

HEAVERS FARM AND SELSDON PRIMARY YEARLY PLANNING: YEAR 1 2018/2019

Subject	Autumn 1 st Half 6 weeks + 3 day	Autumn 2 nd Half 8 weeks	Spring 1 st Half 5 weeks + 4 days	Spring 2 nd Half 6 weeks	Summer 1 st Half 4 weeks + 4 days	Summer 2 nd Half 7 weeks
Whole School Focus	Black History	Disability History	Women's history	Mindfulness	Love Our Planet	LGBTQ+ history
Reading	<p>The following skills will be taught and developed throughout the year and across the curriculum. The reading is also linked to the whole school focus (as above).</p> <p>Use a range of strategies including accurate decoding of text to read for meaning Segmenting and blending CVC and CCVC words. Getting the first 2 or 3 letters of a word ready to help me read it. Reading words with more than one syllable. Beginning to respond rapidly with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes. Confidently reading words containing –s, -es, -ing, -ed, -er and –est endings. Reading words with contractions (I'm, I'll, we'll) and understanding that the apostrophe represents the omitted letter(s). Re-reading to self-correct if meaning is lost. Having the confidence to choose books that interest me and discussing why they are of interest. Knowing how full stops are used and I am beginning to understand what ! and ? mean. Reading for meaning. Beginning to chunk words and use regular long vowel phonemes (g-r-ee-n).</p> <p>Understand, describe, select or retrieve information, events or ideas and use quotation and reference from the text Recalling most parts of a familiar text. Recognising key stories, fairy tales and traditional stories and am starting to retell them with accuracy including character details. Locating pages of interest. Identifying a contents page and knowing what it is used for.</p> <p>Deduce, infer or interpret information, events or ideas from text Making reasonable inferences at a basic level. Asking questions and beginning to make comments about illustrations, diagrams and changes to text (eg bold print). Making simple predictions.</p> <p>Identify and comment on the structure and organisation of texts, including grammatical and presentational features Naming some of the features of a fiction and non-fiction. Confidently listening to and discussing a wide range of poems, stories and non-fiction that are beyond their reading level, including giving their opinions.</p> <p>Explain and comment on writers' use of language inc. grammatical and literary features at word and sentence level Giving plausible reasons why an author might have chosen a particular word (with support). Recognising and joining in with predictable phrases. Appreciating rhymes and poems and reciting some by heart. Hearing, saying and finding rhyming words.</p> <p>Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader Beginning to give a few simple comments about their preference linked to their own experiences. Linking what they read or hear to their own experiences.</p> <p>Relate texts to their social, cultural and historical traditions Making predictions based on the pattern of events in familiar and traditional stories (eg Prince defeats dragon, baddies meet sticky ends).</p>					

Writing	Narrative	Narrative Recounts (personal experience) Acrostic poems Instructions	Letters Narrative (adventure stories) Explanations (Human Body) Poetry (nonsense/silly poetry)	Narrative - Traditional Tales (Fairy Tales/Creation stories) Information Text	Instructions (fictional) Reports Take One Book	Narrative – Contemporary stories reflecting children’s own experiences. Poetry – (rhyming Couplets) Explanations
Writing – effect on audience	Retell familiar stories.	Make appropriate words choices to describe closely observed experiences.	Imitate familiar stories including main events in sequence.	Imitate familiar stories using story language. Explore characters’ feelings.	Using sequencing words to organise events.	Imitate familiar stories. Make adventurous word choices. Experiment with rhyme.
Spoken Language/ Drama/ Debate	Pupils will be taught to use spoken language to communicate effectively through all aspects of school life and present work on whole school themes to parents, family members, other children etc.					
Grammar	<p>Word: Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>). How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>].</p> <p>Sentence: How words can combine to make sentences Joining words and joining clauses using <i>and</i>.</p> <p>Text: Sequencing sentences to form short narratives.</p> <p>Punctuation: Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun I.</p>					
Spelling/ Phonics	Recap of Phase 4 blending skills. Phase 5 alternate graphemes.	Spelling rules from Appendix 1 to the National Curriculum.	Spelling rules from Appendix 1 to the National Curriculum.	Spelling rules from Appendix 1 to the National Curriculum.	Spelling rules from Appendix 1 to the National Curriculum.	Spelling rules from Appendix 1 to the National Curriculum.
Handwriting	Begin to form single continuous cursive letters in the correct direction, starting and finishing in the right place. Form digits 0 – 9.	Continue learning to form continuous cursive letters correctly. Form capital letters.	Continuous cursive joins. Form capital letters.	Continuous cursive joins. Form capital letters.	Joined continuous cursive script. Form capital letters.	Joined continuous cursive script. Form capital letters.
Maths	Number – number and place value: Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number	Geometry – properties of shapes and position and direction: recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example,	Number – addition and subtraction: represent and use number bonds and related subtraction facts within 20	Number – addition and subtraction: represent and use number bonds and related subtraction facts within 20	Number – number and place value: count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number;	Measurement – money: recognise and know the value of different denominations of coins and notes

	<p>Count, read and write numbers to 10 in numerals and words</p> <p>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</p> <p>given a number, identify one more and one less</p> <p>count in multiples of two</p> <p>double and halve numbers within 10</p> <p>estimate numbers within 10</p> <p>Number – addition and subtraction: Represent and use number bonds and related subtraction facts (within 10) add and subtract one-digit numbers (to 10), including 0</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p>	<p>rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] describe position, direction and movement, including whole and half turns</p> <p>Number – fractions: Recognising, finding and naming a half as one of two equal parts of an object, shape or quantity. Recognising, finding and naming a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Number – addition and subtraction: represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> <p>estimate to check answers</p>	<p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p> <p>Number – number and place value: count to fifty, forwards and backwards, beginning with 0 or 1, or from any given number; count in multiples of two, five and ten.</p> <p>count, read and write numbers from 1 to 20 in numerals and words 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</p> <p>given a number, identify one more and one less</p> <p>recognise the place value of each digit in a two-digit number (tens, ones) (Y2)</p>	<p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; adding three one-digit numbers (Y2) read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p> <p>estimate to check answers</p> <p>Number - fractions recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Measurement – length and mass 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]</p>	<p>count on and back in two, five and ten.</p> <p>count, read and write numbers from 1 to 20 in numerals and words; read and write numbers to at least 100 in numerals</p> <p>given a number, identify one more and one less</p> <p>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</p> <p>recognise the place value of each digit in a two-digit number (tens, ones) (Y2)</p> <p>Number: addition and subtraction: Represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers, including zero</p> <p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2)</p>	<p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p> <p>Number: 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</p> <p>recognise, find and name a half as one of two equal parts of a quantity</p> <p>recognise, find and name a quarter as one of four equal parts of a quantity</p> <p>Measurement – capacity and volume: 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>measure and begin to record the following: lengths and heights; mass/weight; capacity and volume</p>
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		<p>Number – number and place value: count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers from 1 to 20 in numerals and words</p> <p>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</p> <p>count in multiples of two and five</p> <p>double and halve numbers within 20</p>		<p>measure and begin to record the following: lengths and heights; mass/weight</p>	<p>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p> <p>estimate to check answers</p>	<p><i>Revise taught concepts and apply these in a range of different practical contexts.</i></p>
<p>Geography</p>	<p>Identifying seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Using world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Link to Black History Month whole school focus</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European</p> <p>(UK +South Africa)</p>	<p>Using simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p>	<p>Name and locate the world’s seven continents and five oceans.</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Link to love our planet whole school focus</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European</p> <p>(UK +Australia)</p>

History	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (Transport)</p> <p>Learning about the lives of significant individuals.</p> <p>Black History Month and Disability Awareness focus.</p>		<p>Learning about events beyond living memory that are significant nationally or globally. (First aeroplane flight)</p> <p>Focus on women’s achievements.</p>		<p>Learning about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>With an inclusive focus in order to challenge stereotypes about historical figures.</p>	
Design & Technology	<p>Throughout the year when designing and making different products children will be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks • Select from and use a wide range of materials according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms in the products <p>Focus on gardens, playgrounds, industry and the wider environment with a link to whole school focus areas</p>					
Science	<p>Seasonal Changes:</p> <p>Observing changes across the four seasons.</p> <p>Observing and describing weather associated with the seasons and how day length varies.</p>	<p>Animals, including humans:</p> <p>Human Body Identifying, naming, drawing and labeling the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Link to Disability Awareness whole school focus</p>	<p>Everyday Materials:</p> <p>Distinguishing between an object and the material from which it is made.</p> <p>Identifying and naming a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describing the simple physical properties of a variety of everyday materials.</p> <p>Comparing and grouping together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Seasonal changes: Continued</p>	<p>Animals, including humans:</p> <p>Animals Identifying and naming a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identifying and naming a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describing and comparing the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Seasonal changes: Continued</p>	<p>Plants:</p> <p>Identifying and naming a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identifying and describing the basic structure of a variety of common flowering plants, including trees.</p>	<p>Working scientifically:</p> <p>Applying scientific skills across the areas studied:</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment. Performing simple tests. Identifying and classifying.</p> <p>Using observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p> <p>Seasonal changes: Continued</p>

Art & Design	<p>Using drawings, painting and sculpture to develop and share their ideas, experience and imagination.</p> <p>Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Focus on pastels and chalks.</p>		<p>Using a range of materials creatively to design and make products.</p>		<p>Learning about the work of a range of artists, craft makers and designers (including those linked to whole school focus areas) describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	
Computing	<p>Use technology safely and respectfully, keeping personal information private. Identify where to go for help and support when they have concerns about contact on the internet or other online technologies.</p> <p>Programming using algorithms.</p>		<p>Understanding that programmes execute by following precise and unambiguous instructions.</p>		<p>Use technologies purposefully to create, organise, store, manipulate and retrieve digital content.</p>	
R.E. (using Croydon's Agreed Syllabus 2013)	<p>Christianity What do Christians believe about God? Who is Jesus? Why is it important for Christians to follow the example of Jesus? Why is prayer and worship important for many Christians? What is the Holy book that Christians follow?</p>	<p>Christianity What are some of the stories that Jesus told? What did the stories mean? How do the belief and practices affect the daily life of many Christians? Where do Christians go to worship? Where else do Christians worship?</p>	<p>Islam What do Muslims believe about God (Allah)? What are some of the ways that Muslims show how important God (Allah) is? What are the ways that Muslims learn from the Prophet Muhammad? Where do Muslims go to worship? What is the special book for Muslims and how is it treated?</p>	<p>Islam What are the special festivals that Muslims celebrate? How are Ramadan and Id-ul-Fitr celebrated by Muslims?</p>	<p>Challenge – Why are we thankful ? What does it mean to be thankful? Why are people thankful for their talents? Why are people thankful for their talents? What are the many different ways of showing we are grateful?</p>	<p>Challenge – Why are we thankful ? What are the many ways in which people thank God? What might people thank God for? Investigate the idea that some religious people believe that God (Allah, Brahmin) created the world Why do many people thank God for the earth and it's fruits at Harvest Time?</p>
<p>Personal, Social, Health and Economic Education (PSHE)</p> <p>Sex and Relationship Education (SRE)</p>	<p>Living in the Wider World (PSHE) Respect for self and others and the importance of responsible behaviours and actions.</p> <p>How to contribute to the life of the classroom.</p> <p>To help construct, and agree to follow, group</p>	<p>Health and Wellbeing: (PSHE) How to maintain physical, emotional health and wellbeing.</p> <p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p>Relationships (PSHE) How to recognise and manage emotions within a range of relationships.</p> <p>To identify and respect the differences and similarities between people.</p> <p>That people's bodies and feelings can be hurt (including what makes</p>	<p>Relationships (PSHE) How to recognise and manage emotions within a range of relationships.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p>	<p>Health and Wellbeing (PSHE) How to maintain physical, emotional health and wellbeing.</p> <p>How to respond in an emergency.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve</p>	<p>Health and Wellbeing (PSHE) How to maintain physical, emotional health and wellbeing. Naming body parts.</p> <p>What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p>

	<p>and class rules and to understand how these rules help them.</p> <p>That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>By developing an awareness of and responding to others' needs and wants.</p>	<p>About the process of growing from young to old and how people's needs change.</p> <p>Relationships (PSHE) How to develop and maintain a variety of healthy relationships.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p>them feel comfortable and uncomfortable)</p>	<p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p>	<p>their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p>	<p>SRE NSPCC PANTS programme: – who to talk to and ways of keeping physically and emotionally safe. How to make informed choices about health and wellbeing and to recognise sources of help with this.</p> <p>Relationships (PSHE) How to recognise and respond to risky or negative relationships.</p> <p>The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</p>
<p>Spiritual Moral Social and Cultural Development (SMSC)</p>	<p>Through this curriculum plan and whole school focus activities children will be taught to:</p> <ul style="list-style-type: none"> • Explore, understand and respect diversity. • Develop an awareness of, and respond respectfully to, others' needs and differences. • Celebrate difference. • Explore what is right and wrong. • Understand what we need to do in our community to make sure everyone thrives. • Make explicit links to our school vision. • Develop resilience and inner strength. • Take pride in themselves and celebrate this with others. 					
<p>Music</p>	<p>Sing songs</p>	<p>Sing songs Listen and understand live and recorded music</p>	<p>Sing songs</p>	<p>Sing songs Play tuned and untuned instruments musically</p>	<p>Sing songs Make and combine sounds musically</p>	<p>Sing songs</p>

Physical Education	Multi-Sports: Developing balance, agility and co-ordination. Beginning to apply these in a range of activities.	Sportshall Athletics: Master basic movements including running, jumping, throwing and catching. Link to Disability Awareness whole school focus	Basketball and Football: Participate in team games. Developing simple tactics for attacking and defending. Master basic movements including running, throwing and catching.	Gymnastics and Dance: Perform dances using simple movement patterns. Developing balance, agility and co-ordination.	Rounders and Tennis: Participate in team games. Developing balance, agility and co-ordination. Master basic movements including running, throwing and catching.	Outdoor Athletics: Participate in team games. Master basic movements including running, jumping, throwing.
Trips	Trip to a local place of worship		Trip to a local library		Trip to the Horniman Museum	