Year 1 Long Term Planning

	Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Shape	Position and direction
Maths	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words.	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9.	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Compare, describe and solve practical problems for: ➢ lengths and heights mass/weight ➢ capacity and time. Measure and begin to record the following: ➢ lengths and heights ➢ mass/weight ➢ capacity and volume ➢ time (hours, minutes, seconds). Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	Recognise and name common 2-D and 3-D shapes, including: ➢ 2-D shapes [for example, rectangles (including squares), circles and triangles] ➢ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

English	Writing to entertain		Writing to inform	
	Text Types		**Text Types**	
	Stories (including re-tellings) Poetry		Recount Instructions	
	Text Features		**Text Features**	
	Time sequenced Begin to differentiate between past and present tense to suit purpose		Appropriate use of past and present tense	
	Grammar and Punctuation		**Grammar and Punctuation**	
	Adverbials (First Then Next After Later The next day…) Coordinating conjunctions (and but so or when) Finger spaces Capital letters and full stops		Coordinating conjunctions (and but so or when) Subordinating conjunctions (because if) Finger spaces Capital letters and full stops	
	Multicultural British Author			

Computing	**Digital Literacy: e-safety, research and organising ideas**		
		I can recognise and talk about different sorts of digital content, information and data. I can use a range of devices to access digital content.	Talk about and explore a range of digital content used in the school and the world around e.g. sounds, text, pictures, videos • use a listening station to hear a story • use an electronic microscope to magnify and observe a material or living organism • explore an interactive multimedia book or program to find out or website to find information Talk about and explore the range of locations for storing digital content and resources • use of files on the school public drive and resources on the Internet. • why you choose to use the Internet for different purposes. Model the use of the Internet and provide links to appropriate websites to retrieve information
	Hardware Range of real and imitation technology e.g. listening station, microscope, PC, laptop, tablet, mobile phone, camera, microphone	**Software** Create and save content to school network	**Online** (F) What can the computer be used for? (F) Choosing Technology (F) Infant Encyclopaedia (F)DK Clip Art www.clipart.dk.co.uk (F) Tomato Spider
	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.	I can talk about the difference between real and imaginary experiences on the computer and with technology. I can talk about choices when playing games and activities online with a range of devices. I can access content/learning spaces using a simple password I can hide the screen and tell an adult if something online worries me.	
	Creative Technology: communication and collaboration		

			Text	**Images**	**Sound**
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	I understand that technology can help collect information and that information exists in different forms.	Develop familiarity and correct use of the keyboard – spacebar, backspace, shift (for capital letters – not caps lock), return etc.	Use a paint package to create a picture to communicate their ideas	Use sound recorders/players to listen to pre-recorded sound
		I understand that technology can help me collect information and that I can choose to represent data in different ways.	Select appropriate images	Explore shape, line and colour to communicate a specific idea	Experiment with a range of devices which create and record sound
			Select or record a sound to add to work	Use tools, create lines and textures and use the flood fill spray and stamp tools.	Use sound recorders (at and away from the computer) to record and playback sounds (e.g. voices, instruments, sounds around them)
			Add captions to photographs, graphics and sound	Use ICT to source, generate and amend ideas for their art work	

		Computer Science and Understanding Networks: programming and exploring	
	Understand what algorithms (a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer) are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	I can recognise and talk about actions and the effect they have. I can talk about and understand that devices and software can be controlled by buttons.	Talk about, explore and visit places where programming is used in the school and the world around - Involve children operating simple equipment around the school - CD player, photocopier, scanner - Examples in the home-TV/Video/DVD/Hard drive Recorder, Washing machine, microwave - Visit shops, post office, garage, traffic crossings look at use of technology and the cause/effect of pressing buttons Talk about the need for instructions and provide opportunities for children to have physical experiences of giving and following instructions. - Provide a range of toys and resources for children to discover and talk about cause/effect - Provide opportunities for children to explore what happens when different buttons are pushed on a floor robot Talk about links between control of floor robots with on screen movements
	Hardware Simple toys with buttons, knobs, flaps etc. Remote control toys Basic control toys Bee-Bots	**Software** Leaps & Bounds Focus On Bee-Bot 2Go, part of 2Simple Infant Video toolkit	**Online** (P) Busy Things http://busythings.co.uk/ (F)Poisson Rougewww.poissonrouge.com (F) TES iboard Drawing with a control toy Cheese Sniffer (P) Bee-Bot app for i-pad/i-phone
	Recognise common uses of information technology beyond school	I can recognise that a range of technology is used in places such as homes and schools I can select and use technology for particular purposes	Talk about, identify and explore different uses of technology in school and at home - Plan learning walks to identify technology. - Model the choice of technology for different purposes. - Model accessing resources on devices, school network and the internet, talk about the differences - Provide image links for children to choose appropriate activities using technology Model the use of technology for different purposes in the classroom linked to particular topics - Selection appropriate information from a range of sources books, DVD, school network, Internet etc. - Include images, text, video, graphs, and tables from these sources. - email and video messaging (Skype, Facetime) - talk about similarities with uses of technology at home
	Hardware Old PCs and devices to take apart Pretend technology in role play area Use photocopier, microwave, telephone etc. with an adult. Digital camera	**Software** At the Vets/Café/Doctors etc. 2Simple City 2Simple Infant Video toolkit	**Online** Infant Encyclopaedia www.poissonrouge.com/

		Working Scientifically	Plants	Animals	Materials	Seasonal Changes
Science		• 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.	• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees.	• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	• Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties.	• Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.

History		Living memory	Significant events	Significant people	Local History
	• Develop an awareness of the past, using common words and phrases relating to the passing of time. • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. *In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.*	• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		• The lives of significant individuals in the past who have contributed to national and international achievements. *David Attenborough, Jane Goodall, famous children's authors*	
	Chronological understanding	**Interpretations of History**	**Historical Enquiry - Questioning**	**Communication and Organisation**	
	• Sequence events or objects in chronological order. • Sequence photos etc from different periods of their life. • Describe memories of key events in their lives.	• Begin to identify and recount some details from the past from sources, e.g. pictures, stories. • Be able to compare pictures and artefacts for things that are the same and different to the way our lives are now.	• Ask and find answers to simple questions about the past from sources of information.	• Show what they know and understand in different ways, e.g. speaking, role-play, drawing. • Use common words and phrases relating to the passing of time.	

	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork

Geography	• Name and locate the world's seven continents and five oceans.	• Observe and describe the human and physical geography of a small area of the United Kingdom.	• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
			• Use basic geographical vocabulary to refer to key physical and human features of their school, its grounds and the local environment:
			  ➢ key physical features: beach, coast, mountain, sea, season and weather
			  ➢ key human features, including: village, farm, house, office and shop
				• Use world maps, atlases and globes to identify the continents and oceans studied at this key stage.
				• Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
				• Use photographs to recognise landmarks and basic human and physical features; devise a simple map.
				• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

		Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
		Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.
D.T.		- Work confidently within a range of contexts, such as imaginary, story-based, home, gardens, playgrounds, local community, industry and the wider environment - Describe what their products are for - Use simple design criteria - Use knowledge of existing products to help come up with ideas - Develop and communicate ides by talking and drawing - Model ides by exploring materials, components and construction kits and by making templates and mock ups. - Use information and communication technology, where appropriate, to develop and communicate their ideas.	- Select from a range of tools and equipment - Select from a range of materials and components according to their characteristics - Follow procedures for safety and hygiene - Make vehicles with construction kits that contain free running wheels - Join appropriately for different materials and situations e.g. glue, tape - Use glue gun with supervision - Fold tear and cut paper and card - Roll paper to create tubes - Cut along lines straight and curved - Curl paper - Use hole punch - Insert paper fasteners for card linkage - Use simple pop ups - Investigate joinings temporary,fixed and moving	- Talk about their design ideas and what they are making - Make simple judgements about their products and ideas against design criteria *Suggest how their products could be improved.* - What products are - What products are for - How products work - How products are used - Where products might be used - What materials products are made from - What they like and dislike about products	- About the simple working characteristics of materials and components - About the movement of simple mechanisms such as levers, sliders	- That all food comes from plants or animals - That everyone should eat at least five portions of fruit and vegetables everyday - How to prepare simple dishes safely and hygienically, without using a heat source

	National Curriculum	Exploring and Developing Ideas	Evaluating and Developing Work	Drawing	Digital Media	Painting	Printing	Textiles	3-D	Collage
Art	Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work	Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Observe and draw shapes from observations. Investigate textures by describing, naming, rubbing and copying.	Record visual information using digital cameras, iPads. Use computer software to create images by changing line, shape, colour and texture. (Brush size, eraser).	Use a variety of tools and techniques including different brush sizes and types. Work on different scales. Identify primary colours by name.	Print with a range of hard and soft materials. Design repetitive patterns. Make rubbings to collect textures and patterns	Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons and feathers. Create fabrics by weaving materials	Manipulate malleable materials in a variety of ways including rolling and kneading. Change the surface of a malleable material e.g. build a textured tile. Understand the safety and basic care of materials and tools. Use simple 2-D shapes to create a 3-D form.	Create images from a variety of media. Arrange and glue materials to different backgrounds. Work on different scales.

	National Curriculum	
Music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music.	• Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.). • Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm. • Join in and stop as appropriate. • Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including, but not limited to, dynamics and tempo, starting and stopping, adhering to 'starts and stops' - i.e. sound and silence). Pupils could suggest and try out their own ideas. • Listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses. • Respond to musical cues. • Musically demonstrate increased understanding and use of basic musical features as appropriate related to a specific music context (e.g. graduation of sound – getting louder, softer, higher, lower, faster, slower, describe the quality of sounds and how they are made, combined etc. and names of common classroom instruments), supported by verbal explanation, pictures, movements etc. as appropriate. • Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations. • Begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names, counting syllables in names etc. • Demonstrate understanding of the differences between pulse and rhythm through physical movement, playing, singing.

	Belonging	Symbols	Holy books/ Believing	Celebrations	Prayer and Worship	Religious stories
R.E.	What does it mean to belong?	How do symbols show beliefs and what we belong to?	What do some people believe about God?	Why do we celebrate?	What are the similarities and differences in how people pray?	What can we learn from religious stories?

	Health and Wellbeing	Relationships	Living in the wider world
P.S.H.E. & C. (Non-statutory)	I know what to take responsibility for and when to ask for help I know who to ask for help at home and in school **I can say where in school I feel safe.** **I can identify where in the locality I feel less safe and why. (e.g. canal, river, pond, railway, roads,)** **I can say where and when it is safe to cross the road**	**I recognise similarities and differences between myself and others.** I can describe who a friend is, what a friend does and demonstrate some skills needed to make and maintain friends. I can say when I think something is fair or unfair, kind or unkind, right or wrong. I know what to do and who to talk to if I am unhappy with things that happen to me I have strategies that I can use to resolve simple arguments or disagreements through negotiation	**I am aware of some basic things that people can do to improve or harm the local community and environment**. I know and value the different groups to which I belong. I know what my responsibilities are as part of the class (eg take turns, share, return things that have been borrowed) I understand why basic rules (in school and community) are important and how they protect myself and others

P.E.	• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns.

MFL (KS2)	• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • Present ideas and information orally to a range of audiences* • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally* and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. *The starred (*) content above will not be applicable to ancient languages.*