



## Year 1 Long Term Planning 2024 -2025

Please note that only key national curriculum objectives have been identified and that further objectives can be found on the MTP.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Value</b>	<b>Pride</b>	<b>Confidence</b>	<b>Respect</b>	<b>Equality</b>	<b>Belief</b>	<b>Trust &amp; responsibility</b>
<b>British values</b>	<b>Rule of law</b>	<b>Democracy</b>	<b>Mutual respect</b>	<b>Individual liberty</b>	<b>Rule of law</b>	<b>Acceptance</b>
<b>Theme</b>	<b>Our Wonderful World</b>		<b>Space Explorers</b>		<b>The Deep Blue</b>	
<b>English</b>	<b>Read, Write Inc to be taught all year.</b>  <b>Year 1 age related expectations are that children should complete pink to grey levels by the end of year 1.</b>					
<b>Core text to teach GPS &amp; writing</b>	Ravi's roar  Giraffes can't dance	The lonely beast  Funny bums, freaky beaks	Man on the moon  How to catch a star	On the way home  Oi! Get off our train	George and the dragon  The castle the king built	The night pirates  The big book of the blue
<b>Writing outcomes</b>	<b>Ravi's roar:</b> labels, captions, simple sentence linked to own emotions. <b>Giraffes can't dance:</b> labels, captions, simple facts children are good at.	<b>The lonely beast:</b> Wanted poster. <b>Funny bums, freaky beaks:</b> 2 linked sentences about an animal.	<b>Man on the moon:</b> Captions, labels, I can see sentences <b>How to catch a star:</b> Simple instructions	<b>On the way home:</b> Story retell <b>Oi! Get off our train:</b> Simple facts about animals	<b>The castle the King built:</b> Facts about castles <b>George and the dragon:</b> Letter to George - don't be afraid of mice	<b>The big book of the blue:</b> Simple, factual leaflet about sea animals. <b>The night pirates:</b> Sequence of sentences to retell the story.



<b>Themes</b>	Me and my school	Pole to pole	Starry, starry night	Journeys	Castles and dragons (link to real life dragons)  (Kings and Queens included)	Pirates
<b>Maths</b>	Number and place value within 10  Addition and subtraction within 10	Addition and subtraction within 10  Geometry: shape	Number and place value within 20  Addition and subtraction within 20	Number and place value within 50  Measurement: length and height  Measurement: Weight and volume	Multiplication and division  Fractions  Geometry: Position and direction	Number and place value within 100  Measurement: Money  Measurement: Time
<b>Cross-curricular maths links</b>	Science - counting to 10  Measuring and comparing heights	Comparing heights of penguins	Comparing plants - height, number of petals etc	PSHE- Money	3D shapes	measuring materials comparing lengths
<b>Science</b>	<b>Ourselves</b>  Identify & find out basic parts of the human body and senses.	<b>Animals including Humans</b>  Identify common animals including fish, amphibians, reptiles, birds and mammals, and those that are carnivores,	<b>Plants</b>  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	<b>Plants (continued)</b>  To identify and describe the basic structure of a variety of common flowering plants including trees.	<b>Materials</b>  Identify everyday materials.  Describe, group & compare some	<b>Materials</b>  Identify everyday materials.  Describe, group & compare some simple physical properties.



	<p><b>Seasonal changes</b> Observe changes across 4 seasons Observe and describe weather associated with seasons and how day length varies</p>	<p>herbivores and omnivores.  <b>Seasonal changes</b> Observe changes across 4 seasons Observe and describe weather associated with seasons and how day length varies</p>	<p><b>Seasonal changes</b> Observe changes across 4 seasons Observe and describe weather associated with seasons and how day length varies</p>	<p><b>Seasonal changes</b> Observe changes across 4 seasons Observe and describe weather associated with seasons and how day length varies</p>	<p>simple physical properties.  <b>Seasonal changes</b> Observe changes across 4 seasons Observe and describe weather associated with seasons and how day length varies</p>	<p><b>Seasonal changes</b> Observe changes across 4 seasons Observe and describe weather associated with seasons and how day length varies</p>
	<b>Seasonal changes</b> - Observe changes across the four seasons including weather and day length.					
<b>History</b>	<p><b>How have schools and homes changed in Bradford?</b>  Significant historical events, people and places in their own locality</p>	<p><b>Stand alone lesson - Bonfire Night – Guy Fawkes</b>  <b>Remembrance Day</b>  Use stories &amp; other sources to find out about a significant event beyond living memory and how it is represented.</p>	<p><b>History of space travel</b>  The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b>History of vehicles - trains</b>  Events beyond living memory that are significant nationally or globally</p>	<p><b>History of castles</b>  The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p><b>Famous pirates</b>  Events beyond living memory that are significant nationally or globally</p>



<p><b>Geography</b></p>	<p><b>Where do I live?</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use vocabulary to refer to key physical features</p>	<p><b>Pole to pole</b></p> <p>Identify similarities and differences through human and physical geography.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>		<p><b>Where do I live?</b> (continued)</p> <p>Use maps and use basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key physical and human features.</p>		<p><b>Pirates</b></p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p><b>Art</b></p>	<p><b>Artist focus - Picasso</b></p> <p>Self-portraits: colour, lines &amp; texture</p> <p>Painting: Mixing primary colours, graduations, brush thickness.</p> <p>Clay faces 3D: Techniques &amp; impress</p>		<p><b>Artist focus - Van Gogh</b></p> <p><b>Still life Plants- Van Gogh's sunflowers</b></p> <p>Painting Skills</p> <p><b>Landscape-Van Gogh's Starry Night</b></p> <p>drawing skills pastels</p>		<p><b>Artist focus - William Morris</b></p> <p><b>Printing skills</b> - print on fabric, sketchbook, opinions, patterns - view &amp; curtains</p>	



	Happy/sad colours: Knows the relationship between colours and moods and feelings		collage skills  -I Know who Georgia O'Keefe is and describe the content and feeling portrayed by the artist.  -I can compare Georgia O'Keefe's art to Van Gogh and his Sunflower painting.			
<b>Design Technology</b>		<b>Christmas bauble</b>		<b>Textiles</b> <b>Weaving a basket - link to science)</b>  <u>Materials:</u> Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).		<b>Food Technology</b> <b>Fruit salad / Smoothie</b> Healthy Fruit salad/smoothie and serve in an appealing way, design & create own recipe, hygiene and chopping skills.
<b>Music</b>	<b>Hey You.</b> Listen and Appraise	<b>Rhythm in the way we walk</b>	<b>In the groove</b> ● How Blue Can You	<b>Round and round</b> Play tuned	<b>Your imagination</b> Play tuned and	<b>Reflect, rewind and replay.</b> play tuned and



<p><b>(Charanga scheme)</b></p>	<p>the song Hey You! and other Hip Hop songs.</p> <p>Play Instruments, improvise &amp; compose with the Song</p>	<ul style="list-style-type: none"> <li>• The Planets, Mars by Gustav Holst</li> <li>• Tubular Bells by Mike Oldfield</li> </ul> <p>Use instruments to create a percussion beat.</p> <p><b>Christmas concert.</b></p> <p><b>CCL Seasonal changes.</b></p>	<p>Get by B.B. King</p> <ul style="list-style-type: none"> <li>• Let the Bright Seraphim by Handel</li> <li>• Livin' La Vida Loca by Ricky Martin</li> </ul> <p><b>CCL Plants</b></p>	<p>instruments musically;</p> <p>Listen with concentration and understanding to a range of live and recorded music;</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p><b>CCL Neil Armstrong</b></p>	<p>untuned instruments musically;</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>untuned instruments musically; Listen with concentration and understanding to a range of recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>CCL Animals, habitats and climate</b></p>
<p><b>PSHEE Theme</b></p>	<p><b>Belonging</b></p> <p>What rules are; caring for others' needs; looking after the environment</p> <p>Roles of different people; families; feeling cared for</p>	<p><b>Keeping safe</b></p> <p>Recognising privacy; staying safe; seeking permission</p>	<p><b>Getting on and falling out</b></p> <p>How behaviour affects others; being polite and respectful</p>	<p><b>Money and work.</b></p> <p>Strengths and interests; jobs in the community</p>	<p><b>Healthy lifestyles and minds.</b></p> <p>Keeping healthy; food and exercise, hygiene routines; sun safety</p>	<p><b>Healthy relationships and growing up</b></p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p><b>RSHE</b></p> <p>Growing and changing</p> <ol style="list-style-type: none"> <li>1- Keeping Clean</li> <li>2- Growing and Changing</li> <li>3- Families and Care</li> </ol>



<b>Online safety</b>	Self-image and identity	Privacy & security Copywrite & ownership	Online Bullying	Managing Information Online	Health, Well-being & Lifestyle	Online Relationships / Online Reputations
<b>Personal development</b>	I like the way I am	To join in	We do things in different ways	To understand that our bodies work in different ways.	I share the world with lots of people	To work together
<b>British values</b>	<b>Rule of law</b>	<b>Democracy</b>	<b>Mutual respect</b>	<b>Individual liberty</b>	<b>Rule of law</b>	<b>Acceptance</b>
<b>Religious Education</b>	1.1 Which books and stories are special?	1.5 Who brought messages about God?	1.2 How do we celebrate special occasions?	1.2 How do we celebrate special occasions? (Continued)	1.3 What does it mean to belong to a church or mosque?	1.4 How any why do we care for others?
<b>Computing</b>	Technology around us.	Animation - Animated Character	<i>Simple Algorithms (Daisy the Dinosaur)</i>	Pictograms - Information Technology	Robot Maze - Programming	Storyboards
<b>PE</b>	Football (Invasion Games)  Handball (Invasion Games)	Gymnastics 1 (Artistic)  Golf (Target Games)	Dance (Artistic)  Volleyball (Net/Wall Activities)	Orienteering (O & A)  Gymnastics 2 (Artistic)	Fitness (Fundamentals)  Netball (Invasion Games)	Athletics - LC (Fundamentals)  Rounders (Striking & Fielding)



<b>Debating/Circle Time</b>	Listening games Show & tell of toys	Best UK seasons	Imagination scenarios e.g. 'If I could go into space, I would...'	Plants	UK countries, capitals and seas.	Meerkats cannot be pets  Animal games
<b>Educational Visits, Visitors, Experiences</b>	Local walks throughout year to observe seasonal changes.  Nature garden - Signs of Autumn  Litter picking - Looking after our environment	Local walks throughout year to observe seasonal changes.  Nature garden - Signs of Autumn  Local walk - Physical and Humans features of our area  Eureka Trip	Local walks throughout year to observe seasonal changes.  Nature garden - Signs of Spring	Local walks throughout year to observe seasonal changes.  Nature garden - Signs of Spring  Harlow Carr	Local walks throughout year to observe seasonal changes.  Nature garden - Signs of Spring  Oxenhope train journey	Local walks throughout year to observe seasonal changes.  Nature garden - Signs of Spring



**Read Write Inc – Grammar and Writing Overview**

Red		Green		Purple	
<p>The ditties include simple writing activities such as <i>complete a sentence and hold a sentence</i> which provide an important bridge between writing of single words and whole sentences.</p>		<b>Book</b>	<b>Writing</b>	<b>Book</b>	<b>Writing</b>
		<b>On the bus</b>	Simple sentences	<b>Ken's cap</b>	Letter
		<b>My dog Ned</b>	Thought bubbles	<b>A bad fox</b>	Commands
		<b>Six fish</b>	Simple sentences	<b>Big Blob and Baby Blob</b>	Descriptive sentences
		<b>The spell</b>	Simple sentences	<b>Tim and Tom</b>	Balanced text
		<b>Black Hat Bob</b>	List	<b>Tag</b>	Questions and responses
		<b>Tug, tug</b>	Wanted poster	<b>Elvis</b>	Descriptive sentences
		<b>Chips</b>	Descriptive sentences	<b>Flip Frog and the bug</b>	Descriptive sentences
		<b>The web</b>	Descriptive sentences	<b>Red Ken</b>	Description
		<b>Pip's pizza</b>	Ingredients	<b>Billy the Kid</b>	Labels
		<b>Stitch the Witch</b>	Commands	<b>In the bath</b>	Balanced text
		<b>We can all swim!</b>	Descriptive sentences	<b>Hens</b>	Descriptions
		<b>What am I?</b>	Descriptive sentences	<b>Puppets</b>	Labels
<b>Pink</b>		<b>Orange</b>		<b>Progression of groups working at the expected standard</b>	
<b>Book</b>	<b>Writing</b>	<b>Book</b>	<b>Writing</b>	<b>Reception</b>	Red ditty Green Purple
<b>Scruffy Ted</b>	Descriptive sentences	<b>Playday</b>	Speech bubbles		
<b>Tab the cat</b>	Letter	<b>I think I want to be a bee</b>	Descriptive sentences		
<b>In the sun</b>	Postcard	<b>A bad fright</b>	Descriptive sentences		
<b>The dressing up box</b>	Questions and responses	<b>Follow me!</b>	Speech bubbles		
<b>Tab's kitten</b>	Descriptive sentences	<b>Too much</b>	Short narrative		Pink



<b>Sanjay stays in bed</b>	Commands	<b>A good cook?</b>	Descriptive sentences	<b>Year 1</b>	Orange Yellow Blue Grey
<b>The greedy green gremlin</b>	Descriptive sentences	<b>Come on, Margo!</b>	Thought bubbles		
<b>In the night</b>	Descriptive sentences	<b>My sort of horse</b>	Speech bubbles		
<b>Snow</b>	Speech bubbles	<b>Haircuts</b>	Recount		
<b>So cool!</b>	Letter	<b>My best shirt</b>	Letter	<b>Year 2</b>	Interventions based on assessments and phonics outcome.
<b>Jay's clay pot</b>	Instructions	<b>Look out!</b>	Speech bubbles		
<b>Bats</b>	Writing facts	<b>Hunt the tortoise</b>	Invitation		
		<b>Jam tarts</b>	Shopping list		
		<b>Jim's house in 1874</b>	Comparative description		

**Read Write Inc – Grammar and Writing Overview**

<b>Yellow</b>		
<b>Book</b>	<b>Grammar</b>	<b>Writing</b>
<b>The duck chick</b>	Verbs past tense	Writing in role
<b>Off sick</b>	Apostrophe (omission)	Sequenced narrative
<b>Tom thumb</b>	Capital letters	Poster
<b>The gingerbread man</b>	Past tense	Writing in role
<b>Robin Hood</b>	Prefix – un	Recount



<b>Lost</b>	Plural using suffixes -s-es	Letter
<b>Do we have to keep it?</b>	Conjunctions (and)	Email
<b>Danny and the Bump-a-lump</b>	Full stops Compound word	Short play
<b>Grow your own radishes</b>	Adjectives	Persuasive advert
<b>The foolish Witch</b>	Nouns	Writing in role
<b>In the park</b>	Statements Past tense	Leaflet
<b>A mouse in the house</b>	Questions, Exclamations, Commands & Statements	Instructions

<b>Blue</b>		
<b>Book</b>	<b>Grammar</b>	<b>Writing</b>
<b>Barker</b>	Noun phrases	Newspaper report
<b>The poor goose</b>	Verbs	In role – retelling
<b>Hairy Fairy</b>	Adjectives	Letter
<b>King of the birds</b>	Adverbs	Narrative
<b>Our house</b>	Noun phrases	Letter
<b>The jar of oil</b>	Present and past tense	Letter
<b>Jade's party</b>	Commas in a list	Invitation
<b>Jellybean</b>	Noun phrases Coordination	Poem
<b>A box full of light</b>	Apostrophe (omission)	Describing a journey
<b>The hole in the hill</b>	Adverbs – ly	Writing in role
<b>On your bike</b>	Commands	Instructions
<b>At the seaside</b>	Verbs	Persuasion



<b>Grey</b>		
<b>Book</b>	<b>Grammar</b>	<b>Writing</b>
<b>Rex to the rescue</b>	Co-ordination	Poster
<b>The lion's paw</b>	Progressive in past tense	In role - retelling
<b>I dare you</b>	Commands	Instructions
<b>Looking after a hamster</b>	Nouns	Writing a list
<b>How silly!</b>	Apostrophe (possessive)	Description
<b>Wailing Winny's car boot sale</b>	Progressive in present tense	Composing gift tags
<b>Toad</b>	Adverbs	Description
<b>Andrew</b>	Commands	Point of view
<b>Dear vampire</b>	Suffixes -ful - less	Recount
<b>Vulture culture</b>	Subordination - when, if, that	Fact file
<b>A celebration of planet Zox</b>	Adjectives	Recount
<b>A very dangerous dinosaur</b>	Present and past tense	Descriptions
<b>The invisible clothes</b>	Verbs	Interview
<b>A job for Jordan</b>	Commands & Statements	Instructions
<b>A place in space: The moon</b>	Noun phrases	Fact file