



Long Term Plan 2020 – 2021 Year 1

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-------------|--|--|--|--|--|--|
| Connector | Where do we live? | How have our lives changed? | Which animal could I be? | How are dinosaurs different? | What are castles for? | I wonder what lives under the sea? |
| Maths | <p>Number - Place value and ordering numbers to 10 then 20. Subitizing to 10 then teens. Count forward and back to 20 and in multiples of 10. Know one more/one less.</p> <p>Calculating- addition pairs within 10 (applying the subitizing)</p> <p>Geometry – recognising and naming 2D and 3D shapes. Recognise and name half and quarters of shapes.</p> | <p>Number – consolidating place value and ordering numbers to 10 then 20. Subitizing to 10 then teens. Count forward and back to 20 and in multiples of 10. Know one more/one less.</p> <p>Calculating- addition pairs within 10 and then up to 20 and corresponding subtractions. Missing number.</p> <p>Geometry –Sorting 2D and 3D shapes using their properties</p> | <p>Number - Place value and Counting to and from 50, from any number. Begin counting in 5s. Know one more/one less.</p> <p>Calculating – Multiplication and Division repeated addition and subtraction.</p> <p>Measurement- Money know the value of coins and denominations of coins, Time to o'clock and half past. (Days of the week, months of the year)</p> | <p>Number - Place value, Counting to and from 50 and fractions of a quantity. Counting in multiples of 5. Know one more/one less.</p> <p>Calculating- Begin to know addition facts to 20</p> <p>Measurement – Length, Weight and Capacity</p> | <p>Number - Place value and Counting to and from 100. Counting in multiples of 2 (Link to doubles) Know one more/one less.</p> <p>Calculating - Addition and subtraction– 1 and a 2 digit number to 20 inc 0 and value of missing number.</p> <p>Geometry – Position and Direction – describe positions, forwards, backwards, left, right, half and quarter turns in both directions.</p> | <p>Number - Place value and Counting to and from 100. Counting in multiples of 2 (Link to doubles) Know one more/one less.</p> <p>Calculating - Multiplication and Division solve one step problems using arrays. Know doubles to 10 and halves of up to 20.</p> <p>Revisit- Shape/Time/addition and subtraction.</p> |
| English T4W | <p>Fiction</p> <p>Traditional tales Sentence structure, using capital letters finger spaces and full stops. Formation of capitals and lower case, lead in and lead out.</p> <p><i>Key texts: The Gruffalo, Little Red and the Very Hungry Lion</i></p> | <p>Fiction</p> <p>Different sentence structure- questions, statements and exclamations. Verbs- ing Beginning to use adjectives and conjunctions. Formation of capitals and lower case, lead in and lead out.</p> <p><i>Key texts: Peace at Last, Nimesh the Adventurer</i></p> | <p>Non-fiction</p> <p>Using conjunctions Adding suffixes er, est and ed to root words. Sentence structure</p> <p><i>Key texts: Gorilla, The Monkey Puzzle, Mr Wolf's Pancakes, Mog the Forgetful Cat</i></p> | <p>Non -Fiction</p> <p>Plurals and singular suffixes – s or es.</p> <p><i>Key texts: Harry and the Bucketful of Dinosaurs, First Facts: Dinosaurs (DK) Dinosaur Bones, Dinosaur Juniors, Happy Hatchday.</i></p> | <p>Non-fiction/Fiction</p> <p>Prefixes – un Consistent letter sizes and shapes</p> <p><i>Key texts: The kiss that missed, The Lighthouse Keeper's Lunch, Zog</i></p> | <p>Non-Fiction/Fiction</p> <p>Descriptive writing Character descriptions Sentence structure</p> <p><i>Key texts: The Snail and the Whale, The Rainbow Fish</i></p> |



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| Science | Seasonal change/weather Parts of the body/Senses | Seasonal change/weather Trees | Seasonal change/weather Animals | Seasonal change/weather Plants/Trees | Seasonal change/weather Everyday materials | Seasonal change/weather Plants/Trees |
| History | | <p>Timelines - Identify similarities and differences between their lives and that of their parents. Develop an awareness of the past using common words and phrases relating to the passing of time.</p> <p>Understand some of the ways that we find out about the past. To ask and answer questions.</p> | | | <p>Timelines Identify similarities and differences between their lives and that of their parents. Develop an awareness of the past using common words and phrases relating to the passing of time.</p> <p>Understand some of the ways that we find out about the past. To ask and answer questions.</p> | |
| Geography | <p>To identify seasonal and daily weather patterns in the UK.</p> <p>To name the 4 countries and be able to say something about them. To use maps atlases and globes to identify</p> | To identify seasonal and daily weather patterns in the UK. | To identify seasonal and daily weather patterns in the UK. | <p>To identify seasonal and daily weather patterns in the UK.</p> <p>Physical/human features</p> | To identify seasonal and daily weather patterns in the UK. | <p>To identify seasonal and daily weather patterns in the UK.</p> <p>Name the surrounding seas of the UK and the 5 oceans. To name the human and</p> |



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| | <p>the UK and their home town.</p> <p>Cross curricular science-seasonal change.</p> <p>To name the human and physical features of the local area.</p> | | | | | <p>physical features of the local area.</p> <p>To devise and use a simple a map and to recognise simple landmarks within our locality. To use simple positional and directional language.</p> |
| Art | Texture | Colour | Pattern | <p>Lines and shapes</p> <p>Sketching and drawing – International artist.</p> | Tone | Form and space. |
| DT | | To use levers or slide | 3D form – Clay and sculpting textures. | Cooking and nutrients | Building and designing castles and shields. | 2D and 3D fish paper weaving. |
| Music | <p>Autumn 1 Hey You!</p> | <p>Autumn 2 Rhythm in the Way We Walk and Banana Rap</p> | <p>Spring 1 In the Groove</p> | <p>Spring 2 Round and Round</p> | <p>Summer 1 Your Imagination</p> | <p>Summer 2 Reflect, Rewind and Replay</p> |
| Computing | <p>Basic ICT skills; controlling the mouse, logging in, using keyboard and exploring Purple Mash</p> <p>Online Safety</p> | <p>Digital Literacy</p> <p>Online Safety</p> | <p>Digital Literacy & Computer Science</p> <p>Online Safety</p> | <p>Computer Science Coding</p> <p>Online Safety</p> | <p>Information Communication Technology</p> <p>Online Safety</p> | <p>Uses of ICT in and beyond school</p> <p>Online Safety</p> |
| PSHE | Relationships | Relationships | Health and wellbeing | Health and wellbeing | Living in the wider world | Living in the wider world |
| PE | Rugby | Multiskills | Gymnastics | Rapid Fire Cricket | Athletics | Tennis Sports day |



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| <p>RE</p> | <p>Who is a Christian and what do they believe? (KAS 1.1) Introduction to idea of God/Jesus Vicar at Harvest</p> | <p>How and Why do we celebrate special times? (KAS 1.6) Continuing Christian beliefs about Advent and Christmas</p> | <p>Who is a Christian and what do they believe? (KAS 1.1 continued) Beliefs linked to Shrove Tuesday and Lent</p> | <p>Who is Jewish and what do they believe? (KAS 1.3) Introduction to Judaism, symbols and Shabbat Christian Easter celebrations (KAS 1.6 continued)</p> | <p>What can we learn from sacred books? (KAS 1.4) Stories from both the Torah and Bible. Introduction of idea of miracles</p> | <p>What makes some places sacred? (KAS 1.5) Features in a church and synagogue</p> |
| <p>Safety</p> | <p>Safety in the school environment</p> | <p>Safety outdoors, Fire safety 999, online safety and anti-bullying</p> | <p>Pants are private and rights</p> | <p>Health safety First aid ambulance 999</p> | <p>Road safety, water safety</p> | <p>Stranger danger</p> |