

South Bersted C.E. Primary School – Long Term Plan Year 1 – 2019 - 2020

	Autumn		Spring		Summer	
Creative Topic	<i>What does it mean to be me?</i>	<i>How have toys changed?</i>	<i>What is it like to live in the Arctic?</i>	<i>Why are houses made of bricks?</i>	<i>What is it like to live on the coast?</i>	<i>How does the weather affect the way we live?</i>
English Genres	<p><i>Non fiction</i> <i>poetry</i> summer holiday writing recounts prayers</p> <p>Texts <i>Lost and Found</i> <i>Only 1 you</i> <i>Body/ senses information books</i> <i>Rainbow Fish</i></p>	<p>Descriptive writing Narrative Letters</p> <p>Texts The Velveteen Rabbit Oops Where's my Teddy? This is my bear Beebo</p>	<p>Descriptive writing Letter Writing Narrative Non-fiction</p> <p>Texts: Snow Dragon Non – Fiction Texts: The Rainbow Bear</p>	<p>Non-chronological report Newspaper report Narrative</p> <p>Texts: London's Burning Maisy goes to London Three little Pigs</p>	<p>Poetry Narrative Letter</p> <p>Texts: The Lighthouse Keeper's Lunch Gracie the Lighthouse Cat</p>	<p>Information text Non-chronological reports Narrative postcards</p> <p>Texts: Non fiction Kenya Handa's Surprise Meerkat Mail</p>
Spellings	Focus on the Year 1 Spelling lists and the common exception words. Spelling the days of the week.		Name the letters of the alphabet – using letter names to distinguish between alternative spellings of the same sound. Adding s or es.		Prefix un Using ing, ed, er and est.	
Maths	<p>Pupils will count up to 20 objects and estimate up to 30. Pupils will learn and recall their number bonds to 5, 6 and solve missing number problems. Pupils will calculate 1 more and 1 less than a number up to 20. Pupils will use Venn and Carroll diagrams to classify 2D shapes. Pupils will compare and order numbers up to 20.</p>	<p>Order and compare numbers up to 30. Find a number in-between two numbers with a difference of 2. Use addition and subtraction facts to solve problems. Pupils will compare lengths and begin to use standard units of measure. Pupils will add 1, 2 and 3 by counting backwards. Pupils will learn the values of different coins up to £2.</p>	<p>Pupils will use a 100 square to locate numbers up to 100. Pupils will write number sentences for addition and subtraction. Pupils will refine methods for addition. Pupils will begin to compare and sort 3D shapes. Pupils will count back in 10s from any number.</p>	<p>Pupils will identify and justify their understanding of odd and even numbers. Pupils will count on in steps of 5. Pupils will find half and a quarter of shapes. Pupils will double numbers up to 10. Pupils will order, name and recite days of the week. Pupils will write times to the nearest hour.</p>	<p>Pupils will find 10 more or less than a number up to 100. Pupils will add 3 one digit numbers looking for patterns and learn number bonds. Pupils will compare weights and measures in a range of contexts. Pupils will calculate the half of numbers up to 20. Pupils will extend their understanding of money to notes and</p>	<p>Pupils will count and begin to learn the multiplication facts for the 2, 5 and 10 times tables. Pupils will learn to tell the time to the nearest whole, quarter past and quarter to. Pupils will calculate change from 10p and 20p. Pupils will deepen their understanding of place value by ordering and comparing 2 digit</p>

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					solve problems using coins.	numbers up to 100.
Science	Animals including humans: In deepening their understanding of themselves, pupils will name and label different parts of the human body. Pupils will identify and name a variety of animals including omnivores, herbivores and carnivores. Using the school's nature area, pupils will also explore the animals that live in our pond.		Everyday materials: Pupils will identify an object based on the material from which it is made. In addition to this, pupils will identify and name everyday materials. In addition to this, pupils will compare the different materials that houses of the past are made from.		Plants: During the summer term, pupils will identify the basic structure of common plants and trees.	
	Throughout the year, pupils will observe and identify seasonal changes and the associated weather.					
Computing	Pupils will learn about e-safety. Pupils will learn about where to go and who to talk to if they need help or concerns around the internet. In addition to this, pupils will use a computer program to draw their own toys.		Programming: Pupils program Bee Bots to complete a set route to the Arctic.		Programming: Pupils begin to explore Scratch Junior and use 'Tinkering' to explore what the computer programme can do.	
	Pupils will use common words and phrases relating to the passing of time in sequencing key events within their lifetime as well as their parents. Pupils will begin to develop their understanding of chronology.		Pupils will begin to apply their understanding of sources to sort toys from the past and present. In addition to this, pupils will use the sources of information to ask questions about the past. Pupils will then create museum cards in preparation for their own toy museum following their visit to Brighton Toy Museum.		Pupils will learn about the historical figure of Grace Darling. Using pictures of the past, pupils will learn about the challenges she would have faced.	
History	Pupils will use common words and phrases relating to the passing of time in sequencing key events within their lifetime as well as their parents. Pupils will begin to develop their understanding of chronology.		Geography topic this half term.		Geography topic this half term.	
	Pupils will then use source materials, including pictures and videos to compare London of the past to today. Pupils to investigate the causes of the Great Fire of London. In addition to this, pupils will identify similarities and differences between the past.		Pupils will learn about the capital city of England, London, and some of the key		In deepening their understanding of Bognor Regis, pupils will identify the key features	
Geography	In deepening their observational skills, pupils will study the school grounds and the key		History focus this half term.		In further deepening their understanding of the world, pupils will learn about the country	
	Using photographs, pupils will recognise Arctic features making comparisons to England.		Using photographs, pupils will recognise Arctic features making comparisons to England.		In further deepening their understanding of the world, pupils will learn about the country	

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	<p>human and physical features.</p> <p>Following this, pupils will then make suggestions on how the school's environment could be improved.</p>		<p>In describing and naming familiar places, pupils will compare physical features of the Arctic to England.</p>	<p>landmarks.</p>	<p>of living in a sea side town.</p> <p>Pupils will deepen their understanding of the British coastline.</p> <p>In visiting the sea front, pupils will create their own sketch maps of the sea front including the pier.</p>	<p>of Kenya.</p> <p>Pupils will pose and answer questions comparing Kenya to England.</p>
RE	<p>What do Christians believe God is like? Pupils know that Christians believe in God and that they find out about him in the Bible.</p> <p>They know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'. They can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah.</p> <p>They know that Christians believe that God is loving kind forgiving and fair. They know that Christians worship God and pray to him. They can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank</p>	<p>Why does Christmas matter to Christians? Pupils know that Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. Pupils know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts. The Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke).</p>	<p>What is the good news Jesus brings? Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. Pupils know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless. Pupils know that Christians will pray to</p>	<p>Why does Easter matter to Christians? Pupils will know that Easter is very important in the 'Big story' of the Bible. Pupils will know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene. Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this to build a bridge between man and God. By rising from the dead he gives Christians a hope in a new life.</p>	<p>Why is learning to do good deeds so important to Jewish people? I can talk about when someone has done a good deed and helped me I can talk about what my friends and I think are good deeds which help people I can talk about how different religious people believe it is important to do 'good deeds' I can use these words correctly in questions / answers: God, mitzvah, tzedakah I can say what a tzedakah box (pushke) is and what Jewish people use it for I can compare who</p>	<p>Why do Jewish families say so many prayers and blessings? Talk about why saying thank you for food is important to me and others Recognise some pictures of a Sukkah and talk about what I see Talk about what I find interesting or puzzling about Sukkot Use the following names to talk about Sukkot correctly: God, sukkah, lulav and blessings Talk about whether thankfulness is important to me and hear what others say talk about how my family and I might like to spend a day of rest</p>

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	you.	Pupils use the term incarnation. They can talk about examples of how this theme has been explore in art and music (including hymns) by Christians.	God prayers to say sorry to ask for things to say thank you.	Pupils will know that Christians believe in life after death. Pupils will know some of the ways its local church celebrates Easter.	helps me know what a good deed is with how Jewish people know the right thing to do	
Art/ DT	Using items found in the school grounds, pupils will use printing to create repeating patterns. As part of their geographical work, pupils will also carry out sketches of the school grounds.	In DT, pupils will explore the history of transport and how transport has changed over time. Pupils will then use wheels and axles to create their own toy car.	Based on the artist Ruby Freesa pupils will create their own interpretations of an Arctic landscape. In doing so, pupils will use a range of media as well as develop their cutting skills.	In designing a structure linked to science, pupils will create diagrams based on what they want to design. Pupils will then use a range of materials to create their own home that can withstand certain elements. In doing so pupils will deepen their understanding of cutting, shaping and joining.	Using a range of materials, pupils will create their own 3D model of a light house.	Pupils will prepare, cook and taste a range of foods from around the world. In addition to this, pupils will use their observational and colour mixing skills to draw and paint their own fruits.
Music	Rhythm and Pulse Use their voices expressively and creatively by singing sings and speaking chants and rhymes. Experiment with, create, select and combine sounds using the interrelated dimensions of music.	Christmas Play Use their voices expressively and creatively by singing sings and speaking chants and rhymes.	Pitch and instruments Use their voices expressively and creatively by singing sings and speaking chants and rhymes. Play tuned and untuned instruments.	Singing games Use their voices expressively and creatively by singing sings and speaking chants and rhymes.		
PE	Gymnastics Netball	Gymnastics Football	Dance Invasion games – hockey	Dance Invasion games – hockey	Rounders Athletics	Rounders Athletics

