



Year 1 Long term Scheme of Work

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Remarkable Me! Driver Subject: PSHE	Winter News Driver Subject: Geography	In a far away, land Driver Subject: Geography	Global Explorers Driver Subject: History	All Things Grow Driver Subject: Science	Save the Ocean Driver Subject: Science
Values	Mutual Respect	Compassion	High expectations and Aspirations	Hard work	Discipline	Bravery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	Mutual Respect	Tolerance	Rule of Law	Democracy	Democracy	Individual Liberty
Stunning Start (DfE Activity Passport link)	'Wild Things' mask making activity	Winter investigation – A walk to the local park	Fairy Tale workshop	Explore the world workshop	Planting seeds	Visit to the Southend Aquarium
English	Where the Wild things are? <i>This story is centred on the power of the imagination and the places it can take you. It</i>	A Winters Sleep <i>The pictures work alongside the rich, poetic language to create a sense of awe, wonder and joy in the natural world.</i>	Rapunzel <i>This story looks at a pared and twisted take on the traditional tale told with humour to be gleaned from reading the pictures.</i>	How to find Gold <i>Anna is inspired to go on an adventure in search of gold with her friend Crocodile</i>	The Secret Sky Garden <i>Funni loves hearing the planes and watching the sights from the abandoned airport car park. She transforms the abandoned area into a beautiful garden and with it, discovers a new friend.</i>	One Day, On Our Blue Planet <i>This story explores the life of a lion cub, subtly shading into a rosy evening glow and progressing to deep shades of blue as the night falls on the African Savannah.</i>



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Writing outcomes	Captions Speech Bubbles Lists (Behaviour Chart/Shopping) Narrative (Predictions) Poetry	Lists and Captions Non-Chronological Report Letter – from characters perspective describing his day Instructional Writing Descriptive Writing - setting Narrative	Narrative (Retell of a story) Character Description (Wanted Poster) Letter (Steps to achieve a goal) Diary Entry	Narrative Letter writing (Time Connectives) Diary Entry	Comparing characters Instructional writing Recount (Character Point of View) Letter writing Narrative (Alternative version of story) Poetry	Recount of a school trip Poster Non-Chronological Report (Fact File) Postcard Persuasive Writing (Savanah Tourism)
Additional Core books	<i>Ossiri and Bala Mengro</i> <i>Full, full of Love</i> <i>Mommy's Khimar</i> <i>If all were the World</i>	<i>Nocturnal Animals</i> <i>One Snowy Night</i> <i>The Owl Who Was Afraid of the Dark</i> <i>The First Christmas Story</i>	<i>Alternative and traditional fairy tales.</i>	<i>The Snail and the Whale</i>	<i>The Little Gardener</i>	<i>A Planet Full of Plastic Clean Up</i>
SPAG	Capital Letters and Lowercase letters Verbs Suffixes – ing Finger spaces Writing sentences with capital letters finger space and fullstops	Personal Pronouns I Nouns Suffixes – s Prefixes – un Capital Letters and fullstops Writing sentences with capital letters finger space and fullstops	Singular Nouns Past and Present Verbs Suffixes – ed Capital letters for days of the week. Writing sentences with capital letters finger space and full stops	Plural Nouns Time Connectives (Letter Writing) Nouns Suffixes – es Compound Words Question Marks Sequencing sentence	Punctuating sentences Nouns Suffixes – es Exclamation Marks Capital letters for names of people, places and situations Writing question sentences	Joining words and clauses using 'and' Suffixes – er Punctuating sentences Writing Stories Writing Exclamation Sentences
Phonics	Phase 4	Phase 5	Phase 5	Phase 5	Phase 5	Phase 5
Reading genre focus	Stories about families	Seasonal stories	Diverse fairy tales	Adventure stories	Growing	Traditional stories



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Maths	<u>Numbers to 10</u> <i>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</i> <i>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</i> <i>given a number, identify one more and one less</i> <i>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</i> <i>read and write numbers from 1 to 20 in numerals and words</i> <u>Part-whole within 10</u> <i>read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</i> <i>represent and use number bonds and related subtraction facts within 20</i> <i>concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</i>		<u>Addition and subtraction within 10</u> <i>read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</i> <i>represent and use number bonds and related subtraction facts within 20</i> <i>solve one-step problems that involve addition and subtraction, using</i> <u>Addition and subtraction within 10 (2)</u> <i>read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</i> <i>represent and use number bonds and related subtraction facts within 20</i> <i>add and subtract one-digit and two-digit numbers to 20, including zero</i> <i>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</i>		<u>2D and 3D shapes</u> <i>recognise and name common 2-D and 3-D shapes, including:</i> <i>2-D shapes [for example, rectangles (including squares), circles and triangles]</i> <i>3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</i> <u>Numbers to 20</u> <i>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</i> <i>given a number, identify one more and one less</i> <i>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</i> <i>recognise the place value of each digit in a two-digit number (tens, ones)</i> <i>compare and order numbers from 0 up to 100; use <, > and = signs</i>	
	Using our Senses <i>In this unit, pupils will develop their knowledge and understanding of the human</i>	Our changing worlds: Sensing seasons <i>In this unit children will experience ‘our changing</i>	Everyday materials <i>This unit introduces pupils to a range of basic materials and their properties. In lessons 1–6 they learn to name and identify wood, plastic,</i>	Our changing worlds: Plants Detectives <i>In this unit pupils are introduced to a wide</i>	Changing Our World: Animal Antics <i>In this unit pupils experience ‘our changing</i>	



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	<i>body, building on their early experiences during Foundation Stage. They will be introduced to the concept of five senses that help them to find out about the world around them and link those senses to particular parts of their body.</i>	<i>world’, as they observe the effects that changing seasons and weather have on them and on the world around them.</i>	<i>metal, glass, rock, brick, water and other materials, many of which will be familiar to them. They understand that these materials can be made into many different objects, from spoons made of plastic, wood or metal or any combination of the three, to more complex objects</i>		<i>variety of plants, including trees, which are to be found within their immediate environment.</i>	<i>world’ in a variety of different ways. They will make observations of animal life in the school grounds, investigate the variety of birds that visit a school-based feeding station and learn about caring for different animals over time; from a familiar pet cat or dog to a collection of garden snails that are housed in a classroom terrarium.</i>
Humanities	How am I making history? <i>In this unit, children will be looking at their personal chronology and finding out about the past within living memory. The children will examine photographs and ask questions based on sources. They will begin to look at a simple timeline extending back to before they were born.</i>	What is the weather like in the UK? <i>In this unit, the children will study the countries and cities that make up the UK. The children will discuss the four seasons and their associated weather. They will consider how we change our behaviour in response to different weather and keep a weather diary or record. The children will</i>	What is it like here? <i>In this unit, children will use aerial photographs to locate the school and recognise local features. The children will create their own maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes</i>	How have explorers changed the world? <i>In this unit, the children will find out about events and people beyond living memory. They will focus on explorers and what makes them significant. The children will create a timeline and investigate which parts of the world were explored and then compare</i>	How have toys changed? <i>In this unit, children will continue to develop their chronological awareness by sequencing toys on a number line. The children will investigate artefacts from the past and begin to pose questions. They will learn how toys have</i>	What is it like to live in Shanghai? <i>In this unit, the children will use a world map to start recognising continents, oceans and countries outside of the UK with a focus on China. They will identify the physical and human features of Shanghai from aerial photographs and maps. The children will</i>



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		<i>investigate the UK's hot and cold places using weather maps with a simple key.</i>	<i>around the school grounds and carry out an enquiry about how to improve the playground.</i>	<i>exploration in the past with exploration today. They will discuss ways in which these significant people could be remembered.</i>	<i>changed and consider what toys may be like in the future.</i>	<i>compare these features to those in the local area and make a simple map using data they have collected.</i>
Art and design	Drawing: Make your mark <i>Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.</i>	Painting and mixed media: Colour splash <i>Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</i>		Sculpture and 3D: Paper play <i>Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</i>		
Design and Technology			Mechanisms: Making a moving story book <i>Explore slider mechanisms and the movement they output, to design, make and evaluate a moving storybook from a range of templates.</i>		Cooking and nutrition: Smoothies <i>Opportunities for children to learn food preparation skills and greater emphasis on taste testing and ingredient choices.</i>	Structures: Constructing a windmill <i>Inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.</i>
Computing	Programming 1 - Algorithms	Bee-Bots	Online Safety	Creating media: Digital Imagery	Data handling	Rocket to the moon



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PE Outdoor	Sending / Receiving	Sending / Receiving	Invasion Games	Invasion Games	Athletics	Striking & Fielding
PE Indoor	Dance	Gymnastics	Dance	Gymnastics	Striking & Fielding	Athletics
RE	Christianity <i>What does it mean to belong to Christianity?</i>	Christianity <i>How do we Christians celebrate Christmas?</i>	Sikhism <i>What does it mean to belong to Sikhism?</i>	Different faiths <i>What can be special about living with family and friends?</i>	Hinduism <i>What does it mean to belong to Hinduism?</i>	Islam <i>What does it mean to belong to Islam?</i>
Music	Hey You	Rhythm In The Way We Walk and Banana Rao	In the Groove	Round and Round	Your Imagination	Reflect, Rewind, Replay
PSHE/RSHE	Being Me in my World	Healthy me	Relationships	Dreams and goals	Celebrating difference	Changing Me
Sustainability	Improving mental and physical well-being	Reducing energy use and investigating greener energy sources	Refuse, Reduce, Reuse, Repair, Recycle	Protecting rivers, lakes and oceans	Caring for all plants, animals and insets	Working with others on local and global issues
Fabulous finish	'Wild Things' Ball – dress to impress!	Winter Wonderland Concert	Fairy tale performance	Global Explorers Exhibition	Fancy food fashion Parade	Ocean Art Gallery