






	Autumn	Spring	Summer
Theme	Ourselves	New Beginnings	Exciting Explorers
Hook	Aviation Hat: Who could this aviation hat belong to? 	Mystery Egg: What could hatch from the egg? 	Mystery Box Who could it be? (David Attenborough and Mary Anning) 
Enrichment	Trip to Manchester Airport	Duck Eggs/ Ducklings	Mystery Boxes (Who is it?)
Showcase	History of Flight Assembly	Easter – New Life Assembly	Read Our Stories & Poems to KS1 Classes.

	Autumn	Spring	Summer
Reading Phonics Spelling	 <p>Supersonic Phonics Friends Recap of Basics 2 & Basics 3 Basics 4 Higher Levels Choose to Use 5: New Spellings for Sounds: Reading and Writing Words and Sentences Set 1 -3 Reading Tricky Words: Basics 5 first half! RIC: Verbal RIC Comprehension</p>	 <p>Supersonic Phonics Friends Revisit/Review Higher Levels Choose to Use 5 Higher Levels Choose to Use 5: <u>New Spellings for Sounds: Reading and Writing Words and Sentences</u> Set 4 – 6</p>	 <p>Supersonic Phonics Friends Revisit/Review Higher Levels Choose to Use 5 Higher Levels 5 Switch it Spell Sounds: <u>New Sounds for Spellings: Reading and Writing Words and Sentences</u> Set 1 – 5</p>



Year One Long Term Plan: 2023 – 2024

	<p>Reading for Enjoyment Enjoying Listening to Stories Year 1 Spellings: Set 1 - 12 Learning how many syllables are in the words we say, hear and read. Reading Real and Fake Words: Relating to the Phonics Learning this Term!</p>	<p>Reading Tricky Words: Basics 5 second half! RIC: Verbal RIC Comprehension Written RIC Comprehension in books Reading for Enjoyment. Enjoying Listening to Stories Year 1 Spellings: Set 13 – Set 20 Y1 Spelling Rules: Adding 's' or 'es' (Singular to Plurals) Adding 'ing' to the end of words with no root change. Adding 'ed' to the end of words to change it into the past. Reading Real and Fake Words: Relating to the Phonics Learning this Term!</p>	<p>Reading Tricky Words: that go with Switch it Spell! RIC: Verbal RIC Comprehension Written RIC Comprehension in books Reading for Enjoyment Enjoying Listening to Stories Year 1 Spellings: Set 21 – Set 30 Y1 Spelling Rules: Adding 'er' to the end of words to make it a comparative adjective. Adding 'est' to the end of words to change it to mean most. Adding 'un' to words to change it to mean the opposite. Learning the spelling of compound words. Reading Real and Fake Words: Relating to the Phonics Learning this Term!</p>
	<p style="text-align: center;">Word Reading</p> <p>Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>		<p style="text-align: center;">Comprehension</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Be encouraged to link what they read or hear read to their own experiences. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>



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	<p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I’m, I’ll, we’ll]. Understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discuss word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p>		
<p>Writing (English)</p>	<p>Daily Handwriting Practice Presentation, letter formation, ascenders/descenders, finger spaces, capital letters, full stops, size. Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in correct direction, starting/ finishing in the right place. Form Capital Letters and Digits 0-9</p>	<p>Daily Handwriting Practice Presentation, letter formation, ascenders/descenders, finger spaces, capital letters, full stops, size. Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in correct direction, starting/ finishing in the right place. Form Capital Letters and Digits 0-9</p>	<p>Daily Handwriting Practice Presentation, letter formation, ascenders/descenders, finger spaces, capital letters, full stops, size. Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in correct direction, starting/ finishing in the right place. Form Capital Letters and Digits 0-9</p>	



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	<p>All About Me: (Non Fiction) Writing Sentences.</p> <p>Billy's Bucket: (Fiction) Write Labels, Lists, Captions, Wanted Poster and Descriptive Sentences.</p> <p>Dogger by Shirley Hughes: (Fiction) Sequencing Events, Story Writing, Poster (My Special object)</p> <p>Giraffes Can't Dance: (Fiction) Sequencing a Story, Sentence Writing</p> <p>Girrafes: (Non Fiction) Research, Descriptive Writing, Fact Files.</p> <p>Handa's Surprise: (Fiction & Poetry) Story Sequencing, Sentence Writing, Using out Senses to Describe Tropical Fruit. Learning about Rhyming Poetry & Simile Poetry. Writing short Poems (Rhyming & then using Similes)</p>	<p>Writing Instructions: (Non-Fiction) Fruit Salad.</p> <p>Friendship Stories: Sydney The Spider: (Fiction) Comprehension & Story Writing.</p> <p>The Lost Acorns and The Secret Path by Nick Butterworth: Fiction) Reading Comprehension.</p> <p>Humorous Poems: (Poetry) Learn and Understand Different Poetry Skills and write a simple poem.</p> <p>Brenda's Boring Egg (Fiction): Prediction, Sequencing Events, Writing Sentences and Comprehension.</p> <p>Duck/Chick Diary (Non Fiction): Writing a Daily Diary.</p>	<p>Traditional Tales: The Ginger Bread Man: (Fiction) Sentences and Story Writing.</p> <p>Molly McDrew Adventures Around The World: (Fiction) Understanding Questions (Comprehension), Character Description. Country/Weather Descriptions (Relating back to Seasons and Geography)</p> <p>Willy The Wizard by Anthony Browne (Fiction): Story Mapping and Story Writing. Creating Your Own Story!</p> <p>Traditional Poems: (Poetry) Writing a Poem.</p> <p>Mr Grumpy's Outing (Fiction): Story Writing. Creating Your Own Story!</p>
Grammar and Punctuation	<p>Leave spaces between words.</p> <p>Join words and clauses using 'and'.</p> <p>Begin to punctuate sentences using a capital letter and full stop.</p> <p>Use a capital letter for names of people.</p>	<p>Leave spaces between words.</p> <p>Join words and clauses using 'and'.</p> <p>Become more confident to punctuate sentences using a capital letter and full stop, question mark and exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week, and personal pronoun 'I'.</p>	<p>Leave spaces between words.</p> <p>Join words and clauses using 'and'.</p> <p>Punctuate sentences using a capital letter and full stop, question mark and exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week, and personal pronoun 'I'.</p>
Maths	<p>Place Value to 10 (5 weeks)</p> <p>Addition and Subtraction Within 10 (5 weeks)</p>	<p>Place Value Within 20 (3 weeks)</p> <p>Addition and Subtraction Within 20 (3 weeks)</p>	<p>Multiplication and Division (3 weeks)</p> <p>Fractions (2 weeks)</p> <p>Position and Direction (1 week)</p>



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	2D Shape and 3D Shape (1 week)		Place Value Within 50 (2 weeks) Length and Height (2 weeks) Mass and Volume (2 weeks)		Place Value Within 100 (2 weeks) Money (1 week) Time (2 weeks)	
RE	<p>Unit 1.1 - Harvest How can we help those who do not have a good Harvest?</p> <p>Unit 1.9 - My World, Jesus' World. How was Jesus' Life different to our life?</p>	<p>Unit 1.3 - Christmas Gifts Why do we give and receive gifts?</p> <p>Christmas in Africa. How do they celebrate Christmas in Africa?</p>	<p>Unit 1.4 - Jesus Was Special Why was Jesus special?</p>	<p>Unit 1.5 - Easter Celebrating New Life and Beginnings.</p>	<p>Unit 1.2 - God and Creation What do you feel about the wonder of God's Creation?</p>	<p>Unit 1.7 - Baptism Why is Baptism so Special?</p>
Christian Value	Respect	Kindness	Creativity	Wisdom	Forgiveness	Thankfulness
Science	Materials and their Properties		Seasons Plants		Animals including Humans	
	<p><u>Working Scientifically</u> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</p>					
Computing	Internet Safety	Algorithms Unplugged	Digital Imagery			



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History	The History of Flight (Events Beyond Our Living Memory)		The History of Saint Thomas's School and our Local Area: Ashton (Consider Different Faiths, Beliefs and Ethnicity)		The Lives of Significant People: Mary Anning and David Attenborough.	
Geography	Contrasting Localities (The United Kingdom and Africa) (Non EU): The Gambia. Christmas in Africa: Ghana compare with the United Kingdom. (Consider different Faiths, Beliefs and Ethnicity)		Ashton and Our School: Mapping and fieldwork (small scale).	Continents And Oceans Countries of the UK and Capital Cities		Hot and Cold Places: Mapping and Fieldwork.
Art	Portraits (Pablo Picasso: Sketching, using different Media including Collage). Self Portraits. Printing: Class Bee Hive		Anthony Goldsworthy (Land Art) Observation, Collage, Drawing and Creating Physical Land Art. Sketching & Sculpture: Clay Jugs (RE)		L.S. Lowry Buildings and People Using Different Media: Sketching, Pastels, Painting. Fossil Art: Exploring Different Media	
DT	Design and Make a Fresh Fruit Salad		Sliders Pivots and Sliders		Design and Make Victorian Style Peg Dolls	
PE	Ball Skills Ball – Hand Coordination	Team Bonding Skills	Sending and Receiving	Team Building	Athletics	Gymnastics Dance
Music	The Menu Song Harvest Songs History of Flight Songs Christmas Songs		Football Easter Songs Dawn from Sea Interludes Musical Conversations		Dancing and Drawing with Nautilus Cat and Mouse Come Dance with Me	



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<p>PSHE</p>	<p>Special People and Family School Rules Classroom Rules Friendship Sharing Showing respect</p>	<p>Love Anti-Bullying Being Kind to Each Other Personal Space</p>	<p>Keeping Safe! How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep</p>	<p>Rights and Respect! Taking care of things: Myself My money My environment</p>	<p>Being My Best! Growth Mindset Healthy eating Hygiene and health Cooperation</p>	<p>Growing and Changing! Getting help Becoming independent My body parts Taking care of self and others</p>
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