



**The Whartons Primary School**  
**Long Term Plan – Curriculum Overview for Year 1 – 2022-2023**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>Who Am I? (Ourselves)</b>		<b>What Do You Like to Play With? (Toys)</b>		<b>What's in Beatrix Potter's Garden?</b>	<b>The United Kingdom</b>
Role Play	Hospital (Link to Science)		Toy Museum (Link to History)		Garden Centre/Shop Link to Science	Travel Agent (Link to Geography)
ENGLISH	<b>NON-FICTION</b> <b>FOCUS ON SPOKEN LANGUAGE AND BASIC SENTENCE CONSTRUCTION</b> Alphabet focus Handwriting Focus Capital letters focus <b>SPOKEN LANGUAGE</b> (Talking Boxes) <b>POETRY</b> Autumn/Senses poems					
Non-fiction						
Fiction						
Poetry						
Cross-curricular writing	Science – human body labels & captions  Science – senses poetry  History – Guy Fawkes speech bubbles		History & Science - descriptive sentences about old toys from museum  D&T - instructions on how to make a moving picture	Science - classifying animals  Geography – Stick Man postcard from area relating to Geographical vocabulary i.e. mountain	History - Beatrix Potter biography	Leaflets about London
Cross-curricular reading comprehension	My body (NF)	<b>Toy story (F) CHANGE***</b>	3 Little Pigs text (F)	Julia Donaldson biography (NF)	Beatrix Potter facts (NF)	<b>Dragon description (F)</b>
MATHS	<b>Number: Place Value</b> - Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers to 10 in numerals and words.		<b>Number: Addition and Subtraction</b> - Represent and use number bonds and related subtraction facts within 20. - Add and subtract one digit and two digit numbers to 20, including zero.	<b>Measurement - Length</b> - Measure and begin to record lengths and heights. - Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer, shorter, tall/ short, double/half.	<b>Number: Multiplication and Division</b> - Count in multiples of twos, fives and tens. - Solve one-step problems involving multiplication and division, by calculating the answer	<b>Number: Place Value</b> - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers from 1-100 in numerals and words.
Number						
Measurement						

<p><b>Geometry</b></p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Given a number, identify one more or one less.</li> <li>- Count in multiples of twos.</li> </ul> <p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>- Represent and use number bonds and related subtraction facts (within 10)</li> <li>- Add and subtract one digit numbers (to 10), including zero.</li> <li>- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul> <p><b>Geometry: Shape</b></p> <ul style="list-style-type: none"> <li>- Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</li> </ul> <p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>- Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</li> <li>- Count, read and write numbers from 1 to 20 in numerals and words.</li> <li>- Given a number, identify one more or one less.</li> <li>- 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.</li> <li>- Count in multiples of twos and fives.</li> </ul>	<ul style="list-style-type: none"> <li>- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul> <p><b>Number – Place Value within 50.</b></p> <ul style="list-style-type: none"> <li>- Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</li> <li>- Count, read and write numbers from 1-50 in numerals and words.</li> <li>- Given a number, identify one more and one less.</li> <li>- Identify and represent numbers using objects and pictorial representations.</li> <li>- Count in multiples of twos, fives and tens.</li> </ul>	<p><b>Measurement: Weight and Capacity/Volume</b></p> <ul style="list-style-type: none"> <li>- Compare, describe and solve practical problems for: <b>mass/weight</b> [for example, heavy/light, heavier than, lighter than], <b>capacity and volume</b> [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>- Measure and begin to record the following: <b>mass/weight, capacity and volume</b></li> </ul>	<p>using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <ul style="list-style-type: none"> <li>- Make and add equal groups.</li> <li>- Make arrays and doubles.</li> <li>- Make equal groups by sharing and grouping.</li> </ul> <p><b>Number: Fractions</b></p> <ul style="list-style-type: none"> <li>- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul> <p><b>Geometry: Position and direction.</b></p> <ul style="list-style-type: none"> <li>- Describe position, direction and movement, including whole, half, quarter and three quarter turns</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Given a number, identify one more or one less.</li> </ul> <p><b>Measurement: Money</b></p> <ul style="list-style-type: none"> <li>- Recognise and know the value of different denominations of coins and notes.</li> <li>- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul> <p><b>Measurement: Time</b></p> <ul style="list-style-type: none"> <li>- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>- Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>- Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds).</li> <li>- Sequence events in chronological order using language [for example, before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].</li> </ul>
<p><b>PSHCE</b></p>	<p>Being Me in My World</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>

(JIGSAW Units)	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>MINDMATE</b>	<b>Feeling good &amp; being me</b> Recognise feelings <i>I can talk about how I am feeling.</i>	<b>Friends &amp; Family</b> Recognise how others show feelings & know how to respond <i>I know when my friends are feeling happy.</i>	<b>Life Changes</b> New school/class Making new friends <i>I understand that talking about my feelings can help.</i>	<b>Strong emotions</b> Recognise what is fair/ unfair right/wrong <i>I know when someone is being unkind, including myself.</i>	<b>Being the same, being different</b> Celebrating differences <i>I know the people in my class are all different.</i>	<b>Solving problems/ Making it better</b> Setting goals & targets <i>I can work &amp; play well in a small group.</i>
<b>SCIENCE</b> <i>Working Scientifically</i>	- asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions					
<b>SCIENCE</b>	<u><b>Animals Including Humans</b></u> - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<u><b>Materials</b></u> - 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	<u><b>Animals Including Humans</b></u> - 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)	<u><b>Plants</b></u> - 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		
<b>Geography &amp; Science</b>	<b>AUTUMN</b> - identify seasonal and daily weather patterns in the United Kingdom - use basic geographical vocabulary to refer to: key physical features, including: season and weather  <b>AUTUMN</b> - observe changes across the four seasons - observe and describe weather associated with seasons and how the day length varies		<b>SPRING</b> - identify seasonal and daily weather patterns in the United Kingdom - use basic geographical vocabulary to refer to: key physical features, including: season and weather  <b>SPRING</b> - observe changes across the four seasons - observe and describe weather associated with seasons and how the day length varies		<b>SUMMER</b> - identify seasonal and daily weather patterns in the United Kingdom - use basic geographical vocabulary to refer to: key physical features, including: season and weather  <b>SUMMER</b> - observe changes across the four seasons	

				- observe and describe weather associated with seasons and how the day length varies	
<b>GEOGRAPHY</b>	-Follow directions; up/down, left/right, behind/in front of -Use own symbols on imaginary maps -Use relative vocab; bigger/smaller, like/unlike -Draw picture maps of imaginary places and from stories. -Talk about own maps.	- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.		- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use world maps, atlases and globes to identify the United Kingdom and its countries	
<b>RE</b> (Agreed Syllabus)	1.1 Why are stories important?	1.2 Why do we celebrate special occasions?	1.3 What does it mean to belong to a church or a mosque?	1.4 Why do we care about people?	1.5 Who brought messages about God and what did they say?
	Talk about books which are special to them and books which are special to religious believers.  Notice how some books are special to religious believers, and talk about how they are treated.  Recall and talk about some religious stories Respond to questions about the meanings of stories	Name some celebrations and talk about how these are celebrated  Talk about their experiences and feelings connected to celebrations or customs  Notice what happens and respond to questions about the meanings of religious celebrations	Talk about places of worship and the objects and symbols they might see.  Notice what happens in special places or on special occasions and respond to questions about this	Recall and talk about some religious stories  Respond to questions about stories  Respond with ideas about how to care for others	Recall and name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph.  Retell, respond to questions and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'.
<b>COMPUTING</b> Purple Mash	- 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				
	<b>Unit 1.1 - Online Safety and Exploring Purple Mash</b> • To log in safely and understand why that is important. • To create an avatar and to understand what this is and how it is used.	<b>Unit 1.3 – Pictograms</b> To emphasise the importance of following instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result.  <b>Unit 1.4 - Lego Builders</b>	<b>Unit 1.5 - Maze Explorers</b> To understand the functionality of the direction keys. • To understand how to create and debug a set of instructions (algorithm). • To use the additional direction keys as part of an algorithm.	<b>Unit 1.6 - Animated Stories</b> To introduce e-books and the 2Create a Story tool. • To add animation to a story. • To add sound to a story, including voice recording and music the children have composed. • To work on a more complex story, including adding	<b>Unit 1.7 – Coding</b> To understand what instructions are and predict what might happen when they are followed. • To use code to make a computer program. • To understand what object and actions are.
				<b>Unit 1.8 – Spreadsheets</b> To know what a spreadsheet program looks like. • To locate 2Calculate in Purple Mash. • To enter data into spreadsheet cells.	

	<ul style="list-style-type: none"><li>• To be able to create a picture and add their own name to it.</li><li>• To start to understand the idea of 'ownership' of creative work.</li><li>• To save work to the My Work area and understand that this is private space.</li></ul> <p><b>Unit 1.2 Grouping and Sorting</b></p> <ul style="list-style-type: none"><li>• To understand that data can be represented in picture format</li><li>• To contribute to a class pictogram.</li></ul> <p>To use a pictogram to record the results of an experiment.</p>	<p>To emphasise the importance of following instructions.</p> <p>To follow and create simple instructions on the computer.</p> <p>To consider how the order of instructions affects the result.</p>	<ul style="list-style-type: none"><li>• To understand how to change and extend the algorithm list.</li><li>• To create a longer algorithm for an activity.</li><li>• To set challenges for peers.</li><li>• To access peer challenges set by the teacher as 2Dos.</li></ul>	<p>backgrounds and copying and pasting pages.</p> <ul style="list-style-type: none"><li>• To share e-books on a class display board.</li></ul>	<ul style="list-style-type: none"><li>• To understand what an event is.</li><li>• To use an event to control an object.</li><li>• To begin to understand how code executes when a program is run.</li><li>• To understand what backgrounds and objects are.</li><li>• To plan and make a computer program.</li></ul>	<ul style="list-style-type: none"><li>• To use 2Calculate image tools to add clipart to cells.</li><li>• To use 2Calculate control tools: lock, move cell, speak and count.</li></ul> <p><b>Unit 1.9 - Technology Outside School</b></p> <p>To walk around the local community and find examples of where technology is used.</p> <ul style="list-style-type: none"><li>• To record examples of technology outside school.</li></ul>
<b>HISTORY</b>	<p><b>Guy Fawkes</b></p> <p>Learning about and celebrating historical/nationally important events – Bonfire Night.</p> <p>Use specific vocabulary linked to periods studied: protestants, catholic, parliament, king, gunpowder.</p> <p>Sequence 3-4 artefacts from distinctly different periods of time.</p> <p>Find out facts about people from long ago.</p> <p>Find facts about events that happened a long time ago.</p> <p>Say why people acted the way they did.</p> <p>Identify different ways in which the past is represented; look at books and listen to stories.</p>		<p><b>Toys</b></p> <ul style="list-style-type: none"><li>- Chronology past, present, now, today, tomorrow, yesterday, last week, before I was born, a long time ago, when I was younger, years, evidence, events, sources.</li><li>- Sequence events in their own lives match objects to people of different ages.</li><li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li></ul>		<p><b>Beatrix Potter</b></p> <ul style="list-style-type: none"><li>- Begin to find answers to simple questions about the past from historical sources (books, artefacts, internet)</li><li>- Show awareness of the distinction between past and present in their own lives and other people's lives.</li></ul> <p>Find out facts about people from long ago.</p> <ul style="list-style-type: none"><li>- Recognise the difference between past and present in their own and others' lives.</li></ul> 	
<b>ART</b>	<ul style="list-style-type: none"><li>• Draw lines of different sizes and thickness.</li><li>• Colour (own work) neatly following the lines.</li><li>• Use thick and thin brushes.</li><li>• Mix primary colours to make secondary.</li></ul> 		<ul style="list-style-type: none"><li>• Use a combination of materials that are cut, torn and glued.</li><li>• Sort and arrange materials.</li><li>• Mix materials to create texture.</li></ul>		<ul style="list-style-type: none"><li>• Use weaving to create a pattern.</li><li>• Join materials using glue and/or a stitch.</li><li>• Use plaiting.</li><li>• Use dip dye techniques.</li></ul>	

D&T	<p><b>Mechanisms:</b> Sliders and levers – Moving book</p> <p><b>Prior learning•</b> Early experiences of working with paper and card to make simple flaps and hinges. • Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.</p> <p><b>Designing•</b> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</p> <p><b>Making•</b> Plan by suggesting what to do next. • Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating.</p> <p><b>Evaluating•</b> Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria</p> <p><b>Technical knowledge and understanding•</b> Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project.</p>		<p><b>Structures:</b> Free standing structures – Bug hotels</p> <p><b>Prior learning•</b> Experience using construction kits to build walls, towers and frameworks. Experience of using basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.</p> <p><b>Designing•</b> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking, mock-ups and drawing.</p> <p><b>Making•</b> Plan by suggesting what to do next. Select and use tools, skills and techniques suitable for the task, explaining their choices. Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques suitable for the structure they are creating.</p> <p><b>Evaluating•</b> Explore a range of existing animal homes. Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p> <p><b>Technical knowledge and understanding•</b> Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project.</p>		<p><b>Food:</b> Preparing fruit and vegetables – Salad for Peter Rabbit</p> <p><b>Prior learning•</b> Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance, taste and smell. Experience of cutting soft fruit and vegetables using appropriate utensils.</p> <p><b>Designing•</b> Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings.</p> <p><b>Making•</b> Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p><b>Evaluating•</b> Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose.</p> <p>Technical knowledge and understanding• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the Eatwell plate. Know and use technical and sensory vocabulary relevant to the project.</p>	
REAL PE	<p><b><u>PERSONAL</u></b></p> <ul style="list-style-type: none"> <li>- Co-ordination footwork</li> <li>- static balance (one leg)</li> </ul>	<p><b><u>SOCIAL</u></b></p> <ul style="list-style-type: none"> <li>- Dynamic balance to agility (jumping and landing)</li> <li>- static balance (seated)</li> </ul>	<p><b><u>COGNITIVE</u></b></p> <ul style="list-style-type: none"> <li>- Dynamic balance (on a line)</li> <li>- Static balance (stance)</li> </ul>	<p><b><u>CREATIVE</u></b></p> <ul style="list-style-type: none"> <li>- Co-ordination (ball skills)</li> <li>- Counter balance (with a partner)</li> </ul>	<p><b><u>PHYSICAL</u></b></p> <ul style="list-style-type: none"> <li>- Co-ordination (sending and receiving)</li> <li>- Agility (reaction/response)</li> </ul>	<p><b><u>HEALTH &amp; FITNESS</u></b></p> <ul style="list-style-type: none"> <li>- Agility (ball chasing)</li> <li>- Static balance (floor work)</li> </ul>
MUSIC Charanga	<ul style="list-style-type: none"> <li>- use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- play tuned and untuned instruments musically</li> <li>- listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>					

	<p>Hey You</p> <p><i>How pulse, rhythm and pitch work together.</i></p>	<p>Rhythm in the way we walk / Banana Rap</p> <p><i>Pulse, rhythm and pitch, rapping, dancing and singing.</i></p>	<p>In the Groove</p> <p><i>How to be in the groove with different styles of music.</i></p>	<p>Round &amp; Round</p> <p><i>Pulse, rhythm and pitch in different styles of music.</i></p>	<p>Your imagination</p> <p><i>Using your imagination.</i></p>	<p>Reflect, Rewind, Replay</p> <p><i>The history of music, look back and consolidate your learning, learn some of the language of music.</i></p>
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