



Dear Parents,

This is the Year 1 Plan 2019/2020. It provides an overview of topics and information we will be planning to cover throughout each term and therefore provides you with the opportunity to work on some topics with your child that they will be looking at.

This plan is however only skeletal and not necessarily every aspect will be covered but it does provide a guide for parents and pupils. As the teaching staff use this plan as an overall long-term guide. We are currently working on updating our website with a list of web-links that you and your child may find useful and this should be ready soon.

Many thanks for your continued support,

Mrs. R Wesley  
Head Teacher

<b>Autumn Term- Literacy</b>	<b>Spring Term- Literacy</b>	<b>Summer term- Literacy</b>
<p><b>Unit 1: Familiar settings</b></p> <ul style="list-style-type: none"><li>To order and retell stories.</li><li>To participate in role play, improvisations and performances of class texts.</li><li>To understand the term setting.</li><li>Appreciate the use of adjectives.</li><li>To give opinions and ask and answer questions about stories.</li><li>To speak and write sentences using the correct structure.</li></ul> <p><b>Unit 2: Information texts</b></p> <ul style="list-style-type: none"><li>To understand the purpose of a poster</li><li>To convey meaning through posters using pictures and captions and make the poster stand out.</li><li>To read and order instructions and understand the use of imperative ('Bossy') verbs.</li><li>To write simple instructions using correct sentence structure.</li><li>To understand the structure of a dictionary.</li><li>To know the order of the alphabet.</li><li>To write upper and lower case letters of the alphabet.</li></ul> <p><b>Unit 3: Recount texts</b></p> <ul style="list-style-type: none"><li>To order events and write own news.</li><li>To write events in order.</li><li>To read own work and check that it makes sense.</li></ul> <p><b>Unit 4: Poetry</b></p> <ul style="list-style-type: none"><li>To appreciate vocabulary, layout, pace and rhythm.</li><li>To create a word bank.</li><li>To begin to use adjectives to describe the colours and sounds that fireworks make.</li><li>To think about ways in which to improve writing.</li></ul> <p><b>Phonics-</b> Learn and apply phonemes to both reading and writing within weekly spellings according to ability. Read 2/3/4 syllable words, both real and pseudo, according to ability. <i>(Regular information will be sent).</i></p> <p><b>Spoken language-</b> Speak fluently and audibly. Retell stories using story language. Listen to and follow instructions. Ask and answer questions, make relevant contributions, offer suggestions and take turns. Discuss what they have written with teachers and peers.</p> <p><b>Handwriting-</b></p>	<p>To continue all term 1 writing objectives.</p> <p><b>Unit 1: traditional tales</b></p> <ul style="list-style-type: none"><li>To order and retell a traditional story.</li><li>To compare traditional tales.</li><li>To describe a traditional tale character.</li><li>To point out the elements of traditional tales and fairy tales.</li><li>To plan and say what they want to write before they write.</li><li>To write using capital letters, full stops and finger spaces.</li></ul> <p><b>Unit 2 – poetry / rhyme</b></p> <ul style="list-style-type: none"><li>To take part in reciting poems and rhymes using pace and rhythm.</li><li>To write a simple rhyme.</li><li>To use own collected adjectives when writing rhymes using the 5 senses.</li></ul> <p><b>Unit 3 – Stories from other Cultures</b></p> <ul style="list-style-type: none"><li>To retell a story.</li><li>To appreciate how different settings add effect to fiction.</li><li>To use adjectives to describe the fruit in 'Handa's Surprise'.</li><li>To write sentences using patterned language and phrases from Familiar Stories.</li><li>To re-read work to begin to improve their own writing.</li></ul> <p><b>Unit 4 – Non Fiction</b></p> <ul style="list-style-type: none"><li>To identify key features and style of simple non-fiction texts.</li><li>To use context and index pages to find answers to simple questions.</li><li>To write suitable sentences for a non-fiction text.</li></ul> <p><b>Phonics-</b> Continued from Autumn term. <i>(Regular information will be sent).</i></p> <p><b>Spoken language-</b> (see Autumn term - continued)</p> <p><b>Handwriting-</b> (see Autumn term - continued)</p> <p><b>Spelling, punctuation and grammar –</b> Begin to use ? and ! Use joining words and clauses using 'and' Name letters of the alphabet in order. Use 'active' grammar – Kung-Fu punctuation. Use capital letters for names of people, I, places and days of the week.</p>	<p>To continue all term 1 writing objectives.</p> <p><b>Unit 1: Information Texts</b></p> <ul style="list-style-type: none"><li>To plan and say what they want to write.</li><li>To write chronological and non-chronological texts using simple structures.</li><li>To talk about what they've written with their teacher and friends.</li><li>To use joining words such as 'and'.</li><li>To re-read writing to make sure it makes sense.</li></ul> <p><b>Unit 2: Poetry / Rhyme</b></p> <ul style="list-style-type: none"><li>Commotion in the Ocean.</li><li>To take part in reciting poems and rhymes using pace and rhythm.</li><li>To write a simple rhyme.</li><li>To use own collected adjectives when writing rhymes using the 5 senses.</li><li>To recognise language patterns and repeated words and phrases in texts.</li></ul> <p><b>Unit 3: Fantasy</b></p> <ul style="list-style-type: none"><li>To retell a story.</li><li>To appreciate how different settings add effect to fiction.</li><li>To use adjectives to describe dragons.</li><li>To re-read work to begin to improve their writing.</li><li>To independently choose what to write about, plan and follow it through.</li><li>To begin to use capital letters for effect.</li></ul> <p><b>Phonics-</b> Continued from Autumn term. <i>(Regular information will be sent).</i></p> <p><b>Spoken language-</b> Listen to and watch stories/ information and express views about how they have been presented. Maintain attention and participate actively in collaborative conversations. To begin to give structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p><b>Handwriting-</b> (continue Autumn and Spring objectives)</p> <p><b>Spelling, punctuation and grammar -</b> To continue and extend sentence structure using 'and', 'but' or 'so'. Use the spelling rule for adding ing, ed, er, est when no change is needed to the root word. Use the prefix un.</p>

<p>Develop a comfortable and efficient pencil grip and write most letters correctly formed and orientated and begin to apply simple joins.</p> <p><b>Spelling, Punctuation and Grammar (GAPs)-</b> Use 'active' grammar – Kung-Fu punctuation. To write using capital letters, full stops and finger spaces.</p> <p><b>Reading-</b> Read aloud accurately consistent with phonic knowledge. Begin to read the Year 1 high frequency words fluently. Read and appreciate new words from shared reading/ topics/ personal reading. Use shape and context to self-correct when reading for accuracy and meaning. Identify the main events and characters in stories, and find specific information in simple texts. Make predictions showing an understanding of ideas, events and characters. Recognise the main elements that shape different texts. Select books for personal reading and give reasons for choices. Visualise and comment on events, characters and ideas, making imaginative links to own experiences. Distinguish fiction and non-fiction texts and the different purposes for reading them. Make inferences on the basis of what is being said and done. Read for pleasure.</p> <p><b>ICT</b> <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a> Purple Mash</p>	<p><b>Reading-</b> (continue term 1 objectives) Distinguish fiction and non fiction texts and the different purposes for reading them. Listen to and discuss a wide range of stories, poems and nonfiction at a level beyond that which they can read independently. Becoming very familiar with key stories, fairy stories and traditional tales retelling them and considering their particular characteristics. Recognise and join in with predictable phrase, learning to appreciate rhymes and poems, and to recite some by heart. Explain the effect of patterns of language and repeated words and phrases. Learn to appreciate rhymes and poems, and to recite some by heart. Read for pleasure</p> <p><b>ICT</b> <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a> Purple Mash</p>	<p>To add 's' or 'es' to plurals.</p> <p><b>Reading-</b> (continue term 1 objectives) Listen to and discuss a wide range of stories, poems and nonfiction at a level beyond that which they can read independently. Discuss word meanings Read words with contractions, and understand that the apostrophe represents the omitted letter. Read for pleasure.</p> <p><b>ICT</b> <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a> Purple Mash</p>
<p><b>Autumn term- Maths</b> Solving puzzles and problems practically Count to and across 50, forwards and backwards To introduce odd and even numbers Write numbers 1-20 Order numbers up to 50 and say one more and one less Add by counting on Understand subtraction as 'take away' and finding the 'difference' Use vocabulary related to addition and subtraction Use symbols to record addition and subtraction number sentences Solve one-step problems that involve addition and subtraction Know number bonds to 10 and corresponding subtraction facts, doubles of 5 and halves of even numbers to 10 To understand place value of 2 digit numbers Name common 2D and 3D shapes Begin to record and solve practical problems for length/ height/ capacity/ time. Sequence events Know and order the days of the week and months of the year. Know the different coin values and solve problems including paying and giving change Begin to use X and ÷ when solving teacher led practical problems Know left and right Count in multiples of 2 Find ½ and ¼ of a shape</p> <p><b>ICT</b> Bee-bots. My Maths Maths Games Websites- Primary games <a href="http://www.primarygames.co.uk">www.primarygames.co.uk</a>. <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>. <a href="http://www.iwb.co.uk">www.iwb.co.uk</a></p>	<p><b>Spring term- Maths</b> Continue Autumn term objects plus... Count to and across 100, forwards and backwards Read, write and order numbers to 100 To understand what an odd or even number is Solve missing number problems Read, write and interpret + and – statements To begin to use number lines to + and - Understand the place value of 2 digit numbers Know bonds of numbers up to and within 10 including subtraction facts Understand the vocabulary associated with problem solving Use diagrams to sort objects Measure and begin to record measures sequence events Compare measures Read the time to the hour and half hour Timed practical activities Describe position and direction by understanding and using terms 'whole' and 'half turns' Know doubles to double 10 Know corresponding halves Recognise patterns of numbers in X10 Recognise, find and name a half as one of two equal parts of an object, shape or quantity Begin to understand and solve problems related to the concepts of multiplication and division Recognise, find and name a quarter as one of four equal parts of an object, shape. Recognise and name common 2D and 3D shapes in different sizes and orientations. Begin to recognise 2D and 3D shape properties.</p> <p><b>ICT</b> BBC-Maths websites. My Maths Bee-bots <a href="http://www.primarygames.co.uk">www.primarygames.co.uk</a>. <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>. <a href="http://www.iwb.co.uk">www.iwb.co.uk</a> Infant Toolkit</p>	<p><b>Summer term- Maths</b> Continue Autumn and spring term objects plus... Identify odd and even numbers Order non-consecutive numbers to 100 Count in multiples of twos, fives and tens Write numbers to 20 in numerals and words Use the language of: equal to, more than, less than, fewer, most, least Use known number bonds to 10 and relate them to bonds to 20 including subtraction facts Understand the place value of 2 digit numbers Add 2 digit numbers and 10s Subtract 10s from a 2 digit number Group objects into 2, 5 or 10 to aid counting Recognise and name common 2D and 3D shapes in different sizes and orientations Recognise common 2D and 3D shape properties Recognise terms mass/weight and volume/capacity Measure and begin to record length, weight and capacity using standard measures Measure and begin to record time – o'clock, half past, quarter past and quarter to. Know the names of the seasons Describe position and direction by understanding and using terms 'whole', 'half', 'quarter turn', 'clockwise' and 'anti-clockwise' recognise odd and even numbers Order events Totals and change to 20p To understand, use and create tally charts and pictograms</p> <p><b>ICT</b> BBC-Maths website. My Maths. <a href="http://www.primarygames.co.uk">www.primarygames.co.uk</a>. Bee-bots <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>. <a href="http://www.iwb.co.uk">www.iwb.co.uk</a></p>
<p><b>Autumn term- Science</b> <b>SCIENCE</b> <b>Myself</b></p>	<p><b>Spring term- Science</b> <b>Senses</b> Senses linked to body parts</p>	<p><b>Summer term- Science</b> <b>Summer</b> Summer walk</p>

<p>Body parts labelling. Skeletons Keeping fit and healthy Early scientific investigation skills <b>Autumn</b> Autumn walk Signs of Autumn Changes in leaves <b>Trees</b> Life cycle of a tree Deciduous/ Evergreen Names of common trees Matching tree, seed, leaf</p> <p><b>ICT</b> www.topmarks.co.uk Dress the Teddy. Education City Purple Mash</p>	<p><b>Winter</b> Winter walk Signs of Winter Winter art work <b>Pets (links to phse RSPCA, Badgers)</b> Skeletal structure of human, dog and bird <b>Spring</b> Spring walk Signs of spring Common plants <b>Investigation skills</b> Cress experiment- predict and record Parts of plant and labels. <b>Bulb planting.</b> Record changes in growth <b>Weather</b> Record changes in weather Keep a weather chart <b>ICT</b> www.topmarks.co.uk <b>Education city</b> <b>Purple Mash</b></p>	<p>Signs of Summer Compare the four seasons Sun safety <b>Mini-beasts</b> Garden mini-beasts Pond Mini-beasts</p> <p><b>ICT</b> www.topmarks.co.uk Education City Purple Mash</p>
<p><b>Autumn term- ICT</b> Log on/off with support Promote confidence in using the computer. Develop mouse control. Learn about print facility. Become familiar with keyboard and function keys. Begin to save and open saved work. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies. Use of apps and software to support learning in all curriculum areas. Understand what algorithms are; and how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p><b>Spring term- ICT</b> Log on/off independently. Be able use an increasingly wide range of functions and software with confidence. Improve keyboard skills, also mouse control. Use a range of software. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies. Beebots- programming Use of apps and software to support learning in all curriculum areas. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>Summer term- ICT</b> Be able to use an increasingly wide range of functions and software with confidence. Improve keyboard skills, also mouse control. Increase range of keys used. Be able to edit text. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies. Sort information Create pictograms from information collected Beebots- programming Use of apps and software to support learning in all curriculum areas. Recognise common uses of information technology beyond school.</p>
<p><b>Autumn term- ART</b> Encourage pride in work detailed pictures, need for modification- 2D/3D work. Foster awareness of colour pattern, texture, line-painting. Colour, colour mixing and techniques. Much of the work will be topic related using a variety of materials. Diwali: Clay Diva Posters- Road safety Christmas Germs <b>ICT- Purple Mash – tools – paint projects</b></p>	<p><b>Spring term- Art</b> Encourage pride in work detailed pictures, need for modification- 2D/3D work. Foster awareness of colour pattern, texture, line-painting. Colour, colour mixing and techniques. Much of the work will be topic related using a variety of materials. Road safety poster Printing Symmetrical paintings Chinese New Year Mothering Sunday Easter/Spring Dinosaur art African pattern Gingerbread men <b>ICT- Purple Mash – tools – paint projects</b></p>	<p><b>Summer term – Art</b> Encourage pride in work detailed pictures, need for modification- 2D/3D work. Foster awareness of colour pattern, texture, and line-painting. Colour, colour mixing and techniques. Much of the work will be topic related using a variety of materials. Posters- Summer safety Puppets/Theatre Paper modelling 3D/2D models Draw sea creatures and shells History- draw household items/transport – Sketch book <b>ICT – Purple Mash – tools – paint projects.</b></p>
<p><b>Autumn term DT</b> Increase proficiency with scissors/other tools. Learn to modify/improve design ideas. (ongoing) Diwali and Christmas craft. Design and make instruments. Free model making Guy Fawkes spring model <b>ICT</b> Purple Mash. Various websites</p>	<p><b>Spring term- DT</b> Dino puppets with lever jaws Cookery-biscuits. Chinese New Year- Chinese dragon Mothering Sunday. Easter craft Design and make a hand puppet Free model making Moving model – split pin Leprechaun Sliders - Zacchaeus <b>ICT</b> Purple Mash. Various websites</p>	<p><b>Summer term-DT</b> 3D stable structure of a mini beast Topic-related junk modelling Seaside craft Free model making <b>ICT</b> Purple Mash. Various websites</p>
<p><b>Autumn term- History</b> <b>HISTORY</b> Sequence stories (3 or 4 events) to develop sense of chronology. Specific words and phases relating to the passing of time Myself- changes, way of life. My family- photographs ,family timeline. Guy Fawkes- bonfire safety(verbally) Poppy Day- remembrance. Why? 2 min silence. <b>ICT</b> My World Teddy. Infant Tool Kit</p>	<p><b>Spring term- History</b> <b>ICT</b> Barnaby Bear website. Bee-bots My World Geography</p>	<p><b>Summer term- History</b> Details of past events (old, new, before, after, long ago, days of the week, months, years) Then and Now (100 years ago) Home, transport, holidays, school.. Past, present, future (personal timeline). Museum set up –artefacts, non-fiction books, posters, etc. to develop interest in the past, sense of chronology, historical enquiry. Empathy – Victorian school trip to Beaumanor Hall. Past holidays and events.Where?</p>

Artefacts and labels. Dynamo History. Bee bots	Infant Tool Kit – 2Count.	'Magic Grandad' TV prog'-At the Seaside. Past, present, future <b>ICT</b> Barnaby bear website My World Explorer(DK) Bee bots
<b><u>Autumn term Geography</u></b> Glen Parva- our local area Early map skills My house Street scenes Badgers and their changing habitat	<b><u>Spring term- Geography</u></b> Types of weather Feed the birds- poster, bird feed Weather maps	<b><u>Summer term- Geography</u></b> Comparison of UK/ Wales and Egypt- Barnaby Bear visits each
<b><u>Autumn term- Music</u></b> Listen to and respond to music Play music from symbols Sing a variety of songs Recognise changes in pitch Contribute to the creation of musical stories and poems Demonstrate and awareness of audience, venue and occasion <b>ICT</b> Explore computer generated sounds.	<b><u>Spring term- Music</u></b> Discuss the character and mood of music Play music from symbols reading from left to right Sing with increasing control Improvise 2/3 note melodies Demonstrate and awareness of audience, venue and occasion <b>ICT</b> Use IT to record sounds around and reproduce these sounds with instruments.	<b><u>Summer term- Music</u></b> Respond expressively to music Develop a sense of pulse in time to music Create and perform musical ostinatos Sing rhythmically Compose and perform music from symbols Explore, select and structure sounds in musical trails Demonstrate and awareness of audience, venue and occasion
<b><u>Autumn term- PE</u></b> Weekly games lesson outdoors with specialist games company Small and large apparatus skills Traditional games skills within small game situations Music and movement Outdoor climbing equipment	<b><u>Spring term- PE</u></b> Weekly games lesson outdoors with specialist games company Gymnastic skills Music and movement Outdoor climbing equipment.	<b><u>Summer term- PE</u></b> Weekly games lesson outdoors with specialist games company Games skills and athletics Balancing equipment Sports Day
<b><u>Autumn term- RE</u></b> Daily Assemblies. What's important to me Old Testament Stories Creation Adam and Eve Noah and the Ark Baby Moses Harvest Festival. Special celebrations-Christian Muslim/Hindu/Buddism Diwali. Christmas Stories/Traditions. <b>ICT - TOPMARKS website</b> Purple Mash	<b><u>Spring term- RE</u></b> New Testament Stories/ Zaccheus Special celebrations-Christian Muslim/Hindu/Buddism Christian church Chinese New Year. Mothering Sunday. Easter Story/Traditions. Special Books <b>ICT / RE- TOPMARKS website</b> Purple Mash	<b><u>Summer term-RE</u></b> Aesop's Fables/Moral Tales The boy who cried wolf Greedy Fox Tortoise and hare Town/country mouse Farmer and his sons Man, sons and the ass Special celebrations-Christian Muslim/Hindu/Buddism Places of worship-'What's in a church?' 'Fathers Day' World appreciation- 'What's important to me'. Jonah <b>ICT / RE- TOPMARKS website</b> Purple Mash
<b><u>Autumn term- PSHE</u></b> Starting schools. Making new friends. Rules –playground/classroom. Say "No!" to strangers. Target setting. New Beginnings, Getting on and falling out, Anti bullying	<b><u>Spring term- PSHE</u></b> Manners linked to drama. Feelings. Charity Day/Sponsored Events. Going for goals, Good to be me.	<b><u>Summer term- PSHE</u></b> Playground/lunchtime behaviour. Feelings/ achievements. School Sponsored Event. Time to evaluate. Time for reflection. Self reports. Say No! to strangers. Relationships, Changes.