


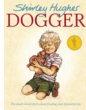



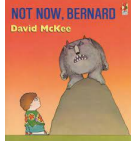









**St Joseph's RC Primary School**  
**Year 1 Long Term Plan 2022-2023**

| Subject         | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
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| Possible Visits | Discovery Museum  | Farm (Science)   | Safety Works (PSHCE)  | Seven Stories  | Cullercoats (Geography)   | Stephenson Railway Museum (History)  |
| English         | Little Red Riding Hood and other traditional Fairy tales  | Owl Babies<br>Caterpillar Shoes<br>A Cloudy Lesson   | The Storm Whale<br>Zahra  | Beegu  | Out and About - A First Book of Poems<br>Book of butterflies  | One Day on Our Blue Planet   |
| Class Reader    | A selection of fairy tales/traditional tales<br>Rhymes<br><b>Fairy Tales &amp; Fractured Fairy Tales</b><br>   | Winnie and Wilbur in Winter<br><br>The Gunpowder Plot<br> | Dogger<br><br>Lucy and Tom<br> | Anna Hibiscus<br><br>The Secret of Black Rock<br> | Not Now Bernard<br><br>Stanley's Stick<br> | Claude in the City<br><br>The Day the Crayons Quit<br><br>Peter Rabbit<br> |
| Spellings       | <b>Revision of Reception work should include:</b><br>all letters of the alphabet and the sounds which they most commonly represent<br>consonant digraphs and the sounds which they represent<br>vowel digraphs which have been taught and the | The /v/ sound at the end of words (have, live, give)<br>Adding s and es to words (plural of nouns and the third person singular of verbs)<br>cats, dogs, spends, rocks,  | Vowel digraphs and trigraphs<br>Phase 5 revision of Phase 3<br>(ai/oi/ay/oy/a-e/e-e/i-e/o-e/u-e/ar/ee/ea(/i:i)/ea(/ε:/er(/z:/er(/ə/)/ir/ur/oo (/u:/) oo (/ʊ/)/oa/oe/ou/ow                             | Words ending -y (/i:/ or /ɪ/)<br>very, happy, funny, party, family<br>Adding the prefix -un<br>unhappy, undo, unload,  | Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word<br>hunting, hunted,  |  |

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|  | <p>sounds which they represent</p> <p>the process of segmenting words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants</p> <p>rules and guidelines which have been taught</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (off, well, miss, buzz, back)</p> <p>Common exception words</p> | <p>thanks, catches</p> <p>The /ŋ/ sound spelt n before k (bank, think, honk, sunk)</p> <p>Division of words into syllables (pocket, rabbit, carrot, thunder, sunset)</p> <p>-tch (catch, fetch, kitchen, notch, hutch)</p> <p>Vowel digraphs and trigraphs</p> <p>Common exception words</p> | <p>/ʌʊ/)/ow(/əʊ/)/ue/ew</p> <p>ie (/aɪ/)/ie</p> <p>(/i:/)/igh/or/ore/aw/au/air/ear/ear</p> <p>(/ɛə/)/are (/ɛə/)</p> <p>New consonant spellings ph and wh dolphin, alphabet, phonics, elephant, when, where, which, wheel, while</p> <p>Using k for the /k/ sound Kent, sketch, kit, skin</p> <p>Common exception words</p> | <p>unfair, unlock</p> <p>Compound words</p> <p>football, playground, farmyard, bedroom, blackberry</p> <p>Common exception words</p>  | <p>hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p> <p>Adding –er and –est to adjectives where no change is needed to the root word</p> <p>grander, grandest, fresher, freshest, quicker, quickest</p> <p>Common exception words</p> |  |
| <b>Spelling, Grammar and Punctuation</b> | <p>Separation of <b>words</b> with spaces</p> <p>Capital letter for the personal <b>pronoun I</b></p> <p>How <b>words</b> can combine to make <b>sentences</b></p>  | <p>Introduction to capital letters and full stops.</p> <p>Capital letters for names</p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p>  | <p>Introduction to question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Regular <b>plural noun suffixes</b> –s or –es (e.g. <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun</p>   | <p>Sequencing <b>sentences</b> to form short narratives</p> <p>How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p> | <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p>   | <b>Consolidation</b>   |
| <b>Phonics</b>                           | <p>ELS</p>    | ELS  | <p>ELS</p> <p>Phonics Check Practise</p>   | ELS <p>Phonics Check Practise</p>   | ELS <p>Phonics Check</p>   | ELS  |
| <b>Maths</b>                             |  <p>Number: Place Value (within 10)</p> <p>Number: Addition and Subtraction (within 10)</p>  | <p>Geometry: Shape</p> <p>Number: Place Value (within 20)</p>  | <p>Number: Addition and Subtraction (within 20)</p> <p>Number: Place Value (within 50) (Multiples of 2,5 and 10 included)</p>  | <p>Measurement: Length and Height</p> <p>Measurement: Weight and Volume</p>   | <p>Number: Multiplication and Division</p> <p>Number: Fractions:</p> <p>Geometry: Position and Direction</p>   | <p>Number; Place Value (within 100)</p> <p>Measurement: Money</p> <p>Measurement: Time</p> |

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| <b>Times Tables</b>                  |   |   | Count in 2's to 24, linking with even numbers and supporting doubles.<br>Count in multiples of 10 to 120.   | Count in multiples of 5 to 60, linking with knowledge of counting in 10's.<br>Develop fluency of counting in 2's and 10's.  | Count in multiples of 10, 2 and 5 in order with growing fluency.   | Count in multiples of 10, 2 and 5 in order fluently.   |
| <b>RE</b>                            | Domestic Church: Families<br>Other World Faith: Judaism - Abraham and Moses<br>Baptism/Confirmation: Belonging<br>Advent/Christmas: Waiting   |   | Local Church: Special People<br>Other World Faith: Islam - Muhammad<br>Eucharist: Meals<br>Lent/Easter: Change  |   | Pentecost: Holidays and Holydays<br>Reconciliation/Anointing of the Sick: Being Sorry<br>Universal Church: Neighbours  |  |
| <b>Science</b>                       | <b>Animals including humans</b> <ul style="list-style-type: none"> <li>identify and name a variety of common animals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> | <b>Seasonal Change - Autumn and Winter</b> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul> | <b>Everyday Materials</b> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> | <b>Seasonal Change -Spring</b> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul> | <b>Plants</b> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> | <b>Seasonal Change Summer</b> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul> |
| <b>History (H)<br/>Geography (G)</b> | <b>G What is my place like?</b><br>My Geography<br>Home and school<br>Focus: Fieldwork and  | <b>H I'm Making History</b><br>Changes within living memory. My timeline<br>Christmas now and   | <b>G What can I find?</b><br>Me and my corner of the world - local area<br>Focus: Fieldwork and   | <b>H History Detectives- Changes within living memory</b><br>places in locality<br>Transport now and then   | <b>G What is my country like?</b><br>Me and my UK<br>UK countries, capitals  | <b>H Who has helped make History?</b><br>Significant individuals in the past, local  |

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|                          | observational skills.<br>Basic maps   | then   | observational skills, basic maps,<br>use and label photographs,<br>geographical language                             |   | and seas<br>Focus: map skills, use of<br>photographs, basic<br>atlas introduction                   | significant people<br>George Stephenson<br>and Beatrix Potter                              |
| <b>Art and Design</b>    | Cutting and Collage   |  | Print and Pattern  |   | Drawing: Pencil, Wax &<br>Crayon  |  |
| <b>Design Technology</b> |   | Construction   |  | Food  |   | Moving Pictures  |
| <b>Computing</b>         | E-Safety  | Green Screen   | Computer Skills to include word<br>Processing  | Painting  | Programming   | Programming  |
| <b>PE</b>                | <b>Partner Games:</b><br>Strike and Field<br><br><b>Ball Control:</b><br>Invasion | <b>Creative Play:</b><br>Outdoor Adventure<br><br><b>Gymnastics:</b><br>Jump into the past | <b>Kicking and Dribbling:</b><br>Invasion Hockey and Football<br><br><b>Gymnastics:</b><br>Positioning and Direction | <b>Striking and Accuracy:</b><br>Net Games<br><br><b>Gymnastics:</b><br>Balance and Agility | <b>Group Games:</b><br>Strike and Field<br><br><b>Sending and Receiving<br/>Skills:</b><br>Invasion | <b>Athletics:</b><br>Fundamental<br>movements<br><br><b>Dance:</b><br>Fictional characters |
| <b>PSHCE</b>             | Life to the Full<br>Created and Loved by God                                      | Life to the Full   | Life to the Full<br>Created to Love Others   | Life to the Full  | Life to the Full<br>Created to Live in<br>Community<br><br>Zippy                                    | Life to the Full<br>Zippy  |
| <b>Music</b>             | Explore Sounds  | Explore Duration<br>Sing songs for<br>performance -Nativity                                | Explore Pitch  | Explore instruments and symbols   | Explore timbre, tempo<br>and dynamics   | Sing songs for<br>performance -<br>Summer Concert  |