

Year 1 LTP Overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Visit - Local fieldwork (Grangetown)	Visit to Teesaurus Park - Middlesbrough (talk about significant landmarks passed along the way)	Visit to Kirkleatham Museum and the Owl Centre		Visit - The Farm	Visit - Saltburn
Writing	The Train Ride by June Crebbin (Narrative)  Pinocchio by Carlo Collodi (Narrative)	Fire work night by Andrew Collett (Poetry)  Toys from the Past by Sally Hewitt (Non-fiction)	The Queen's Hat by Steve Antony (Narrative)  When I am by myself (Poetry)  Our trip to the woods (Non-fiction)		Little Red Riding Hood by Lari Don (Narrative)  Song of the Sea by Studio Canal (Narrative)  Our trip to the woods (Non-fiction)	Wombat goes Walkabout by Michael Morpurgo (Narrative)  On Safari (Non-fiction)
SPaG Objectives	-sit correctly at a table, holding a pencil comfortably and correctly -begin to form lower-case letters in the correct direction, starting and finishing in the right place	-Leave spaces between words -Put words together to make sentences -Use capital letters for names and use <i>I</i> properly -Use capital letters and full stops	-Join words and clauses using 'and' -Putting sentences together to write short stories or anecdotes -write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far		-Use question marks, and exclamation marks -Turn words into plurals using -s or -es -the days of the week -using letter names to distinguish between alternative spellings of the same sound	-Adding suffixes to verbs without changing the root word, for example <i>helping, helped, helper</i> -Using the prefix <i>un-</i> to change the meaning of verbs and adjective

	<p>-form capital letters</p> <p>understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to</p> <p>-practise these naming the letters of the alphabet in order</p> <p>-using letter names to distinguish between alternative spellings of the same sound</p> <p>-words containing each of the 40+ phonemes already taught</p> <p>-common exception words</p>	<p>to say a sentence out loud before writing it down to re-read what they have written to check that it makes sense</p> <p>-using letter names to distinguish between alternative spellings of the same sound</p> <p>-words containing each of the 40+ phonemes already taught</p> <p>-common exception words</p>	<p>-using letter names to distinguish between alternative spellings of the same sound</p> <p>-words containing each of the 40+ phonemes already taught</p> <p>-common exception words</p>	<p>-words containing each of the 40+ phonemes already taught</p> <p>-common exception words</p>	<p>s, for example unkind and unclear</p> <p>apply simple spelling rules and guidance</p> <p>-the days of the week</p> <p>-using letter names to distinguish between alternative spellings of the same sound</p> <p>-words containing each of the 40+ phonemes already taught</p> <p>-common exception words</p>
<b>Science</b>	Animals including humans Seasons	Materials Seasons	Plants Seasons		
<b>DT</b>	Cooking- Preparing Vegetables	Mechanisms- Pullies and Leavers	Structures- Freestanding Structures		
<b>Art</b>	Self-portrait.	3D Sculpture	Watercolour		

			3D animals  Malleable materials eg - salt dough, Modroc, paper mâché, plasticine Mastering 1 or 2 malleable materials.		Seascapes and Coastlines  Look at the work of artist Joanne Wishart. Recreate images and make links to own work.	
PSHE	Health and Wellbeing -Healthy lifestyle -Growing and Changing -Keeping Safe	Health and Wellbeing -Healthy lifestyle -Growing and Changing -Keeping Safe	Relationships -Feelings and Emotions -Healthy Relationships -Valuing Difference	Relationships -Feelings and Emotions -Healthy Relationships -Valuing Difference	Living in the wider world -Rights and Responsibilities -Taking care of the environment -Money	Living in the wider world -Rights and Responsibilities -Taking care of the environment -Money
Geography	<b>Focus - Our School</b>  Need to include - locality, map, human & physical features, left, right, near, far, aerial photos, field, playground. Make a map with own symbols. Field work to look at routes on map.  Seasons Autumn		<b>Focus - UK</b>  Need to start off with our school - Grangetown - Middlesbrough - England - UK Need to include Grangetown - house, shop, hill, factory, industry Middlesbrough - town, village, port England - London, city train links (routes on map) to lead to the other		<b>Focus - Weather</b>  (take this opportunity throughout the year to talk about the weather) Need to include - seasons, daily weather patterns.  Seasons Summer	

			cities - Edinburgh, Cardiff, Belfast (by boat) UK - capital cities			
			Seasons			
			Winter and Spring			
<b>History</b>	Toys		Monarchy - Queen Elizabeth		Florence Nightingale and Mary Seacole	
<b>Computing</b>	E-Safety - Knowledge & Understanding	Keyboard and mouse skills	Multimedia and text	Computer aided design - digital art	Data handling	Coding and programming
<b>Music - Charanga</b>	My Musical Heartbeat	Dance, Sing and Play!	Exploring sounds	Learning to listen	Having fun with improvisation	Let's perform together!
<b>RE</b>	Who am I and why am I special? How and why do Christians celebrate harvest?	What does it mean to belong in Christianity? Why are gifts given at <b>Christmas</b> ?	Why is Jesus special to Christians?	Why is <b>Easter</b> special for Christians?	How do both Jews and Christians think the world was created?	How do Jews worship at home?
<b>Maths</b>	White rose Number: place value within 10. Number: addition and subtraction within 10. Geometry - shape Number: place value within 20.		White rose Number: addition and subtraction within 20. Number: place value within 50. Measurement - length and height Measurement - weight and volume		White rose Number: multiplication and division. Number: fractions Geometry - position and direction Number: place value within 100	
<b>PE</b>	Health and Wellbeing	Games for understanding	Gymnastics	Dance	Ball Skills	Locomotion Skill Development

