



# Mandale Mill Primary Long Term Planning

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	<b><u>The Enchanted Woodland</u></b> Day 1 of Autumn Term will be Engage activities.		<b><u>Dinosaur Planet</u></b> Day 1 of Spring Term will be Engage activities.		<b><u>Rio de Vida (Big Lights, Big City)</u></b> Day 1 of Summer Term will be Engage activities.	
English	<b>Key Performance Indicators</b>					
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (Word Reading)</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (Word Reading)</li> <li>Read many common exception words from English Appendix 1. (Word Reading)</li> <li>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words. (Word Reading)</li> <li>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 he/she can read independently. (Comprehension)</li> <li>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. (Comprehension)</li> <li>Understand both the books he/she can already read accurately and fluently and those he/she listen to by checking that the text makes sense as he/she read and correcting inaccurate reading. (Comprehension)</li> <li>Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events. (Comprehension)</li> <li>Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far. (Comprehension)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught. (Spelling)</li> <li>Name the letters of the alphabet in order. (Spelling)</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. (Spelling)</li> <li>Form lower case letters correctly, starting and finishing in the right place. (Handwriting)</li> <li>Write sentences, sequencing them to form short narratives - real or fictional. (Composition)</li> <li>Write sentences, by re-reading what he/she has written to check that it makes sense. (Composition)</li> <li>Use capital letters and full stops to demarcate sentences in some of his/her writing. (Vocabulary, Grammar and Punctuation)</li> <li>Begin to use question marks and exclamation marks. (Vocabulary, Grammar and Punctuation)</li> </ul>					

	<p><b><u>Spoken Language</u></b> Listen carefully to what others are saying in group talk. Respond appropriately to what others say in group talk. Speak clearly and confidently in front of others. Happy to join in with role play.</p>	<p><b><u>Spoken Language</u></b> Listen carefully to what others are saying in group talk. Respond appropriately to what others say in group talk. Speak clearly and confidently in front of others. Happy to join in with role play. Initiate conversation in collaborative situation. Prepare to ask relevant questions.</p>	<p><b><u>Spoken Language</u></b> Listen and respond appropriately to adults. Ask questions to extend understanding and knowledge. Speak clearly and confidently in front of others. Begin to answer and respond in full sentences. Say the alphabet in the correct order.</p>	<p><b><u>Spoken Language</u></b> Listen and respond appropriately to adults. Ask questions. Maintain attention and participate in conversations, staying on topic and responding to comments. Begin to answer and respond in full sentences. Develop understanding through imagining and exploring ideas.</p>	<p><b><u>Spoken Language</u></b> Listen and respond appropriately to adults and peers. Speak clearly and confidently in front of others. Ask relevant questions. Answer questions in full sentences. Say the alphabet in the correct order.</p>	<p><b><u>Spoken Language</u></b> Listen and respond appropriately to adults and peers. Ask relevant questions. Speak clearly and confidently in front of others. Develop understanding through imagining and exploring ideas. Answer questions in full sentences. Say the alphabet in the correct order.</p>
	<p><b><u>Phonics (RWI)</u></b> Consolidate Set 1 sounds Know all Set 2 sounds Accessing Pink/Orange Group</p>	<p><b><u>Phonics (RWI)</u></b> Consolidate Set 1 and 2 sounds Know Set 3 sounds Accessing Yellow/Blue Group</p>		<p><b><u>Phonics (RWI)</u></b> Consolidate Set 1,2 and 3 sounds Accessing Blue/Grey Group</p>		
	<p><b><u>Reading</u></b> Blend sounds in unfamiliar words. Say what they like and dislike about a text. Link what they read or have read to their own experiences.</p>	<p><b><u>Reading</u></b> Blends sounds in unfamiliar words. Say what they like or dislike about a text. Read words of more than one syllable that contain the GPCs. Link what they read or have read to their own experiences. Read word with contractions, e.g. I'm, I'll, we'll.</p>	<p><b><u>Reading</u></b> Read accurately by blending sounds in unfamiliar words. Read common exception words. Read words containing -s, -es, -ing, -ed, -er and -est. Link what they read or have read to their own experiences.</p>	<p><b><u>Reading</u></b> Read words of more than one syllable. Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently. Link what they read or have read to their own experiences.</p>	<p><b><u>Reading</u></b> Read aloud books that are consistent with developing phonic knowledge. Link what they read or have read to their own experiences. Make inferences on basis of what is said and done.</p>	<p><b><u>Reading</u></b> Re-read books to build up fluency and confidence. Link what they read or have read to their own experiences. Learn some poems and rhymes by heart. Make predictions based on the events in the text.</p>

		<p>Make predictions based on the events in the text. Learn some poems and rhymes by heart.</p>	<p>Become very familiar with key stories, fairy stories and traditional tales and be able to retell them. Discuss significance of title and events.</p>	<p>Learn some poems and rhymes by heart. Recognise and join in with predictable phrases. Check the text makes sense and correct inaccuracies,</p>	<p>Make predictions based on the events in the text. Participate in discussions taking turns and listening to others. Explain clearly their understanding of what is read to them.</p>	<p>Make inferences on basis of what is said and done. Participate in discussions taking turns and listening to others. Explain clearly their understanding of what is read to them.</p>
	<p><b><u>Texts: Fiction</u></b> The Gruffalo Little Red Riding Hood We're Going on a Bear Hunt Jack and the Beanstalk The Stick Man Hansel and Gretel Goldilocks</p>	<p><b><u>Texts: Non-Fiction</u></b> Books about plants and weather</p>	<p><b><u>Texts: Non-Fiction</u></b> First Facts about Dinosaurs Atlas</p>	<p><b><u>Texts: Fiction</u></b> Stomp, Chomp, big Roars! Here Comes the Dinosaurs -Umansky Kaye Captain Flinn and the Pirate Dinosaurs-Giles Andreae Harry and the Bucketful of Dinsosaurs -Ian Whybrow Stomp, Dinosaur, Stomp Dinosaur Bones - Bob Barner</p>	<p><b><u>Texts: Non-Fiction</u></b> Atlas Football Books Olympics Rainforest - Lucy Bowman Amazon DK Eyewitness</p>	<p><b><u>Texts: Fiction</u></b> Mr Elephant's Rio Tour - Janie Dullard Jubati the Tortoise: A Tricksters Tale from the Amazon - Gerald McDermott How Night came from the Sea - Mary Joan Gerson Brazilian Folktales - Livia de Almende</p>
	<p><b><u>Key Author</u></b> Julia Donaldson</p>		<p><b><u>Key Author</u></b> Jill Murphy</p>		<p><b><u>Key Author</u></b> Judith Kerr</p>	
	<p><b><u>Writing Purpose</u></b> To entertain</p>		<p><b><u>Writing Purpose</u></b> To inform</p>	<p><b><u>Writing Purpose</u></b> To entertain</p>	<p><b><u>Writing Purpose</u></b> To inform</p>	<p><b><u>Writing Purpose</u></b> To entertain</p>
	<p><b><u>Text types</u></b> Stories (including retellings) Descriptions Poetry</p>		<p><b><u>Text types</u></b> Recount Letter Instructions</p>	<p><b><u>Text types</u></b> Stories (including retellings) Descriptions</p>	<p><b><u>Text types</u></b> Recount Letter Instructions</p>	<p><b><u>Text types</u></b> Stories (including retellings) Descriptions</p>

	In role/character			Poetry In role/character		Poetry In role/character
	<b>Writing Composition</b> Compose a sentence orally before writing it. Leave spaces between words.	<b>Writing Composition</b> Compose a sentence orally before writing it. Leave spaces between words.	<b>Writing Composition</b> Compose a sentence orally before writing it. Sequence sentences to form short narratives. Discuss what they have written with others.	<b>Writing Composition</b> Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read to check for sense. Discuss what they have written with others.	<b>Writing Composition</b> Sequence sentences to form short narratives. Re-read to check for sense. Discuss what they have written with others. Read aloud their writing clearly enough to be heard by peers and adults.	<b>Writing Composition</b> Sequence sentences to form short narratives. Read aloud their writing clearly enough to be heard by peers and adults.
	<b>SPaG Spelling</b> Common exception words - the, a, to, is, I, was. The days of the week Words containing each of the 40+ phonemes already taught.	<b>SPaG Spelling</b> Common exception words - of, has, you, my, they, said, his. The days of the week. Words containing each of the 40+ phonemes already taught.	<b>SPaG Spelling</b> Common exception words -be, he, me, she, we, no, go, so, by, my, push, pull, put The days of the week. Words containing each of the 40+ phonemes already taught.	<b>SPaG Spelling</b> Common exception words - do, says, are, your, here, there, where, full The days of the week. Words containing each of the 40+ phonemes already taught.	<b>SPaG Spelling</b> Common exception words - today, were, they, love, come, some, ask, The days of the week. Words containing each of the 40+ phonemes already taught.	<b>SPaG Spelling</b> Common exception words - one, once, friend, school, house, our The days of the week. Words containing each of the 40+ phonemes already taught.
<b>Vocabulary, Grammar and Punctuation</b> Finger spaces Beginning to demarcate sentences	<b>Vocabulary, Grammar and Punctuation</b> Finger spaces Demarcating sentences with	<b>Vocabulary, Grammar and Punctuation</b> Join words and clauses with "and". Begin to punctuate sentences using a	<b>Vocabulary, Grammar and Punctuation</b> Join words and clauses with "and". Punctuate sentences using a capital	<b>Vocabulary, Grammar and Punctuation</b> Use a capital letter for names of people, places, the days of the week, and the	<b>Vocabulary, Grammar and Punctuation</b> Use a capital letter for names of people, places, the days of the week, and the	

	with capital letters and full stops.	capital letters and full stops. Use grammatical terms (English Appendix 2) when discussing their writing.	capital letter and a full stop/question mark/exclamation mark.	letter and a full stop/question mark/exclamation mark. Use a capital letter for names of people, places, the days of the week, and the personal pronoun "I".	personal pronoun "I". Understand the terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.	personal pronoun "I". Understand the terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
	<p><b><u>Handwriting</u></b> Sit correctly at a table holding a pencil comfortably and correctly. Form capital letters and the digits 0-9. Understand which letters belong in which handwriting 'families' and to practise these.</p>	<p><b><u>Handwriting</u></b> Sit correctly at a table holding a pencil comfortably and correctly. Form capital letters and the digits 0-9. Understand which letters belong in which handwriting 'families' and to practise these.</p>	<p><b><u>Handwriting</u></b> Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Form capital letters and the digits 0-9.</p>	<p><b><u>Handwriting</u></b> Form lower-case letters in the correct direction, starting and finishing in the right place. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Form capital letters and the digits 0-9.</p>	<p><b><u>Handwriting</u></b> Form lower-case letters in the correct direction, starting and finishing in the right place. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p><b><u>Handwriting</u></b> Form lower-case letters in the correct direction, starting and finishing in the right place. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>

## Number and Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count and read numbers to 100 in numerals.
- Count and write numbers to 100 in numerals.
- Count in multiples of twos, fives and tens from 0.
- Identify one more and one less of a given number.
- Represent and use number bonds within 20.
- Represent and use subtraction facts within 20.
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

## Measurement

- Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.
- Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than.
- Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half-full, quarter.
- Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

## Geometry

- Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles.
- Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	1 Number and place value	3 Number and Place Value	4 Number and place value	7 Measures Length and mass/weight	5 Number and place value	10 Measures Time
	2 Number and place value	1 Fractions	5 Measures Mass/weight	1 Multiplication & Division	5 Addition and subtraction	2 Multiplication and division
	1 Measures Length and mass/weight	2 Measures Capacity and volume	2 Geometry 2D and 3D shape	2 Fractions	9 Measures Capacity and volume	5 Addition & Subtraction
	1 Addition and subtraction	3 Measures Money	6 Measures Counting and money	3 Geometry Position and direction	3 Fractions	11 Revise Measures
	2 Addition and subtraction	4 Measures Time	3 Addition and Subtraction	8 Measures Time	4 Geometry Position and direction	Revise Number and Place Value & Addition & Subtraction
	1 Geometry 2D and 3D shape	Consolidate and assess	4 Addition and Subtraction	Consolidate and assess	5 Geometry 2D and 3D shape	Consolidate and assess



Science (See Science LTP - links to topic)	Y1 Plants - identify and name wild and garden plants including deciduous and evergreens. Identify and describe basic structure of common flowering plants including trees Y2 Plants - What do plants need?		Y1 Animals including humans Carnivores/herbivores/omnivores		Y1 Everyday Materials (objects/materials/properties) Y2 Importance of exercise, eating, hygiene for humans (Link to Health and Fitness week)	
	Observation of seasonal changes will be an ongoing focus throughout the year. (Link to Geography)					
	*NB Please refer to National Curriculum for investigative skills which will be an ongoing foci for each year group. Children are expected to complete at least <u>ONE</u> investigation per half term as part of their Science provision.					
Computing (See Computing LTP - some links to topic)	We are treasure hunters (Programming)	We are TV chefs (Computational thinking) Link to DT	We are painters (Creativity) Link to Art.	We are collectors (Computer networks)	We are storytellers (Communication/collaboration) Link to English	We are celebrating (Productivity) Link to topic
	E-Safety - Online Research Objectives Link to PSHE		E-Safety - Communication and Collaboration Objectives		E-Safety - Awareness Objectives Link to PSHE	
History (Links to topic)	Changes within living memory - new class. What else can change/has changed linked to national life? How can we find out? Focus on use of appropriate vocabulary.		Vocabulary and timeline. Beyond living memory.		Comparison - Great Fire of London - significant event - events beyond living memory that are significant nationally or globally	
Geography	7 continents and 5 oceans of the world. 4 countries and capital cities of UK (Link to Geography seasonal changes) Use geographical vocabulary to refer to key physical features and key human features. Use world and local maps, atlases and globes to identify forests. Compass directions/locational and directional vocabulary - link to Maths Use aerial photographs to recognise landmarks/use simple fieldwork to study		Where did dinosaurs live? Use maps to identify most common places where dinosaur remains have been found. What was the earth like then compared to now? Why weren't there any human features? Use geographical vocabulary to refer to key physical features. Compass directions/locational and directional vocabulary - link to Maths		Locate Rio on maps, atlases and globes. Describe journey from UK to South America using directional and positional vocabulary. Compare Thornaby and Rio's geographical similarities and differences.	



	geography of school and grounds - link to PE					
	Observation of seasonal changes will be an ongoing focus throughout the year. (Link to Science)					
Art & Design (Links to topic)	Claude Monet/ Andy Goldsworthy/ Nils Udo Create moods using different media. Discuss art and give an opinion.		Andrey Atuchin/ Alain Beneteau/ Karen Carr/ Emily Willoughby Digital Art/Drawing		Frida Baranek (1961-present day) Pamela Castro Printing (repeating patters - link to maths) Cut, roll and coil materials. Primary and secondary colours.	
Design Technology (Links to topic)	Design - Make a moving picture (a creature from the enchanted woodland) Food - Extract juice from an orange Food skills - Tear and snip herbs/ spring onions found in a forest		Design - Build an enclosure for a dinosaur Food - Make and decorate dinosaur biscuits Food skills - Measure, stir/mix, use shape cutters.		Design - Create a float for use in a Rio Carnival  Food - Make fruit kebabs for Rio carnival. Food skills - Cut/slice fruit. Peel fruit.	
Music (Links to topic)	If you go down to the woods		The Dinosaur Stomp		London's Burning	
	Flight of the Bumble Bee	Winter	William Tell Overture	Fur Elise	Peter's Theme	March of the Toreadors
Physical Education (See PE LTP)	Throwing and Catching	Dance	Gym	Football	Striking and Fielding	Athletics
Personal, Social, Health and Economic (See PSHE LTP)	Introducing Yasmine and Tom Online Technology Link to Computing	Keeping safe Gender Stereotypes Link to Computing	Life cycles	My body	Feelings	Relationships
Religious Education (See RE LTP - Stockton Agreed Syllabus)	Belonging Christianity	Christmas Christianity	Belonging Sikhism	Easter Christianity	Belonging Islam	Religion and faith in our local community.

