

**Curriculum Long Term Plan
Year 1 - Autumn 1
Topic: Ourselves Visits:**

English	<ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing – Transcription, Handwriting, Comprehension, Vocabulary, Grammar, Punctuation SEE SPECIFIC LTP <p>VCOP building up and improving sentences Vocabulary Connectives, Openers, and Punctuation Genre: Stories with patterned Language Instructions Texts: Peace at Last Eat Your Peas</p> <p>Author: Shirley Hughes</p>
Maths	<p>Counting and number recognition 0-20 One more, one less than numbers between 0-20 2d/3d shape (names and properties of basic shapes) Measure (length, weight, capacity, volume) using non-standard units Days of the week</p>
Science	<p>Ourselves Ask simple questions, observe closely, perform simple tests, identify and classify, suggest answers to questions, gather and record data. Identify, name, draw and label parts of the human body, associate body parts with senses.</p>

Art & Design	<p>Drawing</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Key skills</p> <p>I can explore making marks with different materials on different types of paper. I can make different types of line with a pencil. (HB, 2B, 4B) I can identify line in a work of art. I can make different tones in pencil and charcoal. I can show some texture in my drawings by adding dots and lines. I can make patterns with line.</p> <p>I can look before I draw. I can draw from observation and imagination. I can add colour to my drawings. I have begun to collect my ideas in a sketchbook (individual or group.)</p> <p>Focus: Portraits</p> <p>Artist(s): A range of portraits from different periods and genres</p>
Computing	<p>Talking book</p> <p>Organise, store, manipulate and retrieve data in a range of digital formats. Microsoft powerpoint, word, clicker 5</p>
Design & Technology	<p>NA</p>
Languages	<p>NA</p>
Geography	<p>NA</p>
History	<p>Changes within living memory. Ourselves – How have I changed? Sequencing pictures and talking about what I and others can recall about my life so far.</p>

Music	<p>Sounds interesting – music express unit</p> <p>Key skills:-</p> <ul style="list-style-type: none"> -recognise and name tuned and untuned instruments - begin to appreciate that an instruments can make a range of sounds dependent upon how they are played. - to be aware of how sounds can be changed. - to sit carefully and focus attention on what they are hearing. - identifying different sound sources
Physical education	<p>Master and apply basic movement skills (gymnastics focus) – How can my body move and stop? Travelling, balancing</p> <p>Games focus – spatial awareness and control over small games equipment – throwing and catching, rolling</p>
Religious Education	<p>Looking at me, looking at you – agreed syllabus unit</p> <p>Christening with role play.</p>
PSCHE	<p>Feelings – describing my feelings and other people's</p> <p>NEW BEGINNINGS - Transition to a new setting</p>

Curriculum Long Term Plan

Year 1 - Autumn 2

Topic: Great Fire of London Visits: xxxxxxxxxxxxxx

English	<ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing – Transcription, Handwriting, Comprehension, Vocabulary, Grammar, Punctuation <p>VCOP building up and improving sentences Vocabulary Connectives, Openers, and Punctuation Genre: Stories with familiar characters Instructional texts Author: David and Rhonda Armitage</p>
Maths	<p>Money (coin value and recognition) and basic calculations Fractions (quarters and halves) Time (o clock and half past) Doubling to 10 and beyond Number patterns (1's, 2's, 5's and 10's) Number bonds to 10 extending to 20 – intro inverse subtraction facts Days of the week, months of the year</p>
Science	<p>SEASONAL CHANGES Observe seasonal changes in weather and day length. Observe and name some light sources.</p>

Art & Design	<p>Painting Works of art – “The Great Fire” (unknown, 1670s)</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Key skills I can explore the potential of working on different paper (colour, size, grade, type) I can name and recognize the primary and secondary colours and know about the colour wheel I can mix secondary colours and produce a range of shades and tones I can choose the right paintbrush suit the task I can say how an artist has used colour I can use colour to express mood and talk about colour in nature I can clear my workspace and show how to look after my tools</p>
Computing	<ul style="list-style-type: none"> • We are celebrating – creating a card electronically <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><input type="checkbox"/> recognise common uses of information technology beyond school</p>
Design & Technology	<p>Design purposeful, functional and appealing products. Generate, develop, model and communicate ideas. Select from and use a wide range of tools and materials Evaluate existing products and own ideas and products. Build and improve structures. Make models of lighthouses</p>
Languages	<p>n/a for KS1</p>
Geography	<p>NA</p>

History	Significant events beyond living memory – the Great Fire of London The lives of significant people. Guy Fawkes.
Music	The Long and the short of it Key skills:- I am becoming more confident at considering musical features eg tempo. I can recognise phrase lengths when singing and playing. I can handle instruments correctly and have an increasing awareness of how they can be played to create different effects (timbre, dynamics, tempo)
Physical education	Dance Perform dances using simple movements. Focus – fireworks and fire
Religious Education	Special gifts – agreed syllabus unit Godly play – the holy family

Curriculum Long Term Plan

Year 1 – Spring 1 and 2

Topic: A sense of place (United Kingdom) Visits: Lowry (York art gallery)

<p>English</p>	<ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing – Transcription, Handwriting, Comprehension, Vocabulary, Grammar, Punctuation <p>VCOP building up and improving sentences Vocabulary Connectives, Openers, and Punctuation Grammar work – ongoing development (exclamation marks, question marks) Genre: Stories about the UK and stories which are traditional. Texts – Katie Morag series of stories (range of texts), Runaway Pancake, George and the Dragon.</p> <p>Drama:- Year 1 performance (production relating to our past topic of 'The Great Fire of London')</p> <p>Author: Nick Butterworth</p>
<p>Maths</p>	<p>Counting in steps of 1 to 100 from any given number. Place value to 100 Number facts (bonds to 20 – related subtraction facts, doubles and number patterns) 2d shape patterns and 3d shape (properties) Problem solving Calculative work – add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Postion/rotation Measure (weight/length/ capacity) – moving onto standard measures</p>
<p>Science</p>	<p>Materials</p> <p>Pupils should be taught to: <input type="checkbox"/>distinguish between an object and the material from which it is made <input type="checkbox"/>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock <input type="checkbox"/>describe the simple physical properties of a variety of everyday materials <input type="checkbox"/>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>

<p>Art & Design</p>	<p>Art - Lowry</p> <p>I can compare two paintings. I can paint a seascape using colours I have mixed. I can paint a background. I can draw buildings to use in a Lowry collage. I can draw matchstick figures. I can use good scissor skills and can assemble my collage. I can mix paint using 'Lowry' colours. I can talk about Lowry's art and identify key features – colours, style, settings. I can respond to a piece of art</p>
<p>Computing</p>	<ul style="list-style-type: none"> • We are Gardeners – simulating growth <p>use logical reasoning to predict the behaviour of simple programs</p> <ul style="list-style-type: none"> •
<p>Design & Technology</p>	<p>Design purposeful, functional and appealing products. Generate, develop, model and communicate ideas. Select from and use a wide range of tools and materials Evaluate existing products and own ideas and products Explore and use mechanisms</p> <p>Design and make a way of moving water from one place to another.</p>
<p>Languages</p>	<p>n/a for KS1</p>
<p>Geography</p>	<p>Name and locate the worlds continents and oceans; the UK's countries, seas and capitals. Compare a uk locality with one outside Europe. Locate hot, cold areas of the world. Use world maps atlases and globes.</p>
<p>History</p>	<p>n/a</p>

Music	<p>Feel the pulse – spring 1</p> <p>Key skills:-</p> <ul style="list-style-type: none"> - I can 'feel' the pulse of music and clap along as it gets faster, slower. - I can identify the pulse in different pieces of music. - I am beginning to understand what a rhythm is and can begin to make up my own rhythmic patterns. - I can sing alongside others - I can sing with an awareness of pulse and rhythm. <p>Taking off – spring 2</p>
Physical education	<p>Perform dances using simple movements.</p> <p>Focus – dance (for the year one spring performance to parents)</p> <p>Sequences, paired/group work</p> <p>Gymnastics</p> <p>Master and apply basic movement skills</p> <p>Focus - Simple sequences using apparatus.</p>
Religious Education	<p>Spring 1 – faith stories – agreed syllabus unit</p> <p>Godly play – Noah</p> <p>Spring 2 – surprises – agreed syllabus unit</p> <p>Godly play – faces of Easter</p>

Curriculum Long Term Plan
Year 1 – Summer 1
Topic: Plants and Animals Visits:

English	<ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing – Transcription, Handwriting, Comprehension, Vocabulary, Grammar, Punctuation <p>VCOP building up and improving sentences Vocabulary Connectives, Openers, and Punctuation Genre: Stories with patterned Language Texts – Oliver’s Vegetables</p> <p>Author: Vivien French</p>
Maths	<p>Place value – partitioning 2 and 3 digit numbers. Ordering numbers using pv as key strategy. Ordinal number – first, second... Number patterns – identification of steps moving forward and backward (1’s, 2’s, 5’s and 10’s). Algebra – missing number challenges Calculative work (+/-/x and sharing)</p>
Science	<p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <input type="checkbox"/> <input type="checkbox"/> identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <input type="checkbox"/> <input type="checkbox"/> identify and name a variety of common animals that are carnivores, herbivores and omnivores

Art & Design	<p>Artist – still life -Cezanne Sculpture</p> <p>Drawing I can explore making marks with different materials on different types of paper. I can make different types of line with a pencil. (HB, 2B, 4B) I can identify line in a work of art. I can make different tones in pencil and charcoal. I can show some texture in my drawings by adding dots and lines. I can make patterns with line. I can look before I draw. I can draw from observation and imagination. I can add colour to my drawings. I have begun to collect my ideas in a sketchbook (individual or group.)</p> <p>Painting I can explore the potential of working on different paper (colour, size, grade, type) I can name and recognize the primary and secondary colours and know about the colour wheel I can mix secondary colours and produce a range of shades and tones I can choose the right paintbrush suit the task I can say how an artist has used colour I can use colour to express mood and talk about colour in nature I can clear my workspace and show how to look after my tools</p>
Computing	<p>We are tv chefs – filming a recipe</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> recognise common uses of information technology beyond school

Design & Technology	<p>Design purposeful, functional and appealing products. Generate, develop, model and communicate ideas. Select from and use a wide range of tools and materials Evaluate existing products and own ideas and products Prepare dishes using principles of a healthy diet. Understand where food comes from.</p> <p>Design and make a vegetable or a fruit salad.</p>
Languages	n/a for KS1
Geography	<p>Use the 4 points of the compass and locational directional language. Recognise features of aerial photos and plans; devise a map with symbols and a key. Study the immediate environment.</p>
History	<p>Local history How has our locality changed? Our school through the years</p>
Music	<p>What's the score? Key skills:- I am beginning to understand the need to record my musical ideas visually so that I can play them back at a later date. I can use a variety of symbols to represent my musical ideas. I can draw my musical ideas on a graphic notation chart to create a score. I am able to recall and interpret my symbols and their meanings when using a graphic notation chart. I can use music tech programmes to compose graphically (2 simple)</p>
Physical education	<p>Participate in team games Master and apply basic movement skills</p> <p>Top marks 'beat your own score' equipment – KS2 hall</p> <p>Dance Perform dances using simple movements</p> <p>Focus – Maypole dancing</p>

Religious Education	<p>Living in our world – agreed syllabus unit Godly play – the creation story</p>
PSCHE	<p>Hygiene – hand washing spread of coughs, colds etc Good To Be Me - SEAL UNIT</p>

Curriculum Long Term Plan
Year 1 – Summer 2
Topic: Seaside Visits:

English	<ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing – Transcription, Handwriting, Comprehension, Vocabulary, Grammar, Punctuation <p>VCOP building up and improving sentences Vocabulary Connectives, Openers, and Punctuation Genre: Stories Information Texts</p> <p>Texts – Katie Morag Stories Non Fiction texts – holidays</p> <p>Author: Nick Butterworth</p>
Maths	<p>Measures – standard units (weight, capacity, volume, length, time (quarter to and past) Problems solving – encompassing all areas of work covered during the year. Fractions (halves, quarters) – begin to intro division Algebra – missing number challenges</p>
Science	<p>SEASONAL CHANGES Pupils should be taught to: <input type="checkbox"/><input type="checkbox"/>observe changes across the four seasons <input type="checkbox"/><input type="checkbox"/>observe and describe weather associated with the seasons and how day length varies.</p>
Art & Design	<p>Collage I can cut and tear paper, textiles and card for use in my collages. My cutting skills are precise. I can sort and arrange collage materials for a purpose. I have experience of different adhesives and joining methods and can decide which is the most appropriate method. I can work by myself and in a group. I can mix paper and other materials to create mood, feeling and movement. I use shapes, textures, colours and patterns in my collages. I can say how other artists have used texture, colour, pattern and shape in their work.</p> <p>Artists – Terry Frost Lowry – “Daisy Nook”</p>

Computing	<ul style="list-style-type: none"> • We are treasure hunters – moving around maps <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> <input type="checkbox"/><input type="checkbox"/>create and debug simple programs <input type="checkbox"/><input type="checkbox"/>use logical reasoning to predict the behaviour of simple programs
Design & Technology	n/a
Languages	n/a for KS1
Geography	<p>WEATHER Identify weather patterns in the UK. Use basic geographical vocab to describe physical and human features.</p>
History	Changes within living memory- the seaside then and now
Music	<p>Rain, rain go away Key skills:-</p> <ul style="list-style-type: none"> - I can select instruments for purpose as I know what they sound like when played with other instruments (layering of effects) - I am beginning to understand how compositions can be visually recorded (graphic notation) and can use this to play back a piece of music. - I can perform my compositions to those around me. - I can distinguish some well defined musical features eg pitch, timbre, tempo
Physical education	<p>Master and apply basic movement skills Participate in team games</p> <p>Focus – sports day</p>
Religious Education	Gifts and giving – agreed syllabus unit
PSCHE	Working together (Linked to PE)

