



Manland Primary School-Long Term Curriculum Plan

Year 1 Curriculum Intent



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall Theme		My World and Me		Walk on the Wild Side		Land Ahoy	
English	Writing	<p>Labels, captions, lists. Write labels and Sentences.</p> <p>Stories with predictable phrasing: Write simple sentences using patterned language, words and phrases taken from familiar stories</p>	<p>Instructions –linked to D and T cookery. Following a practical experience, write up the instructions for a simple recipe</p> <p>Recounts: Leaf man Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing</p> <p>Take one Book: Bubbles</p> <p>Write simple recounts based on personal experience, using adverbs of time to aid sequencing.</p> <p>Write setting descriptions.</p>	<p>Reports: woodland animals simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of single member of a group and the group in general.</p> <p>Stories reflecting own experience – Can't you sleep little bear.</p> <p>Write a series of sentences to retell events based on personal experiences.</p> <p>Poetry – Read, write and perform free verse. Recite familiar poems by heart.</p>	<p>Traditional Stories – Jack and the beanstalk. Write narratives - stories based on traditional stories Take one book – Mr Postmouse</p> <p>Write a series of sentences to retell events based on personal experiences</p> <p>Instructions -Growing plants – science Making sandwiches - DT Following a practical experience, write up simple instructions.</p>	<p>Traditional Fairy Stories: Little Red Riding Hood</p> <p>Write a character description based on a character from a known Fairy Story. Write longer sentences independently.</p> <p>Stories based on own experience: Billy's bucket. Write a series of sentences to retell events based on personal experience.</p> <p>Reports: beaches (linked to seaside holidays from the past), simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general</p>	<p>Poetry -Monsters & Mrs Sprockett's Strange Machine To generate vocabulary linked to a theme. To write a poem.</p> <p>Explanations – The Light house keepers' Daughter, (linked to topic). Draw pictures to illustrate a simple process and prepare several sentences to support the explanation. (linked to Science)</p> <p>Recount _ Grace Darling (linked to history) Write simple recounts based on personal experience, using adverbs of time to aid sequencing</p>
	Reading	<p>Plenty of love to go round We're going on a Bear hunt. A Squash and a Squeeze Farmer Duck. Snow white and the Seven Dwarves.</p>	<p>Leaf Man Room on the Broom Oliver's vegetables</p>	<p>Can't you sleep little bear? Peace at last Monkey Puzzle Wordsmith sensational Senses</p>	<p>Where the Wild Things Are Jack and the Beanstalk</p> <p>One Silver Speck by Laura Purdie Salas- To read and respond to free verse poetry</p>	<p>Little Red Riding Hood Billy's Bucket The lonely Beast Rainbow fish Tiddler The Tiger who came to tea</p>	<p>The Storm whale The Lighthouse keeper's daughter</p>
	Grammar	<p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, Separation of words with spaces</p>	<p>Regular plural noun suffixes – s or –es [for example, dog, dogs; wish, wishes], Separation of words with spaces</p>	<p>Regular plural noun suffixes – s or –es [for example, dog, dogs; wish, wishes], Separation of words with spaces</p>	<p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], Separation of words with spaces</p>	<p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], Separation of words with spaces</p>	<p>Regular plural noun suffixes – s or –es [for example, dog, dogs; wish, wishes], Separation of words with spaces</p>



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	Introduction to capital letters, full stops, question marks and exclamation marks. Capital letters for names and for the personal pronoun I. How words can combine to make sentences	Introduction to capital letters, full stops, question marks and exclamation marks. Capital letters for names and for the personal pronoun I How words can combine to make sentences Joining words and joining clauses using and	Introduction to capital letters, full stops, question marks and exclamation marks. Capital letters for names and for the personal pronoun I How words can combine to make sentences Joining words and joining clauses using and	Introduction to capital letters, full stops, question marks and exclamation marks. Capital letters for names and for the personal pronoun I How words can combine to make sentences Joining words and joining clauses using and	Introduction to capital letters, full stops, question marks and exclamation marks. Capital letters for names and for the personal pronoun I How words can combine to make sentences Joining words and joining clauses using and	Introduction to capital letters, full stops, question marks and exclamation marks. Capital letters for names and for the personal pronoun I How words can combine to make sentences Joining words and joining clauses using and
Phonics	Phase 3 and 4 review J v w x y z zz qu sh ch th ng ai ee oo oa ar or igh ur ow oi ear er air ure	Phase 5 - ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e e-e i-e o-e u-e /zh/ as in treasure Alternative pronunciations for i and o	Phase 5 - Alternative pronunciations for c g u ow ie ea er ch a y	Phase 5 – Alternative pronunciations for ou e ey Alternative spellings for ch j n r m s z u i ear	Phase 5 – Alternative spellings for ar ur air or oo ai ee	Phase 5 – Alternative spellings for igh, oa, (y)oo oo oo sh
Maths	Geometry – Positional Language including Ordinal Numbers Numbers to Ten – Finding Patterns in Numbers (including subitising) Numbers to Ten – Counting and Comparison (more, less, fewer) Numbers to Ten – Estimating and Ordering Numbers to Ten – Regrouping the Whole Numbers to Ten – Part Whole Addition and Subtraction	Numbers to Ten – Solving Problems Using Part or Whole Unknown Numbers to Ten – Comparison Numbers to Ten – Equality and Balance Numbers to Twenty – Making 10 and Some More Numbers to 20 – Estimating and Ordering, 1 More and 1 Less Numbers to Twenty – Doubling and Halving Numbers to Twenty – Odd and Even Numbers Geometry – Names and Properties of 2-D and 3-D Shape	Measures – The Language of Comparing Length, Height, Mass and Speed Sequencing Events – Days of the Week and Months of the Year Numbers to Twenty – Adding using ‘Think 10’ Numbers to Twenty – Subtraction using ‘Think 10’ Numbers to Twenty – Equality and Balance Numbers to Twenty – Part or Whole Unknown Numbers to Twenty – Language and Problem Solving (part or whole unknown)	Numbers to Twenty – Comparison (difference, more, less, fewer) including Statistics Measures – Coins and Combinations to 20p, Ordering and Comparing Counting in 2s, 5s 10s. Measures – Non-standard Measures and Introducing Simple Standard Measures	Multiplication and Division – Equal or Unequal Groups and Remainders Multiplication – Repeated Addition and Arrays (number of groups and size of group) Multiplication – Problem Solving (identifying the number of groups and size of the group) Multiplication – Scaling and Counting in 2s to 24 Division – Sharing and Grouping Problems Time – Telling the Time, O’clock and Half Past	Fractions – Sharing Into Equal Groups Fractions – Equal or Unequal Parts of Shapes Fractions – Of Continuous Quantities Including Capacity Numbers to Twenty – Review Numbers to One Hundred – Place Value and Digits, Making Tens and Some More Place Value – Estimation, Ordering and Comparison
Art	Making our Mark - Pattern and Printing Paul Klee	Let’s go on Safari- Collage Eric Carle/ Henry Rousseau	Colour Creations- Observational Drawing and Painting Frederich Hundertwasser, Monet or Tim Hopgood			
	Respond to ideas and starting points. To explore ideas and collect visual information. Use repeating or overlapping shapes. Mimic print from the environment. (e.g. wallpapers) Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. To describe the work of an artist. To use the artist work and techniques to inspire their own work.	Respond to ideas and starting points. To explore ideas and collect visual information. Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Respond to ideas and starting points. To explore ideas and collect visual information. Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Use thick and thin brushes. Mix primary colours to make secondary.			



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Computing	<p>We are Painters (Illustrating an eBook)</p> <p>Use the web safely to find ideas for an illustration. Select and use appropriate painting tools to create and change images on the computer. Understand how this use of ICT differs from using paint and paper. Create an illustration for a particular purpose. Know how to save, retrieve and change their work. Reflect on their work and act on feedback received.</p>	<p>We are T.V. Chefs (Filming the steps of a recipe)</p> <p>Break down a process into simple, clear steps, as in an algorithm. Use different features of a video camera. Use a video camera to capture moving images develop collaboration skills. Discuss their work and think about how it could be improved.</p>	<p>We are Treasure Hunters (Using programmable toys)</p> <p>Understand that a programmable toy can be controlled by inputting a sequence of instructions. Develop and record sequences of instructions as an algorithm. Program the toy to follow their algorithm. Debug their programs. Predict how their programs will work.</p>
Design and Technology	<p>Moving Stories</p> <p>Autumn Harvest Blackberry and Apple Crumble</p> <p>Cut, peel or grate ingredients safely and hygienically. Assemble or cook ingredients Measure or weigh using measuring cups or electronic scales.</p> <p>Explore objects and designs to identify likes and dislikes of the designs. Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. Create products using levers, refining the design as work progresses. Suggest improvement to existing designs. Cut materials safely using tools provided. Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p>	<p>Let's Construct</p> <p>Minibeast Snack Simple Sandwiches</p> <p>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. Make products, refining the design as work progresses. Design products that have a clear purpose and an intended user.</p> <p>Cut, peel or grate ingredients safely and hygienically. Assemble or cook ingredients Measure or weigh using measuring cups or electronic scales.</p>	<p>Seaside Snacks</p> <p>Mr Grinling's Lighthouse/ boat - Materials</p> <p>Cut, peel or grate ingredients safely and hygienically. Assemble or cook ingredients Measure or weigh using measuring cups or electronic scales. Explore objects and designs to identify likes and dislikes of the designs. Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses.</p> <p>Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p>
Geography	<p>Magical Mapping School and Local Area (Land Use)</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Identify land use around the school.</p>	<p>Wonderful Weather (Hot and cold places)</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Communicate geographically Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>	<p>Oh I do like to be Beside the Seaside (Contrasting UK locality(beach))</p> <p>Use basic geographical vocabulary to refer to: key physical and human features. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>



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			Devise a simple map Use basic geographical vocabulary to refer to: key physical and human features.		Identify seasonal and daily weather patterns in the United Kingdom. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map Use basic geographical vocabulary to refer to: key physical and human features. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). -Identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
History	My Story, Toy Story (Investigate and interpret the Past)		Walter's World Adventures or The Tale of Beatrix Potter (Beatrix Potter or Life of Sir Walter Rothchild/ Tring Museum)		A Daring Darling (Grace Darling)
	Changes to themselves Recount changes that have occurred in their own lives. Identify some of the different ways the past has been represented (know that familiar events can be represented in different ways e.g. photo/video /memories) Changes over time eg toys Place events and artefacts in order on a time line (Use simple timelines to sequence e.g. very old, old,new) Label time lines with words or phrases such as: past, present, older and newer. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, Observe or handle evidence to ask questions and find answers to questions about the past Use artefacts, pictures, stories, online sources to find out about the past.		Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. (can give simple reasons and consequences of actions) Use artefacts, pictures and stories to find out about the past (to answer simple questions). Use artefacts, pictures, stories, online sources to find out about the past. Use words and Phrases such as: a long time ago, recently, when my parents/carers were children.		Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. (can give simple reasons and consequences of actions) Describe historical events(can orally retell the main episodes of famous past events and write captions) Use artefacts, pictures and stories to find out about the past (to answer simple questions)
Music	Handa's Surprise Rhythm and pulse – making rhythmic sentences from pictures	Our Christmas Story Nativity Singing	Music that tells a story – programme music / sound effects. Timbre.	Wild Weather	Folk music / sea shanties – Representing Music, Sounds and the environment.
	Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Create a sequence of long and short sounds. Clap rhythms. Create short, musical patterns. Create short, rhythmic phrases. Identify the beat of a tune.				



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PE	Multi Skills :Throwing and Catching (Games)/ Games Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate.	Multi Skills (Games continued) Games Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate.	In the rainforest (Dance)/ Multi Skills : Running and Jumping (Games) Games Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate.	Animal Magic (Gym-Animal movements) / Football (Games) Gym Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Hold a position whilst balancing on different points of the body. Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Games Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate.	Multi Skills :Sports Day (Games)/ How does your garden grow (Dance) Games Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. Dance Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea.	Unihoc (Games)/ Traditional Tales (Gym) Games Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. Gym Move with some control and awareness of space. Link two or more actions to make a sequence. Hold a position whilst balancing on different points of the body. Climb safely on equipment. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance. Show contrasts (such as small/tall, straight/curved and wide/narrow).
PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	To explain why my class is a happy and safe place to learn. To give different examples where I or others make my class happy and safe.	To identify some ways that I am different and similar to other people in my class, and why this makes us all special. To explain what bullying is and how being bullied might make somebody feel.	To explain how I feel when I am successful and how this can be celebrated positively. To can say why my internal treasure chest is an important place to store positive feelings.	To explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. To give examples where being healthy can help me feel happy.	To explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. To also explain how my qualities help these relationships. To give examples of behaviour in other people that I appreciate and behaviours that I don't like.	To compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. To use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. To explain why some changes I might experience might feel better than others.
RE	Our Wonderful World Creation / Harvest	Festivals of Light	New Beginnings	What is prayer and worship?	Special Stories (sacred texts, faith stories)	Taking Responsibility



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			(Naming Ceremonies, Belonging to family and community)	Easter Surprises		
	To understand beliefs and teachings: by describing some of the teachings of a religion (creation stories); by describing some of the main festivals or celebrations of a religion (harvest).	To understand beliefs and teachings: by describing some of the main festivals or celebrations of a religion (Christmas, Hanmukah, Diwali).	To reflect: by identifying the things that are important in their own lives and comparing these to religious beliefs (belonging). To understand beliefs and teachings: by describing some of the main celebrations of a religion (baptism, Hindu naming ceremony).	To understand practices and lifestyles: by recognising, naming and describing some religious artefacts, places and practices (rosary beads, palm cross, bible, hymn/prayer book). To understand how beliefs are conveyed: by naming and explaining the meaning of some religious symbols (palm leaves, hot cross buns, cross, Easter eggs/chicks).	To understand practices and lifestyles: by recognising, naming and describing some religious artefacts and practices (Bible, Torah and Qur'an). To understand beliefs and teachings: by describing some of the teachings of a religion.	To understand values by: identifying how they have to make their own choices in life; explaining how their actions affect others, showing an understanding of the term 'morals'.
Science	Me, Myself and I	Marvellous Materials Seasonal Changes	Animal Kingdom	Seasonal Changes	What's Growing in Our Gardens? Plants	Seasonal Changes
	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Working scientifically -Use observations and ideas to suggest answers to simple questions -Observing closely, using simple equipment -Performing simple tests Gathering and recording data to help in answering questions Identify and classify	Everyday Materials 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. Working Scientifically Decide on foci. Observe closely, using simple equipment. Gather and record data to help in answering questions. Identify and classify. Use their observations and ideas to suggest answers to questions.	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) Working Scientifically Observe closely, using simple equipment. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Working Scientifically Decide on foci. Observe closely, using simple equipment. Gather and record data to help in answering question. (for that season)	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. Working Scientifically. Plants Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Working Scientifically Decide on foci. Observe closely, using simple equipment. Gather and record data to help in answering question. (for that season)



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		<p>Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Working Scientifically Decide on foci. Observe closely, using simple equipment. Gather and record data to help in answering question. (for that season)</p>				
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