

Year 1 Long Term Intent

Spring 1

Key Texts	Meerkat Mail and To Carnival
Genres	Narratives
Trips/Visits/Visitors/Experiences	Church visit
Writing	<ul style="list-style-type: none"> • Spell words with suffixes (er, est, ing, ed) • Form lower and upper case letters of the correct size relative to one another • Compose a sentence orally before writing it down • Re-read and discuss what they have written • Sequence sentences to form short narratives including recounts of To Carnival and Meerkat Mail and innovated versions of the stories • Be confident segmenting spoken words into phonemes and will represent these using graphemes • Use a range of adjectives to add interest to their work when writing descriptive narratives about the story's setting and its characters • Use 'and' to join two ideas together • Use basic sentence punctuation including finger spaces, capital letters, full stops and question marks • Spell days of the week • Spell common exception words accurately including was, were, are, and, am • Use present tense • Separate words with spaces • Read back words they have spelt
Reading	<ul style="list-style-type: none"> • Identify the meaning of vocabulary in context. • Express preferences linked to their own experiences. • Retrieve key information from a text. • Use different voice pitch to indicate whether they are reading exclamation or question • Identifies typical phrases e.g.. story openings and endings • Comments on things that interests them • Asks questions to clarify
Phonics	Unit 11 – ie Unit 12 - oo Unit 13 – oo Unit 14 – u Unit 19 – or
Handwriting	<ul style="list-style-type: none"> • Unit 16: diagonal join to set 1 and 2 letters • Unit 17: diagonal join to set 3 letters • Unit 18: diagonal join to set 4 letters • Unit 19: diagonal join to the top of set 1 letters • Unit 20: diagonal join to the top of set 2 letters • Unit 21: diagonal join to the top of set 3 letters
Maths	<ul style="list-style-type: none"> • Count to and across 50 forwards and backwards, beginning with 0 or 1 from any given number • Given a number, identify one more or one less of a given number (0-40)

	<ul style="list-style-type: none"> • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems • Read and write and interpret mathematical statements involving addition, subtraction and equal signs • Represent and use number bonds and related subtraction facts within 20 • Add and subtract one digit and two digit numbers to 20 • Read and write numbers to 50 in numerals • Read and write numbers to 20 in numerals and words • Count in numbers to 100 in numerals; count in multiples of 2,5 and 10
<p style="text-align: center;">Science Plants</p>	<ul style="list-style-type: none"> • Know and name a variety of common and wild garden plants • Know and name petals, stem, leaves and root of a plant • Know and name roots, trunk, branches and leaves of a tree • Observe changes across the Spring season (e.g. weather, plants, flowers, animals) • Know how to sort living and non-living things • Observe weather patterns and record weather daily. • Name the seasons of Spring and Summer. • Be able to describe weather associated with these seasons • Ask questions such as, Why are sunflowers different colours? Why do some animals eat meat and others do not. • Suggest ways of answering a question • Conduct simple tests for example set up a test to see which materials keeps things warmest, know if the test has been successful and can say what has been learned • Make relevant observations and use observations to suggest answers to questions <p>Working scientifically</p> <ul style="list-style-type: none"> • Explain to someone what has been learned from an investigation they have been involved with and draw conclusions from the answers to the questions asked • Gather and record data and take measures (within Year 1 mathematical limits) to help find out more about the investigations undertaken
<p style="text-align: center;">History</p>	<ul style="list-style-type: none"> • Organise a number of artefacts by age • Know what a number of older objects were used for • Ask questions about the past • Know some of the ways we can find out about the past • Discuss significant events within and beyond their living memory in Britain and the wider world • Name a famous person from the past and explain why they are famous • Know the name of a famous person, or a famous place, close to where they live • Discuss some significant historical events, people and places in own locality
<p style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> • ask questions about different localities • know the main differences between a place in England and that of a small place in a non-European country • know which is the hottest and coldest season in the UK • know and recognise main weather symbols
<p style="text-align: center;">Religious Education</p>	<ul style="list-style-type: none"> • Identify some core beliefs and concepts of Christianity and give a simple description of what they mean. • Give examples of ways in which believers put their beliefs into practice. • Think, talk and ask questions about whether the ideas they have been studying have something to say to them. • Give a good reason for the views they have and the connections they make. • Ask questions about their own and others' religious experiences and beliefs. • Understand what a difference belonging to a religious community could make on someone's life. • Identify how religion is expressed in different ways.

	<ul style="list-style-type: none"> • Use religious words and phrases to identify some features of religion. • Describe some key features of religions, including religious celebrations and worship. • Ask questions about beliefs, making links between their own and others' responses.
<p style="text-align: center;">Physical Education</p>	<p>Skip to the beat</p> <ul style="list-style-type: none"> • Explore movement actions with control and link them together with flow • Move safely in a space. • Copy sequences and repeat them. • To develop foot patterns that aid skipping <p>Gymnastics</p> <ul style="list-style-type: none"> • Make body curled, tense, stretched and relaxed • Explore rolling movements • Explore travelling to move along, over, around onto and off a bench and small equipment • Perform a range of gymnastics skills with increased accuracy • Choose and use simple compositional ideas by creating and performing sequences • Create different shapes when balancing • Develop foot patterns that aids skipping • Skip with good balance and technique with improving agility, balance and co ordination
<p style="text-align: center;">Computing 1.5 Maze Explorers</p>	<ul style="list-style-type: none"> • To understand the functionality of the basic direction keys in Challenges 1 and 2. • To be able to use the direction keys to complete the challenges successfully. • To understand the functionality of the basic direction keys in Challenges 3 and 4. • To understand how to create and debug a set of instructions (algorithm). • To use the additional direction keys as part of their algorithm. • To understand how to change and extend the algorithm list. • To create a longer algorithm for an activity • To provide an opportunity for the children to set challenges for each other. • To provide an opportunity for the teacher to add these challenges to a display board for the class to try.
<p style="text-align: center;">Art Create a piece of work inspired by Llewellyn Xavier</p>	<ul style="list-style-type: none"> • Know how to show how people feel in paintings and drawings • Know how to use pencils and crayons to create lines of different thickness in drawings when sketching the landscape of St Lucia Describe what can be seen and give an opinion about the work of Llewellyn Xavier • Ask questions about a piece of art • Know the names of the primary and secondary colours • To create a repeating pattern
<p style="text-align: center;">Music</p>	<ul style="list-style-type: none"> • Make different sounds with instruments aligned to musical styles including Blues, Baroque, Latin, Bhangra, Folk and Funk • Follow instructions about when to play and sing • Explain which of two sounds is higher or lower • Play and sing in tune to different styles of In the Groove song • Play and sing along to In the Groove song in unison with a group • Say whether they like or dislike different styles of the In the Groove song • Perform In the Groove to other Year 1 class and improve performance by practising • Make a sequence of sounds and respond to different moods in music • Use bodies to make sounds • Make patterns with sounds

**Personal, Social, Health
Education**

Living in the wider world

- Understand who they can seek help from if they are worried.
- Describe simple ways to keep safe in different environments.
- Know what rules are, why they are needed and why different rules are needed for different situations
- Understand that people and other living things have different needs, about the responsibilities for caring for them
- Consider the things they can help to look after their environment
- Understand the role of the internet and everyday life
- Know about rules and age restrictions that keep us safe
- Using the internet and digital devices, communicating on line
- Strengths and interests, jobs in the community