



South Bersted C.E. Primary School – Long Term Plan Year 1 – 2021-2022

	Autumn		Spring		Summer		
Creative Topic	<i>What it is like to be in Year 1? (2 weeks)</i>	<i>How have toys changed? (10 weeks)</i>	<i>How did the Great Fire of London change the way we live?</i>			<i>What is it like where you live?</i>	
						<i>What is it like to live on the coast?</i>	<i>Would you rather live somewhere hot?</i>
English Genres	summer holiday writing <i>Non fiction</i> <i>poetry</i> recounts prayers Texts Ketchup in your cornflakes	Descriptive writing Narrative Letters Recounts Texts Traction Man Instruction writing Teddy book – letter from Ted and replying Lost in the Toy Museum Christmas at the Toy Museum. (David Lucas)	Non-chronological report Newspaper report Narrative Diary entry Poetry Texts: Information books on London Vlad and the Great Fire of London Thomas the Tank Engine goes to London Paddington explores London	Non-chronological report Newspaper report Narrative Diary entry Poetry Texts: Information books on London Vlad and the Great Fire of London Thomas the Tank Engine goes to London Paddington explores London	Poetry Narrative Letter Recount Texts: The Lighthouse Keeper's Lunch Gracie the Lighthouse Cat	Information text Non-chronological reports Narrative postcards Texts: Meerkat Mail (meerkat toy) Non-fiction Kenya Handa's Hen Handa's Surprise (guided reading)	
Spellings	Focus on the Year 1 Spelling lists and the common exception words. Spelling the days of the week.		Name the letters of the alphabet – using letter names to distinguish between alternative spellings of the same sound. Adding s or es.		Prefix un Using ing, ed, er and est.		
Maths	Number and Place Value 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	Multiplication and Division 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.	Number and Place Value <i>Recapping key objectives from Autumn 1</i> Fractions 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	Measurement – Money <i>Objectives continued from Spring 1</i> Measurement – Length, Mass, Capacity compare, describe and solve practical problems for: lengths and heights [for example, long/short,	Geometry – Position and Direction Describe position, direction and movement, including whole, half, quarter and three quarter turns. Addition and Subtraction – Using and Applying Focus	Fractions 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	



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	<p>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</p> <p>Addition and Subtraction 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</p>	<p>Geometry – Properties of Shapes Recognise and name common 2-D and 3-D shapes, including: rectangles, squares, circles and triangles, cuboids cubes, pyramids and spheres.</p> <p>Measurement – Time 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. Measure and begin to record time (hours, minutes, seconds) Compare, describe and solve practical problems for time (for example quicker, slower, earlier, later)</p>	<p>four equal parts of an object, shape or quantity.</p> <p>Measurement – Money Recognise and know the value of different denominations of coins and notes</p>	<p>longer/shorter, tall/short, double/half mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]] Measure and begin to record the following: lengths and heights mass/weight capacity and volume</p>	<p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <p>Multiplication and Division – Using and Applying Focus 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.</p>	<p>quantity</p> <p>Measurement – Problem Solving compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]]</p> <p>Geometry – Shape Recognise and name common 2-D and 3-D shapes</p> <p>Geometry – Position and Direction Describe position, direction and movement, including whole, half, quarter and three quarter turns.</p> <p>Number – Using and Applying <i>A recap of objectives from earlier in the year</i></p>
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Science	Animals including humans: In deepening their understanding of themselves, pupils will name and label different parts of the human body. Pupils will identify and name a variety of animals including omnivores, herbivores and carnivores. Using the school's nature area, pupils will also explore the animals that live in our pond.		Everyday materials: Pupils will identify an object based on the material from which it is made. In addition to this, pupils will identify and name everyday materials. In addition to this, pupils will compare the different materials that houses of the past are made from.		Plants: During the summer term, pupils will identify the basic structure of common plants and trees.
	Throughout the year, pupils will observe and identify seasonal changes and the associated weather.				
Computing	E-safety: Pupils will learn about e-safety. Pupils will learn about where to go and who to talk to if they need help or concerns around the internet.	Information Technology: Pupils will learn the functions of the program Paint. Pupils will manoeuvre the mouse to create a picture to draw a new or existing toy.	Information Technology: Pupils will learn what technology is and how different technology can be used.	Programming: Pupils program Bee Bots to complete a set route. By doing this pupils will begin to explore an algorithm.	Digital Literacy: In deepening their understanding of digital pupils will learn the main components of a computer and know how to type words into a keyboard.
History	Pupils will use common words and phrases relating to the passing of time in sequencing key events within their lifetime as well as their parents. Pupils will begin to develop their understanding of chronology.	Pupils will begin to apply their understanding of sources to sort toys from the past and present. In addition to this, pupils will use the sources of information to ask questions about the past. Pupils will then create museum cards in preparation for their own toy museum following their visit to Brighton Toy Museum.	Pupils will then use source materials, including pictures and videos to compare London of the past to today. Pupils to investigate the causes of the Great Fire of London. In addition to this, pupils will identify similarities and differences between the past and today.	Pupils will learn about the historical figure of Grace Darling. Using pictures of the past, pupils will learn about the challenges she would have faced.	<i>Geography topic this half term.</i>



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Geography		History focus this half term.	Pupils will learn about the capital city of England, London, and some of the key landmarks.	<p>In deepening their understanding of Bognor Regis, pupils will identify the key features of living in a sea side town.</p> <p>Pupils will deepen their understanding of the British coastline.</p> <p>In visiting the sea front, pupils will create their own sketch maps of the sea front including the pier.</p> <p>PSHE middle mini topic In deepening their observational skills, pupils will study the school grounds and the key human and physical features.</p> <p>Following this, pupils will then make suggestions on how the school's environment could be improved.</p>	<p>In further deepening their understanding of the world, pupils will learn about the country of Kenya.</p> <p>Pupils will pose and answer questions comparing Kenya to England.</p> <p>Pupils will also learn about Africa and what it is like to live there including food, clothing and weather.</p>
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<p>RE</p>	<p>What do Christians believe God is like? Pupils know that Christians believe in God and that they find out about him in the Bible.</p> <p>They know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'. They can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah.</p> <p>They know that Christians believe that God is loving kind forgiving and fair. They know that Christians worship God and pray to him. They can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you.</p>	<p>Why does Christmas matter to Christians? Pupils know that Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.</p> <p>Pupils know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts. The Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke). Pupils use the term incarnation. They can talk about examples of how this theme has been explore in art and music (including hymns) by Christians.</p>	<p>What is the good news Jesus brings? Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong.</p> <p>Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God.</p> <p>Pupils know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless.</p> <p>Pupils know that Christians will pray to God prayers to say sorry to ask for things to say thank you.</p>	<p>Why does Easter matter to Christians? Pupils will know that Easter is very important in the 'Big story' of the Bible.</p> <p>Pupils will know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene.</p> <p>Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this to build a bridge between man and God. By rising from the dead he gives Christians a hope in a new life.</p> <p>Pupils will know that Christians believe in life after death.</p> <p>Pupils will know some of the ways its local church celebrates Easter.</p>	<p>Why is learning to do good deeds so important to Jewish people? I can talk about when someone has done a good deed and helped me</p> <p>I can talk about what my friends and I think are good deeds which help people</p> <p>I can talk about how different religious people believe it is important to do 'good deeds'</p> <p>I can use these words correctly in questions / answers: God, mitzvah, tzedakah</p> <p>I can say what a tzedakah box (pushke) is and what Jewish people use it for</p> <p>I can compare who helps me know what a good deed is with how Jewish people know the right thing to do</p>	<p>Why do Jewish families say so many prayers and blessings? Talk about why saying thank you for food is important to me and others</p> <p>Recognise some pictures of a Sukkah and talk about what I see</p> <p>Talk about what I find interesting or puzzling about Sukkot</p> <p>Use the following names to talk about Sukkot correctly: God, sukkah, lulav and blessings</p> <p>Talk about whether thankfulness is important to me and hear what others say</p> <p>talk about how my family and I might like to spend a day of rest</p>
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Art	<p>Sort, cut and shape fabrics and experiment with ways of joining them to create a picture/model of themselves.</p> <p>Pupils will experiment with creating a repeating pattern by identify which materials work best and why.</p> <p>Pupils explore colour mixing using the three primary colours to make secondary colours.</p>	<p><i>DT focus this half term.</i></p>	<p>Pupils explore line and tone in creating a whole class representation of a fire.</p> <p>Pupils will use tissue paper and sugar paper to create their own image of the Great Fire</p> <p>Pupils will apply their understanding of line and tone in creating the buildings for their image.</p>	<p>Using a range of materials, pupils join different materials to create their own 3D model of a light house.</p> <p>As part of their geographical work, pupils will also carry out sketches of the school grounds.</p>	<p>Pupils build on their work from the Autumn Term, building on light and tone and colour mixing: primary and secondary colours by sketching and painting their own fruits.</p>
DT	<p><i>Art focus this half term</i></p>	<p>In DT, pupils will explore the history of transport and how transport has changed over time.</p> <p>Pupils will then use wheels and axles to create their own toy car.</p>	<p>In DT, pupils will explore how bread is made, create their own bread and create a marketing campaign to sell their bread to parents.</p>	<p><i>Art focus this half term.</i></p>	<p>In DT, pupils will prepare and taste a range of fruits from around the world in creating their own healthy smoothies.</p> <p>Pupils will learn to cut with a sharp knife (safely) and be able to explain this to someone.</p>



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	<p>Hey You! Listen and Appraise the song Hey You! and other Hip Hop songs.</p>	<p>Rhythm in the way we walk and banana rap</p>	<p>In the groove Listen and Appraise the song In The Groove and other songs in other styles.</p>	<p>Round and round Listen and Appraise the song Round And Round and other songs in other styles.</p>	<p>Your imagination Listen and Appraise the song Your Imagination and other songs using their imagination.</p> <p>Additional Units – Oceans (4 additional lesson)</p>	<p>Relax, rewind and replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
PE	Gymnastics Core Skills/Gross Motor Skills	Gymnastics Ball skills (Netball focus)	Balance Bikes Ball skills (Football focus)	Dance Invasion games – hockey	Inclusion sports (short unit) Rounders Athletics	Rounders Athletics
PSHE	<p>Rights and Responsibilities:</p> <p>Pupils will learn about the importance of rules and explore their worries on returning to school. Pupils will learn the importance of sharing and turn taking.</p>	<p>Feelings and emotions:</p> <p>Pupils will explore their feelings and emotions in how they respond appropriately to others.</p>	<p>Keeping Safe:</p> <p>During Spring 1, pupils will deepen their understanding of keeping safe through e-safety week and Children’s Mental Health Week.</p>	<p>Sex and Relationship Education:</p> <p>During sex and relationship education, pupils will discuss different families and the importance of valuing family differences: gender, skin colour and</p>	<p>Keeping Safe:</p> <p>In keeping safe, pupils will explore how to keep safe at home and the importance of road safety.</p> <p>As part of their e-safety</p>	<p>The Environment:</p> <p>As part of their looking after the environment learning, pupils will complete a courageous advocacy unit of work.</p>



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			Pupils will also learn how to manage online Relationships	religion.	work, pupils will further explore and learn about how to stay safe online.	
Trips and Visitors	Pond dipping in pond School grounds day.	Pupils will visit Brighton's toy museum.	Pupils will visit the Weald and Downland museum in deepening their understanding of chronology and changes beyond living memory.		Pupils will go on a walk of the local area to deepen their understanding of the features of a cost.	