sup>th</sup> century houses-junk modelling- how to make a 17 <sup>th</sup> century style house.	
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.	
P.E	<b>Games Unit 1 (Year 1)</b> Focus on ball skills and games	<b>Outdoor and Adventurous Activities (Year 1)</b>	<b>Dance Unit 1 (Year 1)</b> Streamers Conkers	<b>Gymnastics Unit E (Year 1)</b> Points and Patches	<b>Games Unit 3 (Year 1)</b> Bat/ball skills and games- skipping	<b>Athletics Unit 2 (Year 1)</b> <b>Practise for Sports Day</b>	

	<b>Athletics Unit 1 (Year 1)</b>	Trails/Problem solving/Team building/Orienteering  <b>Games Unit 2 (Year 1)</b> Throwing and catching – aiming games	Playing with a ball  <b>Gymnastics Unit D (Year 1)</b> Flight – bouncing, jumping and landing	<b>Dance Unit 2 (Year 1)</b> March, March, March Jack and the Beanstalk	<b>Games Unit 4 (Year 1)</b> Developing partner work	<b>Sports Day</b>
<b>Computing</b>	<b>Computing systems and networks:</b> Improving mouse skills, 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.
<b>PSHE</b>	<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>Fire Safety-</b> Baseline Assessment, Hoax Calling