



# Pear Tree Primary School

## Year 1 Long Term Curriculum Plan 2023-2024

*'Being Our Best Selves'*

*(For further detail on the content please see Medium Term planning)*

Year 1	<b>'Sparkle and Shine'</b> Autumn	<b>'New Beginnings'</b> Spring	<b>'Adventurers'</b> Summer
<b>Role play</b>	Spaceship	Forest	Travel agents
<b>English</b>	Narrative – description Non-chronological report Instructions Poetry	Narrative Instructions Poetry Non-chronological report	Non-chronological report Instructions Recount First person recount
<b>English texts</b>	Autumn 1:  'Look up!' by Nathan Bryon (Narrative – description)  'Beegu' by Alexis Deacon (Narrative – description)	Spring 1:  Rapunzel (LC) (Twisted tale narrative)  Rapunzel (LC) (Instructions)  Spring poetry	Summer 1:  Where the wild things are (LC) (Non-chronological report)

	<p>Autumn 2:</p> <p>‘Lune et L’Autre’ (LS) (Narrative – description)</p> <p>‘The Darkest Dark’ by Chris Hadfield (Instructions)</p> <p>The Night Before Christmas (Repetitive poem)</p>	<p>Spring 2:</p> <p>Last Tree in the City (LC) (Narrative)</p> <p>The life cycle of a Great Crested Newt (Non-chronological report)</p>	<p>Summer 2:</p> <p>How to make D&amp;T project: Cooking and nutrition (Instructions)</p> <p>Writing about class trip (Recount)</p> <p>Taking Flight (LS) (First person recount)</p>
<p><b>Reading Skills (Ongoing)</b></p>	<p>Word Reading:</p> <ul style="list-style-type: none"> <li>• To apply phonic knowledge and skills as the route to decode words</li> <li>• To blend sounds in unfamiliar words using the GPCs that they have been taught</li> <li>• To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes</li> <li>• To read words containing taught GPCs</li> <li>• To read words containing -s, -es, -ing</li> <li>• -ed and -est endings</li> <li>• To read words with contractions, e.g. I’m, I’ll and we’ll</li> <li>• To read Y1 common exception words</li> <li>• To reread texts to build up fluency and confidence in word reading</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>• To check that a text makes sense to them as they read and to self- correct</li> <li>• To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently</li> <li>• To link what they have read or have read to them to their own experiences</li> <li>• To retell familiar stories in increasing detail</li> <li>• To join in with discussions about a text, taking turns and listening to what others say</li> <li>• To discuss the significance of titles and events</li> <li>• To discuss word meaning and link new meanings to those already known</li> <li>• To begin to make simple inferences</li> <li>• To predict what might happen on the basis of what has been read so far</li> <li>• To recite simple poems by heart</li> </ul>		

<b>Writing Skills (Ongoing)</b>	Punctuation and grammar: <ul style="list-style-type: none"> <li>• Separation of words with finger spaces</li> <li>• The use of capital letters, full stops, question marks and exclamation marks in sentences</li> <li>• Capital letter for proper nouns (names)</li> <li>• Capital letter for the personal pronoun I</li> <li>• To recognise and use the terms: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark</li> </ul>		Sentence structure: <ul style="list-style-type: none"> <li>• Compose sentences orally – say it, write it, read it, check it</li> <li>• Sequence sentences into short narratives</li> <li>• Use of ‘who’ e.g. Once upon a time there was a little old woman who lived in a forest</li> <li>• Repetition for rhythm e.g. He walked and he walked and he walked</li> </ul>		
	Handwriting: <ul style="list-style-type: none"> <li>• To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency</li> <li>• To sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• To form digits 0-9</li> <li>• To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>		Sentence types: <ul style="list-style-type: none"> <li>• Simple sentences</li> <li>• Embellished simple sentences using adjectives (2A)</li> <li>• Compound sentences using connectives (coordinating conjunctions) ‘and’ ‘but’ e.g. the children played on the swings and slid down the slide</li> </ul>		
<b>Computing</b>	Autumn 1: <ul style="list-style-type: none"> <li>• Unit 1.1 – Online safety</li> <li>• Unit 1.2 – Grouping and sorting</li> </ul>		Spring 1: <ul style="list-style-type: none"> <li>• Unit 1.4 – Lego builders</li> <li>• Unit 1.5 – Maze explorers</li> </ul>		
	Autumn 2: <ul style="list-style-type: none"> <li>• Unit 1.3 - Pictograms</li> </ul>		Spring 2: <ul style="list-style-type: none"> <li>• Unit 1.6 – Animated story books</li> </ul>		
		Summer 1: <ul style="list-style-type: none"> <li>• Unit 1.7 – Coding</li> </ul>		Summer 2: <ul style="list-style-type: none"> <li>• Unit 1.8 – Spreadsheets</li> <li>• Unit 1.9 – Technology outside of school</li> </ul>	

<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Place value (within 10)</li> <li>Addition and subtraction (within 10)</li> <li>Geometry: Shape</li> </ul>		<ul style="list-style-type: none"> <li>Place value (within 20)</li> <li>Addition and subtraction (within 20)</li> <li>Place value (within 50)</li> <li>Measurement: Length and height</li> <li>Measurement: Mass and volume</li> </ul>		<ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Fractions</li> <li>Geometry: Position and direction</li> <li>Number: Place value (within 100)</li> <li>Measurement: Money</li> <li>Measurement: Time</li> </ul>	
<b>Science</b>	Seasonal Changes		Seasonal Changes		Seasonal Changes	
	Everyday materials		Plants		Animals, including humans	
<b>History</b>	Significant Individuals: Mae Jemison and Neil Armstrong  Historical Event: Moon landing		An event within living memory:  Toys - Inventions and discoveries		Significant Individuals:  Nelson Mandela	
<b>Geography</b>	<ul style="list-style-type: none"> <li>The local area</li> <li>Where do you live?</li> <li>Features of Nantwich town</li> </ul>		<ul style="list-style-type: none"> <li>The United Kingdom</li> <li>Countries and capital cities</li> <li>Surrounding seas</li> </ul>		<ul style="list-style-type: none"> <li>Weather patterns</li> <li>Hot and cold countries</li> <li>Maps/atlases and globes</li> </ul>	
<b>Art</b>	Autumn 1: Drawing and sketchbooks <ul style="list-style-type: none"> <li>Spirals</li> </ul>		Spring 1: Working in 3 dimensions <ul style="list-style-type: none"> <li>Playful making</li> </ul>		Summer 1: Working in 3 dimensions <ul style="list-style-type: none"> <li>Making birds</li> </ul>	
	Autumn 2: Print, colour and collage <ul style="list-style-type: none"> <li>Simple printmaking</li> </ul>		Spring 2: Paint, surface and texture <ul style="list-style-type: none"> <li>Exploring watercolor</li> </ul>		Summer 2: Collaboration and community <ul style="list-style-type: none"> <li>Inspired by flora and fauna</li> </ul>	
<b>Design and Technology</b>	Autumn 1:	Autumn 2: Moving Christmas cards	Spring 1:	Spring 2: Make a toy	Summer 1:	Summer 2: Cooking and nutrition
<b>RE</b>	Autumn 1: Cross Religious		Spring 1: Cross Religious		Summer 1: Judaism/other	
	What do people believe about God? How are people special?		How do religious/non-religious families show they belong?		Why are some places more important to some people than others?	

	Autumn 2: Christianity How do people celebrate special times?		Spring 2: Christianity Why do people mark Easter in different ways?		Summer 2: Christianity/other What does it mean to belong? How do different groups express this differently?	
<b>PE</b>	Autumn 1: Games	Autumn 2: Gymnastics	Spring 1: Dance	Spring 2: Team games	Summer 1: Summer sports	Summer 2: Athletics/Swimming
<b>Music</b> (Love music trust)	Autumn 1: Blast off	Autumn 2: Fireworks and fantasy	Spring 1: Tell me a story	Spring 2: Changes	Summer 1: Under the sea	Summer 2: Get on board
<b>PSHE</b>	Autumn 1: Meet your brain Healthy lifestyles	Autumn 2: Celebrate Keeping safe	Spring 1: Appreciate Safe relationships	Spring 2: Relate Communities	Summer 1: Engage Economic wellbeing: Aspirations, work and career	Summer 2: Relationships Ourselves, growing and changing
<b>Trips</b>	Pantomime		Nantwich Museum TBC		Chester Zoo/ Farm TBC	
<b>Outdoor learning</b>					Forest School	
<b>Curriculum Pledge</b>	Go to the park Try foods from around the world		Bird watching Meet a significant person from the local community Make a den		Visit a farm Pond dipping Snail racing	