



Year 1 long term curriculum plan 2022-2023



<p>CORE BOOKS</p>			
<p>CORE LEARNING EXPERIENCES</p>	<p>WALK TO THE TO BEACH - LINK TO SEASONS (SCIENCE CURRICULUM)</p> <p>WALK TO BURE PARK (GEOGRAPHY CURRICULUM)</p> <p>BE AWARE OF DIFFERENT PARTS OF MY BODY INCLUDING MY SENSES</p> <p>TALK ABOUT MY LOCAL AREA AND MAKE COMPARISONS BETWEEN DIFFERENT LOCAL ENVIRONMENTS</p> <p>COMPARE OLD AND TOYS AND EXPLAIN SIMILARITIES AND DIFFERENCES</p>	<p>WALK TO THE TO BEACH - LINK TO SEASONS (SCIENCE CURRICULUM)</p> <p>TRIP TO THE CHURCH (LINK TO RE/EASTER)</p> <p>UNDERSTAND WHERE WE LIVE IN THE UK AND KNOW THE FOUR COUNTRIES WHICH MAKE UP THE UK.</p> <p>DEVELOPING A SENSE OF TIME THROUGH ORDERING EVENTS ON A TIMELINE BY RESEARCHING INSPIRATIONAL EXPLORERS.</p> <p>TO UNDERSTAND WHAT PLANTS, FRUIT AND VEGETABLES NEED IN ORDER TO GROW.</p>	<p>WALK TO THE TO BEACH - LINK TO SEASONS (SCIENCE CURRICULUM)</p> <p>WALK TO THE POST BOX - LINK TO ENGLISH; POSTCARDS GEOGRAPHY LINK TO LOCAL AREA</p> <p>HIPPODROME CIRCUS- LINK TO HISTORY / LINK TO GEOGRAPHY LOCAL AREA</p> <p>TRIP TO THRIGBY - LINK TO SCIENCE CURRICULUM; CLASSIFYING ANIMALS</p> <p>UNDERSTAND AND EXPLORE THE PHYSICAL AND MANMADE FEATURES OF THE LOCAL COASTLINE.</p> <p>UNDERSTAND WHY THE HIPPODROME CIRCUS IS A SIGNIFICANT LOCAL LANDMARK.</p> <p>UNDERSTAND HOW ANIMALS CAN BE CLASSIFIED INTO DIFFERENT ANIMAL GROUPS.</p>



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<p><u>CAPTION WRITING</u></p> <ul style="list-style-type: none"> LOCAL PLACES MODELS <p><u>AUTUMN POETRY</u></p> <ul style="list-style-type: none"> INSPIRED BY BEACH WALK <ul style="list-style-type: none"> MY BIG BOOK OF OUTDOORS <p><u>INSTRUCTIONS</u></p> <ul style="list-style-type: none"> MAKE A BUG HOTEL <p><u>TRADITIONAL TALES</u></p> <ul style="list-style-type: none"> LITTLE RED RIDING HOOD 	<p><u>CHARACTER DESCRIPTION</u></p> <ul style="list-style-type: none"> KIPPERS TOY BOX/OLD BEAR <p><u>LISTS/INVITATIONS/ RETELL</u></p> <ul style="list-style-type: none"> THE TIGER WHO CAME TO TEA <p><u>TRADITIONAL TALES</u></p> <ul style="list-style-type: none"> THE ELVES AND THE SHOEMAKER <p><u>LETTER WRITING</u></p> <ul style="list-style-type: none"> THE CHRISTMAS JOLLY POSTMAN 	<p><u>CHARACTER DESCRIPTION/STORY SEQUENCING</u></p> <p>WHERE THE WILD THINGS ARE</p> <p><u>POETRY</u></p> <p>SPRING</p> <p><u>RECOUNT</u></p> <p>TRIP TO THE CHURCH</p>	<p><u>INSTRUCTIONS</u></p> <p>GROWING</p> <p><u>PERSUASIVE WRITING</u></p> <p>LOOK UP!</p> <p><u>TRADITIONAL TALES</u></p> <p><u>JACK AND THE BEANSTALK</u></p>	<p><u>STORY SEQUENCING</u></p> <p>THE LIGHTHOUSE KEEPERS LUNCH</p> <p><u>DESCRIPTION</u></p> <p>BILLY'S BUCKET</p> <p><u>LETTER WRITING</u></p> <p>DEAR GREEN PEACE</p>	<p><u>NON FICTION</u></p> <p>ANIMAL FACT FILES</p> <p>MEERKAT MAIL</p> <p><u>RECOUNT</u></p> <p>HIPPODROME CIRCUS</p> <p><u>INSTRUCTIONS</u></p> <p>HOW TO MAKE A FRUIT KEBAB</p> <p><u>TRADITIONAL TALES</u></p> <p>THE UGLY DUCKLING</p>
HISTORY		<p><u>CHANGES WITHIN LIVING MEMORY:</u></p> <p><u>TOYS</u></p> <p>HOW DIFFERENT WERE TOYS WHEN MY GREAT GRANDPARENTS WERE YOUNG – DID THEY PLAY WITH IPADS?</p>		<p><u>DEVELOPING A SENSE OF TIME</u></p> <p><u>SIGNIFICANT PEOPLE; IBN BATTUTA AND NEIL ARMSTRONG.</u></p> <p>WHO SHOULD BE REMEMBERED?</p>		<p>WHY IS THE HIPPODROME CIRCUS SUCH A SPECIAL BUILDING?</p>



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<p>GEOGRAPHY</p>	<p><u>WHAT IS IT LIKE IN MY LOCAL AREA?</u> WHERE DO WE GO TO SCHOOL AND WHAT IS IT LIKE THERE? WHAT IS IT LIKE IN OUR LOCAL AREA? WHAT IS SPECIAL IN OUR LOCAL AREA? WHERE DO PEOPLE LIVE AND WORK IN OUR LOCAL AREA? CAN I MAP MY LOCAL AREA? WHAT IS IT LIKE IN OUR LOCAL AREA?</p>		<p><u>WHY SHOULD PEOPLE VISIT THE UK?</u> WHAT IS THE UK? WHAT IS IT LIKE TO LIVE IN SCOTLAND? WHAT IS SPECIAL ABOUT WALES? WHY DO TOURISTS VISIT NORTHERN IRELAND? WHAT IS ENGLAND FAMOUS FOR?</p>		<p><u>WHAT IS A COAST?</u> <u>WHAT IS THE SEASIDE AND WHERE IS IT?</u> <u>WHAT ARE THE PHYSICAL FEATURES OF THE COAST?</u> <u>DO ALL COASTS LOOK THE SAME?</u> <u>WHAT DOES OUR COAST LOOK LIKE?</u></p>	
<p>SCIENCE</p>	<p><u>Animals, including humans</u> What are the different parts of the body? What facial features do we all have? Do taller people have bigger feet? How do I use my senses?</p>	<p><u>Everyday Materials</u> What is a material? What materials can we find in our classroom? Can I sort materials by their properties?</p>		<p><u>Plants</u> What grows in and around our school? How does it grow? Are all plants the same? What are the parts of a plant? How do plants change during the year?</p>	<p><u>Animals, including humans</u> What are animals and where do they live? What do they eat? Can I group animals by their similarities? <i>Plants (continuous)</i> <i>Seasonal changes</i></p>	<p><u>Everyday Materials</u> What is a material? What materials can we find in our classroom? Can I sort materials by their properties?</p>
<p>D&T</p>	<p><u>Structures</u> Design and build an animal home. Walls Freestanding structures (construction kits) Joining techniques</p>		<p><u>Sliders and levers</u> Design and make a moving picture. Slider Incy Wincy spider EASTER CARDS</p>		<p><u>Food</u> Design and make a healthy dish made from fruit and vegetables.</p>	



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ART	<p><u>Drawing</u> Explore a range of drawing materials such as pencil and charcoal.</p>	<p><u>Painting</u> Recognise the primary colours and experiment mixing colours.</p>	<p><u>Painting</u> Look at the work by Kandinsky. Create a painting to fit a feeling.</p>	<p><u>Printing</u> Use objects to print from.</p>	<p><u>Drawing and 3D</u> Observational drawings. Exploring clay to create a form.</p>	<p><u>3D and collage</u> Observational 2D and 3D drawings. Building pictures through collage. (papier mache animal masks)</p>
RE	<p><u>What do my senses tell me about the world of religion and belief?</u> <u>Christianity, Islam, Judaism</u> How do religions use their senses to celebrate? Smell – incense burned as an offering Taste – special food See - symbols</p>	<p style="text-align: center;"><u>Christmas</u></p>	<p><u>How does a celebration bring a community together?</u> <u>Christianity</u> Local church Gatherings and celebrations</p>	<p>What does the cross mean to Christians? <u>Christianity</u> <u>Incarnation</u> Salvation Linked to Easter story</p>	<p><u>What do Jewish people remember on Shabbat?</u> <u>Judaism</u> Worship</p>	<p><u>How did the universe come to be?</u> <u>Christianity</u> <u>Creation</u> <u>God</u> Bible as sacred text</p>
COMPUTING	<p><u>Information technology (collecting and presenting info)</u> Use key features of a digital device Login to a school device using the same login Be able to log off and shut down Know how to use left and right click <u>Digital literacy (online safety)</u></p>	<p><u>Information technology (collecting and presenting info)</u> Be able to access a small number of programs Select and find media using the internet e.g. images, video and sound Able to retrieve videos and pictures taken from a folder <u>Digital literacy (online safety)</u> Name a range of digital devices</p>	<p><u>Computer Science (coding)</u> Give and follow instructions Identify and list the steps of a known task in order Understand that we control computers Understand what an algorithm is Create a simple program using a beebot</p>	<p><u>Information technology (collecting and presenting info)</u> Select and find media using the internet e.g. images, video and sound (RECAP) Use key features of a digital device (RECAP) <u>Computer Science (coding)</u> Create a simple program using a beebot (RECAP)</p>	<p><u>Computer Science (coding)</u> Begin to understand how errors can be fixed Understand what debug means Understand that we control computers (RECAP) <u>Digital literacy (online safety)</u> Online safety</p>	<p><u>Information technology (collecting and presenting info)</u> Select basic options to change the appearance of digital content e.g. text colour and size Understand that you can edit and change digital content <u>Computer Science (coding)</u> Create and debug more complicated algorithms (RECAP)</p>



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	<p>Know the importance of taking care of a digital device e.g. handling carefully, storing, charging</p>		<p><u>Digital literacy (online safety)</u></p> <p>Understand that you can find information from a website</p>	<p>Create a simple algorithm using pictures and symbols</p> <p>Identify whether the algorithm is successful</p> <p><u>Digital literacy (online safety)</u></p> <p>Internet safety day</p>	
<p>MUSIC</p>	<p><u>Hey You!</u></p> <p>Can I perform simple rounds (singing) to a pulse?</p> <p>Sing/chant with an awareness of rhythm.</p> <p>I can listen to a variety of music and describe it in simple terms, for example, fast, slow, loud and quiet.</p> <p>I can identify the pulse of music I listen to.</p>	<p><u>Its in the way we walk</u></p> <p>Can I perform simple rounds (playing to a pulse)?</p> <p>I can create a simple rhythm.</p> <p>I can identify the pulse of music I listen to.</p>	<p><u>Introduction to Music Technology</u></p> <p>I can listen to a variety of music and describe it in simple terms, for example, fast, slow, loud and quiet.</p>	<p><u>Your Imagination</u></p> <p>Can I perform simple rounds (singing) to a pulse?</p> <p>Sing/chant with an awareness of rhythm.</p> <p>Follow the musical representations for louder and quieter (crescendo < and decrescendo >).</p> <p>I can listen to a variety of music and describe it in simple terms, for example, fast, slow, loud and quiet.</p> <p>I can identify the pulse of music I listen to.</p>	<p><u>Ocarina</u></p> <p>Perform simple rounds (playing to a pulse).</p> <p>I can create a simple rhythm.</p> <p>Follow the musical representations for louder and quieter (crescendo < and decrescendo >).</p> <p>I can choose appropriate sounds to accompany a picture or a story.</p>