



## ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

### Long Term Curriculum Plan Year Group: Year 1

	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
<p><b>Writing stimulus</b></p> <p><b>Super Worm</b> <b>Super Tato</b> <b>Super Daisy</b> <b>Super Kid</b></p>	<p><b>Meet the Meerkat</b> <b>Meerkat Mail</b> <b>That Naughty Meerkat</b></p>	<p><b>Where the Wild Things Are</b> <b>Not now Bernard</b> <b>Zog</b></p>	<p><b>Toys in Space</b> <b>Toy Museum</b></p>	<p><b>The Three Little Pigs</b> <b>True story of the three little pigs</b> <b>True story of Jack and the Beanstalk</b></p>	<p><b>Tiger who came to tea</b> <b>Giant Jam Sandwich</b></p>	
<p>Writing outcomes</p>	<p>Description - Character and setting Narrative - Comic Strip Letter - To character</p>	<p>Fact file Description - Setting Recount - Postcard Narrative – Retelling/ Comic Strip Christmas Poem - Acrostic</p>	<p>Description – Character and setting Narrative - Retelling</p>	<p>Letter- To author Description - Character Narrative – Retelling and sequel</p>	<p>Description – Character/ Wanted poster Recount - Review Narrative- Adaptation</p>	<p>Letter - to author Narrative – Sequencing and adaptation Instructions - Recipe</p>
<p><b>SPAG</b></p>	<ul style="list-style-type: none"> <li>• Writing on the line</li> <li>• Leaving spaces between words</li> <li>• Beginning to punctuate sentences using capital letters</li> <li>• Beginning to punctuate sentences using a full stop</li> <li>• Form lower case letters in the</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit Autumn 1</li> <li>• Forming Sentences</li> <li>• Use of adjectives, verbs and nouns</li> <li>• Form lower case letters in the correct/ Name letters</li> <li>• Form capital letters</li> <li>• direction, starting and finishing in the right place</li> <li>• Mathematics: Recognise and</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions- and, so but</li> <li>• Joining words and joining clauses</li> <li>• using 'and' How words can combine to make sentences.</li> <li>• Exclamations- Introduction to exclamation marks to demarcate sentences</li> <li>• Beginning to punctuate sentences using an exclamation mark.</li> <li>• Capital Letters continued</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• Questions- Introduction to question marks to demarcate sentences.</li> <li>• Beginning to punctuate sentences using a question mark.</li> <li>• Singular and Plural. Regular plural noun suffixes s or es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</li> <li>• Prefixes- How the prefix un changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</li> </ul>		

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	<p>correct/ Name letters</p> <ul style="list-style-type: none"> <li>Form capital letters</li> <li>direction, starting and finishing in the right place.</li> </ul>	<p>use language relating to dates, including days of the week, weeks, months and years. Formation of the numbers 0-9.</p>		<ul style="list-style-type: none"> <li>Suffixes- Suffixes that can be added to verbs where no change is needed in the spelling of root words (-ing, -ed, -er)</li> <li>Spelling: Apply the spelling rules for adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</li> </ul>		
<b>Handwriting</b>	<p>Gross and fine motor activities Sitting correctly at the table. Pencil control and patterns Introduction to cursive letters (lowercase) Number formation 0-9</p>		<p>Continuation of cursive letters (lower case) Capital Letters Number formation 1-50 Capital letters</p>	<p>Capital Letters Consolidation of all the letter families (cursive) Number formation 50-100</p>		
<b>Reading</b>	Prediction Pip	Retrieval Rex	Inference Iggy	Sequencing Suzi	Vocabulary Victor	Consolidation
<b>Maths</b>	<p>Number place value within 10. Number addition and subtraction within 10. Geometry: Shape</p>		<p>Number Place Value within 20. Number and Addition with 20. Place Value within 50. Measurement: Length and Height. Measurement Volume and weight.</p>		<p>Multiplication and Division. Fractions Place Value within 100. Money Time / Position and Direction</p>	
<b>Science</b>	<p><b>Seasonal changes (physics)</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.  (Revisited throughout the year)</p>	<p><b>Animals</b> Identify a variety of animals including fish, amphibians, reptiles, birds and mammals (including pets). Describe and compare the structure of these. Identify and name a variety of animals that are carnivores, herbivores and omnivores.</p>	<p><b>Animals; including humans(biology)</b> 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>Everyday Materials (chemistry)</b> Distinguish between 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 of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p><b>Plants: (biology)</b> Identify and name a variety of common, wild and garden plants; including deciduous and evergreen trees. Identify and describe the basic structure of trees and flowering plants</p>	

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<b>Geography</b>	Weather	Climates and Habitats (continents and biomes)	Where do we live? (Countries and cities of UK and local area)			Weather and the seasons (revisited)
<b>History</b>	How have I changed since I was born?			Toys of the past	Castles	
<b>Computing</b>	<b>Grouping data</b> Exploring object labels, then using them to sort and group objects by properties.	<b>Moving a robot</b> Writing short algorithms and programs for floor robots, and predicting program outcomes.	<b>Technology around us</b> Recognising technology in school and using it responsibly	<b>Digital painting</b> Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	<b>Digital writing</b> Using a computer to create and format text, before comparing to writing non-digitally	<b>Programming animations</b> Designing and programming the movement of a character on screen to tell stories.
<b>Religious Education</b>	<b>BB Christianity and Islam</b> 1.1 Which books and stories are special?	<b>UC Incarnation</b> 1.3 Why does Christmas matter to Christians?	<b>BB Christianity and Islam</b> 1.3 What does it mean to belong to a church or mosque?	<b>UC Salvation</b> 1.5 Why does Easter matter to Christians?	<b>BB Christianity and Islam</b> 1.4 How and why do we care for others?	<b>UC Creation</b> 1.2 Who made the world?
<b>Art and DT</b>	<b>Painting-Art</b> Primary colours. Name and mixing secondary colours. Creating texture  Artist: Van Gogh A painting for the seasons	<b>Construction &amp; Mechanisms- DT</b> Moving pictures - Levers & sliders  Christmas cards	<b>Sculpture- Art</b> Salt dough - Creating and making wild things.  Artist: Julie Arkell Wild thing sculpture	<b>Drawing- Art</b> Lines of different shapes/ thicknesses using Pencils, crayons, felt tips etc.  Artist- Mirium Easter egg design	<b>Structures-DT</b> Freestanding Structures  House for the Three Little pigs	<b>Collage- Art</b> tearing, layering, folding, scrunching different materials.  Artist: Guiseppe Arcimboldo Face Collage <b>Cooking &amp; Nutrition- DT</b>  Fruit Salad

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<b>Music</b>	<p><b>Introducing Beat</b></p> <p>How Can We Make Friends When We Sing Together? (Charanga)</p>	<p><b>Adding rhythm and pitch</b></p> <p>How Does Music Tell Stories about the Past? (Charanga)</p>	<p><b>Introducing tempo and dynamics</b></p> <p>How Does Music Make the World a Better Place? (Charanga)</p>	<p><b>Combining pulse, rhythm and pitch</b></p> <p>How Does Music Help Us to Understand Our Neighbours? (Charanga)</p>	<p><b>Having fun with improvisation</b></p> <p>What Songs Can We Sing to Help Us through the Day? (Charanga)</p>	<p><b>Explore sound and create a story</b></p> <p>What Songs Can We Sing to Help Us through the Day? (Charanga)</p>
<b>P.E</b>	<p><b><u>Real Gymnastics (Personal)</u></b></p> <p>Multi-ability (Personal): I can work on simple tasks by myself. I can follow instructions and practise safely.</p> <p><b>Shape:</b> I can learn the star, tuck, straight (dish and arch), pike and straddle shapes and create these on low and high apparatus.</p> <p><b>Travel:</b> I can explore travelling movements with different parts of my body on the floor, low and high apparatus.</p>	<p><b><u>Real Gymnastics (Social)</u></b></p> <p>Multi-ability (Social): I can work sensibly with others taking turns and sharing.</p> <p><b>Flight:</b> I can learn different types of jumps and how to land. I can explore jumps using low and large apparatus.</p> <p><b>Rotation:</b> I can learn different rotations, rolls and spins. I can explore different rotations using low and large apparatus.</p> <p><b><u>Real PE (Social)</u></b></p> <p>Multi-ability (Social): I can work sensibly with others taking turns and sharing.</p>	<p><b><u>Real PE (Cognitive)</u></b></p> <p>Multi-ability (Cognitive): I can name some things I am good at. I can understand and follow simple rules.</p> <p><b>Dynamic Balance: On a Line (5):</b> I can walk backwards and forwards with fluidity and minimum wobble.</p> <p><b>Static Balance: Stance (4):</b> I can stand on a line with good stance for 10 seconds.</p> <p><b><u>Dance</u></b></p> <p>Multi-ability (Cognitive): I can name some things I am good at and others are good at.</p>	<p><b><u>Real PE (Creative):</u></b></p> <p>Multi-ability (Creative): I can explore and describe different movements.</p> <p><b>Coordination: Ball Skills (9)</b> I can sit and roll a ball along the floor around body using 2 hands and one hand. I can roll a ball down legs and around upper body using 2 hands, sitting and standing.</p> <p><b>Counter Balance: With a partner (7)</b> I can sit holding hands with toes touching, lean in together then apart. I can sit holding 1 hand with toes touching, lean in together then apart. I</p>	<p><b><u>Real PE (Physical)</u></b></p> <p>Multi-ability (Physical Skills): I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control.</p> <p><b>Coordination: Sending and Receiving (8)</b> I can roll a small ball and collect a rebound. I can throw a large ball and catch rebound with 2 hands</p> <p><b>Agility: Reaction and Response (12).</b> I can react and catch a large ball dropped from shoulder height after 2 bounces.</p>	<p><b><u>Real PE (Health and Fitness)</u></b></p> <p>Multi-ability (Health and Fitness): I am aware of why exercise is important for good health.</p> <p><b>Agility: Ball Chasing (11)</b> I can roll a ball, chase and collect it in balanced position facing opposite direction. I can chase a ball rolled by a partner and collect it in balanced position facing opposite direction.</p> <p><b>Static Balance: Floor work (3)</b> I can hold mini-front</p>

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	<p><b><u>Real PE (Personal Skills)</u></b>  <b>Multi-ability (Personal):</b> I can work on simple tasks by myself. I can follow instructions and practise safely.</p> <p><b>Coordination:</b>  <b>Footwork (10)</b> I can side-step in both directions, gallop, hop on either foot and skip.</p> <p><b>Static Balance:</b>  <b>One Leg (1)</b> I can stand one on leg for 10 seconds with both legs.</p>	<p><b>Dynamic Balance to Agility:</b> Jumping and Landing (6): I can jump from 2 feet to 2 feet forwards, backwards and side to-side.</p> <p><b>Static Balance: Seated (2):</b> I can balance in a variety of ways with or without using hands and feet.</p>	<p><b>Dance Skills</b>          Tricky 1</p> <p><b>Compete / Perform</b>          Control my body when performing a sequence of movements.</p> <p><b>Evaluate</b> Talk about what they and others have done.</p>	<p>can sit holding hands with toes touching and rock forwards, backwards and side-to-side.</p> <p><b>Dance</b>  <b>Multi-ability (Creative):</b> I can create and link some movements together.</p> <p><b>Dance Skills</b>          Tricky 1</p> <p><b>Compete / Perform</b>          Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p> <p><b>Evaluate</b>          Watch and describe performances. Begin to say how they could improve.</p>	<p>I can react and catch a large ball dropped from shoulder height after 1 bounce.</p> <p><b>Athletics</b>  <b>Throw</b>          Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Using more power to Improve distance</p> <p><b>Running</b>          Vary pace/ speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in straight line. Change direction when sprinting.</p> <p><b>Compete and Perform</b>          Begin to perform learnt skills with</p>	<p>support position. I can reach round and point to the ceiling with either hand in mini-front support.</p> <p><b>Athletics</b>  <b>Jumping</b>          Perform different types of jumps: two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop this</p> <p><b>Compete and Perform</b>          Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p>
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					control. Engage in competitive activities and team games.  <b>Evaluate</b> Watch and describe performances. Begin to say how they could improve	<b>Evaluate</b> Watch and describe performances. Begin to say how they could improve  Sports Day
<b>PSHCE</b>	<b>How do we decide how to behave?</b> Class rules; respecting others' needs; behaviour; listening; feelings and bodies	<b>What can we do with money?</b> Where money comes from; spending; saving; keeping money safe.	<b>How do we stay safe?</b> Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help. How to deal with emergency services if necessary.		<b>How do we feel?</b> Different kinds of feelings; strategies to manage feelings; change and loss Consent	<b>What makes us special?</b> Respecting similarities and differences between people; special people; that everyone is unique.  Individual liberty. <b>Well Being and Fitness week</b>
British Value	Democracy	Rule of Law <b>Anti-Bullying week</b>	Mutual respect for and tolerance <b>LGBT History Month</b>			
<b>Charity event</b>		Christmas Jumpers				
<b>Enterprise event</b>					Painted Rocks	
<b>Visits</b>	Trip to local area (Shelf Park)		Church visit			Trip to local area (Shelf park)
<b>Visitors</b>				Easter Workshop		
<b>Parent workshop</b>	Phonics Evening			Old Toys workshop		

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