

Year 1 Long Term Intent

Summer 2

Key Texts	Katie Morag Delivers the Mail, The Great Explorer											
Genres	Narrative											
Trips/Visits/Visitors/Experiences	Arts Week											
Writing	<ul style="list-style-type: none"> • Spell words containing each of the 40 phonemes • Use letter names to distinguish between alternative spellings of the same sound • Spell most words from the Y1 spelling list • Spell the days of the week • Spell regular plurals (s, es) • Spell words with suffixes (ed) • Spell words with the prefix 'un' and understand how the prefix changes the meaning of the word • Use basic sentence punctuation including finger spaces, capital letters, full stops, exclamation marks and question marks • 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 about our key texts • Join words and clauses using 'and' and 'because' • Use a capital letter for proper nouns and the pronoun I • Use past tense verbs e.g. jumped • Plan and write a retelling of both key texts • Plan and write an innovated narrative inspired by both key texts • Read their writing aloud clearly enough to be heard by their peers and their teacher 											
Reading	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear to their own experiences • Read aloud accurately books that are consistent with their phonic knowledge and that do not require them to use other strategies to work out words • Read words with contractions • Read words with more than one syllable • Apply phonic knowledge and skills as the route to decode words • Read common exception words • To read fluently and correct inaccurate reading • Begin to understand how written language can be structured differently according to genre • Demonstrates a secure knowledge and application of the identified extended code 											
Spelling	<table border="1"> <tr><td>Unit</td><td></td></tr> <tr><td>33</td><td>n</td></tr> <tr><td>18</td><td>l</td></tr> <tr><td>46</td><td>r</td></tr> <tr><td colspan="2">Recapping</td></tr> </table>	Unit		33	n	18	l	46	r	Recapping		
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Handwriting	<table border="1"> <tr><td>Unit 28 – ai al ol ow</td></tr> <tr><td>Recapping</td></tr> </table>	Unit 28 – ai al ol ow	Recapping									
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<p style="text-align: center;">Maths</p>	<ul style="list-style-type: none"> • Count to and across 100 forwards and backwards beginning with 0 or 1 and from any given number • Count, read and write numbers to 100 in numerals • Given a number, identify 1 more or 1 less (within 100) • Identify and represent numbers using objects and pictorial representations including the number line and use the language of equal to, more than, less than, most and least • Recognise and know the value of different denominations of coins and notes • Sequence events in chronological order using language before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening • Recognise and use language relating to dates including days of the week, weeks, months and years • Tell the time to the hour and half past the hour • Draw the hands on a clock face to show these times • Compare, describe and solve practical problems for time. For example, quicker, slower, earlier, later • Measure and begin to record time in hours, minutes and seconds • Add and subtract 2 digit numbers
<p style="text-align: center;">Science Animals, including humans</p>	<ul style="list-style-type: none"> • Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds • Know and classify animals by what they eat (carnivore, herbivore and omnivore) • Know how to sort by living and non-living things <p>Know the name of parts of the human body that can be seen</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Suggest ways of answering a question. • Make relevant observations and use observations to suggest answers to questions.
<p style="text-align: center;">History</p>	<ul style="list-style-type: none"> • Ask questions about the past • Know some of the ways we can find out about the past (images) • 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
<p style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> • know which is N, E, S and W on a compass • know their address, including postcode • use a simple plan to follow a route • draw a route show features • draw maps of made up and real life places • undertake fieldwork in own school and locality
<p style="text-align: center;">Religious Education</p>	<ul style="list-style-type: none"> • 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. • Retell religious stories and suggest possible meanings. • Recognise symbols and other verbal and visual forms of religious expression. • 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>Swimming</p> <ul style="list-style-type: none"> • Swim 10m on front and back without stopping. • Use the correct arm and leg movements to swim front crawl and backstroke. • Climb out of the pool unaided. • Submerge head under water and blow bubbles.

<p style="text-align: center;">Computing Technology outside of school</p>	<p><i>Technology Outside of School</i></p> <ul style="list-style-type: none"> • To find and understand examples of where technology is used in the local community • To record examples of technology outside school.
<p style="text-align: center;">Art Create a piece of work inspired by Vincent Van Gough</p>	<ul style="list-style-type: none"> • Ask questions about a piece of art by Vincent Van Gough • Describe what can be seen and give an opinion about the work of Vincent Van Gough • Know how to create a picture using flowers as a stimulus • Know the names of primary and secondary colours • Know how to create a sunflower picture in the style of Van Gough • Know how to use pencils to create lines of different thickness in drawings • Know how to control pressure when using pastels
<p style="text-align: center;">Music</p>	<ul style="list-style-type: none"> • Listen and appraise William Tell Overture by Rossini • Compose a song with Big Bear Funk • Revise songs from Autumn and Spring term • Use instruments, including glockenspiels, to perform and choose sounds to represent different musical styles • Make patterns with sounds using the glockenspiels and use short given patterns in compositions • Follow instructions about when to play and sing • Use voice to do: humming, whispers, whistles • Sing in tune and in unison with a group • Say whether they like or dislike a piece of music • Perform to an audience and improve performance by practising
<p style="text-align: center;">Personal, Social, Health Education Health and Wellbeing</p>	<ul style="list-style-type: none"> • Recognise what makes them special and unique. • Know about rules and age restrictions that keep us safe. • Have basic rules to keep safe online, including what is meant by personal information and what should be kept private. • The importance of telling a trusted adult if they come across something that scares them. • Understand the role of the internet in everyday life. • Consider things they can do to look after their environment. • Consider how to manage and who to tell when finding things difficult or when things go wrong. • Prepare for transition to year 2. • Recognise that some things are private and the importance of respecting privacy • Parts of the body covered by underwear are private • Know how to respond safely to adults they don't know • Know how to respond if physical contact makes them feel uncomfortable or unsafe • Understand that there are situations when they should ask for permission and also when their permission should be taught.