

# Year 1 - Long Term Planning. National Curriculum Planning

## St Joseph's Catholic Primary School



### English

#### Reading

- Match graphemes for all phonemes
- Read accurately by blending sounds
- Read words with very common suffixes
- Read contractions & understand purpose
- Read phonics books aloud
- Link reading to own experiences
- Join in with predictable phrases
- Discuss significance of title & events
- Make simple predictions

#### Writing

- Name letters of the alphabet
- Spell very common 'exception' words
- Spell days of the week
- Use very common prefixes & suffixes
- Form lower case letters correctly
- Form capital letters & digits
- Compose sentences orally before writing
- Read own writing to peers or teachers

#### Grammar

- Leave spaces between words
- Begin to use basic punctuation
- Use capital letters for proper nouns
- Use common plural & verb suffixes

#### Speaking & Listening

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate

### Maths

#### Number/Calculation

- Count to / across 100
- Count in 1s, 2s, 5s and 10s
- Identify 'one more' and 'one less'
- Read & write numbers to 20
- Use language, e.g. 'more than', 'most'
- Use +, - and = symbols
- Know number bonds to 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems, including simple arrays

#### Geometry & Measures

- Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest
- Begin to measure length, capacity, weight
- Recognise coins & notes
- Use time & ordering vocabulary
- Tell the time to hour/half-hour
- Use language of days, weeks, months & years
- Recognise & name common 2-d and 3-d shapes
- Order & arrange objects
- Describe position & movement, including half and quarter turns

#### Fractions

- Recognise & use  $\frac{1}{2}$  &  $\frac{1}{4}$

**Phonics**

- Apply phonic knowledge to decode words.
- Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.
- Read accurately by blending sounds in unfamiliar words containing GPCs taught.
- Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.
- Read words with the endings -s, -es, -ing, -ed and -est.
- Read words of more than one syllable which contain GPCs known.
- Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.
- Read some phonically-decodable books, closely matched to phonic knowledge.
- Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs

**P.E.**

- Gymnastics – KS1 Key Step Routine.
- Games – Throwing and Catching
- Dance
- Sports Day

**PSHE**

- Managing feelings and knowing feelings of
- others
- Making choices
- Friendship and working together
- Resolving conflict
- Bullying
- Setting and reaching realistic goals
- Persistence

**Computing**

- Bee-Bots
- Using and Applying
- Programming with Scratch Jr
- Computer Skills/Computer Art
- Word processing skills

**MFL**

- Colours
- Greetings (including introducing yourself)
- School objects
- Tricky sounds (phonics)
- Alphabet
- Numbers
- Opposites
- Animals

**R.E.**

- **Domestic Church – Families**
- **Baptism/Confirmation – Belonging**
- **Advent/Christmas – Waiting**
- **Local Church – Special People**
- **Eucharist – Meals**
- **Lent/Easter – Change**
- **Pentecost – Holidays and Holy Days**
- **Reconciliation – Being Sorry**
- **Universal Church - Neighbours**

**SMSC- British Values**

- Spiritual, Moral, Social, Cultural, & British Values, are taught partly through our PSHE programme Ten Ten and RE.
- Value Words are focused on in Assembly & are followed up in the Classroom.
  - School Rules and weekly statement to live by focused on in Assemblies - followed up in classroom; Class Rules agreed by each class.
  - School Parliament, questionnaires all contribute to SMSC & British Values.

## Science

- Animals including humans:
  - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
  - Identify and name a variety of common animals that are carnivores, herbivores and omnivores
  - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
  - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Materials:
  - Correctly identify and name an object and the material from which it is made
  - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
  - Describe the simple physical properties (see vocabulary appendix for examples) of a variety of everyday materials
  - Compare a variety of everyday materials based on their simple physical properties
  - Group together a variety of everyday materials based on their simple physical properties
- Plants:
  - Flowering plants have a root, stem, leaves and a flower
  - Trees can be deciduous which means the leaves are lost yearly-usually in the autumn
  - Trees can be evergreen which means there are always leaves on the

## History

### Toys through Time –

- What toys do we enjoy playing with today?
- What toys did our grandparents play with?
- How have toys changed over time?
- Victorian Toys Why do people buy toys?
- What will toys of the future look like?

• Assessment task: Create an advert

### Women in History -

- Who was Mary Anning and what was her life like?
- What was Mary Anning's most important discovery?  
How and why is Mary Anning remembered?
- Who was Florence Nightingale and when did she live?
- How did Florence improve the lives of soldiers?
- How and why is Florence Nightingale remembered?
- Who was the most influential of these two women? (Assessment Task)

## Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

tree (leaves are continually replenished throughout the year

- Trees and plants have roots, stems and leaves but plants have a softer stem
- Trees are made of roots, trunk, branches and leaves.
- Grasses and ferns consist entirely of leaves.
- In autumn, the leaves on deciduous trees change colour, fruits and nuts fall to the ground. Farmers can harvest the crops.
- In Spring, birds sing, trees produce leaves and flowers blossom and the landscape changes
- Trees are examples of plants

- Forces and Magnets:

- Observe and describe different ways of moving
- Identify similarities and differences between movement of different objects
- Make suggestions about how objects can be made to move
- Explore contact forces (push and pull)
- Explore how objects sink or float
- Know that it is not only ourselves that make things move and ask questions about what is causing movement

- Earth and Space:

- Observe and describe different ways of moving
- Identify similarities and differences between movement of different objects
- Make suggestions about how objects can be made to move
- Explore contact forces (push and pull)
- Explore how objects sink or float
- Know that it is not only ourselves that make things move and ask questions about what is causing movement

<p><b>Geography</b></p> <p><b>Where do I live? - Where is home?</b></p> <ul style="list-style-type: none"> <li>• Where do I live? What will I see in my local area?</li> <li>• What does my local area look like on a map?</li> <li>• What type of home do I live in?</li> <li>• Is my local area a town, a city or a village?</li> <li>• Assessment task: Writing a postcard to an alien.</li> </ul> <p><b>Wonderful Weather - Why do we have different types of weather?</b></p> <ul style="list-style-type: none"> <li>• What is your favourite season?</li> <li>• What is your favourite weather?</li> <li>• Where in the world is it hot?</li> <li>• Why is it so cold?</li> <li>• How can we help the animals?</li> <li>• Can the weather be really dangerous?</li> </ul>	<p><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>• Drawing – Observation and drawing skills - Pupils will develop their drawing skills by using a range of materials and techniques. The focus will be upon improving their pencil control, grip, fine motor skills, and their ability to apply a range of expressive marks. Pupils will learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, making links to their own work.</li> <li>• Sculpture and Painting - Pupils will develop their painting skills by exploring use of colour. Through the scheme of learning they will develop the skills of colour mixing and extend their knowledge and understanding of colour theory. They will develop techniques and paintbrush skills and paint application.</li> </ul>	<p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>• Cooking and Nutrition - Pupils will build on their knowledge of fruit from EYFS in D&amp;T and their knowledge of the world in geography by the seasonality of fruits in the UK and make choices after tasting some fruits and seasoning. They learn to conduct some simple market research and make a packaging based on brand influencers.</li> <li>• Design and Make – Moving Pictures - Pupils will deconstruct and explore different types of card mechanisms. They will model a mechanism successfully and then look to incorporate this into their own design which can be linked to a variety of topics or celebrations. Selecting tools to manufacture with focus on accuracy and functional properties of materials.</li> </ul>
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