

Year 1 Long Term Plan 2023-2024

ENGLISH		
Reading	<p>Year 1 Daily phonics lesson to follow the school's sequence Phonics intervention for those identified 1:1 reading with an adult Lexia</p>	<p>Guided reading on a 1-week cycle – children in ability groups so all have text at their specific level. Standardised, guidance and comment for all activities to be followed.</p> <p>Monday: Decoding and Prediction</p> <p>Tuesday, Wednesday: Fluency, Vocabulary, Prosody (Teacher and TA group). Other children to complete independent sequencing activity</p> <p>Thursday and Friday: Verbal Comprehension (Teacher and TA group each based on book reading). Other children to independently complete Twinkl comprehension.</p>
Reading objectives	Word Reading	<p>Phonics / Blending Apply phonic knowledge and skills as the route to decode words Respond speedily, with the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read other words of more than one syllable that contain taught GPCs Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Prefixes / suffixes / root words / contractions Read words containing taught GPCs and -s, -es, -ing, -ed and -est endings Read words with contractions, e.g. I'm, I'll and we'll - understand that the apostrophe represents the omitted letter(s)</p> <p>CEW Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Fluency Re-read phonetically decodable books to build up fluency and confidence in word reading Check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Range of texts Develop by listening to and discussing a wide range of poems, stories and non-fiction, at a level beyond that which they can read independently Link what they have read or hear read to their own experiences</p> <p>Familiarity with texts Recognise and join in with predictable phrases Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them</p>
	Comprehension	<p>Vocab 1a Discuss word meanings, linking new meanings to those already known</p> <p>Retrieval 1b With support, find information to help answer simple questions about a text</p> <p>Sequencing 1c Retell some known stories, including significant events / main idea in sequence.</p> <p>Inference 1d Make inferences on the basis of what is being said and done Discuss the significance of the title and events Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Prediction 1e Predict what might happen on the basis of what has been read so far</p> <p>Poetry and performance Learn to appreciate rhymes and poems and to recite some by heart</p>

	AUTUMN		SPRING		SUMMER	
	Autumn 1 (7 Weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks and 4 days)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (6weeks & 3 days)
	Reading for pleasure / class reads / novels					
	The Boy in the Dress David Walliams	Sugarlump and the Unicorn Julia Donaldson	Fantastic Mr Fox Roald Dahl	Rat Burger David Walliams	The Smartest Giant in Town Julia Donaldson	Sir Scaly Pants the Dragon Knight John Kelly
Writing Curriculum	Where do I live?	How life has changed since my grandparents were young	What is my country?	Who were the great nurses of the past?	What does the rest of the world look like?	What did George Stephenson do that was so special?
Stimulus	Photographs of where they live Jack and the Beanstalk	The Three Little Pigs	Paddington's London Story Treasury by Michael Bond	Florence Nightingale by Lucy Lethbridge	Handa's Surprise by Eileen Browne Little Red Riding Hood	Tree: Seasons come, Seasons go by Patricia Hegarty
Writing Genres	List & Labels local town/school (2) Characterisation Jack & the Beanstalk (2) Setting description of the local area (2) Poetry by heart The Alphabet Poem by Michael Rosen (1)	Explanation Describe a toy from their grandparent's childhood (2) Alliterative List Poems The Months by Sarah Coleridge (2) Assessment week (1) Narrative of the Three Little Pigs (2)	Poetry by heart My Colours - Colin West (1) Label a map of the country (1) Letter based on Paddington's experiences (2) Non-chronological report on Paddington's London (2) Setting description based on art week (4 days)	Non-chronological report on plants (science link) (2) Assessment week (1) Diary entry based on Florence Nightingale (2)	The Very Hungry Caterpillar (2) Poetic writing Based on an animal linked to a well-known rhyme (e.g. Incy Wincy Spider) (2) Narrative Handa's surprise (2)	Description Locomotion no.1 (2) Sports Week (1) Instructions based on sports week How to play a game (1) Comparative writing Tree: Seasons come, Seasons go (1) Assessment Week (1) Poetry by heart Queue for the Zoo – Clare Bevan (3days)
Poetry	Autumn 1 – poetry by heart 1 week <i>Alphabet Poem – Michael Rosen</i>	Autumn 2 Descriptive poetry – 2 weeks <i>The Months – Sarah Coleridge</i>	Spring 1 – poetry by heart 1 week <i>My Colours - Colin West</i>	Spring 2 – no poetry in lessons (prioritise poetry 10 mins end of day for 1 week – <i>Simple riddles</i>	Summer 1 – 2 weeks Innovate a well-known rhyme (written) <i>Incy Wincy Spider</i>	Summer 2 – poetry by heart – 3 days <i>Queue for the Zoo – Clare Bevan</i>
	Alliterative List Poems	Descriptive poetry	Performance poetry	Simple riddles	Innovate a well-known	Performance poetry

	Alphabet Poem – Michael Rosen	The Months – Sarah Coleridge <i>(children to use as inspiration to write about the month/season they are in)</i>	Pineapple – Vyanne Samuels There Was an Old Lady Who Swallowed a Fly My Colours - Colin West **Hands – Julia Donaldson**	https://www.poetry4kids.com/news/writing-riddles/	rhyme (written) There was a Crooked Man Hey Diddle Diddle Incy Wincy Spider (choose own animal)	Queue for the Zoo – Clare Bevan On The Ning Nang Nong - Spike Milligan Now We Are Six - A A Milne
Writing composition objectives	C1 Discussing what will be written about C2 Composing a sentence orally before writing it C3 Using short, simple sentences C4 Writing multi-sentence compositions (may be repetitive)		C5 Planning / considering a composition ahead of writing C6 Consistently forming coherent, simple sentences C7 Sequencing sentences to form a short narrative C8 Describing a setting or character C9 Re-reading writing and checking that it makes sense C10 Discussing writing with a teacher or other pupil		C11 Writing coherent compositions appropriate to task, audience and purpose C12 Using the conjunction 'because' to join clauses/ideas C13 Using a range of genre-specific features C14 Making deliberate vocabulary choices based on the genre and/or subject matter C15 Beginning to expand sentences C16 Beginning to maintain past tense correctly	
Grammar and Punctuation	Finger spaces Capital letters and full stops to demarcate sentences To use one or two adjectives to describe Understand how words can combine to make sentences.	Using coordinating conjunction 'and' capital letters for names, places, the days of the week and the personal pronoun 'I' finger spaces Capital letters and full stops to demarcate sentences Question and exclamation marks	Understand how words can combine to make sentences. Using coordinating conjunction 'and' Capital letters and full stops Finger spaces Question and exclamation marks To use one or two adjectives to describe To use adjectives to describe (sometimes ambitious beyond the year group)	Use plural suffixes -s and -es Use suffixes -ing, -ed, -er and -est to change verbs. Use prefix un- to change the meaning of verbs/adjectives. To use adjectives to describe (sometimes ambitious beyond the year group)	To use the joining words (conjunctions) e.g. 'because', 'when' 'so', 'but' to link ideas and sentences To use adjectives to describe (sometimes ambitious beyond the year group) To use -s and -es to form regular plurals correctly. To use the prefix 'un' correctly. To add the suffixes –ing, -ed, -er and –est to root words spelt accurately. To spell simple compound words	Recap through all grammar and punctuation taught this academic year

Grammar and Punctuation objectives	Beginning to use capital letters: G1 a. Start of a sentence G2 b. Names of people and place		Using capital letters consistently: G3 a. Start of a sentence G4 b. Names of people and place G5 C. Pronoun 'I' G6 Using capital letters mostly correctly for days of the week G7 Using full stops to end sentences G8 Using the conjunction 'and' to join clauses/ideas G9 Beginning to use adjectives to modify nouns		G10 Beginning to use questions marks correctly G11 Beginning to use exclamation marks correctly	
Spelling (Sounds4Life scheme)	'ck' Phonics Phase 2 (1) 'nk' Phonics Phase 4 (2) 'ff', 'll', 'ss', 'zz' Phonics Phase 2 (3) '-ve' Phonics Phase 2 (4) long 'oo' & short 'oo' Phonics Phase 3 (5) 'ai' sound 'oi' sound Phonics Phase 3 (6) 'ar' sound Phonics Phase 3 (7)	'ear' sound Phonics Phase 3 (1) 'air' sound Phonics Phase 3 (2) 'ow' & 'ou' sound Phonics Phase 3 = ow Phonics Phase 5 = ou (3) 'igh' & 'ie' sound Phonic Phase 3 = igh Phonics Phase 5 = ie (4) 'ee' & 'ea' sound Phonic Phase 3 = ee Phonics Phase 5 = ea (5) 'ay' sound 'oy' sound Phonics Phase 5 (6) 'er' sound Phonics Phase 3 (7)	ur' & 'ir' sound Phonics Phase 3 = ur Phonics Phase 5 = i 'or' & 'ore' sound Phonics Phase 3 = or 'aw' & 'au' sound Phonics Phase 5 = aw Phonics Phase 5 = au (3) 'wh' sound Phonics Phase 5 (4) 'ph' sound Phonics Phase 5 (5) 'ue' & 'ew' sound Phonics Phase 5 = ue Phonics Phase 5 = e (6) 'oa' & 'oe' sound Phonics Phase 3 = oa Phonics Phase 5 = oe	'a-e' split digraph Phonics Phase 5 (1) 'e-e' split digraph Phonics Phase (2) 'i-e' split digraph Phonics Phase 5 'o-e' split digraph Phonics Phase 5 (4) 'u-e' split digraph Phonics Phase 5 (5) 'o-e' split digraph Phonics Phase 5 (4) 'u-e' split digraph Phonics Phase 5 (5)	'ow' making 'oa' sound Phonics Phase 5 (1) Words ending in 'y' making 'ee' Phonics Phase 5 (2) 'k' sound Phonics Phase 2 with the emphasis on the rule (3) 'ea' making 'e' sound Phonics Phase 5 (4) '-er', '-est' (suffixes) (5) '-ing', '-ed', '-er' (suffixes) (6)	'-s' vs. '-es' (1) Compound words (2) Sports Week (3) 'un-' prefix (4) '-tch' (5) 'ie' making 'ee' sound 'are' making 'air' sound (6) 'ear' making 'air' sound (7)
Spelling objectives	S1 Hearing, saying and writing the initial sound in words S2 Beginning to spell words that contain the taught phonemes and GPCs S3 Beginning to spell some Y1 common exception words (challenge words) correctly*		S4 Spelling most words that contain the 40 phonemes taught S5 Spelling most Y1 common exception words (challenge words) correctly* S6 Spelling the days of the week correctly		S7 Spelling all common exception words (challenge words) and days of the week correctly* S8 Adding the prefix 'un-' S9 Using the suffixes '-s' and '-es' correctly S10 Using the suffixes '-ing', '-ed', '-er' and '-est' to unchanged root words S11 Spelling simple compound words	
Handwriting (Letterjoin scheme)	Pre-module assessment Lessons 1 - 12	Lessons 12 - 25	Lessons 26 - 39	Lessons 40 -48	Lessons 49 - 60	Lessons 61 - 80

Handwriting objectives	H1 Sitting correctly at a table H2 Holding a pencil comfortably and correctly		H3 Forming lower-case letters in correct direction, starting & finishing in right place H4 Form capital letters H5 Understanding which letters belong to which handwriting 'families' H6 Leaving spaces between words (e.g. 'finger spaces') H7 Form digits 0-9			
Mathematics	Place Value -numbers to 10 -numbers to 20 -counting in 2s Addition & subtraction -within 10 -number bonds to 10 Geometry – properties of shapes – 2D shapes Measurement – sequencing	Place Value Numbers to 50 Counting in 10s and 5s Addition & Subtraction -within 20 Geometry- Properties of shapes – 3D shapes Fractions – halves Consolidation of Autumn term objectives Time – to the hour Draw hands on the clock to show these times	Place value- Numbers to 100 Addition and subtraction -number bonds to 20 Multiplication and division -introduction Fractions -quarters Measurement -length and height -dates	Place value -number patterns (odd and even) Multiplication and division Geometry -properties of shapes 2D and 3D shapes Consolidation of Spring term objectives Measurement - Mass and weight	Place value -represent numbers to 100 and on a number line Addition and subtraction -worded problems within 20 Fractions -halves and quarters Multiplication and division Measurement -time to half past	Addition and subtraction -missing number problems Measurement -time -money Geometry -position and direction Consolidation of Year 1 objectives
Science	Animals including Humans		Materials		Plants	
Seasonal changes Observe changes across the four seasons. Describe the weather relating to the seasons and how day length varies.						
On-going skills <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. 						

Computing	Information Technology		Computing Science		Information Technology	
	<p>On-going Digital Literacy Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet of other online technologies.</p>					
DT	Moving pictures		Healthy Food-sandwiches Cooking and Nutrition		Bridges-group work	
	<p>On-going To cut and join different materials. To use construction kits to make own ideas and designs and improve</p>					
Art	Self Portraits		Town/city sky lines		Natural Materials	
	<p>On-going Record work in a sketch book, give an opinion and evaluate art work. Record observations, experience and use imagination Develop and show their ideas using drawing and painting skills. Explore shape and form in their work. Work on different scales with different paint and material/medias. Explore shape and form.</p>					
PE	Invasion Games Fairground	Gymnastics Animals	Dance Starry Skies Seasons	Striking and Fielding Throwing and Catching Bat and Ball	Athletics	Athletics
Music	Fundamentals of Music	Music Interpretation/Description	Famous Musical Works and the Orchestra	Famous Musical Composers and the History of Music	World Music & Musical Devices	World Music & Musical Devices
History	How have things changed since my Grandparents were young?		Who were the great nurses of the past?		What did George Stephenson do that was so special?	
Geography	Where do I live?		What is my country?		What does the rest of the world look like?	
PSHE	Jigsaw Being Me in My World	Jigsaw Celebrating Differences	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me
RE	How is someone welcomed into Christianity?	Why do Christians give Gifts at Christmas?	Belonging to the Muslim Family	What do Christians Remember at Easter	A man called Muhammad	Belonging to the Sikh-Hindu-Jewish Family