

## What children will learn in Year 1 at Priory Primary School

### Year 1 Long Term Curriculum Plan

<b>2023 - 2024</b>						
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>			
	<b>8 / 7</b>	<b>5 / 5</b>	<b>7 / 7</b>			
	Putting Priory on the Map! Fun and Games, Now and Then!	Explore with Me Through Sky and Sea! Life On A Farm- Sounds, Sights and Smells!	Exploring the United Kingdom Oh I do like to be beside the seaside!			
<b>Focus Week</b>	Black History	Science	Art			
<b>Early Reading and Phonics</b>	Read, Write Inc. is used to teach guided reading and phonics (systematic synthetic phonics scheme)					
<b>English (Writing)</b>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Write stories set in places pupils have been to (familiar settings)</li> <li>Diary entries</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>Write labels, lists and captions.</li> <li>Instructions</li> <li>Letter</li> <li>Recounts</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Learn by heart and perform a significant poem</li> <li>Write poems that use description - Shape poem</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Write stories and plays that use the language of fairy/Traditional tales</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>Instructions</li> <li>Letter</li> <li>Recounts</li> <li>Non-chronological report</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Learn by heart and perform a significant poem</li> <li>Write a nonsense poem</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Write stories with imaginary settings (fantasy settings)</li> <li>Stories that mimic significant authors</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>Instructions</li> <li>Letter</li> <li>Recounts</li> <li>Non-chronological report</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Learn by heart and perform a significant poem</li> <li>Write poems that use pattern and rhyme</li> </ul>			
<b>Maths</b>	<p>NCETM PD Curriculum Prioritisation Materials teaching sequence followed:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">           Unit 1: Previous reception experiences and counting within 100            Unit 2: Comparison of quantities and part- whole relationships            Unit 3: Numbers 0-5            Unit 4: 2D and 3D shapes            Unit 5: Numbers 0 - 10         </td> <td style="width: 33%; padding: 5px;">           Unit 6: Additive structures            Unit 7: Addition and subtraction facts within 10            Unit 8: Numbers 0-20         </td> <td style="width: 33%; padding: 5px;">           Unit 9: Counting in multiples of 2, 5 and 10 and coin recognition.            Unit 10: Position and direction            Unit 11: Time         </td> </tr> </table>			Unit 1: Previous reception experiences and counting within 100 Unit 2: Comparison of quantities and part- whole relationships Unit 3: Numbers 0-5 Unit 4: 2D and 3D shapes Unit 5: Numbers 0 - 10	Unit 6: Additive structures Unit 7: Addition and subtraction facts within 10 Unit 8: Numbers 0-20	Unit 9: Counting in multiples of 2, 5 and 10 and coin recognition. Unit 10: Position and direction Unit 11: Time
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<b>History</b>	<p><b>Aut 1:</b> Local history study: Hull Fair</p> <p><b>Aut 2:</b> Toys and Play</p>	<p>Explorers</p> <p><b>Spr 1:</b> Christopher Columbus, Neil Armstrong and Jessica Watson and Tim Peake</p>	<p><b>Sum 2:</b> Seaside holidays in the past</p>			
<b>Geography</b>	<b>Aut 1:</b> Our School - Locality	<b>Spr 2:</b> Farming	<b>Sum 1:</b> UK Mapwork			

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<b>Science</b>	<b>Everyday Materials</b> Vocabulary, naming, sorting and grouping PoS1,2	<b>Everyday Materials</b> Compare physical properties, PoS3,4	<b>Animals including humans</b> Describe, compare and classify animal groups	<b>Animals including humans</b> Identify and name body parts associated with senses	<b>Plants</b> Identify and name plants Describe and compare structure	
<b>Ongoing</b>	Seasonal changes, Seasons and weather Pond projects		Seasonal changes, Seasons and weather Pond projects		Y1 Focus - Seasonal variation in plants Seasonal changes, Seasons and weather Pond projects	
<b>Computing</b>	e-Safety Computing systems and networks-Technology around us	e-Safety Creating Media-Digital Painting	e-safety Creating Media-Digital Writing	e-safety Data and information-Grouping data	e-safety Programming-Moving a robot	e-safety Programming-Introduction to animation
<b>Art and Design</b>	<b>Autumn 1:</b> Tactile and physical drawing Sketching skills focus		<b>Spring 2:</b> Printmaking - Mondrian Painting skills focus		<b>Summer 2:</b> Observational drawing Printing skills focus	
<b>D&amp;T</b>	<b>Autumn 2: Structures</b> Elf Workshop <b>Cook It</b> Cheese sandwich		<b>Spring 2: Textiles</b> Puppets <b>Cook It</b> Fruity flapjack		<b>Summer 1: Mechanisms</b> Moving Pictures <b>Cook It</b> Buns	
<b>Music</b>	<b>Classical</b> Mars by Gustav Holst	Toys	<b>World</b> The British Isles (sea shanties, national anthems, folk songs)	Life On A Farm- Sounds, Sights and Smells!	<b>Pop</b> 50's Rock 'n' Roll	What a Wonderful World!
<b>PE</b>	<b>Attacking and Defending</b> Fundamental Movements	<b>Combine and Sequence</b> <b>Movement Patterns</b> Fundamental Movements	<b>Agility, Balance and Coordination</b>	<b>Compete and Cooperate</b> Challenges	<b>Striking and Fielding</b> Agility, Balance and Coordination	<b>Fundamental Movements and Personal Best</b> Compete and Cooperate Challenges
<b>Religion and world views</b>	<b>Belonging</b> <i>Who belongs?</i> <b>Christmas</b>		<b>Worship</b> <i>Why Worship?</i> <b>Easter</b>		<b>What a wonderful world</b> <i>Why is the world special?</i>	
<b>PSHE - Jigsaw</b>	<b>Being Me in My World</b>	<b>Celebrating difference</b> Gingerbread people	<b>Dreams and Goals</b> Stretchy flowers and dream wellies	<b>Healthy Me</b> Keeping clean	<b>Relationships</b> Colours of friendship	<b>Changing Me</b> Flowers of change