



BWJPS
Year 1 Long Term Plan 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Taught through topics and whole texts					
<p>Writing</p> <p>Expectation to: Plan, draft, edit, redraft & publish.</p> <p>Persuade, Inform, and Entertain.</p>	<p>P- Persuasive letter from the Wolf 'Three Little Pigs'.</p> <p>I- Recipe for a witch's soup.(A witch's spell for a toy)</p> <p>E- Character Description Jack and the Beanstalk.</p>	<p>P- Bonfire night safety.</p> <p>I – Fact File about Guy Fawkes.</p> <p>E- Diary about the Gunpowder Plot. (H)</p>	<p>P- Speech as Goldilocks to persuade the bears she is good.</p> <p>I - Newspaper article about an escaped Beast.</p> <p>E- Re-tell the story of Goldilocks and the Three bears.(Squash and a squeeze)</p>	<p>P- Book Review for Little Red Riding Hood.(orally)</p> <p>I – Poster about a wanted Wolf.</p> <p>E- Leaflet about a place they have visited. (did cats)</p> <p>E- Weather report (G)</p>	<p>P- Postcard persuading your friend to go on a treasure hunt with you.</p> <p>I – Invitations to a Pirate party.(homework)</p> <p>E- Comic strip/Pirates</p>	<p>P- Persuade somebody to get a pet.</p> <p>I - Instructions about 'How to Find Gold'.(wash hair in space/make a rainbow fish)</p> <p>E- Poem about 'Underwater Scene'.</p> <p>E- Recount of a school trip.(of sport day/Y6 play)</p>
Reading	<p>Gunpowder Plot Story</p> <p>The Three Little Pigs</p> <p>Room on the Broom</p> <p>Jack and the Beanstalk</p> <p>Whole Class Guided Reading – Vipers</p> <p>Bug Club</p>		<p>Little Red Riding Hood</p> <p>The Lonely Beast</p> <p>Goldilocks and the Three Bears</p> <p>Whole Class Guided Reading – Vipers</p> <p>Bug Club</p>		<p>How to Find Gold</p> <p>What Pet Should I get Dr Seuss</p> <p>Pirates love underpants</p> <p>The Pirates who lived Next Door</p> <p>Whole Class Guided Reading – Vipers</p> <p>Bug Club</p>	
Spelling, Punctuation and Grammar (SPAG).	<p>Begin to write simple sentences with capital letters, full stop and spaces</p> <p>Begin to practice handwriting skills.</p> <p>Arrange letters in alphabetical order</p>	<p>Begin to understand the past-tense 'ed'</p> <p>Form plurals with '-s' and '-es'</p> <p>Punctuate simple sentences</p> <p>Begin to understand what contractions are and mean</p> <p>Use capital letters for names</p> <p>Begin to use prefix 'un-', plurals and question marks</p> <p>Begin to use '-ed', '-est', question and exclamation marks</p> <p>Use phonic knowledge to explore rhyming words</p>	<p>Begin to understand and use '-ing'</p> <p>Read and spell common exception words</p> <p>Begin to use '-er', '-est' for adjectives and '-s', '-es' for nouns</p> <p>Use capital letters appropriately</p> <p>Begin to combine sentences using and.</p>	<p>Begin to understand the role of the apostrophe</p> <p>Use sentences with and</p> <p>Re-read work for sense</p> <p>Can form letters correctly</p>	<p>Use phonic knowledge for spelling</p> <p>Use the pronoun I</p> <p>Use describing words to provide detail</p> <p>Use some suffixes</p> <p>Apply spelling rules</p> <p>Re-read for sense</p> <p>Can use knowledge of spelling, punctuation and grammar to sequence sentences</p>	<p>Learn new vocabulary and use it.</p> <p>Write the days of the week</p> <p>Use describing words</p> <p>Write the days of the week and digits 0–9</p> <p>Use the prefix 'un-</p>

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Maths	<ul style="list-style-type: none"> Place Value within 10 Addition and Subtraction 	<ul style="list-style-type: none"> Shape (Geometry) Place Value (within 20). 	<ul style="list-style-type: none"> Addition and Subtraction (Within 20). Place Value (Within 50). 	<ul style="list-style-type: none"> Length and Height Weight and Volume 	<ul style="list-style-type: none"> Multiplication and Division Fractions Position and Direction 	<ul style="list-style-type: none"> Place value within 100. Money Time 	
Science	<p>Seasons</p> <p>Poem about seasons.</p>		<p>Animals including humans</p> <p>Fact-file about an animal.</p>		<p>Plants</p> <p>Instructions about growing a plant.</p>	<p>Everyday materials</p> <p>Biography about Scientist Thomas</p>	
	<ul style="list-style-type: none"> Can they observe changes across the four seasons? Can they name the four seasons in order? Can they observe and describe weather associated with the seasons? Can they observe and describe how day length varies? 		<ul style="list-style-type: none"> •Can they point out some of the differences between different animals? •Can they sort photographs of living things and non-living things? •Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) •Can they describe how an animal is suited to its environment? •Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? 		<ul style="list-style-type: none"> •Can they name the parts of the human body that they can see? •Can they draw & label basic parts of the human body? •Can they identify the main parts of the human body and link them to their senses? •Can they name the parts of an animal's body? •Can they name a range of domestic animals? •Can they classify animals by what they eat? (carnivore, herbivore, omnivore) •Can they compare the bodies of different animals? 	<ul style="list-style-type: none"> • Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? •Can they identify and name a range of common plants and trees? •Can they recognise deciduous and evergreen trees? •Can they name the trunk, branches and root of a tree? •Can they describe the parts of a plant (roots, stem, leaves, flowers)? 	<ul style="list-style-type: none"> • Can they distinguish between an object and the material from which it is made? • Can they describe materials using their senses? • Can they describe materials using their senses, using specific scientific words? • Can they explain what material objects are made from? • Can they explain why a material might be useful for a specific job? • Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock • Can they sort materials into group by a given criteria? • Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?

Working Scientifically

Observing closely		Performing Tests		Identifying and Classifying		Recording findings
<ul style="list-style-type: none"> •Can they talk about what they <see, touch, smell, hear or taste>? •Can they use simple equipment to help them make observations? 		<ul style="list-style-type: none"> •Can they perform a simple test? •Can they tell other people about what they have done? 		<ul style="list-style-type: none"> •Can they identify and classify things they observe? •Can they think of some questions to ask? •Can they answer some scientific questions? •Can they give a simple reason for their answers? •Can they explain what they have found out? 		<ul style="list-style-type: none"> •Can they show their work using pictures, labels and captions? •Can they record their findings using standard units? •Can they put some information in a chart or table?
Computing Year 1 & 2	<p>Text and Multimedia in ICT/Sounds</p> <ul style="list-style-type: none"> • Word processing skills <ul style="list-style-type: none"> ➢ Can they word process ideas using a keyboard? ➢ Can they use the spacebar, back space, enter, shift and arrow keys? • Presentation skills <ul style="list-style-type: none"> ➢ Can they record a sound and play it back? ➢ Can they record pupils' voices as a voice over? ➢ Can they capture images 	<p>Understanding Instructions and making things happen</p> <ul style="list-style-type: none"> • Programming Toys <ul style="list-style-type: none"> ➢ Can they create a simple series of instructions – left and right? ➢ Can they record their routes? ➢ Do they understand forwards, backwards, up and down? ➢ Can they put two instructions together to control a programmable toy? ➢ Can they begin to plan and test a Bee-bot journey? ➢ 	<p>Digital Photography</p> <ul style="list-style-type: none"> • Painting <ul style="list-style-type: none"> ➢ To use technology purposefully to create, organise, store, manipulate and retrieve digital content • Computer Art <ul style="list-style-type: none"> ➢ Can they use the shape tools to draw? 	<p>e-communication</p> <ul style="list-style-type: none"> • Email <ul style="list-style-type: none"> ➢ Do they recognise what an email address looks like? ➢ Have they joined in sending a class email? ➢ Can they use the @ key and type and email address? ➢ Can they print out a page from the internet? ➢ Can they send and reply to messages sent by a safe email partner (within school)? 	<p>Searching and sorting information</p> <ul style="list-style-type: none"> • Using the Internet <ul style="list-style-type: none"> ➢ Can they find information on a website? ➢ Can they click links in a website? ➢ Can they print a web page to use as a resource? 	<p>Understanding Instructions and making things happen</p> <ul style="list-style-type: none"> ➢ Programming with Scratch Jr <ul style="list-style-type: none"> ➢ Can they create a simple series of instructions – left and right? ➢ Can they record their routes? ➢ Do they understand forwards, backwards, up and down?

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	with a camera? ➤ Can they print out a photograph from a camera with help?					
History	Toys Old and New (Autumn 1) Persuasive piece about your favourite toy. Gunpowder Plot (Autumn 2) Diary (English) Fact-file	Great Explorers Including Matthew Henson & Neil Armstrong Diary of an explorer. Biography of an explorer.		Travel and Transport Biography of George Stephenson and Trains.		
<p>Chronological understanding • Can they put up to three objects in chronological order (recent history)? Can they use words and phrases like old, new and a long time ago? Can they tell me about things that happened when they were little? Can they recognise that a story that is read to them may have happened a long time ago? Do they know that some objects belonged to the past? Can they retell a familiar story set in the past? Can they explain how they have changed since they were born?</p> <p>Knowledge and interpretation• Do they appreciate that some famous people have helped our lives be better today? Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? Can they begin to identify the main differences between old and new objects? Can they identify objects from the past, such as vinyl records?</p> <p>Historical enquiry: Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they answer questions using an artefact/ photograph provided? Can they give a plausible explanation about what an object was used for in the past?</p>						
Geography	Wonderful Weather Weather Report	Our School Instruction about how to get from home to school		Our Country Leaflet about country/London		
<p>Geographical Enquiry –• Can they say what they like about their locality? Can they sort things they like and don't like? Can they answer some questions using different resources, such as books, the internet and atlases? Can they think of a few relevant questions to ask about a locality? Can they answer questions about the weather? Can they keep a weather chart?</p> <p>Physical Geography -Can they tell someone their address? Can they explain the main features of a hot and cold place? Can they describe a locality using words and pictures? Can they explain how the weather changes with each season? Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</p> <p>Human Geography -Can they begin to explain why they would wear different clothes at different times of the year? Can they tell something about the people who live in hot and cold places? Can they explain what they might wear if they lived in a very hot or a very cold place?</p> <p>Geographical Knowledge- Can they identify the four countries making up the United Kingdom? Can they name some of the main towns and cities in the United Kingdom? Can they point out where the equator, north pole and south pole are on a globe or atlas?</p>						
Art & Design technology	Self Portraits (including Swiss born German artist Paul Klee)	Joan Miro (Spanish artist) (mixed media including printing and collage)		Pop Art (including Andy Warhol American artist and digital art)		
Art						
Drawing		Painting		Printing		Textiles

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<ul style="list-style-type: none"> •Can they communicate something about themselves in their drawing? •Can they create moods in their drawings? •Can they draw using pencil and crayons? •Can they draw lines of different shapes and thickness, using 2 different grades of pencil? 							<ul style="list-style-type: none"> •Can they communicate something about themselves in their painting? •Can they create moods in their paintings? •Can they choose to use thick and thin brushes as appropriate? •Can they paint a picture of something they can see? •Can they name the primary and secondary colours? 							<ul style="list-style-type: none"> •Can they print with sponges, vegetables and fruit? •Can they print onto paper and textile? •Can they design their own printing block? •Can they create a repeating pattern? 							<ul style="list-style-type: none"> •Can they sort threads and fabrics? •Can they group fabrics and threads by colour and texture? •Can they weave with fabric and thread? 													
<u>Design and Technology</u>																																		
Sensational Salads							Moving pictures and Traditional Tales							Design and make a vehicle																				
Developing, planning and communicating ideas							Working with tools, equipment, materials and components to make quality products							Evaluating processes and products																				
<ul style="list-style-type: none"> •Can they think of some ideas of their own? •Can they explain what they want to do? •Can they use pictures and words to plan? 							<ul style="list-style-type: none"> •Can they explain what they are making? •Can they explain which tools are they using? 							<ul style="list-style-type: none"> •Can they describe how something works? •Can they talk about their own work and things that other people have done? 																				
Breadth of study																																		
Cooking and nutrition							Textiles							Mechanisms							Use of materials							Construction						
<ul style="list-style-type: none"> •Can they cut food safely? •Can they describe the texture of foods? •Do they wash their hands and make sure that surfaces are clean? •Can they think of interesting ways of decorating food they have made, eg, cakes? 							<ul style="list-style-type: none"> •Can they describe how different textiles feel? •Can they make a product from textiles by gluing? 							<ul style="list-style-type: none"> •Can they make a product which moves? •Can they cut materials using scissors? •Can they describe the materials using different words? •Can they say why they have chosen moving parts? 							<ul style="list-style-type: none"> •Can they make a structure/model using different materials? •Is their work tidy? •Can they make their model stronger if it needs to be? 							<ul style="list-style-type: none"> •Can they talk with others about how they want to construct their product? •Can they select appropriate resources and tools for their building projects? •Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction 						
Music	Listen to and create weather music			Chanukah concert / beat and pulse.			Rhythm and pitch			Music Evening			Composing			Rhythm and Blues																		

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	Performing		Composing (incl notation)		Appraising	
<p>PSHE Year 1 and 2 (Even years)</p>	<p>Keeping/Staying Healthy</p> <ul style="list-style-type: none"> • Healthy eating • Brushing teeth • Washing Hands <p>Keeping/Staying Safe</p> <p>Black History Month – Tuesday 1st October</p> <p>World Mental Health Day – 10th October</p>	<p>Keeping/Staying Safe</p> <ul style="list-style-type: none"> • Road Safety <p>Respectful Relationships</p> <ul style="list-style-type: none"> • Importance of self respect <p>Importance of permission seeking in friendships with friends, peers and adults.</p> <p>Anti- bullying week- 11th November 2019</p> <p>Children in Need</p> <p>Road Safety Week</p>	<p>Computer Safety</p> <ul style="list-style-type: none"> • Online bullying • Image sharing <p>(Street Wise)</p>	<p>Money Matters</p> <ul style="list-style-type: none"> • Types of money <p>Money around the world</p> <p>16th – 15th March – Science week</p> <p>Fair-trade fortnight</p> <p>European Athletics</p>	<p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Anger • Jealousy • Worry • Grief 	<p>Hazard Watch</p> <p>Spotting dangers</p> <p>Wimbledon</p>
<p>P:E</p>	<p>Agility, balance co-ordination programme</p>	<p>Kicking, bouncing and throwing</p>	<p>Dance</p>	<p>Music Evening dancing Striking, receiving and throwing</p>	<p>Dance to a piece of 60's music Running, landing and jumping</p>	<p>Sports day practice Catching, receiving and throwing</p>