



Myton Park Primary Long Term Planning

Year 1

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| ILP | Paws, Claws & Whiskers | Moon Zoom | Dinosaurs | Superheroes | Bright Lights, Big City | Rio de Vida |
| English | Key Performance Indicators | | | | | |
| | <p>Reading WORD READING: apply phonic knowledge and skills as the route to decode words. respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions, and understand that the apostrophe represents the omitted letter(s) Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words reread these books to build up their fluency and confidence in word reading.</p> <p>COMPREHENSION: Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrase learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p> <p>Writing Spell words containing each of the 40+ phonemes already taught, common exception words (Year 1) and the days of the week. (Spelling) Name the letters of the alphabet, naming the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound. (Spelling) Add prefixes and suffixes, using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs; using the prefix un- and using -ing, -ed, -er and -est where no change is needed in the spelling of root words. (Spelling)</p> | | | | | |

Apply simple spelling rules and guidance, as listed in [English Appendix 1](#). (Spelling) **See Myton Park Spelling Appendix.**
 Write from memory simple sentences dictated by the teacher that **include words using the GPCs and common exception** words taught so far. (Spelling)
 Sit correctly at a table, holding a pencil comfortably and correctly. (Handwriting and presentation)
 Begin to form lower-case letters in the correct direction, starting and finishing in the right place. (Handwriting and presentation)
 Form capital letters (Handwriting and presentation)
 Form digits 0-9 (Handwriting and presentation)
 Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these. (Handwriting and presentation)
 Write sentences by saying out loud what they are going to write about. (Composition)
 Write sentences by composing a sentence orally before writing it. (Composition)
 Write sentences by sequencing sentences to form short narratives. (Composition)
 Write sentences by re-reading what they have written to check that it makes sense. (Composition)
 Discuss what they have written with the teacher or other pupils. (Composition)
 Read their writing aloud clearly enough to be heard by their peers and the teacher. (Composition)
 Develop their understanding of the concepts set out in English [Appendix 2](#) by leaving spaces between words. (V, G, P)
 Develop their understanding of the concepts set out in English [Appendix 2](#) by joining words and joining clauses using "and" (V, G, P)
 Develop their understanding of the concepts set out in English [Appendix 2](#) by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. (V,G,P)
 Develop their understanding of the concepts set out in English [Appendix 2](#) by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (V, G, P)
 Develop their understanding of the concepts set out in English [Appendix 2](#) by learning the grammar for year 1 – See Myton Park Grammar Appendix. (V,G,P)
 Use the grammatical terminology in English [Appendix 2](#) in discussing their writing and reading. (V,G,P)

| <u>Spoken Language</u> | <u>Spoken language</u> | <u>Spoken language</u> | <u>Spoken language</u> | <u>Spoken language</u> | <u>Spoken language</u> |
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| Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Participate in discussions, presentations, performances, roleplay/improvisations and debates. | Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Participate in discussions, presentations, performances, roleplay/improvisations and debates. | Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Select and use appropriate registers for effective communication. Gain, maintain and monitor the interest of the listener(s) | Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Select and use appropriate registers for effective communication. Gain, maintain and monitor the interest of the listener(s) | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Consider and evaluate different viewpoints, attending to and building on the contributions of others. | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Consider and evaluate different viewpoints, attending to and |

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| | | | | | building on the contributions of others. | |
| | <u>Texts: Fiction</u> | <u>Texts: Non-Fiction</u> | <u>Texts: Fiction</u> | <u>Texts: Non-Fiction</u> | <u>Texts: Fiction</u> | <u>Texts: Non-Fiction</u> |
| | <u>Reading</u> Apply phonic knowledge and skills as the route to decode words. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Be encouraged to link what they read or hear to their own experiences. Recognising and joining in with predictable phrases. Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. Explain clearly their understanding of what is read to them. | | <u>Reading</u> Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read other words of more than one syllable that contain taught GPCs. Reread these books to build up their fluency and confidence in word reading. Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Discuss word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading and discussing the significance of the title and events. | | <u>Reading</u> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read words with contractions , and understand that the apostrophe represents the omitted letter(s). Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart. Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done and predicting what might happen on the basis of what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say | |
| | <u>Key Author</u> | | <u>Key Author</u> | | <u>Key Author</u> | |
| | <u>Writing Purpose</u> To entertain | <u>Writing Purpose</u> To entertain | <u>Writing Purpose</u> To entertain | <u>Writing Purpose</u> To inform | <u>Writing Purpose</u> To entertain | <u>Writing Purpose</u> To inform |
| | <u>Text Types</u> Story (imitate) Poetry In role / character | <u>Text Types</u> Story (imitate) Poetry In role / character | <u>Text Types</u> Story (imitate) Poetry In role / character | <u>Text Types</u> Instructions Letter In role / character | <u>Text Types</u> Story (imitate) Poetry In role / character | <u>Text Types</u> Recount Report Instructions Letter |

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| | <p>Writing Composition</p> <p>Write sentences by saying out loud what they are going to write about composing a sentence orally before writing it and sequencing sentences to form short narratives.</p> <p>Discuss what they have written with the teacher or other pupils.</p> | <p>Writing Composition</p> <p>Write sentences by composing a sentence orally before writing it sequencing sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> | <p>Writing Composition</p> <p>Write sentences by composing a sentence orally before writing it sequencing sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p> |
| | <p>SPaG Spelling</p> <p>Spell words containing:</p> <p>The sounds f, l, s, z and k spelt ff, ll, ss, zz and ck</p> <p>The v sound at the end of words</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Spell a range of words containing set 2 sounds</p> <p>-tch</p> <p>ay</p> <p>ee</p> <p>igh</p> <p>ow</p> <p>oo / oo</p> <p>ar</p> <p>or</p> <p>air</p> <p>ou</p> <p>ir</p> <p>Spell words by dividing words into syllables.</p> <p>Vocabulary, Grammar and Punctuation Punctuation:</p> <p>-Separation of words with spaces.</p> <p>- Introduction of capital letters and full stops to demarcate sentences.</p> <p>-Capital letter for own name and personal pronoun /</p> | <p>SPaG Spelling</p> <p>Spell words containing:</p> <p>y</p> <p>ea</p> <p>oi</p> <p>a-e</p> <p>i-e</p> <p>o-e</p> <p>u-e</p> <p>aw</p> <p>are</p> <p>ur</p> <p>er</p> <p>ow</p> <p>ai</p> <p>ow</p> <p>ew</p> <p>ire</p> <p>ear</p> <p>ure</p> <p>tion</p> <p>tious / cious</p> <p>Spell words by dividing words into syllables.</p> <p>Vocabulary, Grammar and Punctuation Word Level:</p> <p>Identify nouns, including proper nouns.</p> <p>Use of regular plural noun suffixes (for example, dog dogs and wish wishes) including the effects of these suffixes on the meaning of the noun.</p> <p>Punctuation:</p> | <p>SPaG Spelling</p> <p>Introduce un- at beginning of word to change the meaning.</p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word.</p> <p>Adding -er and -est to adjectives where no change is needed to the root word.</p> <p>Spell words containing:</p> <p>au</p> <p>ore</p> <p>oe</p> <p>ue</p> <p>ie</p> <p>e-e</p> <p>kn</p> <p>ck</p> <p>wh</p> <p>ph</p> <p>Vocabulary, Grammar and Punctuation Sentence Level:</p> <p>-Joining words and clauses with the conjunction <i>and</i>.</p> <p>Word Level:</p> <p>-Identify verbs</p> <p>-Identify the subject, object and verb in a simple sentence.</p> <p>-Add suffixes to verbs where no change is needed in spelling of root words, e.g. helping, helper, helped.</p> |

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| | | Use of capital letter, full stop, ? and ! to demarcate sentences. Use of capital letter for proper nouns, including people, places and days of the week. | Understand how the prefix <i>-un</i> changes the meaning of words and adjectives, (negation – e.g. unkind, untie the boat, unhappy.) | | | |
| | <p>Handwriting</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these.</p> | <p>Handwriting</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these.</p> | <p>Handwriting</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these.</p> | <p>Handwriting</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these.</p> | <p>Handwriting</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these.</p> | <p>Handwriting</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these.</p> |

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| Maths | Key Performance Indicators | | | | | |
| | Number place value within 10 Addition and Subtraction within 10 | Geometry Shape Number Place value within 20 | Number Addition and Subtraction within 20 -Place value within 50 | Measurement Length and Height Weight and Volume | Number - Multiplication and Division - Fraction - Geometry - Position and Direction | Number - Place value within 100 Measurement - Money - Time |
| Science | Working Scientifically; Biology – plants, animals inc humans; Chemistry – investigating materials; Physics – movement, electrical circuits. | | Working Scientifically; Biology – plants, animals inc humans; Chemistry - investigating materials, Physics – movement, electrical circuits. | | Working Scientifically; living things. Chemistry – investigating materials. Physics – movement, electrical circuits. | |
| Computing | Recognise that some websites ask for private information and discuss how to handle these requests. Recognise that some websites ask for private information and discuss how to handle these requests. | Begin to use a range of software for different purposes. Recognise that work they have created belongs to them. | Observe and explore outcomes when buttons are pressed in sequences on a robot and identify and debug a simple algorithm. | Observe and explore outcomes when buttons are pressed in sequences on a robot and identify | Select appropriate software to complete given tasks. | Recognise the ways digital technology can be used in the classroom, home and community. |
| History | Important events in the school's history. | Historical events, people and periods. Significant - explain why a significant individual is important. | Make observations using time words and phrases relating to the passing of time. Use historical artefacts to find out about the past. Key features of a significant historical event beyond living memory. | Aspects of everyday life within or beyond living memory. Opinions about an historical source. | The role of a monarch. Describe a significant historical event in British history. Order information on a timeline. | Similarities and differences between ways of life within or beyond living memory. |

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| <p>Geography</p> | <p>Weather Data Collection</p> | <p>Aerial photographs Physical features Hot and cold areas</p> | <p>Seven continents Five oceans Four countries of the UK</p> | <p>Directional language Positional language Simple maps</p> | <p>Human features and landmarks Characteristics of a settlement Important buildings Fieldwork – characteristics of a locality Similarities and differences between two places</p> | <p>Physical processes effect on an area Effect of pollution and litter Place or geographical feature changed over time.</p> |
| <p>Art & Design</p> | <p>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</p> <p>Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</p> <p>Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.</p> | <p>Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).</p> <p>A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.</p> | <p>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</p> <p>Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.</p> <p>Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</p> | <p>A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.</p> <p>Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</p> <p>The primary colours are red, yellow and blue.</p> | <p>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</p> <p>Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</p> | <p>Collage is an art technique where different materials are layered and stuck down to create artwork.</p> |
| <p>Design & Technology</p> | <p>Design purposeful, functional, appealing products for themselves and other</p> | <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> | <p>Select from and use a wide range of materials and components, including construction materials, textiles and</p> | <p>Design purposeful, functional, appealing products for themselves and other</p> | <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> | <p>Select from and use a wide range of materials and components, including construction materials, textiles and</p> |

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| | users based on design criteria. | Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products – Moon buggy. | ingredients, according to their characteristics. | users based on design criteria - Mask making. | | ingredients, according to their characteristics – head dresses. |
| Music | Traditional songs Nursery Rhymes Repeated rhythm Pulse Body percussion | Play and sing music and songs in a group. Create, select and combine sounds and rhythms using a variety of instruments, objects and the voice. | Musical notation and symbols. | Listen and respond to a range of high-quality live and recorded music and songs. | Musical feature: Tempo Feelings Dynamics | Describe, in simple terms, the lives of composers studied. |
| Physical Education | Gym – Agility and Balance develop balance, agility and co-ordination, and begin to apply these in a range of activities. | Dance Animals – Jungle develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. perform dances using simple movement pattern | Creative Play – Outdoor Adventure to be creative whilst working collaboratively within a group in order to develop problem solving & thinking skills whilst also developing the ability to work independently and make decisions. | Throwing and Catching – Invasion Games master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. | Running and Jumping – Athletics | Partner Games – Strike and Field master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils should begin to understand the importance of working well within a pair and a small group in order to achieve targets. |
| Personal, Social, Health and Economic | What is the same and different about us? Relationships Ourselves and others; similarities and differences; individuality; our bodies | Who is special to us? Relationships Ourselves and others; people who care for us; groups we belong to; families | What helps us stay healthy? Health and wellbeing Being healthy; hygiene; medicines; people who help us with health | What can we do with money? Money; making choices; needs and wants | Who helps to keep us safe? Health and wellbeing Keeping safe; people who help us | How can we look after each other and the world? Ourselves and others; the world around us; caring for others; growing and changing |
| Religious Education | How is someone welcomed into Christianity? | Why do Christians give gifts at Christmas? Explain two features of the nativity story | Belonging to a Muslim family Explain how Islamic items used in the | What do Christians remember at Easter? Explain the meaning of eggs at Easter. | A man called Muhammad Explain how at least one feature of a | Belonging to a Sikh family. Explain a similarity in signs of belonging across faiths |

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| | <p>Explain the meaning of water in Christian baptism. Explain one difference and one similarity between infant and adult baptism.</p> | <p>which show Jesus was a special baby. Explain why Christmas is a special time for Christians.</p> | <p>mosque help Muslims to be together. Show understanding that all religions have different ways to help people be together.</p> | <p>Show understanding of the link between Easter eggs and Jesus' new life.</p> | <p>mosque helps Muslims connect to God. Explain why Muhammad is described as a 'prophet' as well as a leader.</p> | <p>Identify a sign of belonging that is associated with just one faith</p> |
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