

Long term Planning

Yearly overview of skills

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	Transition: familiar places	Materials	Durham City and Cathedral		Plants	Seaside
Resources needed	Resources Box – Fiction stories with a familiar setting. Class set - Aaaagh Spider! Class two at the zoo. Literacy Shed Spelling Shed PowerMaths	Resources Box – Old toys/ range of non-fiction texts about toys through the ages. Literacy Shed Spelling Shed PowerMaths	Atlases Class Set Resources Box - Saints and Durham Cathedral Literacy Shed Spelling Shed PowerMaths	Resources Box – Traditional Tales Traditional Tales Class set of Traditional Tales Literacy Shed Spelling Shed PowerMaths	Resources Box – Non-fiction texts based on lighthouses/seasides/ Grace Darling Topic Boxes - Plants Literacy Shed Spelling Shed PowerMaths	Literacy Shed Spelling Shed PowerMaths Lighthouse Keeper's Lunch Class set
Visit/Visitor	Captain Chemistry	Glass Museum Sunderland	Durham Cathedral	University History outreach Adam Bushnell	Souter lighthouse/RNLI	
English Literature – text(s)	Stories with familiar settings : Literacy shed: Bubbles, Something Fishy Aaaagh Spider! Class two at the zoo.	Nature Walk Durham Learning Resources non-fiction class sets: materials	Why do elephants have big ears? Local area topic box	Traditional Tales The four singers The Boy Who cried Wolf – Class set The Ugly Sharkling	Man on the Moon Dougal's Deep Sea Diary	Lighthouse Keepers Lunch The Best of Friends
Speaking and Listening	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>					

	Select and use appropriate registers for effective communication.
Reading	<p>Read simple sentences</p> <p>Respond with the correct sound to known graphemes</p> <p>Blends sounds aloud when attempting new words</p> <p>Retells key stories through role play</p> <p>Recognises predictable phrases</p> <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Re-reads books to develop confidence and fluency</p> <p>Retells key stories in simple sentences</p> <p>Distinguishes between fact and fiction</p> <p>Read accurately by blending sounds in unfamiliar words containing gpcs that have been taught</p> <p>Read words containing taught gpcs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught gpcs</p> <p>Read words with contractions,</p> <p>Checks texts make sense, correcting inaccurate reading</p> <p>Makes simple predictions</p>
Writing	<p>Says out loud what is going to be written about</p> <p>Composes sentences and begins to write them</p> <p>Compose sentences orally before writing them</p> <p>Begins to write short narratives based on real and fictional experiences</p> <p>Write using sentences with capital letters and full stops most of the time</p> <p>Re-reads what has been written to check it makes sense</p> <p>Read aloud writing clearly</p>
Vocabulary, Grammar and Punctuation	<p>Begin to use capital letters and full stops</p> <p>Name the letters of the alphabet in order</p> <p>Begins to use capital letters for names</p> <p>Use and to join words and clauses</p> <p>Capital letters for proper nouns</p>
Spelling	<p>Words ending in -ff, -ll, -ss, -zz,</p> <p>Some HFW/CEW</p> <p>Final ng sound</p> <p>-er -est</p> <p>plurals</p> <p>Some HFW/CEW</p> <p>Vowel digraphs</p>

	<p>Some HFW/CEW Vowel and vowel consonant digraphs Vowel and vowel consonant digraphs Consonant digraphs and vowel/consonant trigraphs</p>		
<p>Mathematics</p>	<p>Number and Place Value (numbers to 10) Addition and Subtraction (within 10) Geometry: properties of shape (2D and 3D) Number and place value (numbers to 20) Identify and represent numbers using concrete objects and pictorial representations including number lines and use the language of equal to, more than, less than (fewer), most, least Given a number, identify one more and one less Read and write numbers to 20 in numerals and words Read, write and interpret mathematical statements including + - and = signs Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems such as $7 = _ - 9$ Recognise and name common 2D and 3D shapes</p>	<p>Addition and subtraction (within 20) Number and place value (numbers to 50) Measurement: length, weight and volume Add and subtract one and two digit numbers to 20 including zero Represent and use number bonds and related subtraction facts within 20 Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems Measure and begin to record length and height, mass/weight and capacity and volume Compare, describe and solve practical problems in measurement</p>	<p>Multiplication and division Fractions (halves and quarters) Geometry: position and direction Number and place value (numbers to 100) Measurement: time Measurement: money Count to and across 100, forwards and backwards, beginning with 0 or 1 or any given number Count, read and write numbers to 100 in numerals and count in different multiples, including ones, twos, fives and tens Solve one step problems involving multiplication and division using concrete objects and pictorial representations Recognise, find and name one half as one of two equal parts of an object, shape or quantity Recognise, find and name one quarter as one of four equal parts of an object, shape or quantity Describe position, directions and movements, including half, quarter and three quarter turns Measure and begin to record time and solve practical problems Recognise and use the language relating to dates Sequence events in chronological order Tell the time to the hour and half past the hour Recognise and know the value of different denominations of coins and notes</p>
<p>Science</p>	<p>Everyday Materials Observe closely, using simple equipment Identify and classify Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials Describe the simple properties of everyday</p>	<p>Humans and other animals Gather and record data to help in answering simple questions Identify and classify Use observations to suggest answers to questions Identify and name a variety of common animals Identify carnivores, herbivores and omnivores</p>	<p>Plants Perform simple tests Identify and classify Use observations and ideas to suggest answers to questions</p>

	<p>materials</p> <p>Seasonal Change Observe and describe weather associated with the seasons and how day length varies Observe changes across the four seasons</p>	<p>Describe and compare the structure of a variety of common animals Identify, name, draw and label basic parts of the human body and say the associated sense</p> <p>Seasonal Change Observe and describe weather associated with the seasons and how day length varies Observe changes across the four seasons</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants including trees</p> <p>Seasonal Change Observe and describe weather associated with the seasons and how day length varies Observe changes across the four seasons</p>
RE	<p>Domestic church: families Baptism: belonging Advent/Christmas: waiting Other Faiths: Judaism</p>	<p>Local church: Special people Eucharist: meals Lent/Easter: Change Other Faiths: Islam</p>	<p>Pentecost-serving: Holidays and Holydays Reconciliation: Saying sorry Universal church: Neighbours</p>
History	<p>Changes within living memory: toys Events of global or national significance: WW1 Remembrance Day Develop an awareness of the past using common words to refer to the passing of time Identify similarities and differences between ways of life in different periods including their own lives</p>	<p>Durham Cathedral Understand some ways we find out about the past including artefacts, pictures, stories and websites Talk about important places and who was important and why</p>	<p>Significant historical people: Grace Darling, Florence Nightingale Changes in homes Choose and use parts of stories and other sources to show understanding of events Recognise why people did things and what happened as a result of their actions</p>
Geography	<p>Local area around school Use basic observational skills Use basic geographical vocabulary to refer to key human features Create plans and draw simple features of familiar environments Add labels onto a sketch map, map or photograph of features</p>	<p>Locational knowledge Durham City Map Skills Use basic geographical vocabulary to refer to key physical and human features Use simple directional language Draw basic maps including appropriate symbols or pictures to represent features or places</p>	<p>Map knowledge – Four countries of the UK Seasonal and daily weather patterns Use maps, atlases and globes to identify the United Kingdom and its countries Identify daily and seasonal weather patterns in the UK</p>
Computing	<p>E-safety Simple programming and coding</p>	<p>Sound Uses of the internet</p>	<p>Digital literacy and online searching Animations</p>
Art	<p>Textile and collage Working with colour Use drawing and painting to develop and share ideas, experiences and imagination Begin to collect ideas in sketchbooks Begin to control lines to create simple drawings</p>	<p>Sculpture Knowledge about artist - Fenwick Lawson Use sculpture to develop and share ideas, experiences and imagination Learn about the work of a range of artists and describe the differences and similarities</p>	<p>printing sketching Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Begin to control lines to create simple drawings</p>

	Begin to add detail to drawings Work with different materials Recognise warm and cold colours			Draw on smaller and larger scales Begin to add detail to drawings Finger print, sponge print, block print to form patterns and experiment with amounts of paint applied		
Design and Technology	Fabric bunting Design functional and appealing products Select from and use a range of materials and components Use templates Join and combine materials Use simple fixing methods Use finishing techniques Talk about their products and make simple judgements		Healthy food: fruit kebabs Understand that food ingredients should be combined according to sensory characteristics Know that everyone should eat at least five portions of fruit and vegetables a day Prepare simple dishes safely and hygienically without using a heat source Use techniques such as cutting		Lighthouses/knots Understand about the simple working characteristics of materials and components Understand how freestanding structures can be made stronger and more stable Understand about the movement of simple mechanisms	
Music	Singing, including hymn practice and preparation for Nativity play To use their voices expressively and creatively by singing songs and speaking chants and rhymes		Using simple percussion To experiment with, create, select and combine sounds using the inter-related dimensions of music.		Exploring mood in a variety of music genres To listen with concentration and understanding to a range of high-quality live and recorded music (Possible visit by Chris Little)	
PE	Multi-skills Games Master basic movements including running, throwing and catching Perform a range of throwing actions Participate in team games and begin to develop simple tactics for attacking and defending	Multi-Skills Gymnastics Master basic movements including running and jumping, develop balance and agility Perform a gymnastic sequence with a balance, a travelling action, a jump and a roll	Dance Athletics Master basic movements including running and jumping Describe some ways of throwing Copy some moves Perform dances using simple movement patterns Move in time with music	Games Athletics Show differences in speed between running and jogging Perform the 5 basic jumps	Games Gymnastics Describe different ways of jumping Explore the 5 basic shapes: straight, star, pike, tuck, straddle, Balance in these shapes on large body parts	OAA Dance Begin to work cooperatively with others Use simple maps and diagrams to follow a trail Perform dances using simple movement patterns Move in time with music Work with a partner
PSHE	Rights Respecting School	Anti-Bullying	E-safety	Drugs Education	Eco schools Environment	Sex Education

