



## St John's Catholic Primary School – Year 1 Long Term Curriculum Plan

	<p style="text-align: center;"><b>Autumn 1</b></p> <p style="text-align: center;"><u>Autumn 1<sup>st</sup>:</u> Wednesday 2<sup>nd</sup> September – Friday 23<sup>rd</sup> October (7 weeks, 3 days)</p>	<p style="text-align: center;"><b>Autumn 2</b></p> <p style="text-align: center;"><u>Autumn 2<sup>nd</sup>:</u> Monday 2<sup>nd</sup> November – Friday 18<sup>th</sup> December (7 weeks)</p>	<p style="text-align: center;"><b>Spring 1</b></p> <p style="text-align: center;"><u>Spring 1<sup>st</sup>:</u> Monday 4<sup>th</sup> January – Friday 12<sup>th</sup> February (6 weeks)</p>	<p style="text-align: center;"><b>Spring 2</b></p> <p style="text-align: center;"><u>Spring 2<sup>nd</sup>:</u> Monday 22<sup>nd</sup> February- 31<sup>st</sup> March (5 weeks, 3 days)</p>	<p style="text-align: center;"><b>Summer 1</b></p> <p style="text-align: center;"><u>Summer 1<sup>st</sup>:</u> Monday 12<sup>th</sup> April – Friday 21<sup>st</sup> May (6 weeks)</p>	<p style="text-align: center;"><b>Summer 2</b></p> <p style="text-align: center;"><u>Summer 2<sup>nd</sup>:</u> Monday 7<sup>th</sup> June – Friday 16<sup>th</sup> July (6 weeks)</p>
<p>Art and Design &amp; Design Technology</p>	<p><b>Drawing</b></p> <p>Focusing on the artwork, Boats on the sea by Vincent Van Gogh.</p>	<p><b>Mechanisms: Sliders and Levers (<i>History Link: Toys</i>)</b></p> <p>The children will look at sliders and levers. They will investigate how they have been made and then make their own examples of different sliders and levers.</p> <p>They will use this knowledge to make a sliding or levered picture move.</p>	<p><b>Construction 'Structures': Park Apparatus</b></p> <p>The children will design and make freestanding structures. The structures will be park apparatus.</p> <p><b>Linked to Geography field work</b></p>	<p><b>Painting:</b></p> <p>The children will look at the colour circle and identify the primary colours.</p> <p>They will use the primary colours to mix the secondary colours focusing on the artist Georgia O'Keefe</p>	<p><b>Cooking and Nutrition: Fruit Salads (<i>English Link: Handa's Surprise</i>)</b></p> <p>The children will look at healthy eating and a range of fruit salad ingredients.</p> <p>They will then design and make their fruit salads.</p>	<p><b>3D: Fruits</b></p> <p>3d Clay flowers. The children will design, make, paint and evaluate their own clay push pot flowers.</p>


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<p>Computing</p>	<p><b>Basic keyboard skills</b></p> <p>– knowing the capital letters and main function keys.</p>	<p><b>Communication:</b></p> <p>- email recognising , writing and responding</p>	<p><b>E-Safety</b></p> <p>– awareness, activities to assist how to be safe.</p>	<p><b>Algorithms</b></p> <p>-using Scratch Junior to write simple programs of their own.</p>	<p><b>Data Retrieving and Organising</b></p> <p>Use a camera/iPad to take photos then insert and edit them.</p>	<p><b>Algorithms and Programs</b></p> <p><i><b>(Maths Link: Position and Direction)</b></i></p> <p>Algorithms and programs</p> <p>Create algorithms to program an avatar to move around a screen</p>


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<p>English</p>	<p><b>Labels, Lists and Captions</b></p> <p>Everyday objects in the classroom. Lists of items to take on holiday.</p> <p><b>Stories with Familiar Settings-</b> Focus repetitive and patterned story language</p>	<p><b>Poetry: Using The Senses -linked to science</b></p> <p>What we see, hear, touch. Taste and smell in Autumn.</p> <p><b>Dictionary Skills</b></p> <p>Alphabetical order. Reading and writing definitions.</p> <p><b>Information Texts</b></p> <p>Link to our history topic Toys Past and Present</p>	<p><b>Traditional and Fairy Tales</b></p> <p>Retell traditional tales using ‘Pie Corbett’s’ storytelling techniques.</p> <p>Investigate plots, characters and settings leading up to the planning and writing of children’s own version of a traditional tale.</p> <p><b>Instructions</b></p> <p>Explore Instructions orally ready to begin to record them ensuring they make sense and are correctly ordered.</p>	<p><b>Stories with a Fantasy Setting</b></p> <p>Explore the contrast in fantasy settings to familiar settings and incorporate imaginative ideas in own writing</p> <p><b>Poetry: pattern and rhyme</b></p> <p>Investigate patterns and rhymes in poetry and patterned texts</p>	<p><b>Recounts fact and fiction</b></p> <p>Compare differences and similarities of recounts in fact and fiction</p> <p><b>Stories from other cultures</b></p> <p>Identify features of stories from other cultures and use them in own writing</p>	<p><b>Stories with Familiar Settings revisited</b></p> <p>Investigate plots, characters and settings concluding with writing of an alternative version of the story.</p> <p><b>Poetry- Poems on a theme</b></p> <p>Experiment with sounds, words and texts to create our own poems to perform.</p>
<p>Science</p>	<p><b>Animals Including Humans</b></p>	<p><b>Animals Including Humans</b></p> <p><b>Seasonal Changes: ‘Autumn’</b> <i>(English Link: Using the Senses Poetry)</i></p>	<p><b>Seasonal Changes: ‘Winter’</b></p> <p><b>Everyday Materials</b> Including an investigation</p>	<p><b>Seasonal Changes ‘Spring’</b></p> <p><b>Everyday Materials</b> Including an investigation</p>	<p><b>Plants</b></p> <p>[Lifecycle of butterflies- Recount the hungry caterpillar]</p>	<p><b>Seasonal Changes</b></p> <p>‘Summer’</p>


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<p>Humanities (Geography and History)</p>	<p><b>Our Local Area: Kirkdale</b></p> <p>The children will learn about their local area.</p> <p>This will involve a 'local area walk' identifying things that they like and things that they would improve.</p>	<p><b>Past and Present: Toys</b></p> <p>Children will be introduced to the concepts of 'old' and 'new', and encouraged to think about the similarities and differences between toy in the two eras</p>	<p><b>Local History study on Everton Football Club</b></p> <p>Events within living memory.</p> <p>Chronology focus.</p> <p>Recent achievements of the club, parent links e.g.</p> <p>Going to the match, community, charity work.</p>	<p><b>Seasons and Weather</b></p> <p>Children will be learning about seasons and weather <b>Linked to science</b> with a particular focus on the United Kingdom.</p> <p>The children will use maps to identify the four countries of the UK and look at weather patterns for these countries.</p> <p>They will learn about hot and cold places around the world and compare their location to the equator, North Pole and South Pole.</p>	<p><b>Season and Weather continued</b></p> <p>The children will use the four compass positions to talk about position of countries, places and weather patterns.</p> <p>The children will be using atlases and globes throughout the topic</p>	<p><b>Great Fire of London</b></p> <p>Children start to develop their sense of chronology focusing on how and why the Fire happened.</p> <p>Children recognize and understand how it changed the building of homes.</p> <p><b>(Geography Link: Liverpool and London</b></p> <p><b>English Link: Recounts/Diaries)</b></p>


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Maths	<b>Number:</b>  Number and Place Value	<b>Number:</b>  Addition and Subtraction	<b>Number:</b>  Multiplication and Division Fractions	<b>Measurement</b>	<b>Geometry:</b>  Properties of Shapes	<b>Geometry:</b>  Position and Direction
Music	<b>Rhythm and Pulse:</b>  Percussion Instruments		<b>Duration:</b>  Percussion Instruments (mini- performance)		<b>Sounds:</b>  Percussion Instruments	
Physical Education	<b>Fundamental Games</b>	<b>Dance</b>	<b>Gymnastics</b>  Travelling and directions  <i>(Links to Maths                      and Geography)</i>	<b>Net and Wall (Ball Games)</b>	<b>Athletics</b>	<b>Striking and Fielding (games skills)</b>


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<p>PSHE</p>	<p><b>Being me in my world</b></p> <p>Help others feel welcome, try to make our school community a better place , think about everyone's right to learn, care about other people's feelings, work well with others and choose to follow the learning charter</p>	<p><b>Celebrating differences</b></p> <p>The same as, different from, what is bullying, making new friends and <b>celebrating difference; celebrating me</b></p>	<p><b>Dreams and goals</b></p> <p>My treasure chest of success, steps to goals, achieving together, stretchy learning, overcoming obstacles and <b>celebrating my success.</b></p>	<p><b>Healthy me</b></p> <p>Being healthy, healthy choices, clean and healthy, medicine safety, road safety and <b>happy, healthy me.</b></p>	<p><b>Relationships</b></p> <p>Families, making friends, greetings, people who help us, being my own best friend and <b>celebrating my special relationships.</b></p>	<p><b><u>Journey in Love (R.S.E.)</u></b></p>

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<p>Religious Education</p>	<p style="text-align: center;"><b>Families</b> The love and care shown in the family and how God shows love for every family</p> <p style="text-align: center;"><b>Belonging</b> We belong to many groups and join God's family in Baptism</p>	<p style="text-align: center;"><b>Belonging continued</b></p> <p><b>Judaism-</b> Listen to stories about important people in the Jewish faith</p> <p style="text-align: center;"><b>Waiting</b> How it feels during Advent to wait for Jesus to be born at Christmas</p>	<p style="text-align: center;"><b>Special People:</b> There are special people in our lives and people who do special jobs in church.</p> <p style="text-align: center;"><b>Meals</b> Families and groups share special meals and we share the special meal of Jesus at Mass</p>	<p style="text-align: center;"><b>Meals Continued</b></p> <p style="text-align: center;"><b>Change</b> We change as we grow and Lent is a time for us to change in preparation for Easter</p>	<p style="text-align: center;"><b>Holidays and Holydays</b> Holidays are days to be happy and Pentecost is a holy day of the church that we celebrate the Holy Spirit</p> <p style="text-align: center;"><b>Being Sorry</b> We have a choice and God helps us to choose well, show we are sorry and show forgiveness.</p>	<p style="text-align: center;"><b>Being Sorry continued</b></p> <p style="text-align: center;"><b>Neighbours</b> Neighbours are all around us. Everyone is our neighbor and is loved by God.</p>

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<p>Science</p>	<p><b>Animals Including Humans</b></p> <p>Identify and name a variety of common animals.</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p><b>Seasonal Changes: 'Autumn'</b></p> <p>(English Link: Using the Senses Poetry)</p> <p>Describe seasonal changes and record observations</p>	<p><b>Seasonal Changes: 'Winter'</b></p> <p>Describe seasonal changes and record observations</p> <p><b>Seasonal Changes 'Spring'</b></p> <p>Describe seasonal changes and record observations</p>	<p><b>Everyday Materials</b></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials</p>	<p><b>Plants</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p><b>Seasonal Changes 'Summer'</b></p> <p>Describe seasonal changes and record observations</p>