



Puttenham CofE Infant School Year 1 Long Term Planning

	Autumn Reach for the stars Autumn 2 – Toys - Christmas	Spring Our village (Forest school)	Summer Around the world and back again
Key theme/s	School values: Hope, love and wisdom British Values: Key celebrations Remembrance, St Andrew's Day, Children in Need, Christmas Jumper Day, Gunpowder Plot Black History Month, CHRISTMAS	School values: wisdom, hope and resilience British values: Key celebrations Burns Night, Shrove Tuesday, Science, St Patrick's Day, St David's Day, Comic Relief St George's Day EASTER	VALUE: Wisdom, respect, love and hope Courage British Values: Community & caring for the wider world Key celebrations: May Day
	Cultural capital: BHM role models, famous artists, history (artefacts), out-of-school trips, music (high quality recorded music, experience variety of instruments), PE (successful athlete videos), visitors, activities day, literacy (quality texts, author/illustrator focus book week), science - key scientists, world view (Geography comparing lives/beliefs/cultures of children around the world).		
Favourite 5 books	Thinker My Puppet Poet by Eloise Greenfield The Rainbow Fish by Marcus Pfister Where the Wild Things Are by Maurice Sendak Goldilocks and the Three Bears Neil Armstrong (Little People Big Dream Book)	Little Kids First Big book of Animals – National Geographic) A First Book of Animals Nicola Davies – poetry The Bad Tempered Lady bird- Eric Carle Three Billy Goats Gruff Henri's Scissors by Jeanette Winter	Lost and Found- by Oliver Jeffers Ernest Shackleton- Little People big dreams Jim's Beanstalk by Raymond Briggs Introducing Antarctica- Anita Ganeri My Friend Earth- by Patricia McLachlan (seasonal change)
	Goldilocks and Just the One Bear by Leigh Hodgkinson The Scarecrow by Beth Ferry (poetic text, RSE) Stickman by Julia Donaldson Tree: Seasons Come Seasons Go by Britta Teckentrup (poetic text, Science)	Usborne Children's Picture Atlas, illustrated by Linda Edwards The Enormous Turnip/ The Giant Turnip- adapted by Henriette Barkow Michael Rosen poetry book Meerkat Mail- by Emily Gravett	Oi, Get off our Train- John Burningham Penguins – National Geographic 10 things I Can Do to Help my World- Melanie Walsh
English	1 week initial assessment 6 weeks – sentence structure (think, say, write and check) Beginning narrative language and sequence of a story. Pie Corbett. Oral retelling. Introduce to the actions. Fairy tales- introduce ideas of alternative versions through favourite 5. Goldilocks and the three bears. 3 weeks – non-fiction linked to topic. Linked to science- animals. Recount (linked to toy museum visit) 2 week poetry (fireworks and Christmas) 2 weeks Christmas writing – e.g. letter, lists or Christmas story Assessment for moderation – narrative- link to RE Christmas story or link to Father Christmas	2 weeks information texts – linked to materials 1 Recount (link to Wisley trip) 1 week poetry (linked to spring, Mother's day or riddle) 5 weeks story writing (beginning, middle and end, use of narrative language more consistently). 2 weeks non-fiction – fact file link to history of Puttenham school. 1 week Easter writing linked to RE Assessment - non-fiction	1 recount – letter from Antarctica 2 weeks information texts – linked to Antarctica 2 weeks instructions text – linked to growing topic 6 weeks of fiction – 2 stories – writes a story with a clear beginning, middle and end, begin to expand vocabulary and punctuation mostly used correctly. Jack and the Beanstalk rewrite then an adaptation. Write own beanstalk story. Assessment - narrative
	Handwriting: transcript		
Phonics RWI	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to read words containing set 2 sounds. Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7. Review set 2 sounds, particularly: ar, or, air, ir, ou, oy Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo Children are taught set 3 sounds: ea, oi, a-e, i-e,o-e, u-e, e-e By the end of each half-term children should be able to: - Read Purple storybooks. - Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo) Read Pink storybooks. - Read all set 2 sounds speedily. - Read nonsense words containing set 2 sounds.	Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, a-e, i-e,o-e, u-e, e- e). Children are taught the rest of the set 3 sounds. Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings. By the end of each half-term children should be able to: - Read Orange storybooks. - Read some set 3 sounds. - Read set 2 sounds within nonsense words. - Read Yellow storybooks. - Read some set 3 sounds speedily: (ea, oi, a-e, i-e,o- e, u-e, e-e). - Read above sounds in nonsense words.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy. Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace By the end of each half-term children should be able to: - Read Yellow storybooks. - Read all of set 3 sounds. - Read 60/70 words per minute. - Read Blue storybooks. - Read all of set 3 sounds speedily. - Read 70 words per minute.
	Throughout Year 1 children are expected to: Read sentences linked to phonic knowledge and ability. Be exposed to a range of text types (fiction, non-fiction, poetry, rhymes). Read Year 1 common exception words.		



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Comprehension	Children are taught specifically to: - To participate in discussion about what is being read to them. - To identify the title of a text. - To discuss the significance of the title and events in a story. - To answer questions (based on VIPERS) – verbally. - Learn topic related/unfamiliar vocabulary and use it mostly appropriately. (Plus comprehension covered within Read, Write, Inc. – retrieval and discussion/explain)	Children are taught specifically to: - To give simple prediction, on the basis of what has happened so far. - Learn topic related/unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. - Begin to explain the meaning of vocabulary. - Answer a range of questions based on VIPERS – verbally with more independence and in simple written form e.g. multi-choice. (Plus comprehension covered within Read, Write, Inc. – retrieval, discussion, inference and explain)	Children are taught specifically to: - To explain clearly what has been read to them. - To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - To make inferences on the basis of what is said and done. - To answer a range of questions, based on VIPERS, in simple, written form. (Plus comprehension covered within Read, Write, Inc. – retrieval, inference, prediction, explain)
Spelling, Punctuation and Grammar	Alphabet letter names and order. Grammar- Capital letters, full stops, finger spaces, question marks. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' introduce 'ed' (link to past tense and recount)	joining words and clauses using 'and', using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Prefix un Suffixes- plurals es,s	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Introduce exclamation marks Suffixes- ing, er, est
Maths	Place value to 10 recap x1 Place value to 20- part part whole model, tens frame, tens and ones grid. X3 Addition and subtraction within 10 and then 20. X4 Money- links to old toys Multiplication- Count in steps of 2 and 10- tie in with money. X2 Shape x1	Place value within 50 x3 Addition and subtraction- within 20 x1/2 Weight and volume- tie in with Forest School x1 Time –seconds, minutes, hours, o'clock , introduce half past if time. X2 Fractions- tie in with making fruit kebabs- half and quarter DT Multiplication and division- counting in 5s, sharing	Place value within 100 Addition and subtraction- Shape x1 Geometry- position and direction (linked to beebots and computing) Length and Height (linked to Jack and the Beanstalk) Time- recap of o'clock, half past. Multiplication and division- arrays
Science	Working scientifically Identify and name the basic parts of the human body Senses Key vocabulary – hear, feel, smell, taste Investigating senses- observe, perform a simple test and CT model how to record an investigation. Senses-exploring our sense of sight and sense of touch Blindfold game, Kim's Game Data collection e.g. Tally favorite taste, eye colour, tallest child etc. Senses- Exploring our sense of taste- experiment-sweet, salty, bitter, sour Senses - observe, experience, record. Key vocabulary – hear, feel, smell, taste Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Everyday materials Describe the physical properties of simple everyday materials – observe closely the properties using simple equipment Pupils should be taught to: • 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 Material Investigation- How can we keep Bunty (class soft toy) dry at Forest School? Trees – seasonal change identify and name a variety of deciduous and evergreen trees Seasonal change- Length of the day Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies- Think about suitable clothes for Bunty to wear during the different seasons.	Working scientifically-Animals- including humans – observing, classifying, investigating, same, different Animals 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) Key vocabulary – Carnivores and Herbivores, omnivores Plants Forest School and introduction before summer planting Identify and describe the basic structure of a variety of common flowering plants, including trees. Reinforce understanding of trees introduced last term.	Working scientifically – observe, classifying, explore, investigate Wild Plants and Garden Plants What garden plants can we find in our school environment? (Plant detectives) Identify, name, and compare a range of familiar garden plants in our school grounds, including wild flowers and trees. What wild plants are there in our school grounds? (Plant detectives) To identify and name a variety of common wild plants. Learn to take care of wild plants in the environment. Learn how important flowers are for bees.
	Seasonal Change – pond visits, school ground, surrounding area & beyond, weather		



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RE	<p>Why do Christians call God creator?</p> <p>What is the 'Nativity' and why is it important to Christians?</p>	<p>What is the Torah and why is it so important to Jewish families?</p> <p>What do Christians learn of stories of Jesus?</p>	<p>What is important for Muslim families?</p> <p>Why do people tell stories?</p>
PSHE/ RSHE	<p>Themes To feel settled in my new class/school Wisdom - My new class – questions and feelings Respect - How to be safe at school – class rules. Hope – Dreams and goals - setting targets. (3 weeks)</p> <p>Love, respect, resilience, wisdom and hope My family and friendships Families and friendships- roles of different people; families; feeling cared for.</p> <p>Aut Term 1 On-line –safety lessons How rules and restrictions help them to keep safe online (link with ICT)</p> <p>Love, respect, resilience, wisdom and hope Aut Term 2 What makes a good friend?</p>	<p>Love, respect, resilience, wisdom and hope Spring 1 On-line safety lessons My feelings- We have a range of emotions and we need to recognise them. Self-regulation (Fizzy scale). How to manage their emotions e.g. when they are angry/sad/excited etc What is appropriate?</p> <p>Spring 2 Keeping safe- boundaries, keeping secrets, my body belongs to me, PANTs (See MTP)</p>	<p>Love, respect, resilience, wisdom and hope Term 3 On-line safety lessons</p> <p>Being healthy- what is a healthy diet-link to fruit kebabs in DT, brushing teeth, medicines, keeping safe in the sun (links to science, DT and PE).</p> <p>Growing and changing.</p> <p>Transition/moving on (2-3 weeks)</p>
History	<p>Significant People: Neil Armstrong</p> <p>1st half – Life of the significant person – Neil Armstrong Use common words and phrases relating to the passing of time. Ask and answer questions about the past. Find answers to some simple questions about the past from different sources.</p> <p>2nd half – Changes within living memory Question, talk, draw or write about aspects of the past. Use historical vocabulary appropriately Historical inquiry – vocabulary, compare old and new toys. Place toys in chronological order. Recount of school trip, play, pause day etc. Understand that others may give a different version. Invite a Grandparent to talk about the toys they played with.</p> <p>Historical Substantive concept (government) School council</p>	<p>Significant place: Puttenham CofE Infant School</p> <p>Changes within living memory and beyond – changes of Puttenham CofE Infant School over the years.</p> <p>Find answers to some simple questions about the past from simple sources of information. Use primary sources i.e. photographs, log books, maps and people from the village.</p> <p>To know what is true and what is made up.</p>	<p>Significant People: Ernest Shackleton</p> <p>Historical inquiry – Building on vocabulary. Sorting old and new artefacts using their own ideas and criteria. To describe how they have sorted using appropriate vocabulary.</p> <p>Role play and drama</p>
Geography	<p>Place Knowledge: Know about some present changes that are happening e.g. at school, in their local environment (class/school council).</p> <p>Human and Physical Geography Describe seasonal and daily weather changes</p> <p>Geographical Skills and Fieldwork: Use of directional language linked to ICT (unit on Beebots)</p> <p>Look at aerial views of items and places in the school surrounding. To draw what they have observed (make a simple aerial map of the classroom)</p> <p>Introduction of atlas, globes, maps as resources</p>	<p>Locational Knowledge/Geographical Skills and Fieldwork Name and locate the four countries of the United Kingdom and some of their capital cities. Know that London is the capital city of England Identify some characteristics of the four countries (food, flowers) Use world maps, atlases and globes to identify the UK and its countries</p> <p>Place Knowledge: Name, describe and compare familiar places. Forest School. What is it like to live in the village? What do people do here? Human and Physical Geography Forest School- use basic geographical vocabulary to describe Forest School To use appropriate vocabulary classroom, field, playground, forest school, allotment, hall, building, road/lane, street. Physical: forest, river, plants, hop field, meadow, lake Human: village, farm, house, shop, cottage, church Describe seasonal and daily weather changes with increasing vocabulary.</p> <p>Geographical Skills and Fieldwork: Basic compass directions and use directional language forwards, backwards, left, right, near and far to describe the location of features and simple routes on a map (school grounds and Forest school)</p> <p>Use simple observational skills to study the geography of the school and its grounds (including Forest School)</p>	<p>Locational Knowledge: Name and locate three of the seven world's continents and three of the oceans (Asia, Africa, Antarctica) Understand how some places are linked to other places e.g. roads, trains. Identify the North and South Poles. Human and Physical Geography Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles. Physical: beach, sea, ocean, coast, ice sheet, iceberg Human: city, port, harbour Describe seasonal and daily weather changes with increasing vocabulary.</p> <p>Place Knowledge: Village walk. To describe some features of the local area. To talk about what they have seen and ask questions (St John the Baptist Day).</p>



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Computing	<p>E-safety- Project evolve (1 week)</p> <p>QR codes, logging on, saving, opening files</p> <p>Digital media use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>(Teachcomputing planning- block creating media: Digital painting) (opening a file, saving, using a paint app, exploring different mark making, evaluating work)</p> <p>Digital media use technology purposefully to create, organise, store, manipulate and retrieve digital content (keyboard skills)</p> <p>(Teach computing – creating media digital writing) Keyboard skills: letter positions, typing skills, space bar and back space. To think about purpose of using a keyboard</p>	<p>E-safety- project evolve 1 lesson</p> <p>Technology around us recognise common uses of information technology beyond school 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. Teach computing- Technology around us</p> <p>Using technology purposefully use technology purposefully to create, organise, store, manipulate and retrieve digital content Using technology safely Grouping data- Logging on, opening and saving files, creating and presenting information in different ways.</p>	<p>E-safety- project evolve 1 lesson.</p> <p>Algorithms understand what algorithms 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</p> <p>Programming block A – moving a robot(beebots) To understand what a command is and give one. Input simple instructions to a beebot, forwards, backwards, left turn, right turn, to plan a simple program, to find more than one solution To use vocabulary -algorithm.</p> <p>As above NC statements Animations- Purple mash To open and save a file, to edit, to understand how to add a frame, process of animation, play animation.</p>
PE	<p>Fitness To know exercise makes you strong and healthy. Exercise changes how we feel. Exercise helps our heart/brain/muscles.</p> <p>Yoga poses</p> <ul style="list-style-type: none"> Stand –Mountain Balance – Plank Forward Bend – Rock Forward Bend – Downward Dog <p>Gymnastics SCL - Floor/low level equipment To show awareness of the different shapes that they can create when travelling. To learn different balances and ways of travelling.</p> <p>To explore how to link shapes effectively. To be able to observe each other and give positive feedback. To know how to work safely, bending knees, four people to a mat. Medium and high level equipment – To begin techniques for climbing, balancing and jumping off apparatus at different levels. To observe and give positive feedback to others.</p>	<p>Forest school</p> <p>SCL – Ball skills</p> <p>Throwing and catching</p> <p>To have their hands in a basket shape ready to catch. To watch the object that I am going to catch. To throw under arm. Looking and pointing my non-throwing arm at the target (rolling)</p> <p>Striking To keep their eye on the ball. To swing their hand or equipment back and follow through after connecting with the ball. To understand how to hold a racket/bat and be able to change the pace and direction of the ball. To strike a ball with their foot.</p>	<p>Dance – CT To move their bodies to musical rhythm. To explore space and learn the basic skills of travelling and balancing in different ways. For example shape and balance, skipping, leaping, hopping, jumping, creeping and tiptoeing.</p> <p>To learn to create different body shapes and be able to hold the shape and balance.</p> <p>Athletics SCL To develop the correct running technique pumping arms, moving arms and legs in opposition. To use equipment to practice throwing and catching skills and to be able to aim at a target.</p>
Music	<p>Introducing Beat Unit 1 How Can We Make Friends When We Sing Together? Listening, Singing, Playing Composing and Performing</p> <p>Rhythm & Pitch Space- Songs to enhance the curriculum</p> <p>Christmas- Songs to enhance the curriculum</p> <p>Listening & Appraising</p>	<p>Combining Pulse, Rhythm and Pitch</p> <p>Unit 3 How does Music make the world a Better Place Singing, Playing Composing and Performing</p> <p>Unit 4 How Does Music Help Us to Understand Our Neighbours? Listening, Singing, Playing Composing and Performing</p>	<p>Charanga Jack and the Beanstalk</p> <p>Reflect, Rewind and Replay</p> <p>Listening & Appraising</p>



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Art	<p>Know and apply 6 new pastel techniques to Autumn tree art.</p> <p>Know how artists use design ideas to create a product.</p> <p>Eplore the work of Eloise Renouf, with a focus on line, shape, space, and colour.</p> <p>Record ideas on a planning template.</p> <p>Evaluate their own work by saying what they like.</p>	<p>Matisse artist study</p> <p>Work in the style of Matisse to create stained glass windows.</p> <p>Recreate ‘The snail’ with a focus on colour, size and shape.</p> <p>Evaluate theirs and others work saying what they did well and what could be done differently to improve.</p>	<p>Making art from nature looking at bark, leaves, trees and stones.</p> <p>Study the artist Andy Goldsworthy and use this to imspire their own creations. Cutting, twisting, ripping, scrunching etc.</p> <p>Study the use of patterns and shape to create non permament art.</p> <p>Talk about the difference between 2D and 3D art.</p> <p>Clay prints inspired by nature.</p> <p>Evaluate and reflect on their work to see how they could develop it further.</p> <p>Father’s Day cards</p>
DT	<p>Design/Make/ Evaluate</p> <p>Explore and experiment with different ways of joining different materials to develop skills (joins with sellotape, staples, split pins, etc)</p> <p>Rocket (Children to select materials and components, join together to create rocket. Children to use a template to make a net for a cone for top of rocket, and shapes for wings). Evaluate by flying. Explore how they can be made stronger. Improve.</p> <p>Christmas card-slider (Father Christmas coming out of the chimney, use of popsicle sticks)</p>	<p>Make/Cooking/Nutrition</p> <p>Slice, peel, cut, mix, to make fruit kebabs or fruit smoothies. Cross curricular link to RSE.</p> <p>Mothers day cards & Easter cards with a focus on using split pins and joins.</p> <p>Make a bug hotel in Forest School? (Select materials to create a bug hotel (dried leaves, twigs, bark, plant pot, stones, etc)</p>	<p>Sewing- running stitch-finger puppets</p>
Visits, Visitors or experiences	<p>Toy Museum (History)</p>	<p>Wisley (science link)</p> <p>Forest School</p>	