

# Long Term Curriculum Plan: YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Christian Value	Community	Perseverance	Love	Community	Perseverance	Love
School Promises	Be Ready	Be Safe	Be Kind	Be Ready	Be Safe	Be Kind
British Value (throughout: Mutual Respect and Tolerance)	Democracy		Rule of Law		Individual Liberty	
<p style="text-align: center;"><b>Maths Gateway to Year 2</b></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 <math>&lt;</math> <math>&gt;</math> and <math>=</math>.</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 style="text-align: center;"><b>Minimum sufficiency within Year 1</b></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"> <li>• count in 2s and 10s.</li> <li>• understand and represent one more and one less than a given number.</li> <li>• recognise simple fractions (halves)</li> <li>• describe and compare different quantities in length,</li> <li>• tell the time to the hour</li> </ul>	<p style="text-align: center;"><b>Typically by the end of Year 1</b></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"> <li>• count in 2s, 5s and 10s.</li> <li>• understand and represent one more and one less than a given number.</li> <li>• recognise simple fractions (halves and quarters)</li> <li>• describe and compare different quantities such as length, mass, and capacity.</li> <li>• tell the time to the hour and half past</li> </ul>				
<b>MATHS Power Maths</b>	Unit 1: Numbers to 10 Unit 2: Part-whole within 10 Unit 3: Addition and subtraction within 10 (1) Unit 4: Addition and subtraction within 10 (2) Unit 5: 2D and 3D shapes Unit 6: numbers to 20		Unit 7: Addition within 20 Unit 8: Subtraction within 20 Unit 9: Numbers to 50 Unit 10: Introducing length and height Unit 11: Introducing weight and volume		Unit 12: Multiplication Unit 13: Division Unit 14: Halves and quarters Unit 15: Position and direction Unit 16: Numbers to 100 Unit 17: Time Unit 18: Money	

**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**

**Little Wandle**

**Writing  
Gateway to Year 2**



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

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

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

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

		<i>8.Orally segment known and new words</i>	<i>loses sense when it is read aloud to them</i>			
	<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>					
<b>ENGLISH Talk for Writing Unit</b>	<b>Writing to Entertain</b>  Handa's Surprise Oliver's Vegetables Instructions	<b>Writing to Entertain</b>  Traditional Tales – Little Red Riding Hood The Christmas Story	<b>Writing to Inform/Entertain</b>  Baboon on the Moon Stories with patterned language – Handa's Hen	<b>Writing to Inform/Entertain</b>  Toys – non-fiction fact files The Easter Story	<b>Writing to Entertain/Persuade</b>  Aliens – non-chronological reports Seaside poetry	<b>Writing to Entertain</b>  Information texts – animals CC Science All about me fact files
<b>RE</b>	Who is Jesus? Harvest Festival Why did Jesus tell parables? Why is Christmas important to Christians?		What do Christians believe God is like? What are symbols and why do people use them? What do eggs have to with Easter?		What is the Torah and why is it important to Jews? Why do Jewish families celebrate Shabbat? Why should we look after our world?	
<b>PSHE Jigsaw</b>	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>SCIENCE Working Scientifically - ongoing</b>	Weather and the Seasons	Ourselves, our bodies and our senses Autumn Day	Everyday materials Winter Day	Plants Spring Day	Animal grouping and classifying	Science investigations Summer Day
<b>ART &amp; DESIGN ONGOING: Sketchbooks</b>	African Art	Christmas art		Flora and Fauna	Sculpture	
<b>Significant Artist</b>	Kalyani Zodey			Rene Mackintosh William Morris	Andy Goldsworthy Alberto Giacometti Elizabeth Frink	
<b>COMPUTING Purple Mash</b>	Unit 1.1: Online Safety & Exploring Purple mash	Unit 1.2 : Grouping and Sorting Unit 1.3: Pictograms	Unit 1.4: Lego Builders Unit 1.5: Maze Explorers	Unit 1.6: Animated story Books	Unit 1.7: Coding	Unit 1.8: Spreadsheets Unit 1.9: Technology Outside School
<b>D &amp; T Design, Make, Evaluate</b>	Design and make a fruit smoothie Fruit preparation and food hygiene		Moving pictures			Playgrounds

<b>GEOGRAPHY</b>	Around our school and understanding maps		Our local area		The wider world – hot and cold places	
<b>HISTORY</b>		Famous People		Toys – old and new		Castles
<b>PE</b> <b>Val Sabin units here:</b> <a href="#">Dance</a> <a href="#">Gymnastics</a> <a href="#">Games</a> <a href="#">Athletics</a>	PE - GAMES Unit 1 Focus on ball skills and games Unit 2 Throwing and Catching: Aiming games  PE – Dance Streamers/ conkers/ playing with a ball		PE – Gymnastics UNIT D - Flight bouncing, jumping and landing UNIT E - Points and Patches UNIT F - Rocking and Rolling UNIT G - Wide, Narrow, Curled  PE – Dance The magic toys		GAMES Unit 3 – bat/ball skills and games Unit 4 – Developing partner work  PE – Athletics Unit 1 – change of speed, underarm throwing, take-off and landing Unit 2 – jumping techniques, running style SPORTS DAY	
<b>MUSIC</b> <b>Surrey Arts Interactive</b>	Hey You!	Rhythm in the way we walk/ Banana rap	In the groove	Round and round	Your imagination	Reflect, rewind and replay