



# Year 1 Long Term Curriculum Plan 2023 - 2024

	Autumn:		Spring:		Summer:	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Trips/ Events/ Visitors TBC</b>	Local Area Walk	Christmas Play	Chester Zoo	Liverpool Museum		Animal Encounters Seaside visit Sports Week
<b>English</b>	<u>Objectives</u> <ul style="list-style-type: none"> <li>Combine words to make sentences</li> <li>Leave spaces between words</li> <li>Begin to use capital letters and full stops</li> <li>Use capital letters for names of people and the personal pronoun 'I'</li> </ul>	<u>Objectives</u> <ul style="list-style-type: none"> <li>Join words using <i>and</i></li> <li>Punctuate sentences using a capital letter and a full stop</li> <li>Use capital letters for names of people</li> <li>Sequence sentences to form short narratives (link ideas or event by pronoun)</li> </ul>	<u>Objectives</u> <ul style="list-style-type: none"> <li>Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks</li> <li>Join words and clauses using <i>and</i></li> <li>Some accurate use of the prefix un-</li> <li>Some accurate use of suffixes (where no change is needed to the root of the word) e.g. ed, -ing, -er, -est</li> </ul>	<u>Objectives</u> <ul style="list-style-type: none"> <li>Join words and clauses using <i>and</i></li> <li>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Add suffixes to verbs where no change is needed to the root e.g. -ed, -ing, -er, -est</li> <li>Change the meaning of verbs and adjectives by adding the prefix un-</li> </ul>	<u>Objectives</u> <ul style="list-style-type: none"> <li>Join words and clauses using <i>and</i></li> <li>Use simple description</li> <li>Sequence sentences to form short narratives (link ideas or events by pronouns)</li> <li>Use a capital letter for places and days of the week</li> <li>Punctuate sentences using a capital letters, full stop, question mark or exclamation mark</li> </ul>	

Mathematics	Number and Place Value: Numbers to 10 Calculations: Addition and Subtraction Geometry: Position and Direction: Positions Number and Place Value: Numbers to 20 Calculations: Addition and Subtraction within 20	Calculations: Addition and subtraction within 20 Geometry- Properties of Shapes: Shapes and Patterns Measurement: Height and Length Number and Place Value: Numbers to 40 Calculation: Addition and Subtraction Calculations: Multiplication	Calculations: Multiplication Calculations: Division Fractions: Fractions Number and Place Value: Numbers to 100 Measurement: Time Measurement: Money Measurement: Volume and Capacity Measurement: Mass Geometry- Position and Direction- Space			
Science	<u>Working Scientifically Objectives</u>  -Begin asking simple questions and recognising that they can be answered in different ways, begin to observe closely, begin to use simple equipment, begin to perform simple tests, begin to identify and classifying, begin to use their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions					
	<u>Animals including humans. Objectives</u> <ul style="list-style-type: none"><li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li></ul>	<u>Materials Objectives</u> <ul style="list-style-type: none"><li>distinguish between an object and the material from which it is made</li><li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li></ul>	<u>Animals Objectives</u> <ul style="list-style-type: none"><li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li></ul>	<u>Materials Objectives</u> <ul style="list-style-type: none"><li>describe the simple physical properties of a variety of everyday materials</li><li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li></ul>	<u>Plants Objectives</u> <ul style="list-style-type: none"><li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li><li>identify and describe the basic structure of a variety of common flowering plants, including trees</li></ul>	<u>Animals Objectives</u> <ul style="list-style-type: none"><li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li></ul>



<ul style="list-style-type: none"> <li>• Explain the meaning of travel in relation to geography and places</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Know and use the terminologies: left and right; below and next to; relate to map work on local area</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and immediate surrounding area.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in Upton/Chester</li> </ul> <p>Devise simple maps and use and construct basic symbols in a key of the school.</p>			<p>three main seas that surround the UK</p> <ul style="list-style-type: none"> <li>• Describe the weather in the UK during different seasons</li> </ul> <p><b>Skills</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>		<p>and South Pole are on a globe.</p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom continents and oceans studied.</li> <li>• Locate the UK in comparison to the equator and compare location to North and South Pole</li> </ul> <p>Revisit prior learning</p> <ul style="list-style-type: none"> <li>• Countries in the UK</li> </ul> <p>Capital city of England</p>
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Art	<b>Painting</b> Primary colours and mixing secondary colours. Making tints and shades.	<b>Artist: Mondrian</b> <b>Painting</b> Produce own art in the style of Mondrian.	<b>Collage</b> Make a picture of an animal. Experiment with creating different patterns for collage. Use precut and own cut pieces for simple collage.	<b>Craft Maker: Clare Youngs</b>	<b>Artist: Matisse</b>	<b>Sculpture</b> Use sand and found materials to make temporary sculptures and photograph them. Junk model without skins Create a non-temporary sculpture with clay. This will all be inspired by the book 'The Storm Whale'.
	<b>Food</b> Preparing fruit and vegetables		<b>Practitioner</b> Heston Blumenthal	<b>Mechanisms</b> Sliders and levers	<b>Textiles</b> Simple joining techniques	
D&T						

e-safety		<u>Passwords</u>	<u>Internet Safety Day</u>	<u>Private Information</u>	<u>Time Online</u>	
<b>Computing</b>	<u>Technology Around Us Objectives</u> <ul style="list-style-type: none"> <li>recognise common uses of information technology beyond school</li> </ul>	<u>Digital Painting Objectives</u> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<u>Digital Writing Objectives</u> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<u>Moving a robot Objectives</u> <ul style="list-style-type: none"> <li>understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>	<u>Programming Animation Objectives</u> <ul style="list-style-type: none"> <li>understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>	<u>Grouping Data Objectives</u> <ul style="list-style-type: none"> <li>use technology purposefully to create, organize, store, manipulate and retrieve digital content</li> </ul>
<b>Music</b>	<p align="center"><b>Charanga - English Model Music Curriculum</b>  <b>All objectives taught and repeated throughout the year.</b></p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>					
	<u>Introducing Beat</u>	<u>Adding rhythm and Pitch</u>	<u>Introducing Tempo and Dynamics</u>	<u>Combining Pulse, Rhythm, and Pitch</u>	<u>Having fun with improvisation</u>	<u>Explore sound and create a story</u>

PE	<p><b>Health and Wellbeing Objectives</b></p> <p>Pupils will move showing agility, be able to remain balanced and apply coordination in activities and within circuit challenges.</p> <p>Pupils will demonstrate a basic understanding of agility, balance and coordination and why they are important.</p>	<p><b>Hands 1 Objectives</b></p> <p>Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully. Pupils will also be able to receive and stop a ball.</p> <p>Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.</p>	<p><b>Feet 1 Objectives</b></p> <p>Pupils will consolidate their ability to dribble the ball keeping control and moving into spaces. Pupils will develop their ability to pass the ball accurately.</p> <p>Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.</p>	<p><b>Wide, narrow, Curled Objectives</b></p> <p>Pupils will be able to move and balance in wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.</p>	<p><b>Jumping 1 Objectives</b></p> <p>Pupils will apply the correct technique for jumping and explore skipping. Pupils will develop their jumping skills and jump into spaces to avoid the defenders.</p> <p>Pupils will understand why, when and where we jump in a game with developing focus and concentration on the correct jumping technique.</p>	<p><b>Rackets Bats and Balls Objectives</b></p> <p>Pupils will be able to push (hit) their ball towards a target, varying the power they apply based on the distance of the target. Pupils will understand the meaning of aiming and power and understand how to utilise these skills in order to be successful.</p>
	<p><b>Running 1 Objectives</b></p> <p>Pupils will be able to run applying the correct technique to ensure maximum speed. Pupils will run and stay in a space avoiding the defenders. Pupils will demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games</p>	<p><b>Body parts Objectives</b></p> <p>Pupils will be able to move and balance using big and small body parts in wide, narrow and curled ways, applying 'champion gymnastics' and start to link movements.</p> <p>Pupils will experiment moving in a variety of ways understanding the differences between each type of movement. Pupils will be creative as they link movements</p>	<p><b>The Zoo Objectives</b></p> <p>Pupils can move in relation to the music and respond with appropriate movements and actions.</p> <p>Pupils can ensure their movements are big and clear.</p> <p>Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.</p>	<p><b>Hands 2 Objectives</b></p> <p>Pupils will be able to send a ball towards a target, applying the correct technique. Pupils will aim carefully in order to score a point to beat an opponent.</p> <p>Pupils will develop their concentration skills as they focus on the target, their partner and the ball.</p>	<p><b>Team Building Objectives</b></p> <p>Pupils will use developing teamwork skills in pairs and small teams to complete all of the challenges successfully.</p> <p>Pupils will begin to understand what makes an effective team and why we must include everyone.</p> <p>Pupils will start to create simple tactics.</p>	<p><b>Games for Understanding Objectives</b></p> <p>Pupils will be able to run and stay in a space, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag. Pupils will start to create and apply simple tactics for attacking and defending. Pupils will develop an understanding of why rules are important in a game.</p>
RE	<p><b><u>Christianity Objectives</u></b></p> <p>What does it mean to belong?</p>	<p><b><u>Christianity Objectives</u></b></p> <p>Why is Christmas celebrated by Christians?</p>	<p><b><u>Christianity Objectives</u></b></p> <ul style="list-style-type: none"> <li>What do you think about how the world was made and how should we look after it?</li> </ul>	<p><b><u>Free Choice</u></b></p>	<p><b><u>Islam Objectives</u></b></p> <p>How and why are Allah and Muhammad (PBUH) important to Muslims?</p>	<p><b><u>Islam Objectives</u></b></p> <p>How do Muslims express new beginnings?</p>

PSHE	<p><u>Objectives</u></p> <p>I can name a variety of different feelings and explain how these might make me behave.</p> <p>I can think of some different ways of dealing with 'not so good' feelings.</p> <p>I know when I need help and who to go to for help.</p> <p>I can tell you some different classroom rules.</p> <p>No Outsiders - Elmer by David McKee</p>	<p><u>Objectives</u></p> <p>I can say ways in which people are similar as well as different.</p> <p>I can say why things sometimes seem unfair, even if they are not.</p> <p>No Outsiders - Ten Little Pirates by Mike Brownlow &amp; Simon Rickerty</p>	<p><u>Objectives</u></p> <p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).</p> <p>I can give examples of how I keep myself healthy.</p> <p>I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p> <p>No Outsiders - That's not how you do it by Ariane Hoffmann-Maniyar</p>	<p><u>Objectives</u></p> <p>I can give some examples of how I look after myself and my environment - at school or at home.</p> <p>I can also say some ways that we look after money.</p> <p>No Outsiders - Max the Champion by Sean Stockdale, Alexandra Strick &amp; Ros Asquith</p>	<p><u>Objectives</u></p> <p>I can name a few different ideas of what I can do if I find something difficult.</p> <p>I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p>	<p><u>Objectives</u></p> <p>I can identify an adult I can talk to at both home and school. If I need help.</p> <p>I can tell you some things I can do now that I couldn't do when I was a toddler.</p> <p>I can tell you what some of my body parts do.</p> <p>No Outsiders - My World, Your World by Melanie Walsh</p>
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