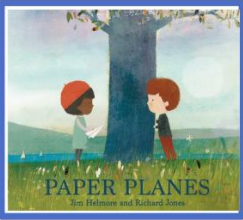












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| 2021-2022 | Autumn 1 7 weeks | Autumn 2 7 weeks | Spring 1 6.5 weeks | Spring 2 6 weeks | Summer 1 5 weeks | Summer 2 6.5 weeks |
|--------------------------------------|--|---|---|--|---|---|
| Literacy Read to Write Book |  |  |  |  |  |  |
| | Paper Planes Friendship Narrative Recount Messages | Rapunzel Instructions Fairy Tale Story | Hermelin Letters Detective Story | Where the Wild Things Are Portal Story Information | The Secret of Black Rock Return Story Postcards | The Last Wolf A Hunting Story Recipes |
| Literacy Read to Write | Combining words to make sentences. Joining words and clauses using and. Sequencing sentences to form short narratives. Separation of words with spaces. Capital letters Full stops Reinforce plural noun suffix -s -es | | | | | |
| | Orally rehearse simple sentences in preparation for writing at length | Suffix added to verbs - er. | Reinforce how prefix un changes meaning of verbs and adjectives. Combining words to | Suffix added to verbs - ing ed er Joining words and clauses using-and, because, so, but. | Reinforce how prefix un changes meaning of verbs and adjectives. Using and, | Suffix added to verbs - ed. Joining words and clauses using-and, |

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| | | | Make sentences. Using and, because, so and but. Story sequencing. | Use question marks, Exclamation marks and Capital Letters for names and personal pronoun - I. | because, so and but. Story sequencing. Capital letter, full stops, question mark, exclamation marks. Capital letters for names and pronoun I. Write from memory. Edit work. | because, so, but. Stops Question mark Exclamation mark. |
| Literacy Steps to Read |  |  |  |  |  |  |
| | History : Living Memory | Fairy Stories and Rhymes | Geography : Locality | Global: Traditional Tales and Poems | Science: Animals including humans | Reading Breadth: Stories and Poems |
| Literacy Steps to Read Comprehension Skills | Become familiar with stories, retelling them and considering their particular characteristics. Check that the text makes sense to them as they read and correcting inaccurate reading. Show an awareness of full stops when reading identify simple text features such as titles and pictures to indicate what the text is about. | | | | | |

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| | Become familiar with the key features of non fiction texts, such as context, index, labels and captions. | Becoming familiar with several key fairy stories, retelling them and considering their particular characteristics. Drawing on what they already know or on background information and vocabulary provided by the teacher. Discussing the meaning and linking new meanings to those already known. Predicting what might happen on the basis of what has been read so far. | Become familiar with how books can be used to find information. | Learn about stories from different cultures and make comparisons with books that are familiar. | Become familiar with how books can be used to find information. | Learn about poetry and the key features of poems. Discuss how poetry affects the reader. |
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| Phonics Read Write Inc. | Read Purple Storybooks. Read some set 2 sounds. | Read Pink Storybooks. Read all of set 2 sounds | Read Orange Storybooks. Read some of set 3 sounds | Read Yellow Storybooks | Read Yellow Storybooks. Know all of set 3 sounds | Read Blue Storybooks |
|-------------------------------|--|--|--|---|--|---|
| Maths Maths No Problem | Numbers to 10 Number bonds to Addition within 10 Subtraction within 10 Quick recall of number bonds to 10 Understand more than and less than | Naming 2D and 3D shapes Pattern Recognise numbers to 20 Addition and subtraction within 20 Recognising coins Number bonds within 20 | Doubles and Halves Counting in 2's, 5's and 10's Length and height Numbers to 40 Spelling numbers 1- 5 | Addition and Subtraction word problems Multiplication, making equal groups Volume and Capacity 1 more and 1 less than any given number Spelling numbers 6-10 | Numbers to 100 Finding 10's and 1's Place Value Division, sharing equally Time - o'clock and half past Spelling numbers 11-20 Review 2D/3D shape | Position Turns, quarter, half, three quarter, whole Fractions - halves and quarters Review any gaps in learning |
| Science | Humans - Identify, name, draw and label the basic parts of the human body. Know the five senses. Seasonal changes - observe and describe weather associated with | Everyday materials - Name and describe common materials Compare and group together a variety of everyday materials on the basis of their | Seasonal changes - Observe and describe weather associated with the seasons, Observe changes across the four seasons. | Animals - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are | Seasonal changes - Observe and describe weather associated with the seasons, Observe changes across the four seasons. | Plants - Identify & describe the basic structure of a variety of common plants including trees, Identify and name a variety of wild and common garden |

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| | the seasons | properties. | | carnivores, herbivores and omnivores. | | plants, including deciduous and evergreen trees. |
| Art | Know how to show how people feel in paintings and drawings. (linked to Human Senses) | Know how to use pencils to create lines of different thicknesses in drawings. (Rapunzel tower/trees) | Know names of Primary colours and secondary colours. Describe what can be seen and give an opinion about the work of an artist. (Mondrian) | Know how to cut, roll and coil materials. (Make wild wood pictures) | Know how to use IT to create a picture. (Sea Pictures using Colour Magic) | Know how to create repeating patterns in print. (leaf prints linked to science) |
| DT | Cut Food safely (Make vegetable soup) | Use own ideas to design and make something that works and moves. Evaluate ideas, plans and product. (Rapunzel Towers) | | Use own ideas to design and make something that works and moves. Evaluate ideas, plans and product. (Make moving pictures of Max in his boat) | | Use own ideas to design and make something that works and moves. Evaluate ideas, plans and product. (Eco /Global models) |
| Geography | Local Geography of school and local area. | | Know the countries of the UK & their capital cities, and | | Know features of hot & cold places in the world. | Local Geography of school and local |

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| | Know address & postcode. Know the difference between town, village & city Use aerial photos to make simple maps. | | the surrounding seas. Know the seasons, and which is the hottest/coldest. Know & Recognise weather symbols. | | Know the equator, N, S Poles on a globe. Compare and contrast UK with small non-European country. Naming physical & man-made features | area. Know address & postcode. Know the difference between town, village & city Use aerial photos to make simple maps. |
| History | Know how the toys their grandparents played with were different to their own. Know the main differences between their school days and their grandparents | | Organise artefacts and know what they are for. (typewriter, mobile phone, old phone, fax, etc.) Order them on a timeline. | | Name a famous person from the past and explain why they are famous. (Grace Darling) Know the name of a famous place close to where they live (Blue Planet Aquarium/Chester Zoo) | |

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| Computing | E-Safety To understand what to do if something is in the computer screen you don't like. To use iPad safely. To understand that personal information is private | Coding Algorithms To design and create a simple program for a moving object. To debug a simple program. To understand what an algorithm is. | | Coding Typing name To log on to a computer. To type their name and change the font and colour. | Colour Magic / Paint To use simple tools on colour magic to create an under the sea themed picture | Word Processing To log on to a computer. To type their name and change the font and colour. To retrieve a picture and put it into a word document. |
| PE | Dance Explore different ways of moving using a range of body parts, and respond imaginatively to a variety of stimuli. Move expressively, confidently and safely in space | Dance Perform short routines which include a range of actions Recognise simple changes to their body during exercise, specifically breathing and heart beat | Gymnastics Explore gymnastic actions and shapes Move in different ways, showing changes in speed, direction and level Create and perform sequences/routines by linking actions together | Gymnastics Understand how they feel before, during and after exercise Move apparatus safely Copy and describe how others perform | Games Move confidently and use all the available space when playing team games Practise and use fundamental skills in a range of individual and team games | Games Choose the skills and tactics that are best suited for the type of game or situation within a game Identify why playing games is good for |

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| | Use speed, level and direction when creating movements Create and repeat short dances with a clear start, middle and end | Copy other children's actions, describe the movements used by others and talk about how they could be more expressive in dance | | | | their health Watch and describe what others are doing Describe the skills they are practising and the games they are playing |
| RE | Harvest of Hands What kind things can we do with our hands? What is harvest and why is it an important time of the year? What do we do to celebrate Harvest as Christians? | Preparing for a celebration / Here comes Christmas To understand the Christmas story and why it is an important time of year for Christians. How do we celebrate Christmas. | Judaism To understand and explore a religion different to their own. To know some Jewish religious symbols and know why they are important. To respect other cultures and beliefs. | New Beginnings The Epiphany story - visit to local church Why do we celebrate New Year? Saying sorry and making changes. Learn about the New testament and the life of Jesus. | Bible Stories To read and understand bible stories. Noah and the Ark David and Goliath Daniel and the Lions Jonah and the Whale | Our Planet To learn about the story of the creation from the Old Testament. |

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| Music | | <p>Rhythm in the way we walk / Banana Rap</p> <p>Pulse, rhythm and pitch, rapping, dancing and singing.</p> | <p>In the Groove</p> <p>How to be in the groove with different styles of music. I can find the pulse in a piece of Reggae music. I can recognise and name two or more of the instruments I can hear in songs. I can copy and clap back rhythms that an adult models for me.</p> | <p>Prokofiev</p> <p>Peter and the wolf - compose their own excerpt of music, considering beat and dynamic</p> | <p>Your Imagination</p> <p>Using your imagination. I can recall instruments learned in previous units and describe those I can hear. I can make up my own rhythm for my name of a favourite animal.</p> | |
| PSHE Jigsaw | <p>Being Me In My World</p> <p>I can explain why my class is a safe place to learn. I can give different examples where I or others make my class happy/safe. I can explain why my</p> | <p>Celebrating Differences</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others. I can tell you some ways</p> | <p>Dreams and Goals</p> <p>I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive</p> | <p>Healthy Me</p> <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel</p> | <p>Relationships</p> <p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities</p> | <p>Changing Me</p> <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the</p> |

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| | behaviour can impact on other people in my class | that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel. | feelings. | happy | help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. | correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others |
| MFL | All about Me Greetings My Family Spain | Traditional Tales: Little Red Riding Hood Woodland animals Numbers to 10 Christmas | Spanish Traditions Los Reyes Magos Toys Clothes Weather | Mini Beasts Spanish Traditions: Easter Semana Santa (Holy Week) | The Seaside Summer weather & clothes Hobbies La tamatina Tomato festival | Animals: Pets Farm Animals Zoo Animals End of year song |
| Cultural Capital | Harvest Festival | Carol Concert in church Remembrance Day Guy Fawkes | Year 1 Epiphany Visit to church Chinese New Year | Global Week | Sports Week Race for Life Queen's Platinum Jubilee | Eco Week |

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