



Samuel Barlow
Primary Academy

Year 1 Long Term Curriculum Plan

	Autumn Term	Spring Term	Summer Term
Reading	<p>Reading spine: RWInc Focus</p> <p>Establishing reading for pleasure</p> <p>Traditional Tales: The Three Billy Goats Gruff, Hansel and Gretel, The Elves and the Shoemaker, Alternative Fairy tales, The Jolly Postman</p>	<p>Reading spine: The Koala that could, The Friendly Mammoth</p> <p>*Mastery focus</p> <p>Discuss their favourite words and phrases</p> <p>Answer and ask questions</p> <p>Introduce non-fiction books that are structured in different ways</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Make inferences on the basis of what is being said and done</p>	<p>Reading spine: Commotion in the ocean, Animals Find it! Explore it!</p> <p>*Mastery focus</p> <p>Discuss their favourite words and phrases</p> <p>Answer and ask questions</p> <p>Introduce non-fiction books that are structured in different ways</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Make inferences on the basis of what is being said and done</p>
Phonics / Spelling	<p>RWInc end of term expectation: Pink</p> <p>Words ending in 'ff', 'll', 'ss', 'zz' and 'ck', words with the /k/ and /nk/ sound, words with the trigraph 'tch', adding '-s' and '-es' to make plurals, adding the suffixes '-ing' and '-ed', adding the prefix 'un-' and the suffixes '-er' and '-est', compound words and words with unstressed vowels, words with the digraphs 'ai' and 'oi', words with the digraphs 'ay' and 'oy', words with the split digraph 'a_e', words with the split digraph 'e_e', words with the split digraph 'i_e', words with the split digraph 'o_e', words with the split digraph 'u_e'</p>	<p>RWInc end of term expectation: Yellow</p> <p>Words with the digraph 'ar', words with the digraph 'ee', words where the digraph 'ea' makes an /ee/ sound, words where the digraph 'ea' makes an /e/ sound, words where the digraph 'er' is stressed, words where the digraph 'er' is unstressed, words with the digraphs 'ir' and 'ur', words with the digraphs 'oo/oo', words with the digraphs 'oo/u', words where the digraphs 'oa' and 'oe' make an /oa/ sound</p>	<p>RWInc end of term expectation: Blue</p> <p>Words where the digraph 'ow' makes an /ow/ or /oa/ sound, words ending in 'y/ee/ and 've'/e/, words with the digraphs 'ue' and 'ew', words where 'ie' makes an /igh/ sound, words where 'ie' makes an /ee/ sound, words with the trigraph 'igh', words with the digraph 'or' and the trigraph 'ore', words where 'aw' and 'au' make an /or/ sound, words with the trigraphs 'air' and 'ear', words where the trigraphs 'air' and 'ear' make an /air/ sound, words with the digraphs 'ph' and 'wh'</p>
Writing	<p>Nibbles the book monster – Diary entry</p> <p>Writing Composition:</p> <ul style="list-style-type: none"> • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense 	<p>The Lion Inside – Fiction, Beegu – Fiction</p> <p>Writing composition:</p> <ul style="list-style-type: none"> • Say out loud what is going to be written about • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense 	<p>Somebody swallowed Stanley – non Chronological report, A Midsummer Night's Dream – character description</p> <p>Writing composition:</p> <ul style="list-style-type: none"> • Say out loud what is going to be written about • Sequence sentences to form short narratives

	<ul style="list-style-type: none"> • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher • Spell words containing phonemes already taught • Spell common exception words 	<ul style="list-style-type: none"> • Re-read what they have written and check that it makes sense • Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher • Spell words containing phonemes already taught • Spell common exception words
Grammar	Capital letters at the start of sentences, CL at the beginning and FS at the end of a sentence, Capital letters for names, Combine words to make sentences, Joining words with and, Question marks for questions, Identify nouns, Adding s for plurals , Adding suffixes where no change is needed (ing)	Adding es for plurals, Adding suffixes where no change is needed (ed), Exclamation marks and question marks, Combine words to make questions, Adding suffixes where no change is needed (er), Adding s or es for plurals, Capital letters for l and names, Capital letters for days of the week, Capital letters for months of the year	CL and FS (including names), Adding un to change meaning of verbs, Separate words with spaces, CL and FS (including days and months), Joining clauses using and, Add un to change meaning of words, Capital letters (including names, l, days and months), FS ? or !, Adding suffixes where no change is needed (ing, ed, er)
Maths	Block 1 –Comparison and composition to 10, Block 2 – Additive structures, Block 3 – Strategies within 10, Block 4 – Propoerties of shape: 2d and 3d shapes	Block 4 – Propoerties of shape: 2d and 3d shapes, Block 5 – Multiples of 10 up to 100, Block 6 – Composition of numbers 20 – 100, Block 7 – Composition of numbers 11 to 19	Block 8 – Counting and unitising coins, Block 9 – Position and direction, Block 10 – Fractions, Block 11 – Time, Block 12 – Measures
Numbersense	Subitising 1-5, Subitising 6-10, Subbitising on a tens frame, Make and break 5, Make and break 4, 3 and 2, Make and break 10, Make and break 6, 7, 8 and 9	One more and one less, Two more and two less, Number 10 fact families, Five and a bit, Know about zero, Doubles and near doubles	Number neighbours, 7 tree and 9 square, Strategy selection, Ten and a bit
Science	Animals, including humans – All about me Exploring Everyday Materials 1 - (<i>Links to history</i>)	Exploring Everyday Materials 2 Animals, including humans – All about animals - (<i>links to English</i>)	Plants Summary of Seasonal Change
History	Discovering History	Kings and Queens	Parliament and Prime Ministers
Geography	Spatial Sense	The UK	The seven continents

PSHE	Puzzle 1: Being me in my world Puzzle 2 Celebrating difference	Puzzle 3 – Dreams and Goals Puzzle 4 – Healthy Me	Puzzle 5 – Relationships Puzzle 6 – Changing me
PE	Invasion Games Dance: Starry Skies	Gymnastics Dance – Mr Wolf’s Week	Athletics Multi-skills
Music	1.1 Marching music 1.2 Samba	1.3 Animals in music 1.4 Ostinato I	1.5 What can you hear? 1.6 Stories in Sound I
Computing	1.1 Computing systems and networks: Technology around us. 1.2 Creating media: Digital painting E-safety: Self-image and identity, Online relationships, Online reputation	1.3 Programming: Moving robots 1.4 Data and information: Grouping data E-safety: Online bullying, Managing online information, Health, well-being and lifestyle	1.5 Creating media-digital writing: Digital writing 1.6 Programming: Programming animations B E-safety: Privacy and security, Copyright and ownership
RE	Theme: God & Creation. (NOTTS SYLLABUS 1.3) Religion: Christianity/Judaism Key Question: Does God want people to look after the world? Theme: The Christmas Story. (NOTTS SYLLABUS 1.1) Religion: Christianity. Key Question: What Gifts might Christians give Jesus if he had been born here and not in Jerusalem?	Theme: Jesus as a friend. (NOTTS SYLLABUS 1.2) Religion: Christianity. Key Question: Was it always easy for Jesus to show friendship? Theme: Easter (NOTTS SYLLABUS 1.1) Religion: Christianity Key Question: Why was Jesus Welcomed like a king or celebrity by the crowds on Palm Sunday?	Theme: Shabbat (NOTTS SYLLABUS 1.4) Religion: Judaism Key Question Is Shabbat important to Jewish Children? Theme: Rosh Hashanan & Yom Kippur. (NOTTS SYLLABUS 1.1) Religion: Judaism Key Question Are Rosh Hashanan & Yom Kippur important to Jewish Children?
Art	Colour	Line	Sculpture
D&T	Cook: Dips and vegetables / Jam tarts or Mince Pies	Sew: Animal Sock Puppets	Build: Vehicles