



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
Writing stimulus	Not a Stick Oi Frog! Superworm	Meerkat Mail Acrostic poem – Sparkle, sparkle, starlight	Where the Wild Things Are Not now Bernard	Toys in Space Lost in the Toy Museum	Three little pigs True story of the three little pigs	Tiger who came to tea Giant Jam Sandwich
Writing outcomes	Writing simple sentences with basic punctuation Narrative retelling	Letter Narrative retelling Christmas acrostic poem	Character description Setting description	Character description Narrative retelling	Wanted poster Narrative retelling	Narrative adaptation Instructions – recipe
Phonics and Spelling	Phase 3/4 review + 4 Phase 5 GPCs Review tricky words Name all of the letters of the alphabet in order	Phase 5 graphemes New tricky words Uses letter names to show alternative spellings of the same phoneme.	Phase 5 graphemes New tricky words	Phase 5 graphemes New tricky words	Review Phase 5 GPCs for phonics screening check No new tricky words Spell days of the week	Phase 5 graphemes New tricky words
Punctuation and grammar	Use capital letters and full stops to demarcate sentences.	Use capital letters for proper nouns – names of people, places, days of the week and personal pronoun 'I'.	Use exclamation marks. Use the regular plural noun suffix -s or -es.	Use 'and' to join words and clauses. Use the suffixes: -ing, -ed, -er, -est	Use question marks. Use the prefix un-.	Consolidation of skills.

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	Leave spaces between words. Name the letters of the alphabet in order.	Spell days of the week.		(where no change is needed in the spelling of the root word)		
Handwriting	Gross and fine motor activities Sitting correctly at the table. Pencil control and patterns Lowercase letters – handwriting families Form capital letters Number formation 0-9 (within maths lesson) Writing on the line Leaving spaces between words		Continuation of lower case letter formation Capital Letters Number formation 0-9 Number formation 1-50 (within maths lesson)		Continuation of Capital Letters Introduction to pre cursive (lowercase) Number formation 50-100 (within maths lesson)	
Reading	Prediction Pip	Retrieval Rex	Inference Iggy	Sequencing Suzi	Vocabulary Victor	Consolidation
Maths	Number place value within 10. Number addition and subtraction within 10. Geometry: Shape		Number Place Value within 20. Number and Addition with 20. Place Value within 50. Measurement: Length and Height. Measurement Volume and weight.		Multiplication and Division. Fractions Place Value within 100. Money Time / Position and Direction	
Science	Seasonal changes (physics) Observe changes across the four seasons. Observe and describe	Animals Identify a variety of animals including fish, amphibians, reptiles, birds and mammals (including	Animals; including humans(biology) Identify, name, draw and label the basic parts of the human body and say which	Everyday Materials (chemistry) 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		Plants: (biology) Identify and name a variety of common, wild and garden plants; including

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	weather associated with the seasons and how day length varies. (Revisited through out the year)	pets). Describe and compare the structure of these. Identify and name a variety of animals that are carnivores, herbivores and omnivores.	part of the body is associated with each sense	properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties		deciduous and evergreen trees. Identify and describe the basic structure of trees and flowering plants
Geography	Weather	Climates and Habitats (continents and biomes)	Where do we live? (Countries and cities of UK and local area)			Weather and the seasons (revisited)
History	How have I changed since I was born?			Toys of the past	Castles	
Computing	Grouping data Exploring object labels, then using them to sort and group objects by properties.	Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	Technology around us Recognising technology in school and using it responsibly	Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	Digital writing Using a computer to create and format text, before comparing to writing non-digitally	Programming animations Designing and programming the movement of a character on screen to tell stories.
Religious Education	BB The Big Picture C1.6 Which books and stories are important?	UC Incarnation 1.3 Why does Christmas matter to Christians?	BB The Nature of Religion and Belief C1.1 What does it mean to belong to a community of belief?	UC Salvation 1.5 Why does Easter matter to Christians?	BB Influence and Authority C1.5 Why are festivals important in a community?	UC Creation 1.2 Who made the world?
Art and DT	Painting-Art Primary colours. Name and mixing secondary colours.	Construction & Mechanisms- DT Moving pictures - Levers & sliders	Sculpture- Art Salt dough - Creating and making wild things.	Drawing- Art Lines of different shapes/ thicknesses	Structures-DT Freestanding Structures	Collage- Art tearing, layering, folding, scrunching different materials.

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	<p>Creating texture</p> <p>Artist: Van Gogh A painting for the seasons</p>	<p>Christmas cards</p>	<p>Artist: Julie Arkell Wild thing sculpture</p>	<p>using Pencils, crayons, felt tips etc.</p> <p>Artist- Mirium Easter egg design</p>	<p>House for the Three Little pigs</p>	<p>Artist: Guiseppe Arcimboldo Face Collage</p> <p>Cooking & Nutrition- DT</p> <p>Fruit Salad</p>
Music	<p>Focus: Active listening (movement), beat, echo singing, showing pitch moving</p>		<p>Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C),</p>		<p>Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music</p>	
P.E	<p><u>Real Gymnastics (Personal)</u> Multi-ability (Personal): I can work on simple tasks by myself. I can follow instructions and practise safely.</p> <p>Shape: I can learn the star, tuck, straight (dish and arch), pike and straddle shapes and create these on low and high apparatus.</p> <p>Travel: I can explore travelling movements with different parts of</p>	<p><u>Real Gymnastics (Social)</u> Multi-ability (Social): I can work sensibly with others taking turns and sharing.</p> <p>Flight: I can learn different types of jumps and how to land. I can explore jumps using low and large apparatus.</p> <p>Rotation: I can learn different rotations, rolls and spins. I can explore different rotations using low and large apparatus.</p> <p><u>Real PE (Social)</u></p>	<p><u>Real PE (Cognitive)</u> Multi-ability (Cognitive): I can name some things I am good at. I can understand and follow simple rules.</p> <p>Dynamic Balance: On a Line (5): I can walk backwards and forwards with fluidity and minimum wobble.</p> <p>Static Balance: Stance (4): I can stand on a line with good stance for 10 seconds.</p> <p><u>Dance</u> Multi-ability (Cognitive): I can name some things I</p>	<p><u>Real PE (Creative):</u> Multi-ability (Creative): I can explore and describe different movements.</p> <p>Coordination: Ball Skills (9) 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>Counter Balance: With a partner (7) I can sit holding hands with toes touching, lean in together then</p>	<p><u>Real PE (Physical)</u> 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>Coordination: Sending and Receiving (8) I can roll a small ball and collect a rebound. I can throw a large ball and catch rebound with 2 hands</p> <p>Agility: Reaction and Response (12). I can react and catch a large ball dropped</p>	<p><u>Real PE (Health and Fitness)</u> Multi-ability (Health and Fitness): I am aware of why exercise is important for good health.</p> <p>Agility: Ball Chasing (11) 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>

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	<p>my body on the floor, low and high apparatus.</p> <p>Real PE (Personal Skills) Multi-ability (Personal): I can work on simple tasks by myself. I can follow instructions and practise safely.</p> <p>Coordination: Footwork (10) I can side-step in both directions, gallop, hop on either foot and skip.</p> <p>Static Balance: One Leg (1) I can stand one on leg for 10 seconds with both legs.</p>	<p>Multi-ability (Social): I can work sensibly with others taking turns and sharing.</p> <p>Dynamic Balance to Agility: Jumping and Landing (6): I can jump from 2 feet to 2 feet forwards, backwards and side to-side.</p> <p>Static Balance: Seated (2): I can balance in a variety of ways with or without using hands and feet.</p>	<p>am good at and others are good at.</p> <p>Dance Skills Tricky 1</p> <p>Compete / Perform Control my body when performing a sequence of movements.</p> <p>Evaluate Talk about what they and others have done.</p>	<p>apart. I can sit holding 1 hand with toes touching, lean in together then apart. I can sit holding hands with toes touching and rock forwards, backwards and side-to-side.</p> <p>Dance Multi-ability (Creative): I can create and link some movements together.</p> <p>Dance Skills Tricky 1</p> <p>Compete / Perform Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p> <p>Evaluate Watch and describe performances. Begin to say how they could improve.</p>	<p>from shoulder height after 2 bounces. I can react and catch a large ball dropped from shoulder height after 1 bounce.</p> <p>Athletics Throw Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Using more power to Improve distance</p> <p>Running 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>Compete and Perform</p>	<p>Static Balance: Floor work (3) I can hold mini-front support position. I can reach round and point to the ceiling with either hand in mini-front support.</p> <p>Athletics Jumping 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>Compete and Perform Begin to perform learnt skills with some control. Engage in competitive</p>
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					<p>Begin to perform learnt skills with control. Engage in competitive activities and team games.</p> <p>Evaluate Watch and describe performances. Begin to say how they could improve</p>	<p>activities and team games.</p> <p>Evaluate Watch and describe performances. Begin to say how they could improve</p> <p>Sports Day</p>
<p>PSHCE</p> <p>British Value</p>	<p>Families and friendships Safe relationships Respecting others and ourselves</p> <p>Democracy Rule of Law Anti-Bullying week</p>	<p>Belonging to a community Media literacy and digital resilience Money and work</p> <p>Mutual respect for and tolerance LGBT History Month</p>	<p>Physical health and wellbeing Growing and changing Keeping safe</p> <p>Individual liberty. Well Being and Fitness week</p>			

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