Year 1 Long Term Planning 2024-25

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enrichment Activities	Cycle Ready	Christmas activities Cinema Visit	Safer Internet Day Drumming workshop	World Book Day Visit to Wildwood	Bearsted Green Visit	Whole school visit to Holy Cross Church
Writing	**Pathways to Write** Lost and Found Fiction: adventure story based on the structure of the text	**Pathways to Write** Katie in London Non-fiction: write a non-chronological report	**Pathways to Write** The Lion Inside Fiction: journey story based on the structure of The Lion Inside	**Pathways to Write incl. poetry** Beegu Fiction: write own version of the story	**Pathways to Write** Someone Swallowed Stanley	**Pathways to Write** Goldilocks and Just the One Bear Fiction: traditional story with new character or setting based on Goldilocks and Just the One Bear.
SPAG Throughout each unit of Pathways to Write there will be opportunities to teach and apply word skills: spell words containing each of the 40+ phonemes already taught and spell common exception words	**Punctuation** Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I' **Sentence** Combine words to make sentences	**Punctuation** Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places **Word** Use plural noun suffixes -s and -es **Sentence** Join words using *and*	**Punctuation** Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks **Word** Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un **Sentence** Join words and clauses using *and*	**Punctuation** Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark **Word** Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est **Sentence** Join words and clauses using *and*	**Punctuation** Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark **Word** Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/adjectives by adding prefix *un* **Sentence** Join words and clauses using *and*	**Punctuation** Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark **Sentence** Join words and clauses using *and* Use simple description
Maths Using White Rose Maths planning	Number and place value within 10, 5 weeks Step 1 Sort objects Step 2 Count objects Step 3 Count objects from a larger group		Number: Place Value within 20 3 weeks Step 1 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13		Number: Multiplication and Division 3 weeks Step 1 Count in 2s Step 2 Count in 10s Step 3 Count in 5s	

	Step 4 Represent objects Step 5 Recognise numbers as words Step 6 Count on from any number Step 7 1 more Step 8 Count backwards within 10 Step 9 1 less Step 10 Compare groups by matching Step 11 Fewer, more, same Step 12 Less than, greater than, equal to Step 13 Compare numbers Step 14 Order objects and numbers Step 15 The number line Addition and Subtraction within 10 5 weeks Step 1 Introduce parts and wholes Step 2 Part-whole model Step 3 Write number sentences Step 4 Fact families – addition facts Step 5 Number bonds within 10 Step 6 Systematic number bonds within 10 Step 7 Number bonds to 10 Step 8 Addition – add together Step 9 Addition – add more Step 10 Addition problems Step 11 Find a part Step 12 Subtraction – find a part Step 13 Fact families – the eight facts Step 14 Subtraction – take away/cross out (How many left?) Step 15 Take away (How many left?) Step 16 Subtraction on a number line Step 17 Add or subtract 1 or 2 Geometry; shape 2 weeks Step 1 Recognise and name 3-D shapes Step 2 Sort 3-D shapes Step 3 Recognise and name 2-D shapes Step 4 Sort 2-D shapes Step 5 Patterns with 2-D and 3-D shapes Consolidation 1 week	Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more 1 less Step 8 The number line to 20 Step 9 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20 Addition and Subtraction within 20 3 weeks Step 1 Add by counting on within 20 Step 2 Add ones using number bonds Step 3 Find and make number bonds to 20 Step 4 Doubles Step 5 Near doubles Step 6 Subtract ones using number bonds Step 7 Subtraction – counting back Step 8 Subtraction – finding the difference Step 9 Related facts Step 10 Missing number problems Number: Place Value Within 50 3 weeks Step 1 Count from 20 to 50 Step 2 20, 30, 40 and 50 Step 3 Count by making groups of tens Step 4 Groups of tens and ones Step 5 Partition into tens and ones Step 6 The number line to 50 Step 7 Estimate on a number line to 50 Step 8 1 more, 1 less Measurement: Length and Height 1 week Step 1 Compare lengths and heights Step 2 Measure length using objects Step 3 Measure length in centimetres Measurement: Mass and Volume 2 weeks Step 1 Heavier and lighter Step 2 Measure mass Step 3 Compare mass	Step 4 Recognise equal groups Step 5 Add equal groups Step 6 Make arrays Step 7 Make doubles Step 8 Make equal groups – grouping Step 9 Make equal groups - sharing Number: Fractions 3 weeks Step 1 Recognise half of an object or a shape Step 2 Find a half of an object or a shape Step 3 Recognise a half of a quantity Step 4 Find a half of a quantity Step 5 Recognise a quarter of an object or a shape Step 6 Find a quarter of an object or a shape Step 7 Recognise a quarter of a quantity Step 8 Find a quarter of a quantity Geometry: Position and Direction 2 weeks Step 1 Describe turns Step 2 Describe position – left and right Step 3 Describe position – forwards and backwards Step 4 Describe position – above and below Step 5 Ordinal numbers Number: Place Value within 100 2 weeks Step 1 Count from 50 to 100 Step 2 Tens to 100 Step 3 Partition into tens and ones Step 4 The number line to 100 Step 5 1 more, 1 less Step 6 Compare numbers with the same number of tens Step 7 Compare any two numbers Measurement: Money 1 week Step 1 Unitising Step 2 Recognise coins Step 3 Recognise notes Step 4 Count in coins Time 2 weeks Step 1 Before and after

			Step 4 Full and empty Step 5 Compare volume Step 6 Measure capacity Step 7 Compare capacity Consolidation 1 week		Step 2 Days of the week Step 3 Months of the year Step 4 Hours, minutes and seconds Step 5 Tell the time to the hour Step 6 Tell the time to the half hour Consolidation 1 week	
Science	The Human Body Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. I can identify / name / draw / label basic parts of the human body. I can name the senses I can say which part of the body is used for which sense e.g. eyes for seeing, ears for hearing. Using their senses to compare different textures, sounds and smells. Experience different types of science enquires, including practical activities, provided by an adult. Begin to recognise different ways in which they might answer scientific questions. With support, carry out simple tests. Record data with pictures or in simple tables provided by adults. With help, begin to record and communicate their findings in a range of ways and begin to use simple scientific language.	Seasonal changes Observe changes across the four seasons' I can identify Spring, Summer, Autumn and Winter I can talk about the changes which happen in each of the seasons e.g. leaves 'Observe and describe weather associated with the seasons and how day length varies.' I can say what weathers may usually occur during these seasons I can talk about the changes which happen to the length of the day during the seasons Explore the world around them and, with support begin to raise their own questions. Observe closely using simple equipment with support and observe changes over time With help, begin to record and communicate their findings in a range of ways and begin to use simple scientific language. Materials and their properties	Seasonal changes Observe changes across the four seasons. I can identify Spring, Summer, Autumn and Winter. I can talk about the changes which happen in each of the seasons e.g. leaves. Observe and describe weather associated with the seasons and how day length varies. I can say what weathers may usually occur during these seasons. I can talk about the changes which happen to the length of the day during the seasons. Explore the world around them and, with support begin to raise their own questions. Observe closely using simple equipment with support and observe changes over time With help, begin to record and communicate their findings in a range of ways and begin to use simple scientific language. Caring for our Planet	Seasonal changes Observe changes across the four seasons. I can identify Spring, Summer, Autumn and Winter. I can talk about the changes which happen in each of the seasons e.g. leaves. Observe and describe weather associated with the seasons and how day length varies. I can say what weathers may usually occur during these seasons. I can talk about the changes which happen to the length of the day during the seasons. Explore the world around them and, with support begin to raise their own questions. Observe closely using simple equipment with support and observe changes over time. With help, begin to record and communicate their findings in a range of ways and begin to use simple scientific language. Animals Identify and name a variety of common animals	Plants and planting Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can name a variety of wild plants. I can name a variety of garden plants. I know the difference between deciduous and evergreen trees, and can name some. Identify and describe the basic structure of a variety of common flowering plants, including trees. I can identify and describe the basic structure of a variety of common flowering plants. I can identify and describe the basic structure of a variety of common flowering trees. Explore the world around them and, with support begin to raise their own questions. With support, carry out simple tests. Begin to use simple features to compare living things and with help, decide how to sort and group them.	Seasonal changes Observe changes across the four seasons. I can identify Spring, Summer, Autumn and Winter. I can talk about the changes which happen in each of the seasons e.g. leaves. Observe and describe weather associated with the seasons and how day length varies. I can say what weathers may usually occur during these seasons. I can talk about the changes which happen to the length of the day during the seasons. Explore the world around them and, with support begin to raise their own questions. Observe closely using simple equipment with support and observe changes over time. With help, begin to record and communicate their findings in a range of ways and begin to use simple scientific language. Growing and Cooking

		Distinguish between an object and the material from which it is made. I can identify materials and say what they are made from Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I can name some everyday materials e.g. metal, glass and fabric Describe the simple physical properties of a variety of everyday materials. I understand what properties means I can describe the properties of some materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. I can group together materials based on their properties. Begin to use simple features to compare objects, materials and living things and with help, decide how to sort and group them Begin to recognise different ways in which they might answer scientific questions. Materials and their properties Describe the simple physical properties of a		that are carnivores, herbivores and omnivores. I can identify and name some amphibians e.g. frogs, toads and newts I can identify and name some reptiles e.g. alligators, crocodiles and snakes. I can identify and name some common mammals e.g. elephants, tigers and pandas. I know the difference between a carnivore, herbivore and omnivore. I can identify some carnivores e.g. lions. I can identify some herbivores e.g., cows. I can identify some omnivores e.g. hedgehogs. Explore the world around them and, with support begin to raise their own questions. With help, begin to notice patterns and relationships. Ask people and begin to use simple secondary sources to find answers. Observe closely using simple equipment with support and observe changes over time. With help, begin to record and communicate their findings in a range of ways and begin to use simple scientific language.	Ask people and begin to use simple secondary sources to find answers. Observe closely using simple equipment with support and observe changes over time. With help, begin to notice patterns and relationships Record data with pictures or in simple tables provided by adults. With adult support, use their observations and ideas to suggest answers to questions. With scaffolding, talk about what they have found out and how they found it out. With help, begin to record and communicate their findings in a range of ways and begin to use simple scientific language.	

		variety of everyday materials. I understand what properties means I can describe the properties of some materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. I can group together materials based on their properties. With support, carry out simple tests. Begin to use simple features to compare objects, materials and living things and with help, decide how to sort and group them. With help, begin to notice patterns and relationships. Begin to recognise different ways in which they might answer scientific questions. With adult support, use their observations and ideas to suggest answers to questions. With scaffolding, talk about what they have found out and how they found it out. I can identify and name some common birds e.g. pigeons, robins and starlings. (BBC big birdwatch) Observe closely using simple equipment with				

		support and observe changes over time. With help, begin to record and communicate their findings in a range of ways and begin to use simple scientific language. Explore the world around them and, with support begin to raise their own questions. With help, begin to notice patterns and relationships. Ask people and begin to use simple secondary sources to find answers.				
RE	GOD – What do Christians believe God is like? **UC 1.1 Digging Deeper** I can retell a story I can talk about some simple ideas in Christianity I can give an account of Jonah and the Whale	INCARNATION - Why does Christmas matter to Christians? **UC 1.2 Core learning** I can recognise some objects from Christianity and say why these are important I can offer ideas of my own I can identify and describe some ways that Christmas matters to Christians	GOSPEL - What is the good news Jesus brings? **UC 1.4 Core Learning** I can talk about issues I can retell a story I can collect examples of Good News I can give an account of Good News	SALVATION – Why does Easter matter to Christians? **UC 1.5 Core Learning** I can ask and suggest some good questions about Christianity I can offer ideas of my own I can identify and describe some ways that Easter matters to Christians I can use creative ways to express my own ideas	**JUDAISM - Who is Jewish and what do they believe?** I can recognise some objects from Judaism and say why these are important I can talk about some simple ideas in Judaism I can use creative ways to express my own ideas	**JUDAISM - Who is Jewish and what do they believe?** I can ask and suggest some good questions about Judaism I can collect examples of Jewish celebrations I can ask and suggest some god questions about Judaism I can identify and describe some ways that Jewish people worship
PSHRE	Relationships: Families and Friendships Safe relationships Respecting ourselves and others There will be a specific focus throughout Term 1 on emotional well-being and feeling safe and knowing who trusted adults are and having a sense of belonging.		Living in the Wider World: Belonging to a community Media Literacy and digital resilience Money and Work.		Health and Wellbeing: Physical health and mental wellbeing Growing and changing Keeping safe.	
PE Using Get Set for PE planning	Fundamentals - Teacher Ball skills - Coach	Yoga – Teacher Dance - Coach	Fitness - Teacher Gymnastics - Coach	Ball skills – Teacher Sending and receiving - Coach	Invasion games - Teacher Striking and fielding - Coach	Net and wall games – Coach Team building – Teacher

Computing	Technology Around Us	Digital Painting	Grouping Data. Whole School Safer Internet Day	Moving a Robot.	Programming B – Programming Animations	Digital Writing
DT		*Design and make a Christmas decoration* Plan I can research some products linked to my design criteria I can draw a plan including some ideas for the materials to use Make I can cut out shapes which have been created by drawing round a template onto the fabric I can join fabrics by using running stitch and glue I can decorate fabrics with buttons, beads, sequins, ribbon by attaching with glue Evaluate I can discuss how well my product works in relation to the purpose (design criteria).		*Design and make a moving Easter card for a loved one* Plan I can look at existing products and explain what I like and dislike about products and why I can draw a plan including some ideas for the materials to use I can talk about the reasons and thinking behind my choices Make I can name some of the tools I will need I can select tools and materials I can describe what I need to do next I can join appropriately for different materials and situations e.g. glue, tape I can manipulate materials to create different shapes I can use a slider mechanism I can use levers Evaluate I can say what I like and do not like about items I have made, and I can attempt to say why.		*Design and make a healthy wrap* Plan I can understand that all food comes from plants or animals I can begin to name and sort foods into the five groups in the 'Eatwell Plate' Make I know how to prepare simple dishes safely and hygienically I can demonstrate how to use techniques such as cutting, peeling and grating Evaluate I can discuss how well my product works in relation to the purpose (design criteria).
Art	**Colour/Sculpture**		**Line, shape and pattern**		**Tone – unit in production** Lesson 1	

	Input sessions, followed by Enhanced Provision (EP) opportunities: EP- Painting a picture using primary colours (check children's ability to hold a brush correctly) EP- Colour mixing with primary colours (reinforce brush grip). EP - Using Piet Mondrian's work as a stimulus for their own composition using primary colours and black (reinforce brush grip). **Sculpture Input (link to Andy Goldsworthy environmental art)** EP - Opportunities to create sculptures using natural materials in outside area / woodland area – link to Andy Goldsworthy's environmental art (photos/videos on Seesaw) I can recognise and name primary colours I can explore and talk about what happens when I mix primary colours I can make basic links between the skills used by artists, crafts makers and designers, and my own work		Lesson 1 - Exploration of line (sketchbook). Link to pattern. Lesson 2 – Pattern hunt/ Exploration of pattern using pen/pencil (sketchbook) Lesson 3 – Introduction to Anne Lemanski: contemporary sculptor who creates patterned animal sculptures) / exploration of pattern using paint (sketchbooks) Lesson 4 - Introduction to Tinge Tinga art style. Compare to Anne Lemanski's art. Planning of patterned animal artwork. Lesson 5 (2 steps) - Colour mixing primary colours (background) / using paint to complete patterned animal artwork (large scale) Lesson 6 – Finishing techniques (detail, collage, etc). I can make lines with a variety of media I can recognise patterns in nature and the world around me I can create simple patterns using a variety of media		Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 I can recognise patterns in nature and the world around me	

	I can investigate a range of different media I can use a growing range of tools and techniques competently and appropriately I can understand the difference between 2D and 3D art forms I can talk about texture, and begin to represent this in my work through the use of different media I can express my ideas and experiences and imagination through drawing, painting and sculpture I can begin to improve and develop my ideas as I work		I can make basic links between the skills used by artists, crafts makers and designers, and my own work I can explore and talk about what happens when I mix primary colours (revisit Term 1 Sticky Knowledge) I can express my ideas and experiences and imagination through drawing, painting and sculpture I can begin to improve and develop my ideas as I work I can share my own ideas and respond to the ideas of others I can make basic links between the skills used by artists, crafts makers and designers, and my own work			
Geography Using Kapow planning	**What is it like here?** To locate the school on an aerial photograph. I can locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. To create a map of the classroom. I can make a map of the classroom with four key features, using objects to		**What is the weather like in the UK?** To locate the four countries of the UK. I can name and locate the four countries on a map of the UK. I can identify the country they live in. I can begin to locate the four capital cities of the UK. To identify seasonal changes in the UK.		**What is it like to live in Shanghai?** To recognise physical and human features. I can give examples of human and physical features. I can identify features they see on a walk. I can explain the location of features using some directional language. I can use an aerial photograph to locate	

	represent the distance and direction of features in the classroom. To locate key features of the playground. To draw a simple map. I can recognise four features in the school grounds using a map. To investigate how we feel about our playground. I can explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. To create a design to improve our playground. I can draw a design to improve three areas of the playground using the results from the survey.		I can identify the four seasons. I can describe some seasonal changes. To identify the four compass directions I can identify the four compass directions. I can use the compass directions to describe the location of features. To investigate daily weather patterns. I can observe and describe daily weather patterns. To identify daily weather patterns in the UK. I can explain what the weather is like during each season in the UK. To understand how the weather changes with each season. I can suggest appropriate clothing and activities for each season.		physical and human features. To draw a sketch map. I can draw simple pictures or symbols on a sketch map. I can draw compass points. To name and locate some continents on a world map. I can name the continent they live in. I can use an atlas to locate the UK and China on a world map. I can use an atlas to locate Europe and Asia on a world map. To identify physical and human features of a non-European country. I can identify China's physical and human geography. I can sort physical and human features using photographs. I can identify physical and human features in images of Shanghai. To describe what it is like in Shanghai. To compare Shanghai to a small area of the UK. I can compare Shanghai to their locality. I can identify similarities and differences between human and physical features.	
History	.	**Remembrance** 1. Why are people wearing poppies this week?		**The Coronation of King Charles** 1. How has the king's life changed since he was a child?		**Local history: the school and its community** 1. Is there any difference between schools today (in our local area) and in the

		2. Who do we remember on Remembrance Day? 3. Why do we have Remembrance Day? 4. What happens on Remembrance Day? 5. Why is it important to remember?		2. How can we find out about his life in the past? 3. How can we find out about his life now? 4. Can you put these pictures of the king in chronological order? 5. Why is the king an important person?		time of your parents and grandparents? 2. Would you prefer to have been in (our local) schools in the past or now? 3. Were there times in the past when life at (our local) school was particularly unusual and why was this?
Music	**Performance: Harvest** Musical element: DURATION (PULSE AND RHYTHM) Singing: I can sing songs with others and show awareness of their voices. I can sing both long and short sounds. Tuned and non-tuned instruments I understand what is meant by PULSE and RHYTHM and can demonstrate this on tuned and non-tuned percussion. Listening to music I can describe my feeling when listening to live or recorded performances Experiment with music I can use computer software to create a rhythm and a melody Vocabulary: Pulse, rhythm, duration, long short	**Performance: Christmas** Musical element GRAPHIC/ NOTATION BODY PERCUSSION I can perform to an audience with confidence I can sing and follow simple notation I can use my voice and body to make body percussion Vocabulary: Notation, stave, high, low, graphic score, body percussion Music for listening: Anna Meredith: Connect It	**Performance: Drumming workshop** Musical element: PERCUSSION I can play untuned instruments musically. I can describe how I feel about a piece of music. Vocabulary: Africa, djembe, bata, talking drum, tempo, pulse, rhythm, composition Music for listening Holst: The Planets	**Performance: Easter** **Musical element:** STRUCTURE I understand what structure means and can identify an AB, ABA/ABBA and ABACADAE piece of music. I can use non-tuned percussion to build a structured song Listening to music I can determine when a section of music changes and use musical vocabulary to identify binary, ternary and rondo. Vocabulary: Binary, tenary, rondo, form, structure. Music for listening Vivaldi: Four Seasons Mozart: Ah vous dirai-je maman Somewhere Over The Rainbow	**Musical element**: TEMPO I can understand what tempo is in music and can match my voice to the tempo required. I can follow several Italian terms for tempo and play my instrument accordingly. I can identify tempo changes in music and understand how this helps to tell a story of a piece of music Vocabulary: Fast, slow, andante, allegro, lento, accelerando, tempo Music for listening: Greig: In the Hall of The Mountain King Dexy's Midnight Runners: Come On Eileen	

	Music listening: Barber: Adagio For Strings Aaron Copeland: Rodeo No. 5 Hoe Down					

Knowledge is indicated in red.

Skills are indicated in green.