

TERM Autumn 1		6 weeks + 4 days for Community Week			
TOPIC	Community Week – 1 week	Bears (CIT)- 6 weeks History <ul style="list-style-type: none"> • Uses words and phrases: old, new, young, days, months • Remembers parts of stories and memories about the past • Tell the difference between past and present in own and other people’s lives • Begins to identify and recount some details from the past from sources (eg. pictures, stories) Geography <ul style="list-style-type: none"> • Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment. • Use simple fieldwork and observational skills to study the geography of their school and its grounds. 			
ENGLISH	Reading <ul style="list-style-type: none"> •Phonics •Phase 2, 3 and 4. •Decoding, blending and segmenting. •Tricky words through phonics. 	Writing/ Grammar 3 week writing cycle – narrative (We’re going on a bear hunt.) <ul style="list-style-type: none"> • Week 1- Finger spaces • Week 2- Capital letters • Week 3- Full stops 3 week writing cycle – narrative/ traditional tales (Goldilocks and the three bears.) <ul style="list-style-type: none"> • Week 1- Sounds • Week 2- Question marks • Week 3- Tricky words Handwriting <ul style="list-style-type: none"> • Begins to form capital letters. • Forms digits 0-9. • Begins to form lower case letters, using the handwriting families. 	Planning/ drafting/ editing Continuous: <ul style="list-style-type: none"> • Says aloud what they are going to write. • Composes a sentence orally before writing it. • Writes a series of sentences to form short narratives. • Re-reads what they have read to check it makes sense. • Read aloud their writing clearly enough to be heard by others. • Discusses what they have written, with other children and their teacher. 	Spelling Phonics Phase 2, 3 and 4. Morning Group 1- Phase2 revisit Morning Group 2- Phase 4 Afternoon ALL- Phase 3 revisit with Phase 4.	Punctuation Introduce finger spaces, full stops, capital letters, and question marks.

YEAR 1 RUBY CLASS LONG TERM MAP

<p>MATHS</p> <p>WRMH planning</p> <p>Number – Place value (within 10) 4 weeks</p> <p>Number – Addition & subtraction (within 10) 2 weeks (Continued in Autumn 2)</p>	<p>RE</p> <p>Who is God? (5-6 weeks)</p>	<p>SCIENCE</p> <p>Seasons- continuous</p> <ul style="list-style-type: none"> Identify seasonal/daily weather patterns in the UK Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies <p>Everyday materials (6 weeks)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p>COMPUTING</p> <p>E-safety</p> <p>Most children will:</p> <ul style="list-style-type: none"> know and follow some of the FS/KS1 online safety rules be able to list personal information know they must not give out personal information without adult permission begin to understand passwords and how to keep them safe understand there are things online which are inappropriate for them to see/use know that they should tell an adult if they see anything which makes them uncomfortable. be polite when communicating online know that mail can be sent all over the world electronically via computers (email) contribute to a class email e.g. email to Santa 	<p>PHSE</p> <p>New beginnings</p> <p>Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings</p> <p>Agree and follow rules for their group and classroom, and understand how rules help them</p> <p>Understand what improves and what harms their local, natural and built environments and contribute to looking after them</p> <p>Understand that they belong to various groups and communities, such as family and school, and begin to contribute to the life of the class and school</p>	<p>PE</p> <p>Games (Throwing)</p> <p>Gymnastics (Unit 1- Travelling)</p>
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TERM Autumn 2		6 weeks + Christmas Week			
TOPIC	<p>Disney (CIT)- 6 weeks</p> <p>History</p> <ul style="list-style-type: none"> Sequence some events or 2 related objects in order Remembers parts of stories and memories about the past Finds answers to simple questions about the past from sources of information (eg. pictures, stories) <p>Geography</p> <p>N/A</p>			<p align="center">Christmas Week – 1 week</p>	
ENGLISH	<p>Reading</p> <ul style="list-style-type: none"> Phonics Phase 3, 4 and 5. Decoding, blending and segmenting. Compound words. Tricky words 	<p>Writing/ Grammar</p> <p>Writing to inform.</p> <p>3 week writing cycle- non-chronological reports - Disney character.</p> <p>Writing to entertain.</p>	<p>Planning/ drafting/ editing</p> <p>Continuous:</p> <ul style="list-style-type: none"> Says aloud what they are going to write. Composes a sentence orally before writing it. Writes a series of 	<p>Spelling</p> <ul style="list-style-type: none"> Phonics Phase 3, 4 and 5. Decoding, blending and segmenting. Compound words. Tricky words through 	<p>Punctuation</p> <p>Finger spaces, full stops, capital letters, and question marks.</p>

YEAR 1 RUBY CLASS LONG TERM MAP

	through phonics.	<p>3 week writing cycle- Disney story</p> <p>Confidently using capital letters, finger spaces and full stops in sentences. Beginning to use capital letters at the beginning of sentences and for names and places Using adjectives to describe nouns. Using the conjunctions 'and', 'but' and 'so').</p> <p>Handwriting</p> <ul style="list-style-type: none"> • Begins to form capital letters. • Forms digits 0-9. • Begins to form lower case letters, using the handwriting families. 	<p>sentences to form short narratives.</p> <ul style="list-style-type: none"> • Re-reads what they have read to check it makes sense. • Read aloud their writing clearly enough to be heard by others. • Discusses what they have written, with other children and their teacher. 	<p>phonics.</p> <ul style="list-style-type: none"> •The days of the week. •Write simple sentences dictated by the teacher. 	
<p>MATHS</p> <p>WRMH planning</p> <p>Number – Addition & subtraction (within 10) 2 weeks (Continued in Autumn 2)</p> <p>Geometry- Shape (1 week)</p> <p>Number-Place value (within 20) (2 weeks)</p>	<p>RE</p> <p>What is the Bible about? (4-5 weeks)</p> <p>Why do people give presents at Christmas? (2-3 weeks)</p>	<p>SCIENCE</p> <p>Seasons</p> <ul style="list-style-type: none"> • Identify seasonal/daily weather patterns in the UK • Observe changes across the 4 seasons • Observe and describe weather associated with the seasons and how day length varies <p>Focus on Autumn</p> <p>Investigation focus: I can observe closely.</p>	<p>COMPUTING</p> <p>E-safety revisit</p> <p>Specific word processing skills</p> <p>Most children will:</p> <ul style="list-style-type: none"> • put text on screen • use upper and lower case letters • use the space bar • use the Return key • use the Shift key to make a capital letter • use word lists to enter text • with support, print their work using the print icon • use both hands on the keyboard • load programs with support • use a range of tools to create pictures (colour, brushes, erase, shapes, size of brush,) 	<p>PHSE</p> <p>Getting on and falling out</p> <p>Recognise the effect of their behaviour on other people, and cooperate with others</p> <p>Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another</p> <p>Recognise choices they can make and recognise the difference between right and wrong</p>	<p>PE</p> <p>Games (Catching)</p> <p>Dance</p>

TERM Spring 1		5 weeks
TOPIC	Pirates (CIT)- History	5 weeks
	N/A	

YEAR 1 RUBY CLASS LONG TERM MAP

	<p>Geography</p> <ul style="list-style-type: none"> • Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key. 				
<p>ENGLISH</p>	<p>Reading</p> <ul style="list-style-type: none"> •Phonics •Phase 3 and 5. •Decoding, blending and segmenting. •Compound words. •Tricky words through phonics. 	<p>Writing/ Grammar</p> <p>Writing to entertain. 3 week writing cycle- Pirate story.</p> <p>Writing to entertain. 3 week writing cycle – Poems.</p> <p>Using basic punctuation. Using capital letters for names, places and the personal pronoun I. Using exclamation marks. Confidently using adjectives and conjunctions. Using compound words.</p> <p>GRAMMAR Sentence of 3 for action 2 weeks</p> <p>Handwriting</p> <ul style="list-style-type: none"> • Sits correctly at a table. • Hold the pencil comfortably and correctly, • Starts and finished al letters in the right place. • Forms capital letters correctly. • Understands which letters belong to which handwriting families. 	<p>Planning/ drafting/ editing</p> <p>Continuous:</p> <ul style="list-style-type: none"> • Says aloud what they are going to write. • Composes a sentence orally before writing it. • Writes a series of sentences to form short narratives. • Re-reads what they have read to check it makes sense. • Read aloud their writing clearly enough to he heard by others. • Discusses what they have written, with other children and their teacher. • Identifies how to improve their own punctuation and spelling. 	<p>Spelling</p> <ul style="list-style-type: none"> •Phonics •Phase 3 and 5. •Decoding, blending and segmenting. •Compound words. •Tricky words through phonics. •Days of the week. •Write simple sentences dictated by the teacher. 	<p>Punctuation</p> <p>Finger spaces, full stops, capital letters, and question marks.</p>

YEAR 1 RUBY CLASS LONG TERM MAP

<p align="center">MATHS</p> <p>WRMH planning</p> <p align="center">Number- Addition and subtraction (within 20) (4 weeks)</p> <p align="center">Number- Place value (within 50) (Multiples of 2, 5 and 10 to be included) (2 weeks, continued in Spring 2)</p>	<p align="center">RE</p> <p>Who is Jesus? (5-6 weeks)</p>	<p align="center">SCIENCE</p> <p>Seasons- continuous</p> <ul style="list-style-type: none"> Identify seasonal/daily weather patterns in the UK Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies <p>Animals, including humans:</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Investigations and skills: I can ask simple questions.</p>	<p align="center">COMPUTING</p> <p align="center">E-safety revisit Computer science (Beebots)</p> <p>Most children will:</p> <ul style="list-style-type: none"> put individual steps in a real life task in the correct order to form an algorithm e.g. steps to make a sandwich know that a computer program is an algorithm written as precise instructions that have only one meaning know that computers work by following programs know that computers can only do exactly what they are programmed to do follow instructions to give a sequence (list) of instructions to a computer edit a line in a simple program to change what it does recognise when a simple computer program runs correctly or when it has a bug follow the steps in a simple program 	<p align="center">PHSE</p> <p align="center">No to bullying and online safety</p> <p>Recognise that bullying is wrong and list some ways to get help in dealing with it</p> <p>Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues</p> <p>Recognise choices they can make and recognise the difference between right and wrong</p>	<p align="center">PE</p> <p align="center">Games SCATTERBALL (Rolling, bowling and bouncing)</p> <p align="center">Gymnastics (Unit 2- Shape)</p>
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TERM Spring 2		4 weeks + Who are we week+ Easter Week	
<p align="center">TOPIC</p>	<p>Space (CIT)- 5 weeks</p> <p>History</p> <ul style="list-style-type: none"> Lives of significant individuals that have contributed to national and international achievements significant historical events, people and places in their own locality Remembers parts of stories and memories about the past Tell the difference between past and present in own and other people's lives Begins to identify and recount some details from the past from sources (eg. pictures, stories) Finds answers to simple questions about the past from sources of information (eg. pictures, stories) Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). <p>Geography N/A</p>		<p align="center">Easter Week (1 week)</p>

YEAR 1 RUBY CLASS LONG TERM MAP

ENGLISH	<p>Reading</p> <ul style="list-style-type: none"> •Phonics •Phase 5. •Decoding, blending and segmenting. •Compound words. •Tricky words through phonics. 	<p>Writing/ Grammar</p> <p>Writing to inform.</p> <p>3 week writing cycle – Recount, Letter, Instructions.</p> <p>3 week writing cycle –Story (Man on the moon.)</p> <p>Using a range of sentence starters, Using the suffixes (-s and -es) to show the singular and plural, as well as -ing, -ed, -er, est. Confidently using basic punctuation.</p> <p>Handwriting</p> <ul style="list-style-type: none"> • Sits correctly at a table. • Hold the pencil comfortably and correctly, • Starts and finished al letters in the right place. • Understands which letters belong to which handwriting families. 	<p>Planning/ drafting/ editing</p> <p>Continuous:</p> <ul style="list-style-type: none"> • Says aloud what they are going to write. • Composes a sentence orally before writing it. • Writes a series of sentences to form short narratives. • Re-reads what they have read to check it makes sense. • Read aloud their writing clearly enough to he heard by others. • Discusses what they have written, with other children and their teacher. • Identifies how to improve their own punctuation and spelling. 	<p>Spelling</p> <ul style="list-style-type: none"> •Phonics •Phase 5. •Decoding, blending and segmenting. •Compound words. •Tricky words through phonics. •The days of the week. •Write simple sentences dictated by the teacher. 	<p>Punctuation</p> <p>Finger spaces, full stops, capital letters, and question marks.</p>
	<p>MATHS</p> <p>WRMH planning</p> <p>Number- Place value (within 50) (Multiples of 2, 5 and 10 to be included) (1 week)</p> <p>Measurement- Length and height (2 weeks)</p> <p>Measurement- Weight and volume</p>	<p>RE</p> <p>Easter pause day/ Pentecost day (4-5 hours)</p> <p>Is Easter happy or sad? (2-3 weeks)</p>	<p>SCIENCE</p> <p>Seasons- continuous</p> <ul style="list-style-type: none"> • Identify seasonal/daily weather patterns in the UK • Observe changes across the 4 seasons • Observe and describe weather associated with the seasons and how day length varies <p>Revision Topics (Seasons and materials)</p> <p>Investigations and skills: I can perform simple tests.</p>	<p>COMPUTING</p> <p>E-safety revisit Information technology (Paint)</p> <p>Most children will:</p> <ul style="list-style-type: none"> • create basic digital outcomes using a variety of software e.g. • draw a picture, • type in text, • take a photo, • record their voice • store work that they have created with a sensible name so that they can recognise it again • retrieve work that they have saved manipulate (edit) basic digital content e.g. format text (change font/colour/size), copy an image 	<p>PHSE</p> <p>Good to be me- Safeguarding</p> <p>Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings</p> <p>Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another</p> <p>Realise that money comes from different sources and can be used for different purposes</p>

YEAR 1 RUBY CLASS LONG TERM MAP

(2 weeks)					
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TERM Summer 1		5 weeks + Healthy Living Week			
TOPIC	Animals (CIT)- 5 weeks History N/A Geography <ul style="list-style-type: none"> • Location of hot and cold areas of the world in relation to the equator and the North and South poles. • Use world maps, atlases and globes to identify the United Kingdom and its countries. 				Healthy Living Week (1 week)
ENGLISH	Reading <ul style="list-style-type: none"> •Phonics •Phase 5. •Decoding, blending and segmenting. •Compound words. •Tricky words through phonics. 	Writing/ Grammar Writing to entertain. 3 week writing cycle- Zoo- Anthony Browne Writing to inform. 3 week writing cycle- Non-chronological reports on zoo animals. Using a range of interesting sentence starters and the personal pronoun I. Understanding and using a range of homophones correctly in their writing. Practising when to use a question mark instead of a full stop. Handwriting <ul style="list-style-type: none"> • Consistency of size of letters. • Letters are on the line. • Being to use joined up handwriting. 	Planning/ drafting/ editing Continuous: <ul style="list-style-type: none"> • Says aloud what they are going to write. • Composes a sentence orally before writing it. • Writes a series of sentences to form short narratives. • Re-reads what they have read to check it makes sense. • Read aloud their writing clearly enough to be heard by others. • Discusses what they have written, with other children and their teacher. • Identifies how to improve their own punctuation and spelling. 	Spelling <ul style="list-style-type: none"> •Phonics •Phase 5. •Decoding, blending and segmenting. •Compound words. •Tricky words through phonics. •The days of the week. •Write simple sentences dictated by the teacher. 	Punctuation Finger spaces, full stops, capital letters, and question marks.

YEAR 1 RUBY CLASS LONG TERM MAP

MATHS	RE	SCIENCE	COMPUTING	PHSE	PE
<p>WRMH planning</p> <p>Number- Multiplication and division (Reinforce 2, 5 and 10) (3 weeks)</p> <p>Number- Fractions (2 weeks)</p> <p>Geometry- Position and direction (1 week)</p>	<p>Why do Jewish families celebrate Shabbat? (3-4 Weeks)</p> <p>What is the Torah? (3-4 weeks)</p>	<p>Seasons- continuous</p> <ul style="list-style-type: none"> Identify seasonal/daily weather patterns in the UK Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies <p>Animals, including humans:</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Investigations and skills: I can identify and classify.</p>	<p>E-safety revisit</p> <p>Digital literacy/ Uses of the internet/ Research</p> <ul style="list-style-type: none"> Most children will: navigate/explore child-friendly websites name common digital devices e.g. laptop, tablet, smartphone know some things that can be done using a digital device know some ways in which information technology can be used outside school e.g. layout a newspaper, control CCTV cameras 	<p>PHSE</p> <p>Keeping Healthy (Drugs and Alcohol, smoking, keeping myself safe)</p> <p>Make simple choices about some aspects of their health and well being and know what keeps them healthy</p> <p>Explain ways of keeping clean, name the main parts of the body and explain that people grow from young to old</p> <p>Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations</p>	<p>Gymnastics (Unit 3- Balance)</p> <p>Dance</p> <p>Athletics</p>

YEAR 1 RUBY CLASS LONG TERM MAP

TERM Summer 2		7 weeks			
TOPIC	Seaside (CIT)- 4 weeks History <ul style="list-style-type: none"> • Uses words and phrases: old, new, young, days, months • Remembers parts of stories and memories about the past • Begins to identify and recount some details from the past from sources (eg. pictures, stories) • Finds answers to simple questions about the past from sources of information (eg. pictures, stories) Geography <ul style="list-style-type: none"> • Observe and describe the human and physical geography of a small area of the United Kingdom. 		Local area (CIT)- 3 weeks History – <ul style="list-style-type: none"> • Local History Geography <ul style="list-style-type: none"> • Name and locate local town. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country • Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment. • Use world maps, atlases and globes to identify the United Kingdom and its countries. 		
ENGLISH	Reading <ul style="list-style-type: none"> •Phonics •Phase 5. •Decoding, blending and segmenting. •Compound words. Tricky words through phonics.	Writing/ Grammar Writing to inform. 3 week writing cycle- Recount, letter, description. Writing to entertain. 3 week writing cycle- Story (TBC). Learn how to use the prefix un-. Using exclamation marks. Confidently using homophones. Confidently using basic punctuation and an apostrophe to show contractions.	Planning/ drafting/ editing Continuous: <ul style="list-style-type: none"> • Says aloud what they are going to write. • Composes a sentence orally before writing it. • Writes a series of sentences to form short narratives. • Re-reads what they have read to check it makes sense. • Read aloud their writing clearly enough to be heard by others. • Discusses what they have written, with other children and their teacher. • Identifies how to improve their own punctuation and spelling. 	Spelling <ul style="list-style-type: none"> •Phonics •Phase 5. •Decoding, blending and segmenting. •Compound words. •Tricky words through phonics. •The days of the week. •Write simple sentences dictated by the teacher. 	Punctuation Finger spaces, full stops, capital letters, and question marks.
	MATHS WRMH planning Number-Place value	RE Why do Christians pray? (2-3 weeks) What is a church? (2-3 weeks)	SCIENCE Seasons- continuous <ul style="list-style-type: none"> • Identify seasonal/daily weather patterns in the UK • Observe changes across the 4 seasons • Observe and describe 	COMPUTING E-safety revisit Topic to revisit, to be chosen by Miss Hall after all topics have been taught.	PHSE Changes and Going for Goals Share their views and opinions and set themselves simple goals Make simple choices about some aspects of their health and well being and know what

YEAR 1 RUBY CLASS LONG TERM MAP

<p>(within 100) (2 weeks)</p> <p>Measuremen t- money (1 week)</p> <p>Time (2 weeks)</p>		<p>weather associated with the seasons and how day length varies</p> <p>Plants</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees <p>Investigations and skills: Revision of all key skills.</p>		<p>keeps them healthy Realise that money comes from different sources and can be used for different purposes</p>	<p>Athletics</p>
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