



**YEAR 1 LONG TERM CURRICULUM
2022-2023**

AUTUMN TERM 1

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE) AND RELATIONSHIPS EDUCATION (RE)

NATIONAL CURRICULUM

By the end of Key Stage 1 pupils will be taught:

- To take part in discussions with one other person and the whole class
- To take part in a simple debate about topical issues; c. to recognise choices they can make, and recognise the difference between right and wrong
- To agree and follow rules for their group and classroom, and understand how rules help them
- To realise that people and other living things have needs, and that they have responsibilities to meet them
- That they belong to various groups and communities, such as family and school
- What improves and harms their local, natural and built environments and about some of the ways people look after them
- To contribute to the life of the class and school
- To realise that money comes from different sources and can be used for different purposes.

BEING ME IN MY WORLD

To feel special and safe in class.	To understand rights and responsibilities as a member of the class.	To know how to make my class a safe place for everybody to learn.	To know my views are valued.	To recognise how it feels to be proud of an achievement.	To recognise the choices, I make and the range feelings when I face certain consequences.
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ENGLISH WRITING

NATIONAL CURRICULUM

Pupils will be taught to:

Transcription:

- To spell: words containing each of the 40+ phonemes already taught, common exception words, the days of the week.
- To name the letters of the alphabet: naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound.
- To form capital letters.

Composition:

To write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense, discuss what they have written with the teacher or other pupils, read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting:

To sit correctly at a table, holding a pencil comfortably and correctly, begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters

Non-fiction: Labels, list and captions Handa's Surprise Eileen Browne	Narrative: Stories with familiar settings Five Minutes Jill Murphy	Narrative: Stories with familiar settings Peace at Last Jill Murphy	Poetry: Using senses
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YEAR 1 LONG TERM CURRICULUM 2022-23



To know the purpose of captions.	Label fruits and animals in the story.	To identify the characters and setting.	To use descriptive words linked to the setting.	To identify the characters and setting.	To use descriptive words linked to the setting.	To listen to poems and identify what they can see, hear, taste, touch and smell.
To identify labels within the classroom.	To give a sentence as a caption.	Re-enact the story Sequence the events within the story.	To create a plan for a story. To write the story opening.	Re-enact the story Sequence the events within the story.	To create a plan for a story. To write the story opening.	Create a poem about the senses taking into consideration descriptive words.

ENGLISH READING NATIONAL CURRICULUM

WORD READING:

Pupils should be taught to:

Apply phonic knowledge and skills as the route to decode words
 Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
 Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
 Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

COMPREHENSION:

Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 Being encouraged to link what they read or hear read to their own experiences.
 Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 Recognising and joining in with predictable phrases.
 Learning to appreciate rhymes and poems, and to recite some by heart

Understand both the books they can already read accurately and fluently and those they listen to by:

Drawing on what they already know or on background information and vocabulary provided by the teacher
 Checking that the text makes sense to them as they read and correcting inaccurate reading.
 Discussing the significance of the title and events
 Making inferences on the basis of what is being said and done
 Predicting what might happen on the basis of what has been read so far
 Participate in discussion about what is read to them, taking turns and listening to what others
 Explain clearly their understanding of what is read to them.

PHONICS	GUIDED READING	INDIVIDUAL READERS	READING FOR PLEASURE
We use the Red Rose Scheme to teach children systematic synthetic phonics. In Year	We currently teach children the skills for reading through Whole Class Comprehension .	Children read their home reading book with an adult once a week in school.	Children are encouraged to read across the curriculum and they are

YEAR 1 LONG TERM CURRICULUM 2022-23



1, we focus on Phase 5 sounds. Within the review section of our teaching, we revisit all phases.	We then use our guided reading sessions to further develop these skills while also listening to the children reading a book one level above their home reading book.		given opportunities to read for enjoyment.
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MATHEMATICS

NATIONAL CURRICULUM

Pupils should be taught to:

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
 Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
 Given a number, identify one more and one less
 Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
 Read and write numbers from 1 to 20 in numerals and words.

Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

NUMBER AND PLACE VALUE	GEOMETRY (SHAPE)
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|---|---|
| <ul style="list-style-type: none"> • To sort and count objects • To represent objects • To recognise numbers as words • To count on from any number • To count 1 more and 1 less • To compare groups by matching • To compare numbers • To use mathematical vocabulary less than, equal to, and fewer, more, same • Introduce = , > and < symbols. • To order objects and numbers • To use a number line efficiently | <ul style="list-style-type: none"> • To recognise and name 3D shapes. • To sort 3D shapes. • To recognise and name 2D shapes • To sort 2D shapes • To create patterns with 3D and 2D shapes. |
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ORAL MENTAL STARTERS	NCETM FLUENCY
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Children begin every mathematics lesson with an oral/mental starter. These vary depending on the needs of the class and in line with the national curriculum.	During the 2023-24 academic year, Audley Infant School are taking part in an NCETM MASTERING NUMBER Programme. Sessions are taught for 15 minutes, 4 times per week.
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SCIENCE

NATIONAL CURRICULUM

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.

Knowledge and Understanding:

Observe change across 4 seasons.
Observe and describe weather associated with seasons and how day length varies.

SEASONAL CHANGE					
AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Do trees change over time?	Complete a week weather diary with day length included.	Do all trees change over the year?	Complete a weather diary with days included	Is it always sunny in summer?	Do all trees change over the year?

(Seasonal Change is a year-long unit that begins in Autumn and is revisited throughout the year- in addition to this, children will be taught the remaining units of science throughout the year).

SCIENCE

NATIONAL CURRICULUM

Working Scientifically:

Using their observations and ideas to suggest answers to questions.
Asking simple questions and recognising that they can be answered in different ways.
Observing closely, using simple equipment.
Identifying and classifying.

Knowledge and Understanding:

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, reptile, 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

ANIMALS INCLUDING HUMANS			
To identify and name body parts head, body, eyes etc.	To know the five senses and name body part associated with each.	Pattern seeking Does the tallest person have the biggest hand span?	Comparative Fair test Can I taste the difference between different flavoured crisps?

GEOGRAPHY

NATIONAL CURRICULUM
Pupils should be taught:

Locational Knowledge: To name and locate the world's seven continents and five oceans.
 To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

HOT AND COLD PLACES

To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	To understand what a map is used for.	To name the world's seven continents.	Identify seasonal and daily weather patterns in the UK.
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COMPUTING AND E-SAFETY

NATIONAL CURRICULUM

Pupils should be taught to:

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
 Recognise common uses of information technology beyond school.

DATA HANDLING

To be able to recognise the parts of a laptop.	To know that moving their finger on the tracking pad moves the cursor onscreen.	To use technology to create and present my ideas.	To use technology to create and present my ideas.	To know that work created by me using technology belongs to me.	To save work with support.
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RELIGIOUS EDUCATION (RE)

NATIONAL CURRICULUM

Although there is no National Curriculum for RE, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE.

BELONGING

That we all belong to something and belonging is an important part of our lives.	That religious people have signs we can notice about the fact that they belong to a religion	Describe what a story about the prophet shows about belonging to the Muslim community	Describe what Christians believe about God caring for them.	Think of reasons why many Christian families baptise their babies.	Look for similarities and differences between baptism in Christianity and belonging ceremonies in Islam.	Find out more about elements of Christian and Muslim weddings; rings and vows
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PHYSICAL EDUCATION

NATIONAL CURRICULUM						
<p>Pupils will be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. .</p>						
BASIC SKILLS		GYMNASTICS				
Assessment of fundamental skills such as: hopping, jumping, underhand throwing, running, skipping, overhand throwing, catching, bouncing, rolling and kicking.	To explore travelling movements using the space around them.	To develop quality when performing gymnastic shapes.	To develop stability and control when performing balances.	To develop technique and control when performing shape jumps.	To develop technique in the barrel, straight and forward roll.	To link gymnastic actions to create a sequence.

MUSIC						
NATIONAL CURRICULUM						
<p>Pupils will be taught to:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. 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.</p>						
CHARANGA- HEY YOU!						
How pulse, rhythm and pitch work together						
To know a song off by heart. To begin to recognise the sounds of the instruments	To learn how to enjoy moving to music. To know music has a steady pulse.	To know we can create rhythms from words.	To find the pulse.	To begin to learn the names of the notes in their instrumental part with support from the teacher.	Listen to and follow instructions from a leader.	To perform.

ART			
NATIONAL CURRICULUM			
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 			
PORTRAITS			
To study artists who created self-portraits.	To mix colours to make secondary colours.	To draw self-portraits considering positioning of features.	To paint a self-portrait.

AUTUMN TERM 2

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE) AND RELATIONSHIPS EDUCATION (RE)

NATIONAL CURRICULUM

By the end of Key Stage 1 pupils will be taught:

- To recognise how their behaviour affects other people.
- To listen to other people, and play and work cooperatively.
- To identify and respect the differences and similarities between people.
- That family and friends should care for each other.
- That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

CELEBRATING DIFFERENCE

To identify similarities to others in class.	To identify differences to others in class.	To know what bullying is and understand how it feels.	To identify the people they can talk to if they are unhappy or being bullied.	To know how to make new friends.	To understand that differences make us special and unique.
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ENGLISH WRITING

NATIONAL CURRICULUM

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Composition:

To write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense, discuss what they have written with the teacher or other pupils, read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting:

To sit correctly at a table, holding a pencil comfortably and correctly, begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters

Narrative: Stories from other Cultures- Handa's Hen/Chapatti Man <i>Eileen Browne</i>				Poetry: Winter and Christmas Poems	
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Look at patterns within the story.	Children to innovate the story including own animals.	Read and discuss The Chapatti man.	Innovate the story, making simple changes.	Share a range of poems. Look at poems with different styles.	Create a poem with the support of the teacher.
To write own sentences based on patterned language.	Use patterned language within own story.	Discuss the language pattern.	Writing grammatically correct sentences.	Practise and perform poems. Look at what worked well and how these could be improved.	Write descriptive words relating to winter.

Share ideas, working as a group.		Identify key elements of the story.		Identify pattern and rhyme.	Use the teacher's model to write own shape poem.
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ENGLISH READING

NATIONAL CURRICULUM

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Comprehension

Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
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 Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 Recognising and joining in with predictable phrases.
 Learning to appreciate rhymes and poems, and to recite some by heart

Understand both the books they can already read accurately and fluently and those they listen to by:

Drawing on what they already know or on background information and vocabulary provided by the teacher
 Checking that the text makes sense to them as they read and correcting inaccurate reading.
 Discussing the significance of the title and events
 Making inferences on the basis of what is being said and done
 Predicting what might happen on the basis of what has been read so far
 Participate in discussion about what is read to them, taking turns and listening to what others
 Explain clearly their understanding of what is read to them.

WORD READING AND COMPREHENSION

PHONICS	GUIDED READING	INDIVIDUAL READERS	READING FOR PLEASURE
We use the Red Rose Scheme to teach children systematic synthetic phonics. In Year 1, we focus on Phase 5 sounds. Within the review section of our teaching, we revisit all phases.	We currently teach children the skills for reading through Whole Class Comprehension . We then use our guided reading sessions to further develop these skills while also listening to the children reading a book one level above their home reading book.	Children read their home reading book with an adult once a week in school.	Children are encouraged to read across the curriculum and they are given opportunities to read for enjoyment.

MATHEMATICS

NATIONAL CURRICULUM

Pupils should be taught to:

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
 Represent and use number bonds and related subtraction facts within 20
 Add and subtract one-digit and two-digit numbers to 20, including zero
 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] time (hours, minutes, seconds)
 Recognise and know the value of different denominations of coins and notes.
 Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
 Recognise and use language relating to dates, including days of the week, weeks, months and years.
 Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
 describe position, direction and movement, including whole, half, quarter and three-quarter turns.

ADDITION & SUBTRACTION	MONEY	TIME
<ul style="list-style-type: none"> To understand and use the part whole model To write an addition or subtraction sentence To learn addition facts within 10 To know number bonds within 10 To know number bonds to ten To add two numbers together To add more to a given number To take away – how many left? To subtract using a number line To add or subtract 2 	<ul style="list-style-type: none"> To understand the value of each unit of money To recognise coins To recognise notes To count in coins – 1p, 2p, 5p, 10p To reason and problem solve using money 	<ul style="list-style-type: none"> To use before and after to describe, order and sort events. To know the days of the week, month and year. To tell the time to the hour. To tell the time to the half hour. To write the time on a clock face. To compare time.

<p>ORAL MENTAL STARTERS Children begin every mathematics lesson with an oral/mental starter. These vary depending on the needs of the class and in line with the national curriculum.</p>	<p>NCETM FLUENCY During the 2023-24 academic year, Audley Infant School are taking part in an NCETM MASTERING NUMBER Programme. Sessions are taught for 15 minutes, 4 times per week.</p>
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SCIENCE

NATIONAL CURRICULUM

Working Scientifically:

Using their observations and ideas to suggest answers to questions.
 Asking simple questions and recognising that they can be answered in different ways.
 Observing closely, using simple equipment.
 Identifying and classifying.

Knowledge and Understanding:

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, reptile, 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

ANIMALS INCLUDING HUMANS

YEAR 1 LONG TERM CURRICULUM 2022-23



First hand experiences of animals in different groups.	Are humans' animals? To identify features of animals and sort on physical structure e.g. mammals, reptiles, birds, amphibians, fish.	Compare two animals of different groups, similarities and differences.	Do animals eat meat? Classify- sort animals according to their diet, carnivore, herbivore and omnivore.
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COMPUTING AND E-SAFETY

NATIONAL CURRICULUM

Pupils should be taught to:

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Recognise common uses of information technology beyond school.

DATA HANDLING

To know that the same information can be stored in a different way.	To organise information in a simple pictogram with support.	To be able to collect data using a tally chart.	To use technology to create and present my ideas.	Ask questions that can only be answered with yes or no.	To type words and find images online. To save images to a computer.	To know and speak to a trusted adult about anything upsetting online.
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RELIGIOUS EDUCATION (RE)

NATIONAL CURRICULUM

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CELEBRATIONS

➤ To identify some ways Christians celebrate Christmas/Easter/Harvest/ Pentecost and some ways a festival is celebrated in Islam.	To re-tell stories connected with Christmas and a festival in Islam and say why these are important to believers.	To collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.	To ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in Islam.
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PHYSICAL EDUCATION

NATIONAL CURRICULUM

Pupils will be taught to:

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Perform dances using simple movement patterns.

DANCE		GYMNASTICS		
1- To explore movement ideas based around the theme of penguins. And polar bears. To watch, copy and discuss ideas.	2- To create friendship circle dances.	1- To explore the running technique.	2- To explore rolling different equipment.	3- To explore the running and jumping techniques.
3- To respond imaginatively to stimuli and create movement phrases with a clear start.	4- To create a sequence with travel, turn and jump.	4- To explore the running, dodging and jumping techniques.	5- To develop the skill of rolling different equipment.	6- To apply simple tactics in the team game.

MUSIC

NATIONAL CURRICULUM

Pupils will be taught to:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
 Play tuned and untuned instruments musically.
 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.

CHARANGA- RHYTHM IN THE WAY WE WALK AND THE BANANA RAP
Pulse, rhythm, pitch, rapping, dancing and singing

To know a song off by heart. To begin to recognise the sounds of the instruments	To learn how to enjoy moving to music. To know music has a steady pulse.	To know we can create rhythms from words.	To find the pulse.	To begin to learn the names of the notes in their instrumental part with support from the teacher.	Listen to and follow instructions from a leader.	To perform.
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ART

NATIONAL CURRICULUM

Pupils will be taught to

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

TRANSIENT ART

To encourage observation of and discussion of colour and form – children to collect natural samples (leaves, pebbles, stems).	To observe leaves, colours and shades that can be seen in plants.	To record from first-hand experience and observation.
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DESIGN TECHNOLOGY

NATIONAL CURRICULUM

Pupils will be taught to

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- evaluate their ideas and products against design criteria

MECHANISMS AND SLIDERS

To investigate how pop-up books and cards work.	To plan what they want their card to look like? Look at inspiration online. Which ideas are we going to magpie?	To cut out and decorate their template. Follow a set of instructions to make it and write a message inside.	To evaluate and what they like/dislike and what they would change next time.
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SPRING TERM 1

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE) AND RELATIONSHIPS EDUCATION (RE)

NATIONAL CURRICULUM

By the end of Key Stage 1 pupils will be taught:

To take part in discussions with one other person and the whole class.
 To take part in a simple debate about topical issues; c. to recognise choices they can make, and recognise the difference between right and wrong.
 To contribute to the life of the class and school.
 Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves).
 Consider social and moral dilemmas that they come across in everyday life.

DREAMS AND GOALS

To set simple goals and work out how to achieve them.	To understand how to work with a partner.	To tackle a new challenge and understand this might stretch learning.	To tell you about obstacles.	To tell you how they felt succeeding a new challenge.
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ENGLISH WRITING

NATIONAL CURRICULUM

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 To name the letters of the alphabet: naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound.
 To form capital letters.

Composition:

To write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense, discuss what they have written with the teacher or other pupils, read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting:

To sit correctly at a table, holding a pencil comfortably and correctly, begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters

Traditional stories Part 1 - **The Little Red Hen**

Non-fiction unit 2 Instructions and persuasion (2 weeks) - **Bread making/Toys**

YEAR 1 LONG TERM CURRICULUM 2022-23



<p>To retell a familiar traditional story in chronological order using story language.</p> <p>To discuss the appearance, behaviour, characteristics and goals of characters.</p>	<p>To discuss how narratives on videos are presented and express an opinion about the different versions.</p> <p>To say what a play script is for and identify some ways in which it differs from a story text.</p> <p>Children can read a simple play script aloud using appropriate expression.</p>	<p>To write their version of a traditional story, using a series of complete sentences organised in chronological order.</p> <p>Children can write a profile of a character using visual and written text.</p>	<p>Look at features of non-fiction text.</p> <p>To give instructions.</p> <p>To make bread and then follow step by step instructions to make bread.</p>	<p>To write the set of instructions considering the different features.</p> <p>To evaluate different instruction text.</p>
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ENGLISH READING

NATIONAL CURRICULUM

WORD READING:

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COMPREHENSION

Pupils should be taught to:

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Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
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 Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 Recognising and joining in with predictable phrases.
 Learning to appreciate rhymes and poems, and to recite some by heart

Understand both the books they can already read accurately and fluently and those they listen to by:

Drawing on what they already know or on background information and vocabulary provided by the teacher
 Checking that the text makes sense to them as they read and correcting inaccurate reading.
 Discussing the significance of the title and events
 Making inferences on the basis of what is being said and done
 Predicting what might happen on the basis of what has been read so far
 Participate in discussion about what is read to them, taking turns and listening to what others
 Explain clearly their understanding of what is read to them.

PHONICS	GUIDED READING	INDIVIDUAL READERS	READING FOR PLEASURE
We use the Red Rose Scheme to teach children systematic synthetic phonics. In Year	We currently teach children the skills for reading through Whole Class Comprehension .	Children read their home reading book with an adult once a week in school.	Children are encouraged to read across the curriculum and they are

YEAR 1 LONG TERM CURRICULUM 2022-23



<p>1, we focus on Phase 5 sounds. Within the review section of our teaching, we revisit all phases.</p>	<p>We then use our guided reading sessions to further develop these skills while also listening to the children reading a book one level above their home reading book.</p>	<p>given opportunities to read for enjoyment.</p>
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MATHEMATICS

NATIONAL CURRICULUM

Pupils should be taught to:

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
 Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
 Given a number, identify one more and one less
 Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
 Read and write numbers from 1 to 20 in numerals and words.

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
 Represent and use number bonds and related subtraction facts within 20
 Add and subtract one-digit and two-digit numbers to 20, including zero
 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Measure, compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] , mass/weight [for example, heavy/light, heavier than, lighter than]

NUMBER AND PLACE VALUE	ADDITION AND SUBTRACTION
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- | | |
|---|--|
| <ul style="list-style-type: none"> • To count forwards and backwards. • To count within 20 • To understand numbers 10-20 • Count one more or one less than a given number. • To know how to use a number line to 20 • To estimate on a number line to 20 • To know where numbers lie on a number line. • To compare numbers to 20 • To order numbers to 20 | <ul style="list-style-type: none"> • To add by counting on within 20 • To add ones using number bonds. • To find and make number bond to 20s. • To know doubles to 20 • To use doubles to find near doubles • To subtract ones using number bonds • To subtract by counting back • To subtract by finding the difference • To explore missing number problems |
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ORAL MENTAL STARTERS	NCETM FLUENCY
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<p>Children begin every mathematics lesson with an oral/mental starter. These vary depending on the needs of the class and in line with the national curriculum.</p>	<p>During the 2023-24 academic year, Audley Infant School are taking part in an NCETM MASTERING NUMBER Programme. Sessions are taught for 15 minutes, 4 times per week.</p>
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HISTORY

NATIONAL CURRICULUM

VICTORIANS

Pupils should be taught about:

Changes within living memory- where possible, these should reveal aspects of change in national life.

To learn about significant places in their own locality.	To recognise that Blackburn has places of significant historical interest.	To be able to compare artefacts from then and now.	To develop an awareness of the past and use appropriate vocabulary
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COMPUTING

NATIONAL CURRICULUM

Pupils should be taught to:

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Recognise common uses of information technology beyond school.

RESEARCH ON THE INTERNET AND E-SAFETY

To use simple navigation skills to open a website.	To make choices by clicking on buttons in a webpage	To navigate between pages by using the forward and back arrows.	To know how to minimise a screen or turn off a monitor if they see something inappropriate on a website and tell a trusted adult.
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RELIGIOUS EDUCATION (RE)

NATIONAL CURRICULUM

Although there is no National Curriculum for RE, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE.

CHRISTIANITY

Talk about the fact that Christians believe in God and the example of Jesus.	Recognise some Christian symbols used to express ideas about God.	Talk about the issues of good and bad and right and wrong.	Make links between what Jesus taught and what Christians believe and do.
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PHYSICAL EDUCATION

NATIONAL CURRICULUM

Pupils will be taught to:

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.

GYMNASTICS

FUNDAMENTALS

YEAR 1 LONG TERM CURRICULUM 2022-23



Link basic movements together.	Copy sequences and repeat them.	Control their bodies when travelling and moving.	Throw underarm with some accuracy.	Throw and catch with both hands.	Develop the skills of dodging.	Apply simple tactics in a game.
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MUSIC

NATIONAL CURRICULUM

Pupils will be taught to:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
 Play tuned and untuned instruments musically.
 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.

CHARANGA- IN THE GROOVE
How to be in the groove with different styles of music

To know a song off by heart.	To know what songs are about.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	Create rhythms for other people to copy.	To sing from memory and sing in unison.
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ART

NATIONAL CURRICULUM

Pupils will be taught:

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

HUNDETWASSER

To learn about/discuss the work of Hundertwasser	To know that lines can be drawn in many different ways and to experience making different types of lines.	To develop skills in using line, scissors and glue.	To develop creative independence.	To combine materials to create new effects.
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SPRING TERM 2

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE) AND RELATIONSHIPS EDUCATION (RE)

NATIONAL CURRICULUM

By the end of Key Stage 1 pupils will be taught:

How to make simple choices that improve their health and wellbeing.
 To maintain personal hygiene.
 How some diseases spread and can be controlled.
 The process of growing from young to old and how people's needs change.
 The names of the main parts of the body.
 that all household products, including medicines, can be harmful if not used properly.
 Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

HEALTHY ME

To understand the difference between being healthy and unhealthy	To know how to make healthy lifestyle choices.	To know how to keep myself clean and healthy and understand how germs cause disease/illness	To understand that medicines can help me if I feel poorly and I know how to use them safely.	To know how to keep safe when crossing the road and about people who can help me to stay safe.	To tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.
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ENGLISH WRITING

NATIONAL CURRICULUM

Pupils will be taught to:

Transcription:

To spell: words containing each of the 40+ phonemes already taught, common exception words, the days of the week.
 To name the letters of the alphabet: naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound.
 To form capital letters.

Composition:

To write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense, discuss what they have written with the teacher or other pupils, read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting:

To sit correctly at a table, holding a pencil comfortably and correctly, begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters

Traditional stories Part 2 – **Jack and the Beanstalk** *Guiseppa De Lernia*

Recount and Dictionary– **Visit to Leyland Transport Museum**

YEAR 1 LONG TERM CURRICULUM 2022-23



<p>To retell a familiar traditional story in chronological order using story language.</p> <p>To discuss the appearance, behaviour, characteristics and goals of characters.</p> <p>To write a profile of a character using visual and written text.</p>	<p>To discuss how narratives on audiotape and videos are presented and express an opinion about the different versions.</p> <p>To say what a play script is for and identify some ways in which it differs from a story text.</p> <p>To read a simple play script aloud using appropriate expression.</p>	<p>To write their version of a traditional story, using a series of complete sentences organised in chronological order.</p>	<p>To listen to a recount and ask questions to support their understanding.</p> <p>To order events correctly.</p> <p>To identify and explain the main features of a sentence.</p>	<p>To use knowledge of the alphabet to locate words in simple dictionaries.</p> <p>Children can write at least three simple sentences in the past tense and use some time connectives in a recount.</p>
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ENGLISH READING

NATIONAL CURRICULUM

WORD READING:

Pupils should be taught to:

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est
 Read other words of more than one syllable that contain taught GPCs
 Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
 Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
 Re-read these books to build up their fluency and confidence in word reading.

COMPREHENSION:

Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 Being encouraged to link what they read or hear read to their own experiences.
 Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 Recognising and joining in with predictable phrases.
 Learning to appreciate rhymes and poems, and to recite some by heart

Understand both the books they can already read accurately and fluently and those they listen to by:

Drawing on what they already know or on background information and vocabulary provided by the teacher
 Checking that the text makes sense to them as they read and correcting inaccurate reading.
 Discussing the significance of the title and events
 Making inferences on the basis of what is being said and done
 Predicting what might happen on the basis of what has been read so far
 Participate in discussion about what is read to them, taking turns and listening to what others
 Explain clearly their understanding of what is read to them.

PHONICS	GUIDED READING	INDIVIDUAL READERS	READING FOR PLEASURE
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YEAR 1 LONG TERM CURRICULUM 2022-23



We use the Red Rose Scheme to teach children systematic synthetic phonics. In Year 1, we focus on Phase 5 sounds. Within the review section of our teaching, we revisit all phases.	We currently teach children the skills for reading through Whole Class Comprehension . We then use our guided reading sessions to further develop these skills while also listening to the children reading a book one level above their home reading book.	Children read their home reading book with an adult once a week in school.	Children are encouraged to read across the curriculum and they are given opportunities to read for enjoyment.
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MATHEMATICS

NATIONAL CURRICULUM

Pupils should be taught to:

Measure, compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] , mass/weight [for example, heavy/light, heavier than, lighter than]

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

Represent and use number bonds and related subtraction facts within 20

Add and subtract one-digit and two-digit numbers to 20, including zero

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

PLACE VALUE	MEASUREMENT - LENGTH	MEASUREMENT - MASS	ADDITION & SUBTRACTION
<ul style="list-style-type: none"> • To count forwards and backwards. • To count within 20 • To understand numbers 10-20 • Count one more or one less than a given number. • To know how to use a number line to 20 • To estimate on a number line to 20 • To know where numbers lie on a number line. • To compare numbers to 20 • To order numbers to 20 	<ul style="list-style-type: none"> • To measure length. • To compare length. • To measure length using objects • to measure length in cm • To solve problems related to length. 	<ul style="list-style-type: none"> • To measure mass. • To compare mass. • To compare full & empty • To measure volume • to compare volume • To solve problems related to mass and volume. 	<ul style="list-style-type: none"> • To add by counting on within 20 • To add ones using number bonds. • To find and make number bond to 20s. • To know doubles to 20 • To use doubles to find near doubles • To subtract ones using number bonds • To subtract by counting back • To subtract by finding the difference • To explore missing number problems

ORAL MENTAL STARTERS

Children begin every mathematics lesson with an oral/mental starter. These vary depending on the needs of the class and in line with the national curriculum.

NCETM FLUENCY

During the 2023-24 academic year, Audley Infant School are taking part in an NCETM MASTERING NUMBER Programme.
Sessions are taught for 15 minutes, 4 times per week.

SCIENCE

NATIONAL CURRICULUM

Working Scientifically:

Identifying and classifying
performing simple tests

Knowledge and Understanding:

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

MATERIALS AND THEIR PROPERTIES

<p>Is Fabric the only Material? To identify and name a variety of material- (wood, plastic, glass)</p>	<p>To classify materials and explain why they have sorted them that way.</p>	<p>Classify To describe physical properties of different materials e.g. plastic is different forms with different properties.</p>	<p>Comparative fair test Test materials to see how effective they are for waterproofness (teddy bears umbrella).</p>
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HISTORY

NATIONAL CURRICULUM

Pupils should be taught about:

Changes within living memory- where possible, these should reveal aspects of change in national life.

HISTORY OF TRANSPORT- CHANGES IN LIVING MEMORY

<p>To identify different types of transport and link to own experience of travel.</p>	<p>To sort different forms of transport into past and present groups and give reasons why.</p>	<p>To discuss how different forms of transport work and discuss the changes then and now.</p>	<p>To sort transport onto a timeline in chronological order and discuss ideas.</p>	<p>To compare a bike from the past to one from the present. Discuss similarities and differences.</p>	<p>To compare and contrast a car from the past and the present. Give good explanations for why the changes may have occurred.</p>
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COMPUTING AND E-SAFETY

NATIONAL CURRICULUM

Pupils should be taught to:

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Recognise common uses of information technology beyond school.

MULTIMEDIA AND E-SAFETY

YEAR 1 LONG TERM CURRICULUM 2022-23



To know that an animation is a series of still pictures.	To know that we can use technology to communicate in different ways.	Use technology safely and respectfully in the context of keeping personal information safe.	To understand what personal information needed to keep safe.
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RELIGIOUS EDUCATION (RE)

NATIONAL CURRICULUM

Although there is no National Curriculum for RE, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE.

CHRISTIANITY

Talk about the fact that Christians believe in God and the example of Jesus.	Recognise some Christian symbols used to express ideas about God.	Talk about the issues of good and bad and right and wrong.	Make links between what Jesus taught and what Christians believe and do.
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PHYSICAL EDUCATION

NATIONAL CURRICULUM

Pupils will be taught to:

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.

DANCE

FUNDAMENTALS

1- To explore the movements of a variety of different toys.	2- Link travel, turn and stillness within a sequence.	3- Link travel, turn and stillness within a sequence depicting a different mood.	1- To explore overarm throwing with a variety of beanbags.	2- To develop catching skills and choose throwing technique effectively for a game situation.
4- To travel from one space to another using different pathways and levels	5- To explore the body shapes and emotions associated with being captured	6- To combine all the dance sequences in order to retell aspects of the story.	3- To use skills and throwing techniques effectively in a game situation	4- To develop striking skills and choose correct tactics of striking/throwing in a game situation

MUSIC

NATIONAL CURRICULUM

Pupils will be taught to:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. 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.

**CHARANGA- ROUND AND ROUND
Pulse, rhythm and pitch in different styles of music**

To know a song off by heart.	To know what songs are about.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To listen and sing back. Use your voice to copy back using 'la' whilst marching to the steady beat. Use your voices to copy back 'la'.	To perform.
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ART

NATIONAL CURRICULUM

Pupils will be taught:

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

COLOUR MIXING

To explore mixing primary colours.	To make light and dark colours.	To use different size brushes, fingers etc to create colours of the colour wheel.	To add different media to create different textures.	To use learned techniques to paint, print, draw flowers.
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DESIGN TECHNOLOGY

NATIONAL CURRICULUM

Pupils should be taught to:

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- explore and evaluate a range of existing products.

FOOD TECHNOLOGY- FRUIT SALAD

To understand where food comes from.	To explore and evaluate a range of products.	To use the basic principles of healthy and varied diet to prepare dishes.	To select from a range of equipment to perform practical tasks.
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SUMMER TERM 1

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE) AND RELATIONSHIPS EDUCATION (RE)

NATIONAL CURRICULUM

By the end of Key Stage 1 pupils will be taught:

- To recognise how their behaviour affects other people.
- To listen to other people, and play and work cooperatively.
- To identify and respect the differences and similarities between people.
- That family and friends should care for each other.
- Develop relationships through work and play

RELATIONSHIPS

To identify members of their family.	To identify what being a good friend means.	To know who can help them in their school community.	To recognise their qualities as a person and friend.	To be able to say why they appreciate someone who is special to them.
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ENGLISH WRITING

NATIONAL CURRICULUM

Pupils will be taught to:

Transcription:

- To spell: words containing each of the 40+ phonemes already taught, common exception words, the days of the week.
- To name the letters of the alphabet: naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound.
- To form capital letters.

Composition:

To write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense, discuss what they have written with the teacher or other pupils, read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting:

To sit correctly at a table, holding a pencil comfortably and correctly, begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters

Narrative Stories about fantasy Part 1 The Magic Far Away Tree - <i>Enid Blyton</i> 3-6 years			Non-fiction- Information text – Flowers	
To predict possible events in a narrative based on their experiences of other texts. To orally tell an adventure narrative during role play with events	To retell the story in chronological order. To collect interesting vocabulary.	To compose complete sentences correctly demarcated by capital letters and full stops.	To look at a range of non-fiction text. To identify features of non-fiction text. To ask simple questions.	To say what the key structural features of a simple information text are.

organised sequentially to problems and resolutions.	To write sentences using topic related vocabulary.	Children can write a short story with events organised sequentially into problems and resolutions.	To identify a contents page and an index in an information text. They can use these to find the right page to answer simple questions.	To say whether a sentence is an appropriate style for an information text. To write sentences for an information text in an appropriate style.
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ENGLISH READING

NATIONAL CURRICULUM

WORD READING:

Pupils should be taught to:

Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est
 Read other words of more than one syllable that contain taught GPCs
 Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
 Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
 Re-read these books to build up their fluency and confidence in word reading.

COMPREHENSION:

Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 Being encouraged to link what they read or hear read to their own experiences.
 Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 Recognising and joining in with predictable phrases.
 Learning to appreciate rhymes and poems, and to recite some by heart

Understand both the books they can already read accurately and fluently and those they listen to by:

Drawing on what they already know or on background information and vocabulary provided by the teacher
 Checking that the text makes sense to them as they read and correcting inaccurate reading.
 Discussing the significance of the title and events
 Making inferences on the basis of what is being said and done
 Predicting what might happen on the basis of what has been read so far
 Participate in discussion about what is read to them, taking turns and listening to what others
 Explain clearly their understanding of what is read to them.

PHONICS	GUIDED READING	INDIVIDUAL READERS	READING FOR PLEASURE
We use the Red Rose Scheme to teach children systematic synthetic phonics. In Year 1, we focus on Phase 5 sounds. Within the review section of our teaching, we revisit all phases.	We currently teach children the skills for reading through Whole Class Comprehension . We then use our guided reading sessions to further develop these skills while also listening	Children read their home reading book with an adult once a week in school.	Children are encouraged to read across the curriculum and they are given opportunities to read for enjoyment.

	to the children reading a book one level above their home reading book.		
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MATHEMATICS

NATIONAL CURRICULUM

Pupils should be taught to:

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

MULTIPLICATION & DIVISION	FRACTIONS
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<ul style="list-style-type: none"> • To count in 2s • To count in 10s • To count in 5s • To recognise equal groups • To add equal groups • To make arrays • To make doubles • To make equal groups by grouping • To make equal groups by sharing 	<ul style="list-style-type: none"> • To recognise and find $\frac{1}{2}$ of an object, shape or quantity. • To recognise and find $\frac{1}{4}$ of an object, shape or quantity. • To reason and solve problems relating to $\frac{1}{2}$ and $\frac{1}{4}$.
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ORAL MENTAL STARTERS	NCETM FLUENCY
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Children begin every mathematics lesson with an oral/mental starter. These vary depending on the needs of the class and in line with the national curriculum.

During the 2023-24 academic year, Audley Infant School are taking part in an NCETM MASTERING NUMBER Programme. Sessions are taught for 15 minutes, 4 times per week.

SCIENCE

NATIONAL CURRICULUM

Working Scientifically:

Performing simple tests
Observing closely, using simple equipment

Knowledge and Understanding:

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

PLANTS

Do all plants have flowers? Are all leaves green? To name plant parts.	To compare two leaves and flowers.	To Observe plants growing over time.	To name specific plants in the local environment.	Pattern seeking enquiry Do bigger plants have bigger leaves?
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GEOGRAPHY

NATIONAL CURRICULUM

Pupils will be taught:

To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
 To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
 To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
 To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

FIELDWORK

To use compass directions and directional language.	To understand what an aerial view map is and create their own.	To identify symbols on a map and draw some.	To follow a simple map of the school and mark out their journey on it.	To create their own symbols and add to their route on the map.	To use compass points and directional vocabulary for someone to follow to a specific point or object.
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COMPUTING AND E-SAFETY

NATIONAL CURRICULUM

Pupils should be taught to:

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
 Create and debug simple programs.
 Use logical reasoning to predict the behaviour of simple programs

ELECTRONIC COMMUNICATION AND E-SAFETY

To use simple navigation skills to open a website.	To explore how to use email to safely communicate.	To be able to recognise that there may be people online who can make me upset.	To know what to do if something online makes me feel sad, worried, uncomfortable or frightened.	To use technology safely and respectfully in the context of searching for appropriate images online.	To know that messages can be sent quickly and electronically using a range of devices.	To know that messages can be sent quickly and electronically using a range of devices.
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RELIGIOUS EDUCATION (RE)

NATIONAL CURRICULUM

Although there is no National Curriculum for RE, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE.

WHAT MAKES A PLACE SACRED?

To recognise that there are special places where people go to worship, and talk about what people do there.	To identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.	Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.	Ask good questions during a school visit about what happens in a church, synagogue or mosque
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ART

NATIONAL CURRICULUM

Pupils should be taught:

- to use a range of materials creatively to design and make products

MATERIAL/COLLAGES

To experiment with furry textures with chalk, pencils and felt-tips.	Draw a teddy or own toy. Think about texture. Identify basic shapes. Look at and draw strong, smooth and light lines freehand.	Layering different materials including thread and glue.	To mark make using different materials.
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PHYSICAL EDUCATION

NATIONAL CURRICULUM

Pupils will be taught to:

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

ATHLETICS

TEAM GAMES

1- To run at different speeds.	2- To jump from a standing position.	3- To throw an object with one hand.	1- To throw and kick in different ways.	2- To hit the ball with the bat.
4- To recognise changes in the body during exercise.	5- To move with control.	6- To copy actions and skills.	3- To move and stop safely.	4- To play a team game.

MUSIC

NATIONAL CURRICULUM

Pupils will be taught to:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
 Play tuned and untuned instruments musically.
 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.

**CHARANGA- YOUR IMAGINATION
Using your Imagination**

To know a song off by heart.	To know we can create rhythms from words, our names, favourite foods, colours and animals.	Learn the name of notes in their instrumental part from memory and when written down.	To know that when someone improvises, they make up their own tune.	Help to create a simple melody using 1,2,3 notes.
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SUMMER TERM 2

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE) AND RELATIONSHIPS EDUCATION (RE)

NATIONAL CURRICULUM

By the end of Key Stage 1 pupils will be taught:

Feel positive about themselves
Make real choices.

CHANGING ME

To start to understand the life cycle of humans and animals.	To know some things that have changed and some that have stayed the same.	To say how the body has changed over time.	To understand that new learning changes a person a little.	To talk about the changes that have happened in their lives.
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ENGLISH WRITING

NATIONAL CURRICULUM

Pupils will be taught to:

Transcription:

To spell: words containing each of the 40+ phonemes already taught, common exception words, the days of the week.
To name the letters of the alphabet: naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound.
To form capital letters.

Composition:

To write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense, discuss what they have written with the teacher or other pupils, read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting:

To sit correctly at a table, holding a pencil comfortably and correctly, begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters

Narrative: Stories about fantasy worlds- Part 2 – Snail and the Whale <i>Julia Donaldson</i> (2 weeks)		Non-Fiction: Recount- Trip to the seaside		Poems on a Theme- Seaside Poems	
To predict possible events in a narrative based on their experiences of other texts.	Children can compose complete sentences correctly demarcated by capital letters and full stops.	To sequence a set of events based on their own experience and observations. To orally compose and retell a sequence of events using time	To sequences set of events based on their own experiences and observations. To write a recount using time connectives to sequence	Look at a range of poems. Practise and rehearse poems using appropriate actions.	Orally plan and rehearse ideas. Write poems with simple text type features.

To orally tell an adventure narrative during role play with events organised sequentially to problems and resolutions.	Children can write a short story with events organised sequentially into problems and resolutions.	connectives to link the sequence. To plan a recount using appropriate language.	events and correctly demarcate sentences.	Look at descriptive language linked to the seaside.	Make singular nouns plural using 's' and 'es' e.g. dog, dogs, wish and wishes.
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ENGLISH READING

NATIONAL CURRICULUM

WORD READING:

Pupils should be taught to:

Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est
 Read other words of more than one syllable that contain taught GPCs
 Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
 Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
 Re-read these books to build up their fluency and confidence in word reading.

COMPREHENSION:

Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 Being encouraged to link what they read or hear read to their own experiences.
 Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 Recognising and joining in with predictable phrases.
 Learning to appreciate rhymes and poems, and to recite some by heart

Understand both the books they can already read accurately and fluently and those they listen to by:

Drawing on what they already know or on background information and vocabulary provided by the teacher
 Checking that the text makes sense to them as they read and correcting inaccurate reading.
 Discussing the significance of the title and events
 Making inferences on the basis of what is being said and done
 Predicting what might happen on the basis of what has been read so far
 Participate in discussion about what is read to them, taking turns and listening to what others
 Explain clearly their understanding of what is read to them.

PHONICS	GUIDED READING	INDIVIDUAL READERS	READING FOR PLEASURE
We use the Red Rose Scheme to teach children systematic synthetic phonics. In Year 1, we focus on Phase 5 sounds. Within the review section of our teaching, we revisit all phases.	We currently teach children the skills for reading through Whole Class Comprehension . We then use our guided reading sessions to further develop these skills while also listening to the children reading a book one level above their home reading book.	Children read their home reading book with an adult once a week in school.	Children are encouraged to read across the curriculum and they are given opportunities to read for enjoyment.

MATHEMATICS

NATIONAL CURRICULUM

Pupils should be taught to:

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
 Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
 Given a number, identify one more and one less
 Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
 Read and write numbers from 1 to 20 in numerals and words.

Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] time (hours, minutes, seconds)
 Recognise and know the value of different denominations of coins and notes.
 Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
 Recognise and use language relating to dates, including days of the week, weeks, months and years.
 Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

GEOMETRY - POSITION	PLACE VALUE – NUMBERS TO 100	MEASURE - MONEY	MEASURE - TIME
<ul style="list-style-type: none"> To describe turns To describe positions – left & right, forwards & backwards, above & below. To use ordinal numbers to order objects. 	<ul style="list-style-type: none"> To count from 50 to 100 To count to 100 by making tens. To count forwards and backwards within 100. To partition numbers into tens and ones. To compare and order numbers within 100. To identify one more and one less than a given number. To compare numbers with the same number of tens. To compare any two numbers. 	<ul style="list-style-type: none"> Unitising Recognising coins Recognising notes Count in coins Reasoning and problem solving using money 	<ul style="list-style-type: none"> To use before and after to describe, order and sort events. To know days of the week, month and year. To tell the time to the hour. To tell the time to the half hour. To write the time on a clock face. To compare time. To reason and solve problems involving the passing of time

ORAL MENTAL STARTERS

Children begin every mathematics lesson with an oral/mental starter. These vary depending on the needs of the class and in line with the national curriculum.

NCETM FLUENCY

During the 2023-24 academic year, Audley Infant School are taking part in an NCETM MASTERING NUMBER Programme. Sessions are taught for 15 minutes, 4 times per week.

GEOGRAPHY – PHYSICAL AND HUMAN GEOGRAPHY

NATIONAL CURRICULUM

Pupils will be taught:

Place Knowledge: To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

ST ANNES

To discuss and identify human and physical geographical features.	To identify features of a seaside town using geographical vocabulary.	Use Digi maps to look at a map of Fairhaven. Add own drawn symbols to the map.	To discuss physical and human features of Fairhaven.	To add symbols to the map as a class.	To compare St Fairhaven to Blackburn. Discuss similarities and differences. Sort human and physical features into groups.
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HISTORY

NATIONAL CURRICULUM

Pupils should be taught about:

Events beyond living memory that are significant nationally or globally (for example. The great Fire of London, the first aeroplane flight, events commemorated through festivals.

HISTORY OF FLIGHT- EVENTS BEYOND LIVING MEMORY

To discuss different forms of transport and say which is the most suitable for different journeys.	To look at and discuss different forms of air travel over time.	To talk about invention and what it means. Introduce the Montgolfier brothers and their invention of the hot air balloon.	To look at and talk about air travel in the 20 th century. Discuss their own experience of air travel. To find out about the Wright brothers.	Find out off older family members how things have changed in their lifetime and share with the class.	To discuss the history of flight at each stage then place in chronological order on a timeline.
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COMPUTING AND E-SAFETY

NATIONAL CURRICULUM

Pupils should be taught to:

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

Create and debug simple programs.

Use logical reasoning to predict the behaviour of simple programs

CODING (ON-SCREEN) AND E-SAFETY

To understand that an algorithm is a set of instructions which need to be carried out in the correct order.	To understand the vocabulary associated with programmable toys.	To be able to program a beebot with a simple algorithm.	To be able to program a beebot with a simple algorithm.
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RELIGIOUS EDUCATION (RE)

NATIONAL CURRICULUM

Although there is no National Curriculum for RE, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE.

WHAT MAKES A PLACE SACRED?

To recognise that there are special places where people go to worship, and talk about what people do there.	To identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.	Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.	Ask good questions during a school visit about what happens in a church, synagogue or mosque
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PHYSICAL EDUCATION

NATIONAL CURRICULUM

Pupils will be taught to:

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.

GYMNASTICS

TEAM GAMES

1- To explore ways of balancing.	2- To link balances together	3- To perform balances and link them with travelling actions to create a sequence.	4- To perform balances and link them with travelling actions to create a sequence and transfer it to apparatus.	1- To throw and kick in different ways.	2- To hit the ball with the bat.
5- To watch and describe what others have done.	6- To explore jumping actions and still shapes. To link 3 jumping actions.	7- To recognise how their body feels when exercising.	8- To link 3 jumping actions in a sequence. To create a sequence of 3 'like' actions from either jumping, balancing or rolling	3- To move and stop safely.	4- To play a team game.

MUSIC

NATIONAL CURRICULUM

Pupils will be taught to:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Play tuned and untuned instruments musically.
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.

**CHARANGA- REFLECT, REWIND AND REPLAY
The History of Music**

To know and recognise the sound and names of some of the instruments.	To learn about singing notes of different pitches and sounds (high and low).	Learn how the notes of composition can be written down and changed if necessary.	Choose a song and perform.
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ART

NATIONAL CURRICULUM

YEAR 1 LONG TERM CURRICULUM 2022-23



KADINSKY					
To become familiar with and research Kandinsky.	To draw circles and use examples of Kandinsky's work to create own.	Explore shapes using ICT and create a piece on the computer.	Paint using a range of material.		
DESIGN TECHNOLOGY					
NATIONAL CURRICULUM					
STRUCTURES- BEACH HUT					
Explore and evaluate a range of structures.	Explore and evaluate the beach huts at St Annes.	Generate ideas based on simple design criteria and own experiences.	Explore and use tools and skills explaining their choice.	Design purposeful, functional and appealing products.	Evaluate and use different techniques in their own structures.