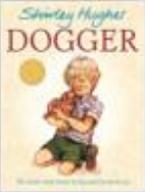
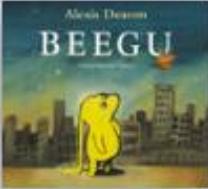
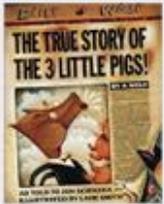
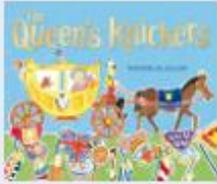


St. Paul's CE Primary School

Year 1 Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme	Toys (History Focus)	Animals (Science Focus)	Our school (History Focus)	Materials (Science Focus)	Significant People (History Focus)	Plants (Science Focus)	
Quality Texts	<p><u>Knuffle Bunny</u></p>  <p><u>Dogger</u></p> 	<p><u>Rabbit Problem</u></p>  <p><u>The snail and the whale</u></p> 	<p><u>Beequ</u></p>  <p><u>The Bog Baby</u></p> 	<p><u>The Three Little Pigs</u></p>  <p><u>The True Story of the 3 Little Pigs</u></p> 	<p><u>The Queen's Hat</u></p>  <p><u>The Queens Knickers</u></p> 	<p><u>Wild</u></p>  <p><u>Supertato</u></p> 	
English (Possible writing outcomes)	Facts about a character. Lost poster. Write part of the story. Draw their own special toy and label it.	Message to a character. Fact file on an animal. Letter from one character to another. Character profile Post card	Character description Lost poster List of directions to take to school from a location. Speech / Thought / Feeling bubbles	Wanted Poster Retell events. Story map. Questions to interview characters. Report on who they think is to blame	Speech / Thought bubbles from Queen / Guards. Lost poster. Retell of the story. Fact files about things in London. Design a new hat/handbag.	Post card. Instructions on how to live in the wild. Speech / Thought / Feeling bubbles. Questions for characters. Re-tell story map with sentences.	
Writing skills:	<p>Words/ Vocabulary: Generate word banks of adjectives. Find alternative adjectives. Make choices about the best adjective for the context. Develop into similes using as: As fierce as a hungry lion, As rough as a cat's tongue</p>		<p>Sentence structure: Adding detail to sentences with one well-chosen adjective to give more information about a noun: The curious cat peered through the wooden fence. Co-ordinating conjunctions to join sentences: and, so, but, or Subordinating conjunctions to join sentences: because, when, until, so that, as, while Use of who: He saw an old woman, who was carrying a basket of shiny, red apples. Power of three: repetition of the verb. Charlie pulled and pulled and pulled. Sentence starters: -ly (Luckily, Slowly)</p>		<p>Text structure: Three parts to a story: beginning, middle and end. Begin a story by introducing a character or describing a setting. Recount: Opening, events in time order, concluding comment.</p>		<p>Punctuation: Separation of words into spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun.</p>

	Sentence types: question, statement, exclamation					
Reading skills:	Word reading / Vocabulary: Use a developing range of strategies to decode text. Apply phonic skills when reading unfamiliar words. Spot graphemes in words. Match graphemes to phonemes and vice versa. Read with concentration for increasing length of time. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)		Inference / Prediction / Making links: Ask questions with confidence to clarify understanding. Use own knowledge and experienced to extend and deepen understanding of a book. Use inference skills to fill the gaps left by the writer. Draw upon what they already know or on background information and vocabulary provided by the teacher. Recognising and joining in with predictable phrases. Make links to their own experiences		Explanation / Comprehension: Explain why a book is enjoyable / not enjoyable. Use structures and language from reading in writing beyond what has been explicitly discussed and modelled Participate in discussions about what is read, taking turns and listening to what others say.	
Maths	Number: Place Value (within 10) Number: Addition and Subtraction (Within 10) Geometry: Shape Number: Place Value (within 20)		Number: Addition and Subtraction (within 20) Number: Place Value (within 50, multiples of 2, 5 and 10) Measurement: Length and Height Measurement: Weight and Volume		Number: Multiplication and Division (reinforce multiples of 2, 5 and 10) Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time	
	Skills: Within maths lessons the children will develop their mathematical skills written above in a range of ways. They will be taught to be fluent in each area, developing a conceptual understanding. To become fluent, the children will experience the new concepts with practical activities, pictorial representations of the skills and developing mental and written methods to represent the skills being taught. The will extend their knowledge of these skills through reasoning where they follow a line of enquiry and problem solving where they will apply these skills to a variety of problems. Where possible the children with also take part in active maths, involving PE within their lessons.					
Science	Seasonal changes Autumn and Winter	Animals including humans	Seasonal changes Winter and Spring	Everyday materials	Seasonal changes Spring and summer	Plants
	Skills: Make observations using appropriate senses and communicate observations orally, in drawing, labelling, simple writing and using ICT Begin to compare and identify key features of animals, plants and materials Make simple comparisons and groupings Use first hand experiences to answer questions Test ideas suggested to them, say what they think will happen Say what has happened, say whether what has happened was what they expected					
History	Own timelines changes	Key national events e.g. Bonfire Night St. Andrews Day		Comparison of two significant historical figures		
	Skills: <u>Chronological understanding</u> <input type="checkbox"/> Sequence events in their life <input type="checkbox"/> Sequence 3 or 4 artefacts from distinctly different periods of time <input type="checkbox"/> Match objects to people of different ages <u>Interpretations of history</u> <input type="checkbox"/> Compare adults talking about the past – how reliable are their memories? <input type="checkbox"/> Use stories to encourage children to distinguish between fact and fiction			<u>Historical enquiry</u> <input type="checkbox"/> Find answers to simple questions about the past from sources of information e.g. artefacts <input type="checkbox"/> Find answers to simple questions about the past from sources of information e.g. artefacts <u>Range and depth of historical knowledge</u> <input type="checkbox"/> Recognise the difference between past and present in their own and others' lives <input type="checkbox"/> They know and recount episodes from stories about the past <u>Organisation and communication</u> <input type="checkbox"/> Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...		

Geography			British Isles and their capital cities and main rivers Contrasting comparison of a farm with seaside		Seasons Comparison of England with India, China, Australia or Brazil	
	Skills: <u>Direction/Location</u> <input type="checkbox"/> Follow directions (Up, down, left/right, forwards/backwards) <u>Using maps</u> <input type="checkbox"/> Use a simple picture map to move around the school; <input type="checkbox"/> Recognise that it is about a place. <u>Map knowledge</u> <input type="checkbox"/> Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. <u>Style of map</u> <input type="checkbox"/> Picture maps and globes			<u>Drawing maps</u> <input type="checkbox"/> Draw picture maps of imaginary places and from stories. <u>Representation</u> <input type="checkbox"/> Use own symbols on imaginary map. <u>Scale/Distance</u> <input type="checkbox"/> Use relative vocabulary (e.g. bigger/smaller, like/dislike) <u>Perspective</u> <input type="checkbox"/> Draw around objects to make a plan. <u>Geographical enquiry</u> <input type="checkbox"/> Teacher led enquiries, to ask and respond to simple closed questions. <input type="checkbox"/> Use information books/pictures as sources of information. <input type="checkbox"/> Investigate their surroundings <input type="checkbox"/> Make observations about where things are e.g. within school or local area.		
RE	1.1 Harvest <i>Non-Christian Link – Jewish festival of Sukkot</i>	1.3 Christmas (UC – 1.3)	1.2 God and Creation (UC – 1.2)	1.5 Easter – new life (UC – 1.5)	1.4 Jesus was special relationships 1.8 Joseph	1.7 Why is Baptism special <i>Non-Christian Link – Welcoming babies relationships</i> 1.9 My world / Jesus' world
	Skills: Throughout the year the main skills taught are: empathy, investigation, enquiry, reflection, interpretation and apply these skills by linking them with own lives. The Christian Concepts taught are: creation, incarnation, salvation and people of God. Values are key in the teaching of RE; the main values taught this year are: compassion, generosity, creativity, love and faith; amongst others These skills and values will be developed through some of the following experiences: Harvest festival (Christian and Jewish), listening to creation and nativity stories, writing prayers, discussing friendships, creating Easter gardens, studying the miracle of life cycles, exploring objects of all faiths, drama, food tasting and exploring how babies are welcomed in other faiths.					
Indoor PE Outdoor PE	Dance	Gymnastics	Gymnastics	Dance	Athletics	Athletics
	Invasion Games	Invasion Games	Net and Wall Games	Net and Wall Games	Striking and Fielding Games	Striking and Fielding Games
	Skills: <u>Dance:</u> Copies and explores basic movements and body patterns; remembers simple movements and dance steps; links movements to sounds and music; responds to range of stimuli. <u>Gym:</u> 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. <u>Games:</u> Can travel in a variety of ways including running and jumping; beginning to perform a range of throws; receives a ball with basic control; beginning to develop hand-eye coordination; participates in simple games. <u>Athletics:</u> Can run at different speeds; can jump from a standing position; performs a variety of throws with basic control. <u>Evaluation:</u> Can comment on own and others performance; can give comments on how to improve performance; use appropriate vocabulary when giving feedback. <u>Healthy Lifestyles:</u> Can describe the effect exercise has on the body; can explain the importance of exercise and a healthy lifestyle.					

Art	Painting and drawing –toys, people and faces Autumn animals and portraits (Paul Klee – self –portrait.	Collage and painting - Animals in art – patterns and colours	Sculpture – Using paper, card, recycled materials and construct toys	Sculpture – using natural materials – wood, clay and leaves – Andy Goldsworthy	Portraits – observing faces in close detail – Portrait of the Queen	Still life – observational drawings of fruit and vegetables, outside and inside, looking at patterns Printing – with vegetables
	Skills: To know that ideas can be expressed in pictures and objects in art. To experiment with an open mind (for instance, to try out and use all materials that teachers put out for the class to use: to not just use things they think will work best.) To try out a lot of different materials and ways of making a piece of art. (e.g. collage, drawing, painting, pottery and weaving.) To know that different materials have different qualities. To choose and use materials because they have the qualities to give effects that will suit a piece of work or for what they want to achieve. To show that they like looking at other people's art work by asking sensible questions about it and describing what they think about it. To spot and describe some things in (characteristics of) different kinds of art, crafts and design. To know the names of the tools techniques and the different elements of art (colours, shapes, tones etc) that are used.					
Design Technology	Toys Making puppets: stick and finger puppets	Christmas cards and decorations	Materials – The Three Little Pigs story – Design and build a shelter for the pigs to escape from the wolf	Fruit and vegetables – design and make a seed packet Food - Design and make fruit salads		
	Skills: To begin to draw on your own experience to help generate ideas and research conducted on criteria. To begin to understand the development of existing products: what they are for, how they work, materials used. To start to suggest ideas and explain what they are going to do. To understand how to identify a target group for what they intend to design and make based on design criteria. To begin to develop their ideas through talking and drawing, make templates and mock ups of their ideas in card or paper or using ICT. To begin to make their design using appropriate techniques. To begin to build structures, exploring how they can be made stronger, stiffer and more stable. To explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. With support, measure, mark out, cut and shape a range of materials. To explore using tools etc. scissors and a hole punch safely. To begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. To begin to use simple finishing techniques to improve the appearance of their product. To start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). When looking at existing products, to explain what they like and dislike about products and why. To begin and evaluate their products as they are developed, identifying strengths and possible changes they might make. To begin to understand that all food comes from plants and animals and must be farmed / grown. To start to understand how to name and sort foods into the five groups in 'the eat well plate' and that everyone should eat at least five portions of fruit and vegetables a day. To know how to prepare simple dishes safely and hygienically, without using much heat source, using techniques such as cutting, peeling and grating.					
Music	Hey You!	Rhythm in the way we walk	In the Groove	Our World	Big Bear Funk	Reflect, Rewind and Replay
	Skills: To find their singing voice and use their voices confidently. Sing with a melody with an awareness of pulse and rhythm. Recall and remember short songs. Identify different sound sources. Identify the pulse in a piece of music as well as long and short sounds. Make sounds and recognise the message they given. Identify and name classroom instruments. Handle instruments with control. Perform long and short sounds. Perform together.					

	We are treasure hunters	We are TV chefs	We are painters	We are Collectors	We are storytellers	We are celebrating
Computing	Skills: Text and multimedia: Contribute to a digital class resource which includes text, graphic and sound. Digital images: Use a range of simple tools in a paint package / image manipulation software to create / modify a picture. Sound and Music: Chose suitable sounds from a bank to express their ideas. Record short speech. Electronic Communication: Contribute ideas to a class email to another class / school etc. Research and E-Safety: Explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.). Demonstrate an awareness of different forms of information Control and Algorithms: Control simple everyday devices to make them produce different outcomes. Handling Data: Use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence. Modelling Simulation: Make simple choices to control a simple simulation program Understanding Technology: Show an awareness of the range of devices and tools they encounter in everyday life Understanding Networks: Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV)					
		Relationships	Health and Well-being	Living in the wider World		
PSHE	Skills: Develop intrapersonal skills for self-management through self-reflection; learning from experience; setting challenging personal goals; making decisions and recognising ways that our brain thinks unhelpfully. Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. Develop intrapersonal skills for positive relationships in a wide variety of settings through active listening; empathy; verbal and non-verbal communication; team work and negotiation. Children can explain different ways that family and friends should care for one another. Develop skills of enquiry by formulating questions; gathering and using data; analysis of facts and opinions; planning and deciding; recalling and applying knowledge creatively; drawing and defending conclusions using evidence; management of risk and evaluating social norms. Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old. They know about healthy eating and exercise.					