

Orange Class Year 1
Long Term Curriculum Plan

	Autumn Term		Spring Term		Summer Term																																																																																																																																																																																							
	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2																																																																																																																																																																																						
English	LITERACY TREE - WRITING																																																																																																																																																																																											
	From words to sentences Children understand that writing communicates a complete idea and develop the habit of saying a sentence before writing it. Children develop the routine of rereading and checking. Say it → write it → read it → check it Example progression: dog → a big dog → The dog is big. <table><tr><th>Wee k</th><th>Writing focus</th><th>Word/sentence knowledge</th><th>TTS story inspiration</th></tr><tr><td>1</td><td>Labels</td><td>Naming objects, characters and features</td><td>Ruby's Worry by Tom Percival</td></tr><tr><td>2</td><td>Labels and captions</td><td>Adding information to labels</td><td>Tiddler by Julia Donaldson</td></tr><tr><td>3</td><td>Captions</td><td>Writing short captions for images</td><td>The Slightly Annoying Elephant by David Walliams</td></tr><tr><td>4</td><td>Oral sentences</td><td>Say a complete sentence before writing (begin to introduce subject, verb, object)</td><td>The Squirrels who Squabbled by Rachel Bright</td></tr><tr><td>5</td><td>Simple sentences</td><td>Say a complete sentence (subject, verb, object). Introduce capital letter, spaces and full stop.</td><td>Six Dinner Sid by Inga Moore</td></tr><tr><td>6</td><td>Simple sentences</td><td>Beginning to write sentences independently</td><td>Gigantosaurus by John Duddle</td></tr><tr><td>7</td><td>Consolidation</td><td>Labels → captions → simple sentences</td><td>The Giant Jam Sandwich by John Vernon Lord</td></tr></table>		Wee k	Writing focus	Word/sentence knowledge	TTS story inspiration	1	Labels	Naming objects, characters and features	Ruby's Worry by Tom Percival	2	Labels and captions	Adding information to labels	Tiddler by Julia Donaldson	3	Captions	Writing short captions for images	The Slightly Annoying Elephant by David Walliams	4	Oral sentences	Say a complete sentence before writing (begin to introduce subject, verb, object)	The Squirrels who Squabbled by Rachel Bright	5	Simple sentences	Say a complete sentence (subject, verb, object). Introduce capital letter, spaces and full stop.	Six Dinner Sid by Inga Moore	6	Simple sentences	Beginning to write sentences independently	Gigantosaurus by John Duddle	7	Consolidation	Labels → captions → simple sentences	The Giant Jam Sandwich by John Vernon Lord	Developing the simple sentence Children write increasingly independent simple sentences, using adjectives and accurate sentence punctuation (capital letter and full stop). Example progression: The dragon flew. → The green dragon flew. The enormous green dragon flew. → The enormous green dragon flew away. Questions and exclamations: Who was it? Stop! How brave! <table><tr><th>Wee k</th><th>Writing focus</th><th>Grammar/punctuation focus</th><th>TTS story inspiration</th></tr><tr><td>1</td><td>Sentence accuracy</td><td>Capital letter, spaces between words, full stop (recap)</td><td>A Little Bit Brave by Nicola Kinnear</td></tr><tr><td>2</td><td>Adjectives</td><td>Adding adjectives to describe nouns</td><td>Billy Monster's Daymare by Alan Durant</td></tr><tr><td>3</td><td>Expanded descriptions</td><td>Choosing appropriate adjectives</td><td>Leo and the Octopus by Isabelle Marinov</td></tr><tr><td>4</td><td>Names and places</td><td>Capital letters for proper nouns</td><td>There's a snake in my school! by David Walliams</td></tr><tr><td>5</td><td>The pronoun 'I'</td><td>Correct use of capital 'I' for the pronoun</td><td>The Wall and the Wild by Christina Dendy</td></tr><tr><td>6</td><td>Questions and exclamation marks</td><td>Sentences with question marks and exclamation marks</td><td>Max and the Tag-along Moon by Floyd Cooper</td></tr><tr><td>7</td><td>Consolidation</td><td>Choosing and punctuating different sentence types</td><td>Perfectly Norman by Tom Percival</td></tr></table>		Wee k	Writing focus	Grammar/punctuation focus	TTS story inspiration	1	Sentence accuracy	Capital letter, spaces between words, full stop (recap)	A Little Bit Brave by Nicola Kinnear	2	Adjectives	Adding adjectives to describe nouns	Billy Monster's Daymare by Alan Durant	3	Expanded descriptions	Choosing appropriate adjectives	Leo and the Octopus by Isabelle Marinov	4	Names and places	Capital letters for proper nouns	There's a snake in my school! by David Walliams	5	The pronoun 'I'	Correct use of capital 'I' for the pronoun	The Wall and the Wild by Christina Dendy	6	Questions and exclamation marks	Sentences with question marks and exclamation marks	Max and the Tag-along Moon by Floyd Cooper	7	Consolidation	Choosing and punctuating different sentence types	Perfectly Norman by Tom Percival	Joining ideas We emphasise that 'and' joins ideas that belong together, rather than teaching is as a way of making sentences longer. Example progression: The boy shouted. → The boy shouted and ran. → The boy shouted and ran to the gate. <table><tr><th>Wee k</th><th>Writing focus</th><th>Grammar/punctuation focus</th><th>TTS story inspiration</th></tr><tr><td>1</td><td>Recap simple sentences</td><td>Ensure secure sentence construction</td><td>The missing piece by Jordan Stephens and Beth Suzanna</td></tr><tr><td>2</td><td>Joining words</td><td>Using and to join words</td><td>The Koala who Could by Rachel Bright</td></tr><tr><td>3</td><td>Joining ideas</td><td>Using and to join clauses</td><td>Rajiv's Starry Feelings by Niall Moorjani and Nanette Regan</td></tr><tr><td>4</td><td>Compound sentences</td><td>Constructing sentences with and</td><td>Love by Corinne Averiss and Kirsti Beautyman</td></tr><tr><td>5</td><td>Choosing how to join</td><td>Simple sentence or compound sentence?</td><td>Cops and Robbers by Allan Ahlberg</td></tr><tr><td>6</td><td>Application</td><td>Using simple and compound sentences in independent writing</td><td>Billy and the Dragon by Nadia Shireen</td></tr></table>		Wee k	Writing focus	Grammar/punctuation focus	TTS story inspiration	1	Recap simple sentences	Ensure secure sentence construction	The missing piece by Jordan Stephens and Beth Suzanna	2	Joining words	Using and to join words	The Koala who Could by Rachel Bright	3	Joining ideas	Using and to join clauses	Rajiv's Starry Feelings by Niall Moorjani and Nanette Regan	4	Compound sentences	Constructing sentences with and	Love by Corinne Averiss and Kirsti Beautyman	5	Choosing how to join	Simple sentence or compound sentence?	Cops and Robbers by Allan Ahlberg	6	Application	Using simple and compound sentences in independent writing	Billy and the Dragon by Nadia Shireen	Sentence forms and sequencing We can use different kinds of sentences and put sentences in a meaningful order. Sentences can work together to communicate ideas. Example progression: The boy went into the forest. He heard a loud noise. He ran away. 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She opened the door and saw a little rabbit hiding inside. <table><tr><th>Wee k</th><th>Writing focus</th><th>Grammar/punctuation focus</th><th>TTS story inspiration</th></tr><tr><td>1</td><td>Character description</td><td>Several sentences about one character</td><td>After the Fall by Dan Santat</td></tr><tr><td>2</td><td>Setting description</td><td>Several sentences to describe a setting</td><td>Winnie and Wilbur by Valerie Thomas</td></tr><tr><td>3</td><td>Beginning, middle, end</td><td>Structuring a simple narrative</td><td>The Scarecrow's Wedding by Julia Donaldson</td></tr><tr><td>4</td><td>Retelling</td><td>Sequencing events from a familiar story</td><td>The Rapping Princess by Hannah Lee and Allen Fatimaharan</td></tr><tr><td>5</td><td>Vocabulary choices</td><td>Selecting effective nouns and adjectives</td><td>Ravi's Roar by Tom Percival</td></tr><tr><td>6</td><td>Sentence variety</td><td>Combining simple and compound sentences</td><td>Click Clack Moo by Doreen Cronin</td></tr><tr><td>7</td><td>Independent sequence</td><td>Writing several connected sentences</td><td>Anna Hisbiscus' Song by Atinuke</td></tr></table>		Wee k	Writing focus	Grammar/punctuation focus	TTS story inspiration	1	Character description	Several sentences about one character	After the Fall by Dan Santat	2	Setting description	Several sentences to describe a setting	Winnie and Wilbur by Valerie Thomas	3	Beginning, middle, end	Structuring a simple narrative	The Scarecrow's Wedding by Julia Donaldson	4	Retelling	Sequencing events from a familiar story	The Rapping Princess by Hannah Lee and Allen Fatimaharan	5	Vocabulary choices	Selecting effective nouns and adjectives	Ravi's Roar by Tom Percival	6	Sentence variety	Combining simple and compound sentences	Click Clack Moo by Doreen Cronin	7	Independent sequence	Writing several connected sentences	Anna Hisbiscus' Song by Atinuke	Summer 2 – independent writing Children are independently writing a sequence of sentences for a purpose. They should be able to: gather ideas from a stimulus; talk about what they want to write; say sentences aloud; write independently; use capital letter and appropriate end punctuation; leave spaces between words; reread their writing; make simple corrections; sequence several sentences meaningfully. <table><tr><th>Wee k</th><th>Writing focus</th><th>Main progression</th><th>TTS story inspiration</th></tr><tr><td>1</td><td>Story retelling</td><td>Retelling a familiar picture book</td><td>Lost and Found by Oliver Jeffers</td></tr><tr><td>2</td><td>Character/setting writing</td><td>Selecting relevant details</td><td>I am Nefertiti by Anne Marie Anang and Natelle Quek</td></tr><tr><td>3</td><td>Recount</td><td>Writing about an experience</td><td>The Invisible – Tom Percival</td></tr><tr><td>4</td><td>Instructions/information</td><td>Writing for a purpose</td><td>Handa's Hen by Eileen Browne</td></tr><tr><td>5</td><td>Independent narrative</td><td>Planning and writing a short story</td><td>The Bear and the Piano by David Litchfield</td></tr><tr><td>6</td><td>Final independent write</td><td>Application of the year's learning and celebration of progress. 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READING: Our school follows the Read Write Inc Phonics programme from Reception onwards. Children are taught to read in small groups, in incremental steps. Following completion of Read Write Inc Phonics, children participate in daily Reading for Understanding lessons, building on vocabulary and comprehension skills.																																																																																																																																																																																												
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	MARVELLOUS MATERIALS		• SEEING, SMELLING, SENSING	WEATHER QUEST	ROOTS, SHOOTS AND FRUITS	• FUR, FEATHERS AND FINS	• PLANET PROTECTION
Art & Design	CORNERSTONES						
		COLOUR CREATORS			PRESS, PRINT AND PATTERN	BRIGHT AND BUSY STREETS	
Design & Technology	CORNERSTONES						
	DEN DESIGNERS		ON THE MOVE				CHOP, PEEL AND GRATE
Geography	CORNERSTONES						
	LOCAL EXPLORERS		CITY EXPLORERS		GLOBAL EXPLORERS		
History	CORNERSTONES						
		HELEN KELLER - A LIFE WITHOUT LIMITS		THE GREAT FIRE OF LONDON		SCHOOLS THEN, SCHOOLS NOW	
Computing	TEACH COMPUTING						
	• Technology Around Us	• Digital Painting	• Code studio - Block coding Moving a Robot	• Grouping Data	• Digital Writing	• Programming Animations	
Music	SING UP						
	Menu Song	Christmas Carol Practise & Magical Musical Aquarium	Football]	'Down' from Sea Interludes & Musical Conversation	Dancing and Drawing to Nautilus & Cat and Mouse	Come Dance With Me	
Physical Education	REALPE +						
	LESSON 1	REAL PE UNIT 1 - PERSONAL - Floor movement patterns/ Static Balance -JASMINE ONLINE	REAL PE UNIT 2 - SOCIAL - Dynamic balance to agility/ Seated balance	REAL PE UNIT 3 - COGNITIVE - Dymanic Balance/ Static Balance	REAL PE - UNIT 6 - HEALTH & FITNESS - Ball chasing/ Floor Work	REAL PE UNIT 5 - PHYSICAL - Sending, receiving/ Reaction, Response	REAL PE UNIT 4 - CREATIVE - Ball skills/ Counter Balance
	LESSON 2	Athletics RUN, JUMP, THROW	realGYM	realGYM	realDANCE	Handball	Tennis
Religious Education	DISCOVERY RE						
	Christianity Does god want Christians to look after the world?	Christianity What gifts might Christians in my town have given Jesus if he had been born here?	Christianity Was it easy for Jesus to show friendship?	Christianity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Judaism Is Shabbat important to Jewish children? Judaism	Judaism Are Rosh Hashanam and Yom Kipper important to Jewish children?	

RSHE - Life Skills	My Relationships RSE Solution (See RSHE Curriculum Map)	My feelings RSE Solution (See RSHE Curriculum Map)	My Rights and Responsibilities RSE Solution (See RSHE Curriculum Map)	My Body RSE Solution (See RSHE Curriculum Map)	My Beliefs RSE Solution (See RSHE Curriculum Map)	Asking for Help RSE Solution (See RSHE Curriculum Map)
	Curriculum Extras following our annual needs assessment may include: Road Safety, financial Literacy, enterprise, charities (Including FOODBANK, NSPCC etc.), school council. sun safety, fire safety, Friendship Squad, play leaders, peer mentors, police support; stranger danger and anti-social behaviour. We also provide some teaching to support International/National awareness days/weeks as they arise including significant events like Royal Jubilees, The Olympics and Government Elections etc. Other supporting and linked curriculum subjects are; English, Computing, RE and PE (REAL PE).					

TEACHERS HAVE THE PROFESSIONAL CHOICE TO TEACH THINGS AT DIFFERENT TIMES OF THE YEAR IF REQUIRED BASED ON THE NEEDS ASSESSMENT OF THEIR CURRENT COHORT of CHILDREN.