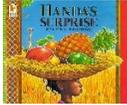
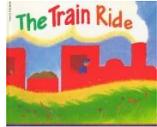
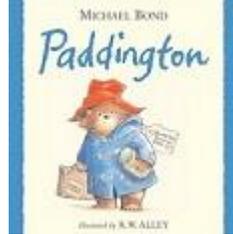
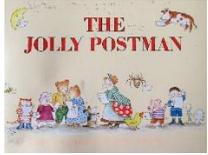
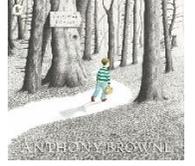


At Red Hall we are committed to offering a broad, balance and engaging curriculum. We will ensure that we have a holistic approach to school life which acknowledges links with parents, families and the wider community. This will help to develop well rounded and resilient children. At each stage, children will be equipped with the skills, knowledge and understanding to become active world citizens. Our curriculum is dynamic, engaging and immersed in rich learning opportunities.



Red Hall Primary School Long term planning overview
Year group: 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC TITLE	Hot! Hot! Hot!	All Aboard!	Pack your suitcase, Paddington!		If you go down in the woods today	
English	<p>Handa's Surprise by Eileen Browne – Retell a story</p>  <p>Cold Write – Write a familiar story Hook – fruit tasting. Use adjectives to describe fruit. Complete likes / dislikes. Sequence the events in the story. Retell / plan a story using a text map. (Imitation) Write a question and use question marks accurately. Apply phonic knowledge to decode words. Retell a story following text map. Plan a new story. (Innovate) Write a short story following a text map. Write a short story. (Invention)</p>	<p>The Train Ride by June Crebbin – poetry - patterns (Stimulus for poetry)</p>  <p>Write a familiar poem. (Cold task) Identify patterns in poetry Plan a poem (Imitation) Write a poem (imitation) Plan a poem (Innovation) Write a poem (Innovation) Write a poem (Invention) (Hot Task)</p>	<p>Paddington by Michael Bond - Letter writing and Journey story</p>  <p>Thank you letter to Santa. (Cold task) Features of letter writing. Plan a letter to Aunt Lucy Proper nouns Write a letter Letter writing Plan a letter (innovate) Write a letter (Hot Task) Retell a story (cold task)</p>	<p>Katie in London by James Mayhew - non-chronological report</p>  <p>London Focus Day Write a non-chronological report (cold task) Use adjectives to describe landmarks Revise the features of a non-chronological report Plan a non-chronological report (imitation) Write a non-chronological report (imitation)</p>	<p>The Jolly Postman by Allan Ahlberg</p>  <p>Write a poem (cold task) Listen to, identify and record rhyme. Plan a poem (imitation) Write a poem (imitation) Plan a poem (innovation) Write a poem (innovation) Use personification to create a poem (invention) Write a poem (Hot task)</p>	<p>Into the Forest by Anthony Browne – Retell a story</p>  <p>Write a familiar story (cold task) Consider the characteristics of story writing. Plan the beginning of story. Plan the middle of a story. Plan the end of a sentence. Identify speech in a story. Use drama to describe a setting. Write alliterative sentences.</p>

	<p><u>SPaG Focus</u> Capital letters Full stops Question marks Exclamation marks Adjectives CEWs Story Language.</p> <p>The Great Fire of London by Liz Gogerly – Diary Entry</p>  <p>Cold Task – Write a diary entry about what they did yesterday. Identify the features of a diary entry. Plan a diary entry. Order and spell the days of the work. Sequence events to form a short narrative. Write a diary entry for The Great Fire of London. (Imitation) Use of the senses to describe a setting. Plan a diary entry using the senses. (Innovate) Write a diary entry. (Innovate). Write a diary entry. (Invention / Hot Task)</p>	<p><u>SPaG Focus</u> Capital letters Full stops Exclamation marks Questions marks Adjectives Question words Spelling of common exception words</p> <p>The Polar Express by Chris Van Allsburg – Retell a wishing story</p>  <p>Retell a familiar story. (Cold Task) Identify story language Plan a story (Imitation) Retell a story (Imitation) Plan a story (Innovation) Write a story (Innovation) Write a story (Invention) Hot Task</p> <p><u>SPaG Focus</u> Capital letters Full stops Exclamation marks</p>	<p>Sequence a story. Identify and apply story language. Plan a known story. (beginning) Plan a known story. (middle and end) Adjectives to describe character Speech bubbles Plan a new story (innovate) Write a new story (innovate) Write a story (invention) Hot Task</p> <p><u>SPaG Focus</u> Capital letters full stops ! ? finger spaces Capital letters for proper nouns. to / too/ two spelling – they use and to join words adjectives</p> <p>Paddington at the Palace – poetry</p> 	<p>Plan a non-chronological report (innovation) Write a non-chronological report (innovation) Write a non-chronological report (invention) – hot task</p> <p><u>SPaG Focus</u> Capital letters Vowels and consonants Full Stops Rules for adding -ing Exclamation marks Question marks Capital letters for proper nouns Adjectives Using ‘and’ to extend / join sentences. Commas in a list</p> <p>Following a recipe.- Instructions</p> <p>Write instructions – cold task Features of instructional writing Plan instructions Write instructions</p> <p><u>SPaG Focus</u> Capital letters</p>	<p><u>SPaG Focus</u> Capital letters Full Stops Exclamation marks Question marks Finger spaces Adjectives Rhyme</p> <p>Hansel and Gretel by Anthony Browne - newspaper report</p>  <p>Write a newspaper report (cold task) Features of a newspaper report Plan a newspaper report (Imitation) Use adjectives to describe characters. Use the sentence of three challenge to describe characters. Write a newspaper report (Imitation) Continue to write a newspaper report (Imitation) Plan a newspaper report (Innovation) Write a newspaper report (Innovation)</p>	<p>Make comparison in writing using simile. Retell the beginning of a story. (Imitation) Retell the middle of a story. (Imitation) Retell the end of a story. (Imitation) Plan a new story (innovate) Write a new story (Innovate) Write a story – hot task (invention)</p> <p><u>SPaG Focus</u> Capital letters Full Stops Exclamation marks Question marks Finger spaces Speech Suffixes Editing CEWs Contracted words</p> <p>Where the Wild things Are by Maurice Sendak - instructions</p> <p><i>Anthony Browne books as a focus author to be shared at story time</i></p>
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	<p>SPAG focus: Capital letters Full stops Exclamation marks Spelling the days of the week Using 'and' to join two sentences. Adding suffix 'ing'. Ambitious vocabulary</p> <p><i>Eileen Browne as a focus author.</i></p>	<p>Questions marks Adjectives Using 'and' to join two sentences Spelling of common exception words, with a particular focus on friend, was, they, one, said.</p> <p><i>John Burningham books as a focus author. Books to be shared at story time.</i></p>	<p>Write a familiar poem. (Cold task) Identify patterns in poetry Plan a poem (Imitation) Write a poem (imitation) Plan a poem (Innovation) Write a poem (Innovation) Write a poem (Invention) (Hot Task)</p> <p>SPaG Focus Capital letters Proper nouns Full stops Exclamation marks Finger spaces Spell days of the week Adjectives</p> <p><i>Michael Bond books as a focus author to be shared at story time.</i></p>	<p>Full stops Lists Instructional writing - language</p>	<p>Plan a newspaper report (Invention – hot task) Write a newspaper report (Invention – hot task)</p> <p>SPaG Focus Capital letters Full stops Exclamation marks Question marks Finger spaces Capital letters for proper nouns Adjectives Tense Commas in a list Conjunctions</p> <p><i>Allan Ahlberg books as a focus author to be shared at story time</i></p>	
Poem of the Week	<p>If you're happy and you know it. <i>Anon</i> Lou, Lou, Skip to me Lou. <i>Anon</i> Good Night, Good Night by <i>Dennis Lee</i>. I'm a little Hedgehog.</p>	<p>Rickety Train Ride by <i>Tony Mitton</i> The Engine Driver by <i>Clive Samson</i> Jack Frost by <i>Cecily E. Pike</i> Little Donkey <i>Anon</i></p>	<p>Cold by <i>Shirley Hughes</i> Teddy Bear (Skipping Rhyme) <i>Anon</i> The Old Man of Peru <i>Anon</i> The Bells of London</p>	<p>Patchy Bear by <i>Joan Poulson</i> Seasons of Trees by <i>Julie Holder</i> Come-day Go-day by <i>Barrie Wade</i> I went to the animal fair</p>	<p>Let's Get the Rhythm of the Street. <i>Anon</i> The Big Ship Sails on the alley-alley-o <i>Anon</i> PLEAS-E by <i>June Crebbin</i></p>	<p>There are big waves by <i>Eleanor Farjeon</i>. When Goldilocks went to the house of the bears. <i>Anon</i> When I was one I played the drum ...</p>

	<p><i>Anon</i> Feasts by <i>Shirley Hughes</i> Fire by <i>Shirley Hughes</i> Remember, Remember the 5th November. <i>Anon</i></p>	<p>Away in a Manger <i>Anon</i> Hoping by <i>Shirley Hughes</i></p>	<p><i>Anon</i> London Bridge is falling down <i>Anon</i> Water Everywhere by <i>Valerie Bloom</i></p>	<p><i>Anon</i> Spring Green by <i>Shirley Hughes</i> In and out the windows <i>Anon</i></p>	<p>Bobby Shaftoe <i>Anon</i> Ask Mummy Ask Daddy by <i>John Agard</i> Summer Days by <i>Anne English</i></p>	<p><i>Anon</i> Double Trouble by <i>June Crebbin</i></p>
Maths	<p>Place Value to 10 Counting forwards and backwards. Representing objects. Compare numbers and objects. One more / one less. < and > Order objects and numbers. Use ordinal numbers. Use a number line. Addition and Subtraction to 10 Adding using part whole models. + symbol Fact families Number bonds to 10 Addition Finding a part Subtraction – taking away – crossing out Subtraction symbol Subtraction – finding a part Fact families – 8 facts Counting back</p>	<p>Shape Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Sort 2D shapes Shapes and patterns with 2 D and 3D shapes Place Value (11-20) Count forwards and backwards to 20 Write numbers to 20 in numerals and words Numbers from 11 – 20 One more and one less Compare groups of objects and numbers Order groups of objects and numbers</p>	<p>Addition and Subtraction within 20 Add by counting on Find and make number bonds Adding by making 10 Subtraction – not crossing 10 Subtraction – crossing 10 Related facts Compare number sentences Place Value within 50 Numbers to 50 Tens and ones Represent numbers to 50 One more one less Compare objects and numbers within 50 Order numbers within 50 Count in twos and fives</p>	<p>Length and Height Compare lengths and heights Measure length Weight and volume Measure and compare mass and capacity</p>	<p>Multiplication and Division Count in tens Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing Fractions Find a half Find a quarter Position and Direction Describe turns and position</p>	<p>Place Value to 100 Counting to 100 Partitioning numbers Comparing numbers Ordering numbers One more one less Money Recognising coins and notes Counting in coins Time Before and after Dates Time to the hour and half hour Writing time Comparing time</p>

<p>Science:</p>	<p>Seasonal Changes Observe and describe the weather within the seasons. Explore the changes that you see in Autumn. <i>Explore the world around them and raise their own simple questions.</i> Animals, including humans. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Label basic parts of a human. To explore the senses and the body parts that are associated with each sense – includes working scientifically. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene (being clean). To explore how to keep ourselves healthy. Focus on exercise – practical – effects on the body. Food types – healthy and non-healthy. Hygiene – hand washing – nurse visit. <i>Record simple data. With guidance, begin to notice patterns and relationships. Use observations and ideas to answer questions. Talk about what they have found out and how they found it out.</i></p>	<p>Seasonal Changes Explore the changes that you see in Winter. <i>Explore the world around them and raise their own simple questions.</i> Animals, including humans. Understand that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival. Identify and name lots of common animals, including fish, amphibians, reptiles, birds and mammals. Identify and name lots of common animals that are carnivore, herbivores and omnivores. Describe and compare lots of common animals by how they look and how they move.</p>	<p>Seasonal Changes Explore the changes that you see in Spring. Observe and describe the weather within the season of Spring and how the length of day changes. <i>Explore the world around them and raise their own simple questions. Use their observations and ideas to suggest answers to questions. Talk about what they have found out and how.</i> Everyday materials Identify and name a variety of everyday materials, including wood, plastic, glass, metal. Water and rock. Describe the simple properties of everyday materials.</p>	<p>Identify properties of materials, e.g. hard, soft, rough. Compare and group together a variety of everyday materials based on their properties. Understand the difference between an object and the material from which it is made – includes working scientifically. <i>Use simple features to compare objects materials and living things and with help decide how to sort and group them. (Identifying and classifying). With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.</i> Seasons Explore the changes that you see in Summer. Observe changes across all four seasons.</p>	<p>Plants Describe the basic structure of a variety of common plants including roots, stem, leaves and flowers. Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. Include walk to woods. Plant seeds and observe growth – includes working scientifically. <i>Use simple features to compare objects, materials and living things and with help decide how to sort and group them. (Identifying and classifying). Record simple data.</i> Life Cycles From Seed to Sunflower – includes working scientifically.</p>
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History/Geography	<p><i>Name and locate local town. Name and locate the four countries of the UK. Identify the countries of the UK. Understand geographical similarities and differences of a small area of a contrasting non-European country. Explore and compare Kenya and the UK.</i></p> <p><i>Know where people and events fit within a chronological framework. Choose and use parts of stories to show that they know and understand key features of events. Study the lives of significant individuals. Identify similarities and differences between ways of life in different periods. Ask and answer questions.</i></p>	<p><i>Locate hot and cold areas of the world, in relation to the North and South Poles. Name and locate hot and cold countries. Compare the UK and Finland. Develop an awareness of the past, using word and phrases relating to the passing of time. Know where events fit within a chronological framework. Explore past and present trains. Place trains onto a timeline. Compare past and present trains. (Himley Railway)</i></p>	<p><i>Develop an awareness of the past, using word and phrases relating to the passing of time. Understand some of the ways in which they find out about the past. Explore present teddy bears. Compare past and present teddy bears. Explore how teddy bears have changed through history. Explore the history of Paddington Bear. Use basic geographical vocabulary to refer to human and physical features. Explore Peru in preparation for next half term.</i></p>	<p><i>Develop knowledge of the human and physical geography of a small area of the UK (London). Explore the features of London. Understand geographical similarities and differences of a small area of a contrasting non-European country. Compare London and Lima. Know where people and events fit within a chronological framework. Understand some of the ways in which we find out about the past. Explore our Royal Family.</i></p>	<p><i>Understand physical and geographical differences through studying the human and physical geography of a small area of the UK. Visit a woodland and explore the features. Use directional language to describe routes on a map. Identify and plan a route using a local map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the physical features of its surrounding environment.</i></p>	<p><i>Recognise similarities and differences between the past and the present. Identify differences and similarities between ways of life in different periods. Mineshaft beneath the school – history (Name of boy, newspaper articles) Identify some similarities and differences between the past and present in their own and other's lives. Mining linked to Baggeridge – jobs of children.</i></p>

	<p>Explore Samuel Pepys and his importance in a historical event. Gunpowder Plot. Place events on a time line. Explore Guy Fawkes and his importance in an historical event.</p>			<p>Queen Elizabeth II Timeline of her life from birth to present.</p>	<p>Identify human and physical features of a wood. Compare the features of a wood and our school (Baggeridge and Red Hall) <i>Use simple compass directions.</i> Use the vocabulary north, south, east and west. (Treasure Hunt)</p>	
<p>Art + Design/Design + technology</p>	<p><i>To use a range of materials creatively to design and make products.</i> <i>To use painting to develop and share their ideas, experiences and imagination.</i> Painting and colour mixing - Collage – Fireworks</p> <p><i>To select from and use a wide range of materials and ingredients.</i> <i>Evaluate their ideas and products against design criteria</i> Cooking – bonfire apples</p>	<p><i>To use a range of materials creatively to design and make products.</i> Collage - Ice collages</p> <p><i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> <i>To design purposeful, functional, appealing products for themselves and other users based on design criteria.</i></p>	<p><i>To use drawing to develop and share their ideas, experiences and imagination.</i> <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i> Sketching – teddy bears</p> <p><i>To select from and use a wide range of materials and textiles.</i> <i>Design purposeful, functional, appealing products for themselves and</i></p>	<p><i>To select from and use a wide range of materials and ingredients.</i> Paddington Cakes / Biscuits for a Royal Ball <i>To use a range of materials creatively to design and make products.</i> <i>To build structures, exploring how they can be made stronger, stiffer and more stable.</i> <i>Evaluate their ideas and products against design criteria.</i> Small World London</p>	<p>Paintings of woodland animals <i>To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i> Monet – pastels Printing – curtains to look into Monet’s garden</p>	<p><i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</i> <i>To explore and use mechanisms.</i> Winding mechanism – wishing well <i>To use sculpture to develop and share their ideas, experiences and imagination.</i> Clay models</p>

		<p><i>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i></p> <p><i>To evaluate their ideas and products against design criteria.</i></p> <p>Moving pictures</p>	<p><i>other users based on design criteria.</i></p> <p><i>Select from and use a wide range of materials and components, including materials, textiles, according to their characteristics</i></p> <p><i>To evaluate their ideas and products against design criteria.</i></p> <p>Sewing – Teddy Bear puppets</p>			
Computing	<p>Technology around us</p> <p>Using technology</p> <p>Developing mouse skills</p> <p>Using a computer keyboard</p> <p>Developing keyboard skills</p> <p>Using a computer responsibly</p>	<p>How we can paint using computers</p> <p>Using shapes and lines</p> <p>Making careful choices</p> <p>Why did I choose that?</p> <p>Painting all by myself</p> <p>Comparing computer art and painting</p>	<p>Exploring the keyboard</p> <p>Adding and removing text</p> <p>Exploring the toolbar</p> <p>Marking changes to text</p> <p>Explaining my choices</p> <p>Pencil or keyboard</p>	<p>Label and match</p> <p>Group and count</p> <p>Describe an object</p> <p>Making different groups</p> <p>Comparing groups</p> <p>Answering questions</p>	<p>Buttons</p> <p>Directions</p> <p>Forwards and backwards</p> <p>Four directions</p> <p>Getting there</p> <p>Routes</p>	<p>Comparing tools</p> <p>Joining blocks</p> <p>Make a change</p> <p>Adding sprites</p> <p>Projects design</p> <p>Following my design</p>
PE	<p>Fitness/Dance/Yoga/Games</p> <p>Fitness – learning the way our body reacts to different exercises with a main focus on speed, agility, quickness, balance, strength co-ordination and flexibility.</p>	<p>Dance</p> <p>Copies and explores basic movements and body patterns. Remembers simple movements and dance steps. Links movements to sounds and music.</p>	<p>Gymnastics</p> <p>Copies and explores basic movements with some control and coordination. Can perform different body shapes</p> <p>Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements</p> <p>Games</p> <p>Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic</p>	<p>Games</p> <p>Develop specific sports and work through the basics of the sport. Gain an understanding of the rules.</p>	<p>Athletics</p> <p>Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.</p>	

		<p>Responds to range of stimuli.</p> <p>Gymnastics Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements</p>	<p>control. Beginning to develop hand-eye coordination. Participates in simple games. Learning a new sport. Insight into outdoor adventure activities.</p>	<p>Use the skills of agility and co-ordination.</p>		
PSHE	<p>Mental Health Worries Rules Feelings Managing feelings</p>	<p>Types of Relationships Roles of different people Types of families Features of family life Importance of talking to an adult Kind and unkind behaviour Keeping safe at home</p>	<p>Healthy / unhealthy relationships Respect How we are different Playing and working cooperatively Talk and share opinions Other people's feelings Bullying</p>	<p>Physical Health What keeping healthy means Different types of food and the effect on the body Physical activity Importance of sleep How to keep clean Sun safety What to do if someone is hurt</p>	<p>PANTS and Keeping Safe NSPCC Pants</p>	<p>Living in the wider world Why we need rules British Values Roles and responsibilities Similarities and differences between people Road safety Looking after the environment</p>
R.E.	<p>Creation Story of creation. Celebration of Shabbat. Celebration of harvest.</p>	<p>Shining Lights Symbols of light and dark Story of Rama and Sita Festival of Divali Jesus the light of the world</p>	<p>Special Books Bible Torah Jewish festival of Simchat</p>	<p>Special places Special places to us Inside a church Visit a local church Baptism Easter</p>	<p>Belonging How we belong to a group Understand that faith makes people feel they belong</p>	<p>Christianity Stories Christian church Customs – weddings, church service, Holy Communion Eid</p>
Music					<p>Animals To use percussion and my body expressively in response to music.</p>	<p>Fairy Tales To use voices expressively to speak and chant.</p>

					<p>To sing a song in sections.</p> <p>To perform a song.</p> <p>To use instruments to create different sounds.</p> <p>To create and choose sounds.</p>	<p>To select suitable instrumental sounds to represent a character.</p> <p>To compose and play a rhythm.</p> <p>To recognise how timbre is used to represent characters in a piece of music.</p> <p>To keep the pulse using untuned instruments.</p>
Additional Experiences	Fabulous Finish - Bonfire	<p>Fabulous Finish - Polar Express Day</p> <p>Christmas performance</p> <p>Christmas Cracker Express</p>	Stunning Start - Favourite teddy bears	<p>Marvellous Middle - London focus day</p> <p>Fabulous Finish - Royal Ball</p> <p>Visit a local church</p>	Stunning start – Treasure Hunt	<p>Fabulous Finish - Visit to Whites Wood and Baggeridge Country Park</p> <p>Art Focus Day</p>