



Year 1 Long Term Curriculum Plan 2023 - 2024

	Autumn:		Spring:		Summer:	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips/ Events/ Visitors TBC	Local Area Walk	Chester Zoo Christmas Play	Animal Encounters	Liverpool Museum		Seaside visit Sports Week
English	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Combine words to make sentences 2. Leave spaces between words 3. Begin to use capital letters and full stops 4. Use capital letters for names of people and the personal pronoun 'I' 	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Join words using <i>and</i> 2. Punctuate sentences using a capital letter and a full stop 3. Use capital letters for names of people 4. Sequence sentences to form short narratives (link ideas or event by pronoun) 	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks 2. Join words and clauses using <i>and</i> 3. Some accurate use of the prefix un- 4. Some accurate use of suffixes (where no change is needed to the root of the word) e.g. ed -ing -er - 	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Join words and clauses using <i>and</i> <ol style="list-style-type: none"> 1. unctua te nces using a capita l letter and 2. Add suffixes to verbs where no change is needed to the root e.g. -ed, -ing, -er, -est 3. Add suffixes to verbs where no change is needed to the root e.g. -ed, -ing, -er, -est 4. Change the meaning of verbs and adjectives by adding the prefix un- 	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Join words and clauses using <i>and</i> 2. Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 3. Add suffixes to verbs where no change is needed to the root e.g. -ed, -er, -ing, -est 4. Change the meaning of verbs and adjectives by adding the prefix un- 	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Join words and clauses using <i>and</i> 2. Use simple description 3. Sequence sentences to form short narratives (link ideas or events by pronouns) 4. Use a capital letter for places and days of the week 5. Punctuate sentences using a capital letters, full stop, question mark or exclamation mark

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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
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Working Scientifically

Objectives

-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

Science	<u>Animals including humans.</u> <u>Objectives</u> 1. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. -	<u>Materials</u> <u>Objectives</u> 1. distinguish between an object and the material from which it is made 2. identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 3.	<u>Animals</u> <u>Objectives</u> 1. identify and name a variety of common animals that are carnivores, herbivores and omnivores 2. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	<u>Materials</u> <u>Objectives</u> 3. describe the simple physical properties of a variety of everyday materials 4. compare and group together a variety of everyday materials on the basis of their simple physical properties.	<u>Plants</u> <u>Objectives</u> 1. identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 2. identify and describe the basic structure of a variety of common flowering plants, including trees	<u>Animals</u> <u>Objectives</u> 1. describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
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Science and Geography	<p style="text-align: center;"><u>Seasonal Change</u> <u>Objectives</u></p> <p>1. observe changes across the 4 seasons, 2. observe and describe weather associated with the seasons and how day length varies.</p> <p style="text-align: center;"><u>Physical Geography</u> <u>Objectives</u></p> <p>1. Identify seasonal and daily weather patterns in the United Kingdom</p>				
History	<p style="text-align: center;"><u>Historical Skills</u></p> <p>-Sequence events in their life, sequence 3 or 4 artefacts from distinctly different periods of time, match objects to people of different ages. Recognise the difference between past and present in their own and others' lives, they know and recount episodes from stories about the past, use stories to encourage children to distinguish between fact and fiction, compare adults talking about the past - how reliable are their memories? find answers to simple questions about the past from sources of information e.g. artefacts</p>				
	<p style="text-align: center;"><u>Living Memory</u> <u>'Children then and now- toys and homes'</u> <u>Objectives</u></p> <p>1. Events beyond living memory that are significant nationally</p>	<p style="text-align: center;"><u>Significant people /events/places</u> <u>Chester Zoo</u> <u>Objectives</u></p> <p>1. Significant people and places in their own locality.</p>		<p style="text-align: center;"><u>Significant people /events/places</u> <u>On the Moon</u> <u>Objectives</u></p> <p>1. The lives of significant individuals in the past who have contributed to national and international achievements.</p>	
Geography	<p style="text-align: center;"><u>Human/Physical Geography</u> <u>Where I live</u> <u>Objectives</u></p> <p>Knowledge:</p> <p>1. Know that houses/places have an address and postcode</p> <p>2. Identify key Physical (river) and Human</p>			<p style="text-align: center;"><u>Location Knowledge</u> <u>All about the UK</u> <u>Objectives</u></p> <p>Knowledge:</p> <p>1. Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p>	<p style="text-align: center;"><u>Locational Knowledge</u> <u>Oceans and continents</u> Knowledge</p> <p>1</p>

3. (roads/house/s hop) geography. Explain the meaning of travel in relation to geography and places

Skills

4. Know and use the terminologies: left and right; below and next to; relate to map work on local area

5. Use simple fieldwork and observational skills to study the geography of their school and immediate surrounding area.

6. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical

2. Know the names of the four countries that make up the UK and name the three main seas that surround the UK

3. Describe the weather in the UK during different seasons

Skills

Use world maps, atlases and globes to identify the United Kingdom and its countries.

features in
Upton/Chester

Devise simple maps and
use and construct basic
symbols in a key of the
school.



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Skills



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<p style="text-align: center;">Art</p>	<p style="text-align: center;"><u>Painting- Mondrian</u></p> <ol style="list-style-type: none"> 1. To use painting to develop and share their ideas, experiences and imagination 2. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p style="text-align: center;"><u>Collage</u></p> <ol style="list-style-type: none"> 3. to use a range of materials creatively to design and make products 4. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p style="text-align: center;"><u>Textiles</u></p> <ol style="list-style-type: none"> 1. to use a range of materials creatively to design and make products 	<p style="text-align: center;"><u>Drawing</u></p> <ol style="list-style-type: none"> 1. To use drawing, to develop and share their ideas, experiences and imagination 2. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p style="text-align: center;"><u>Sculpture</u></p> <ol style="list-style-type: none"> 3. To use sculpting to develop and share their ideas, experiences and imagination 4. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 1. to use a range of materials creatively to design and make products 	<p style="text-align: center;"><u>Printing</u></p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
<p style="text-align: center;">D&T</p>	<p style="text-align: center;"><u>Healthy Food and Senses</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p>	<p style="text-align: center;"><u>Delightful decorations</u></p> <p>Design, make and evaluate their decorations-material textiles.</p>				<p style="text-align: center;"><u>Lighthouse Keeper's Lunch Box</u></p> <ul style="list-style-type: none"> • Design, make and evaluate a lunch box • Build structure to explore how they can be made stronger and stiffer. • Select from and use a wide range of tools and materials.

e-safety		<u>Passwords</u>	<u>Internet Safety Day</u>	<u>Private Information</u>	<u>Time Online</u>	
Computing	<u>Technology Around Us Objectives</u> 1. recognise common uses of information technology beyond school	<u>Digital Painting Objectives</u> 2. use technology purposefully to create, organise, store, manipulate and retrieve digital content	<u>Digital Writing Objectives</u> 3. use technology purposefully to create, organise, store, manipulate and retrieve digital content	<u>Moving a robot Objectives</u> <ul style="list-style-type: none"> understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<u>Programming Animation Objectives</u> <ul style="list-style-type: none"> understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<u>Grouping Data Objectives</u> 4. use technology purposefully to create, organize, store, manipulate and retrieve digital content
Music	Charanga - English Model Music Curriculum All objectives taught and repeated throughout the year. <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the interrelated dimensions of music 					
	<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>Health and Wellbeing Objectives</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>Hands 1 Objectives</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>Feet 1 Objectives</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>Wide, narrow, Curled Objectives</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>Jumping 1 Objectives</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>Rackets Bats and Balls Objectives</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>Running 1 Objectives</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.</p> <p>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>Body parts Objectives</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>The Zoo Objectives</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>Hands 2 Objectives</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>Team Building Objectives</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>Games for Understanding Objectives</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><u>Christianity Objectives</u></p> <p>What does it mean to belong?</p>	<p><u>Christianity Objectives</u></p> <p>Why is Christmas celebrated by Christians?</p>	<p><u>Christianity Objectives</u></p> <ul style="list-style-type: none"> What do you think about how the world was made and how should we look after it? 	<p><u>Free Choice</u></p>	<p><u>Islam Objectives</u></p> <p>How and why are Allah and Muhammad (PBUH) important to Muslims?</p>	<p><u>Islam Objectives</u></p> <p>How do Muslims express new beginnings?</p>

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