



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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and Design & Design Technology	<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>Drawing</b></p> <p>Focusing on the artwork, Boats on the sea by Vincent Van Gogh.</p>	<p><b>Mechanisms: Sliders and Levers (English Link: Traditional Tales)</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>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 (English Link: Handa's Surprise)</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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Computing	<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><b><i>(Maths Link: Position and Direction)</i></b></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>Main Focus texts:</b> Where My Teddy? By Jez Ahlborough Shark in the Park by Nick Sharratt We're Going on a Bear Hunt by Michael Rosen</p> <p><i>All main texts are supplimented by other quality extracts</i></p> <p><b>Fiction Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Story sequencing</li> <li>• Speech/Thought bubbles</li> <li>• Character description</li> <li>• Setting description</li> <li>• Alternative ending.</li> </ul> <p><b>Non-Fiction Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Labelling</li> <li>• Creating lists</li> <li>• Writing captions</li> </ul> <p><b>Performance Poetry</b></p> <ul style="list-style-type: none"> <li>• Working with a poet</li> <li>• Listening and reciting poems</li> <li>• Writing and writing their own poem with the poet.</li> </ul>	<p><b>Main Focus texts:</b> Out and about poems by Shirley Hughes A to Z of Toys</p> <p><i>All main texts are supplimented by other quality extracts</i></p> <p><b>Non-Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Dictionary Skills</li> <li>• Fact and fiction</li> <li>• Simple Factfile</li> <li>• Alphabetical order.</li> <li>• Reading and writing definitions.</li> </ul> <p><b>Poetry:</b> Senses poetry- Five little senses Seasonal Poetry - Leaves, Leaves Autumn Days. Rhyming words and poems</p>	<p><b>Main Focus texts:</b> The Three Little Pigs, Hansel and Gretel, The Gingerbread man</p> <p><i>All main texts are supplimented by other quality extracts</i></p> <p><b>Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Comparing Traditional Tales</li> <li>• Sequencing events</li> <li>• Character/setting descriptions using 2A sentences</li> <li>• Inference - thought bubbles</li> <li>• Oral retelling( Pie Corbett) mapping to write alternative version of a story.</li> </ul> <p><b>Non-Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Explore Instructions orally</li> <li>• Write instructions</li> </ul> <p><b>Book Author Visit via zoom</b> Exploring the work of authors and celebrating their work</p>	<p><b>Main Focus texts:</b> The Tiger who Came to Tea by Judith Kerr There is a Tiger in My Garden by Lizzy Stewart</p> <p><i>All main texts are supplimented by other quality extracts</i></p> <p><b>Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Speech/Thought bubbles</li> <li>• Letter Writing</li> <li>• Alternative version of a Story</li> </ul> <p><b>Non-Fiction Outcomes</b></p> <ul style="list-style-type: none"> <li>• Create a factfile</li> </ul> <p><b>Poetry: pattern and rhyme</b></p> <ul style="list-style-type: none"> <li>• Pattern and Rhyme -animal poetry</li> <li>• Seasonal Poetry</li> <li>• List Poetry - The Sound Collector</li> </ul>	<p><b>Main Focus Texts:</b> Handa's Surprise by Eileen Browne</p> <p>Katie in London by James Mayhew</p> <p><i>All main texts are supplimented by other quality extracts</i></p> <p><b>Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Identify features of stories from other cultures and use them in own writing</li> <li>• Write a diary</li> <li>• Write a letter</li> </ul> <p><b>Non-Fiction Outcomes</b></p> <ul style="list-style-type: none"> <li>• Write a recount</li> </ul>	<p><b>Main Focus Texts:</b> Beegu by Elexis Deacon Man on the Moon by Simon Bartram</p> <p><i>All main texts are supplimented by other quality extracts</i></p> <p><b>Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Setting Description</li> <li>• Descriptive Poem</li> <li>• Story in Role</li> <li>• Narrative Sequel</li> <li>• writing of an alternative version of the story.</li> </ul> <p><b>Non-Fiction Outcomes</b></p> <ul style="list-style-type: none"> <li>• Information Text</li> </ul> <p><b>Poetry:</b> Shirley Hughes Out and About Poems revisited</p>
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Humanities (Geography and History)	<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>(English Link: Recounts/Diaries)</b></p>


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<p>Maths</p>	<p><b>Number:</b> Number and Place Value to 10  Addition and Subtraction within 10</p>	<p><b>Number:</b> Number and Place Value to 20  <b>Geometry:</b> Properties of Shapes</p>	<p><b>Number:</b> Number and Place Value to 50  Addition and Subtraction within 20</p>	<p><b>Number:</b> Multiplication and Division  Fractions</p>	<p><b>Measurement</b> Length and Height Weight and Volume  <b>Number:</b> Number and Place Value to 100</p>	<p><b>Number:</b> Number and Place Value to 100 continued  <b>Measurement</b> Money Time  <b>Geometry:</b> Position and Direction</p>
<p>Music</p>	<p><b>Rhythm and Pulse:</b>  Percussion Instruments</p>		<p><b>Duration:</b>  Percussion Instruments (mini-performance)</p>		<p><b>Sounds:</b>  Percussion Instruments</p>	


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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</b> <i>(games skills)</i>
PSHE	<b>Being me in my world</b>  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	<b>Celebrating differences</b>  The same as, different from, what is bullying, making new friends and <b>celebrating difference; celebrating me</b>	<b>Dreams and goals</b>  My treasure chest of success, steps to goals, achieving together, stretchy learning, overcoming obstacles and <b>celebrating my success.</b>	<b>Healthy me</b>  Being healthy, healthy choices, clean and healthy, medicine safety, road safety and <b>happy, healthy me.</b>	<b>Relationships</b>  Families, making friends, greetings, people who help us, being my own best friend and <b>celebrating my special relationships.</b>	<b>Changing me</b>  Life cycles, changing me, my changing body, <b>boy' and girls' bodies</b> , learning and growing and coping with changes.

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

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Science	<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>Animals Including Humans continued</b></p> <p><b>Seasonal Changes: 'Autumn'</b></p> <p>Describe seasonal changes and record observations</p> <p>(English Link: Using the Senses Poetry)</p>	<p><b>Seasonal Changes: 'Winter'</b></p> <p>Describe seasonal changes and record observations</p> <p>Seasonal Changes 'Spring' 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><b>Everyday Materials continued</b></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>[Lifecycle of butterflies- Recount the hungry caterpillar]</p>	<p><b>Seasonal Changes 'Summer'</b></p> <p>Describe seasonal changes and record observations</p>