

Year 1 Long Term Intent

Summer 1

Key Texts	Lighthouse Keeper's Lunch and Storm Whale									
Trips/Visits/Visitors/Experiences	Safari Stu and trip to Cambridge									
Writing	<ul style="list-style-type: none"> Spell words containing each of the 40 phonemes Spell some words from the Y1 spelling list Spell the days of the week Spell words with suffixes (er, est, ing) Spell words with the prefix 'un' and understand how the prefix changes the meaning of the word Form lower and upper case letters of the correct size relative to one another Re-read and discuss what they have written Sequence sentences to form short narratives Join words and clauses using 'and' and 'because' Use a capital letter for proper nouns and the pronoun I, names, days of the week and places Use past tense verbs e.g. jumped Plan and write an information text about the Lighthouse keepers lunch Retell Storm Whale and The Lighthouse Keeper's Lunch To write sentences to form a narrative when innovating The Lighthouse Keeper's Lunch Explore instructional texts and their features Plan and write sets of instructions including 'How to make a sandwich' (DT project) Begin to use question marks and exclamation marks Understand and orally use a variety of grammatical structures 									
Reading	<ul style="list-style-type: none"> Understand that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc. Identifies how non-fiction texts are sequenced Apply phonic knowledge and skills as the route to decode words Comments on things that interest them Asks questions to clarify Connects what they read or hear to their own experiences Beginning to be able to decode polysyllabic words Read common exception words Build up fluency and confidence in word reading Demonstrates a secure knowledge and application of the identified extended code Observes the punctuation and uses this to aid understanding 									
Phonics	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 30%;">Unit 49</td><td>eer</td></tr> <tr><td>Unit 44</td><td>wh</td></tr> <tr><td>Unit 20</td><td>air</td></tr> <tr><td>Unit 16</td><td>s</td></tr> </table>	Unit 49	eer	Unit 44	wh	Unit 20	air	Unit 16	s	
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	Unit 27: practising break letters
Maths	<ul style="list-style-type: none"> • Count in multiples of 2, 5, and 10 • Solve one-step problems involving multiplication and division but calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • Recognise, find and name a half as one of two equal parts of an object, shape or quantity • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
Science Animals	<ul style="list-style-type: none"> • Identify and name common animals • Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds <p>Working Scientifically</p> <ul style="list-style-type: none"> • Ask questions such as: Why are flowers different colours? Why do some animals eat meat and others do not? • Suggest ways of answering a question • Make relevant observations and use observations to suggest answers to questions
History	<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
Geography	<ul style="list-style-type: none"> • know the names of the four countries that make up the UK and name the three main seas that surround the UK • know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland <ul style="list-style-type: none"> • ask questions about different localities • undertake fieldwork in own school and locality
Religious Education	<ul style="list-style-type: none"> • Identify some core beliefs and concepts studied and give a simple description of what they mean. • Give examples of how stories show what people believe (e.g. the meaning behind a festival). • Give clear, simple accounts of what stories and other texts mean to believers. • Give examples of how people use stories, texts and teachings to guide their beliefs and actions. • Give examples of ways in which believers put their beliefs into practice. • 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. • Use religious words and phrases to identify some features of religion. • Describe simple similarities in between religious beliefs and ideas.

	<ul style="list-style-type: none"> • Retell religious stories and suggest possible meanings. • Recognise symbols and other verbal and visual forms of religious expression.
<p align="center">Physical Education</p>	<p><i>Throwing and Catching</i></p> <ul style="list-style-type: none"> • Use over arm and underarm throws to throw items in a straight line and at a target • Catch a ball on a bounce and from a throw • Stop, trap or catch the ball while on the move • Know how to stop and retrieve a ball <p><i>Cool Core</i></p> <ul style="list-style-type: none"> • Learn the technique for the plank, front support and back support • Identify techniques to improve core strength and agility • Perform a sequence of moves at each station within a circuit with increased accuracy • Control breathing and learn to support body weight •
<p align="center">Computing Unit 1.7 Coding</p>	<ul style="list-style-type: none"> • To understand what instructions are. • To predict what will happen when instructions are followed. • To understand that computer programs work by following instructions called code. • To use code to make a computer program. • To understand what objects and actions are. • To understand what an event is. • To use an event to control an object • To understand what an event is. • To begin to understand how code executes when a program is run. • To understand what backgrounds and objects are. • To understand how to use the scale attribute (property). • To plan a computer program. • To make a computer program.
<p align="center">DT Design and make a sandwich</p>	<ul style="list-style-type: none"> • explain to someone else how they want to make their product and make a simple plan before making • use own ideas to make something • explain what they like and do not like about existing products • cut food safely • know how to use tools to peel, grate and chop • know that food comes from plants and animals • know what a balanced diet is • explain what works well and not so well in the model they have made

Music

- Make different sounds with voice and instruments.
- Follow instructions about when to play and sing.
- Use voice to do humming, whispers and whistles.
- Explain which of two sounds is higher or lower.
- Sing in tune.
- Sing in unison with a group.
- Use instruments to perform and choose sounds to represent different things.
- Say whether they like or dislike a piece of music.
- Perform to an audience and improve performance by practising.
- Identify a beat and join in.

**Personal, Social, Health
Education
Health and Wellbeing**

- Know about what keeping healthy means.
- Recognise and name foods that support good health and the risks of eating too much sugar.
- Know how physical activity helps us to stay healthy and ways to be physically active every day.
- Practise simple hygiene routines that can stop germs spreading.
- Know how to keep safe in the sun and protect skin from sun damage.
- Consider different ways to learn and play recognising the importance of knowing when to take a break from time online or TV.
- Identify people who help us to stay physically healthy.
- Consider how to manage when finding things difficult
- Have an awareness that not everyone feels the same at the same times or about the same things
- Know different feelings that humans can experience
- Understand how to understand and name different feelings
- Consider how feelings can affect people's bodies and how they behave