


Long Term Curriculum Plan: YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Christian Value	Friendship	Love	Responsibility	Courage	Honesty	Respect
Linked story/quote	Daniel and the Lions		David and Goliath		The Good Samaritan	
British Value (throughout: Mutual Respect and Tolerance)	Democracy		Rule of Law		Individual Liberty	
<p style="text-align: center;">Maths Gateway to Year 2</p> 	<p><i>Count within 100, forwards and backwards, starting with any number.</i></p> <p><i>Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$.</i></p> <p><i>Develop fluency in addition and subtraction facts within 10.</i></p> <p><i>Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</i></p> <p><i>Read, write and interpret equations containing addition, subtraction and equals symbols, and relate additive expressions and equations to real-life contexts.</i></p> <p><i>Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</i></p> <p><i>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</i></p> <p><i>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</i></p> <p><i>Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</i></p> <p><i>Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</i></p>					
	<p>Minimum sufficiency within Year 1</p> <p><i>Learners should be fluent with counting forwards whole numbers within 100 and backwards with whole numbers up to 20. They should add and subtract within 20, recalling most number bonds within 10, using concrete objects and pictorial representations.</i></p> <p><i>Learners are able to:</i></p> <ul style="list-style-type: none"> • count in 2s and 10s. • understand and represent one more and one less than a given number. • recognise simple fractions (halves) • describe and compare different quantities in length, • tell the time to the hour 			<p>Typically by the end of Year 1</p> <p><i>Learners should be fluent with counting whole numbers within 100 forwards and backwards. They should add and subtract within 20, recalling number bonds within 10, using concrete objects and pictorial representations.</i></p> <p><i>Learners are able to:</i></p> <ul style="list-style-type: none"> • count in 2s, 5s and 10s. • understand and represent one more and one less than a given number. • recognise simple fractions (halves and quarters) • describe and compare different quantities such as length, mass, and capacity. • tell the time to the hour and half past 		
MATHS Power Maths	Number: Place Value within 10 Number: Addition & Subtraction within 10 Geometry: 2D & 3D Shapes Number: Place Value within 20		Number: Addition & Subtraction within 20 Number: Place Value; Multiples of 2, 5 and 10 Measurement: Length and Height Measurement: Weight and Volume		Number: Multiplication & Division Number: Fractions Halves & quarters Geometry: Position and direction Number: Place Value within 100 Measurement: Money; Time	

**Reading
Gateway to Year 2**



1. Use phonics as a primary approach to reading
2. Recognise graphemes and associated phonemes, blending through words to decode
3. Recognise and read common exception words
4. Listen to texts read aloud, joining in and asking questions
5. Make simple predictions based on what has happened so far
6. Learn familiar stories by heart
7. Participate in discussions about what is read


1. Apply phonics to non-words in reading e.g. alien words
2. Segment words into phoneme frames to identify known GPCs and then blend together
3. Read individual CEW words out of context
4. Join in with predictable phrases, eg "I'll huff and I'll puff ..."
5. Make predictions based on the title
6. Use story props to support retelling
7. Express likes and dislikes about a text

1. Read a range of decodable texts based on known phonemes
2. Annotate words with sound buttons and lines
3. Read individual CEW words in context
4. Join in with recurring literary language
5. Choose an appropriate prediction when given two or three possibilities to choose from
6. Follow a story map to support a retelling
7. Refer to pictures / diagrams to support opinions

1. Read aloud accurately decodable books that do not require them to use other strategies to work out words
2. Blend across phonemes left to right to read correctly real and alien words
3. Notice similarities / differences between CEW already taught
4. Ask 'what' and 'why' questions linked to the text
5. Create short improvisations that continue an event / story
7. Initiate discussions from shared reading experiences and have conversations with other pupils

Pupils recognise familiar words in simple texts and use their growing phonic knowledge to support them in decoding unfamiliar words. They express their response to texts read aloud, identifying likes and dislikes. They ask simple questions to further their understanding. Pupils are able to retell familiar stories and make predictions based on what has been read so far.

ENGLISH Phonics	Recap Set 1/2 Sounds	Teach Set 3 Sounds	Alt Graphemes Consonant Sounds	Alt Graphemes Vowel Sounds	Revisit Known GPCs Set 1/2/3 + AGs	Revision & Tailored Intervention
	Sounding sentences aloud	Capital letters	Full stops	Joining words and Joining clauses using 'and'	Question marks	Exclamation marks
ENGLISH Grammar, Punctuation & Spelling	<p>Words containing each of the 40+ phonemes already taught</p> <p>Common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put,</p>	<p>The days of the week</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p>	<p>Words ending –y (happy)</p> <p>New consonant spellings ph and wh (dolphin/ when)</p> <p>Using k for the /k/ sound (skin)</p> <p>Adding the prefix –un (unhappy, unkind)</p>	<p>Adding –s and –es to words (plural of nouns and the third person singular of verbs e.g dogs, wishes)</p>	<p>Adding –er and –est to adjectives where no change is needed to the root word</p>	<p>-tch (catch)</p> <p>Compound words (football/playground)</p>

	push, pull, full, house, our					
<p>Writing Gateway to Year 2</p> 	<ol style="list-style-type: none"> 1. Compose sentences orally 2. Write simple sentences 3. Sequence sentences into a short narrative 4. Begin to include appropriate detail for the reader 5. Use capital letters and full stops in their writing 6. Begin to use coordinating conjunctions to link ideas 7. Read what they have written to check it makes sense 8. Use phonics to support their spelling 	<ol style="list-style-type: none"> 1. Orally compose a simple sentence starting with a pronoun, eg 'He is cold' 2. Organise word cards into a simple sentence 3. Orally retell a familiar event or story in chronological order 4. Understand simple purpose for writing 5. Identify and recognise a full stop and capital letter in print 6. Understand the function of coordinating conjunctions to join related clauses 7. Identify where supplied sentences with intentional errors lose sense 8. Orally segment known and new words 	<ol style="list-style-type: none"> 1. Re-phrase a sentence to add additional detail using 'and, eg 'He is cold and frightened' 2. Keep track of their place in a sentence while writing it after oral rehearsal 3. Add sentences to pictures to form a short narrative 4. Discuss what a reader might want to know 5. Orally rehearse a sentence and identify the start / end punctuation needed 6. Join two separate (supplied) sentences / clauses using 'and / but / so' in an order that makes sense 7. Identify where their own writing loses sense when it is read aloud to them 8. Order phonemes to create spellings of words after oral segmenting 	<ol style="list-style-type: none"> 1. Orally compose a compound sentence and omit the second pronoun eg 'Thomas went to the shop and bought cake' 2. Correctly transcribe the orally rehearsed sentence 4. Make choices relating to content 5. Use full stops and capital letters to demarcate sentences in short narrative of more than one sentence 6. Write sentences using coordinating conjunctions to join related clauses 7. Make corrections to their own sentences so that they make sense 		
	<p><i>Pupils can write simple sentences without support. They are increasingly confident, writing independently a familiar range of forms, but still need support with extending and developing writing. They rehearse their ideas orally prior to writing, drawing on models from reading to help structure and develop their own. Pupils are aware of the need to add description to their writing and use a few common conjunctions to link ideas. They use their phonics knowledge to support spelling.</i></p>					
<p>ENGLISH Talk for Writing Unit</p>	<p>Writing to Entertain The Colour Monster Funny Bones</p>	<p>Writing to Entertain What the Ladybird Heard How to Hide a Lion</p>	<p>Writing to Inform/Entertain The Incredible Intergalactic Journey Home I am Amelia Earhart / Aviation (Non-Fiction)</p>	<p>Writing to Entertain Little Red Snow White & The Seven Dwarves</p>	<p>Writing to Entertain/Persuade King and King Little Elizabeth</p>	<p>Writing to Inform/Entertain Paddington Bears (Non-Fiction) Instruction / Recipes</p>
<p>RE</p>	<p>What is the Bible about? Who is God?</p>		<p>Who is Jesus? Why do Christians pray?</p>		<p>What is the Torah and why is it important to Jews?</p>	

	Why do people give presents at Christmas?		Is Easter happy or sad?		Why do Jewish families celebrate Shabbat? What is a church?	
LIFE LEARNING Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
SCIENCE <i>Working Scientifically - ongoing</i>	Seasons (Throughout) Senses The Human Body	Animals inc Humans	Link to DT Science Experiments Link. – Cars/Transport	Investigation/Scientific Enquiry – 7 Scientist Skills	Plants (Trip – Wisley Gardens)	Materials
ART & DESIGN ONGOING: Sketchbooks	The Gruffalo Focus: Drawing 2D and 3D shapes Focus: Printing	Portraits Focus: Painting Animal Collage Focus: Collage	Natural Sculpture Focus: Sculpture	Purple Mash artwork Focus: Digital Media	Sewing Focus: Textiles	Bear Habitats Focus: Textiles
Significant Artist	Axel Scheffler/Frank Phillip Stella	Picasso	Andy Goldsworthy	Sean Charmatz/ Eric Carle	Alexandra Kehayoglou	
COMPUTING Purple Mash	Unit 1.1: Online Safety & Exploring Purple Mash Unit 1.9: Technology Outside School Unit 1.2: Grouping and Sorting		Unit 1.4: Lego Builders Unit 1.5: Maze Explorers Unit 1.7: Coding		Unit 1.3: Pictograms Unit 1.6: Animated story Books Unit 1.8: Spreadsheets	
D & T Design, Make, Evaluate	Minibeast Cupcakes Focus: Food (Aut 2)	African Masks Focus: Structures	Wheels and axels – make a vehicle Focus: Mechanisms	Vehicle Cookies Focus: Food (Spr 1)	Sewing Focus: Textiles	Fruit Salad Focus: Food
GEOGRAPHY	Weather (Throughout) – Link to Seasons (& Summer 2) Countries of the UK					Countries of the UK Contrast Local Area
HISTORY	Locality Study	Toys	Transport		Kings and Queens	
PE Val Sabin units here: Dance Gymnastics	GAMES Unit 1 FOCUS on ball skills and games PE – Dance		GAMES Unit 2 Throwing and Catching: Aiming games PE – Gymnastics UNIT D - Flight bouncing, jumping and landing UNIT E - Points and Patches		GAMES District Sports Prep Unit 3 – bat/ball skills and games Unit 4 – Developing partner work PE – Athletics	

<p><u>Games</u> <u>Athletics</u></p>	<p>Unit 1 – linking movement, response to stimuli, observations Unit 2 – repetition, simple rhythmic patterns, independent dance Unit 3 – mood, improvisation, use of language to describe dance Unit 4 – create a story, vary speed, travelling/jumping/turning/gesture/shape</p>		<p>UNIT F - Rocking and Rolling UNIT G - Wide, Narrow, Curled</p>		<p>Unit 1 – change of speed, underarm throwing, take-off and landing Unit 2 – jumping techniques, running style External Tennis Coaching</p>	
<p>MUSIC</p>	<p>OURSELVES pitch/vocal/dynamics and tempo/steady beat/pulse</p>	<p>ANIMALS beat/word rhythms/pitch</p>	<p>MACHINES AND BEATS rhythm and beat /tempo changes/sequences/dynamics/creating symbol for sound/dance</p>	<p>IN THE GROOVE different styles of music/ interrelated dimensions of music</p>	<p>WATER conducting/dynamic waves/composition/ glissando/instruments/ water/singing at fast tempo/changing the tempo</p>	<p>YOUR IMAGINATION Using the imagination/using interrelated dimensions of music</p>