



St Mary's Catholic Primary School and Nursery

Long Term Plan 2023- 2024

Year 1

	'Splendid Skies!'	Me, Myself and I	'Never Eat Shredded Wheat' (mapping and directions)	'I love where I live'	'Beside the seaside' geographical seaside	'Up, up and away' (first flights)
	<i>AUTUMN TERM 1</i>	<i>AUTUMN TERM 2</i>	<i>SPRING TERM 1</i>	<i>SPRING TERM 2</i>	<i>SUMMER TERM 1</i>	<i>SUMMER TERM 2</i>
English	<p>Main text:</p> <ul style="list-style-type: none"> - Titch -Wheels, wings, and other things! -The teddy bear robber - No bot <p>Writing focus: Stories with predictable phrasing Write simple sentences using patterned language, words and phrases taken from familiar stories Retelling</p> <p>Non-fiction Labels, lists and captions.</p>	<p>Main text:</p> <ul style="list-style-type: none"> - Once there were Giants - Stanley's Stick - Stick man - Threadbear <p>Writing Focus: Stories with familiar settings Retell a familiar story</p> <p>Non-fiction Poems – Rhyming</p> <p>Instructions – Write clear instructions with imperatives in chronological order.</p> <p>Letters</p> <p>Postcards</p>	<p>Main text:</p> <ul style="list-style-type: none"> -Lost & found - You can't take an elephant on the bus! - The way back home <p>Writing focus : Retelling a story</p> <p>Rhyming couplets; Recite familiar poems by heart;</p> <p>Read, write and perform poems</p> <p>Recounts Reports</p>	<p>Main text:</p> <ul style="list-style-type: none"> - That Rabbit Belongs to Emily Brown - Coming to England <p>Writing focus : Retelling events from first hand experiences</p> <p>Report</p> <p>Letters</p> <p>Invitations</p> <p>Post cards</p>	<p>Main text:</p> <ul style="list-style-type: none"> -Dear Greenpeace - Shark in the park! - Space tortoise <p>Writing focus : Non-fiction Non-Chronological report.</p> <p>Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.</p> <p>Fact files!</p> <p>Contemporary fiction – stories reflecting children's own experience (fictional recount).</p>	<p>Main text:</p> <ul style="list-style-type: none"> -The great Hullabaloo - Zog - You can't eat a Princess <p>Writing focus: Non-fiction Instructions – Write clear instructions with imperatives in chronological order . Non-Chronological reports.</p> <p>Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate. Letters</p>

					<p>Write a series of sentences to retell events based on personal experiences. Retelling</p> <p>Poetry appreciation Personal responses to poetry. Recite familiar poems by heart.</p>	
RE	<p>Domestic Church/Family - Families Why do we have a family and who is my family?</p> <p>Baptism /Confirmation – Belonging What does it mean to belong?</p> <p>Other religions Judaism</p> <p>Advent / Christmas - Waiting Is waiting always difficult?</p>	<p>Local Church/Community - Special People What makes a person special?</p> <p>Eucharist/Relating - Meals What makes some meals special?</p> <p>Other religions Islam</p> <p>Lent / Easter / Giving - Change How and why do things change?</p>	<p>Pentecost/serving - Holidays and Holy Days Do we need holidays and holydays?</p> <p>Reconciliation/inter-relating - Being Sorry Why should we be sorry?</p> <p>Universal Church - Neighbours Who is my neighbour?</p>			
Maths	<p>Number: Place Value (Within 10) Small steps include: Sort objects; count objects; count objects from a larger group; represent objects; recognise numbers as words; count on from any number; 1 more; count backwards within 10; 1 less; compare groups by matching, fewer, more, same; less than, greater than, equal to; compare numbers; order objects and numbers; the number line.</p> <p>Number: Addition and subtraction (within 10) Small steps include: Introduce parts and wholes; part-whole model; write number sentences; fact-families - addition facts; number bonds within 10; systematic number bonds within 10; number bonds to 10; addition - add together; addition - add more; addition problems; find a part;</p>	<p>Number: Place Value (Within 20) Small steps include: count within 20; understand 10; understand 11, 12 and 13; understand 14, 15 and 16; understand 17, 18 and 19; understand 20; 1 more and 1 less; the number line to 20; use a number line to 20; estimate on a number line to 20; compare numbers to 20; order numbers to 20.</p> <p>Number: Addition and subtraction (within 20) Small steps include: Add by counting on within 20; add ones using number bonds; find and make number bonds to 20; doubles; near doubles; subtract ones using number bonds; subtraction – counting back; subtraction – finding the difference; related facts; missing number problems.</p>	<p>Number: Multiplication and Division Counts in 2s; counts in 10s; count in 5's recognise equal groups; add equal groups; make arrays; make doubles; make equal groups – grouping; make equal groups - sharing</p> <p>Number: Fractions Recognise a half of an object or a shape; find a half of an object or a shape; recognise a half of a quantity; find a half of a quantity; recognise a quarter of an object or a shape; find a quarter of an object or a shape; recognise a quarter of a quantity; find a quarter of a quantity;</p> <p>Geometry: Position and Direction</p>			

	<p>subtraction - find a part; fact families - the eight facts; subtraction - take away/cross out/how many left?; take away - How many left?; subtraction on a number line; add or subtract 1 or 2.</p> <p>Geometry: Shape Small steps include: Recognise and name 3D shapes; sort 3D shapes; recognise and name 2D shapes; sort 2D shapes; patterns with 2D and 3D shapes. Consolidation</p>	<p>Number: Place Value (Within 50) Small steps include: Count from 20 to 50; 20, 30, 40 and 50; Count by making groups of tens; Groups of tens and ones; Partition into tens and ones; The number line to 50; Estimate on a number line to 50; 1 more, 1 less.</p> <p>Measurement: length and height Small steps include: Compare lengths and heights; Measure length using objects; Measure length in centimetres</p> <p>Measurement: Mass and volume Small steps include: Heavier and lighter; Measure mass; Compare mass; Full and empty; Compare volume; Measure capacity; Compare capacity</p>	<p>Describe turns; describe position – left and right; describe position – forwards and backwards; describe position – above and below; ordinal numbers</p> <p>Number: Place Value (Within 100) Count from 50 to 100; tens to 100; partition into tens and ones; 1 more, 1 less; compare numbers with the same number of tens; compare any two numbers</p> <p>Measurement: Money Unitising; recognising coins; recognising notes; count in coins</p> <p>Measurement: Time Before and after; days of the week; months of the year; hours, minutes and seconds; tell the time to the hour; tell the time to the half hour.</p> <p>Consolidation</p>	
Science	<p>Animals including humans & Everyday materials & Seasonal Changes</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Identify and name common animals including fish, reptiles, birds, mammals and amphibians.</p> <p>Observe changes across the Autumn and Winter. Observe and describe weather associated with the seasons and how day length varies. Identify patterns</p>	<p>Animals including humans & Seasonal Changes</p> <p>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</p> <p>Observe changes across the Spring Observe and describe weather associated with the seasons and how day length varies. Identify patterns</p>	<p>Plants& Seasonal Changes</p> <p>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.</p>	<p>Animals including humans & Seasonal Changes</p> <p>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).</p>

					Observe changes across the Spring & Summer Observe and describe weather associated with the seasons and how day length varies. Identify patterns	Observe changes across the Summer and all seasons Observe and describe weather associated with the seasons and how day length varies. Identify patterns
History		Changes within Living memory Children are introduced to historical concepts through exploring the ways in which life has changed over the time of our parents, grandparents and great-grandparents.		Our Local History Looking at history in our local area such as Tilbury floods, Windrush and the war memorial in the town centre. This is a lively and fun topic to teach children fieldwork and observational skills as they study the geography of their schools, the grounds and the key human and physical features of the surrounding environment.		Significant People and Events – Transport Examine forms of transport and how this has changed over time. Pupils' children develop a chronology of automobiles, trains, and space travel.
Geography	Weather Patterns Pupils learn about where we live and how to find the UK on the map. Pupils to discuss the weather type in the UK and then compare weather in another country. Use world maps, atlases and globes to identify the United Kingdom and its countries.		Compass Directions Use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their		Maps and Mapping Use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their	

			school and the key human and physical features of its surrounding environments.		school and the key human and physical features of its surrounding environments.	
Art / DT	Art Focus Landscapes Line, shape, form shading Pencil Constable	D&T Focus Textiles: Puppets Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.	Art Focus Me Myself and I Colour mixing, shading/tone Paint Portraits Picasso	D&T Focus Structures: Constructing a Windmill Inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features	Art Focus Beside the Seaside – Collage Construct Pinch and roll coils Make simple joins Pete Rush Construct Pinch and roll coils Make simple joins	D&T Focus Mechanisms: Making a moving story book Explore slider mechanisms and the movement they output, to design, make and evaluate a moving storybook from a range of templates.
Computing	Computing systems and networks: Improving Mouse Skills Learning how to login and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits	Programming 1: Algorithms Unplugged This unplugged unit requires no computers so that algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific.	'Programming 2: Bee-bots Developing early programming skills using either the Bee:Bot or virtual Bee:Bot.	Creating Media: Digital Imagery Using creativity and imagination to plan a miniature adventure story and capture it using developing photography skills. Learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase.	Data Handling: Introduction to Data Learn what data is and the different ways that it can be represented and developing an understanding of why data is useful, how it can be used and ways in which it can be gathered and recorded both by humans and computers.	'Skills Showcase: Rocket to the Moon Developing keyboard and mouse skills through designing, building and testing individual rockets by creating a digital list of materials, using drawing software and recording data.

Music	My Musical Heart Beat The children will learn that: Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat Singing and listening are at the heart of each lesson. They will play,improvise and compose using a selection of these notes: C, D, E, F, G	Dance, Sing and Play The children will learn that: Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together. They will play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A	Exploring sounds The children will learn that: Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies. Singing and listening are at the heart of each lesson. They will play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A	Learning to Listen The children will learn that listening is very important. You can listen with your eyes and ears and you can also feel sound in your body.	Having Fun with Improvisation The children will learn that Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When we improvise, we can do it on our own or in groups. We will consider which songs we can We sing to help us through the day.	Let's Perform together! The children will learn that singing, dancing, and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year. We'll consider how music can teach us about looking after our planet!
	Ball Control! Use the terms opponent and team-mate Use rolling, hitting, running, jumping catching and kicking skills in combination Develop tactics; Lead others when appropriate.	Outdoor Adventurous Activities/Multi Skills Select appropriate equipment for outdoor and adventurous activity. Identify possible risks and ways to manage them, asking for and listening to advice. Can you lead a team role and gain the	Gymnastics Copy and remember actions; Move with some control and awareness of space; Link two or more actions to make a sequence; Show contrast (such as small, tall, straight curved, wide, narrow);	Outdoor Adventurous Activities / Multi Skills Select appropriate equipment for outdoor and adventurous activity; Identify possible risks and ways to manage them, asking for and listening to advice;	Games Use the terms opponent and team-mate; Use rolling, hitting, running, jumping catching and kicking skills in combination; Develop tactics; Lead others when appropriate.	Athletics Activities are combined with games in Year 1 and 2.

		commitment and respect of a team? Use the terms opponent and team-mate.	Travel by rolling forwards, backwards and sideways.	Can you lead a team role and gain the commitment and respect of a team? Use the terms opponent and team-mate appropriately.		
PSHE	<p>Religious Understanding</p> <p>Understanding that: We are created individually by God God wants us to talk to Him often through the day and treat Him as our best friend God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness We are created as a unity of body, mind and spirit: who we are matters and what we do matters We can give thanks to God in different ways.</p> <p>Emotional Well being</p> <p>Understanding that: it is natural for us to relate to and trust one another</p>	<p>Religious Understanding</p> <p>Understanding that: We are part of God's family Saying sorry is important and can mend friendships Jesus cared for others and had expectations of them and how they should act We should love other people in the same way God loves us.</p> <p>Personal Relationships</p> <p>Understanding: To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special The importance of nuclear and wider family The importance of being close to and trusting special people</p>	<p>Keeping Safe</p> <p>To understand safe and unsafe situations, including online. Understanding: The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them How to resist pressure when feeling unsafe. To know that they are entitled to bodily privacy That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest. To know that: Medicines are drugs, but not all drugs are good for us.</p>	<p>Religious Understanding</p> <p>Understanding that: God is love: Father, Son and Holy Spirit That being made in his image means being called to be loved and to love others. To know what a community is, and that God calls us to live in community with one another A scripture illustrating the importance of living in community as a consequence of this; Jesus' teaching on who is my neighbour.</p> <p>Living in the wider world</p> <p>Understanding that: They belong to various communities such as home, school, parish, the wider local community, nation and global community</p>	<p>Economic Wellbeing; Money</p> <p>What is money? What forms that money come in; that money comes from different sources Economic Wellbeing: Aspirations, Work and Career Knowing about different jobs that people they know or people who work in the community do</p> <p>Life Cycles</p> <p>The cycle of Life Children will know and appreciate that there are natural life stages from birth to death, and what these are.</p>	<p>Me, My Body and My Health</p> <p>To learn that we are unique, with individual gifts, talents and skills. To know that our bodies are good To know the names of the parts of our bodies. To know that: girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family. Our bodies are good and we need to look after them What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating The importance of sleep, rest and</p>

	<p>We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</p> <p>Feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.</p> <p>We can use simple strategies for managing feelings and for good behaviour</p> <p>That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</p> <p>That Jesus died on the cross so that we would be forgiven.</p>	<p>and telling them if something is troubling them.</p> <p>How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</p> <p>The characteristics of positive and negative relationships</p> <p>Different types of teasing and that all bullying is wrong and unacceptable.</p> <p>To recognise when they have been unkind and say sorry</p> <p>To recognise when people are being unkind to them and others and how to respond</p> <p>To know that when we are unkind to others, we hurt God also and should say sorry to him as well</p> <p>To know that we should forgive like Jesus forgives.</p>	<p>Alcohol and tobacco are harmful substances.</p> <p>Our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>They should call 999 in an emergency and ask for ambulance, police and/or fire brigade</p> <p>If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.</p> <p>Some basic principles of First Aid</p> <p>Media Literacy and digital resilience</p> <p>Not all information seen online is true</p> <p>Internet Safety Week</p>	<p>They should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</p> <p>About what harms and what improves the world in which we live.</p> <p>Shared Responsibilities</p> <p>What rules are and why are they needed?</p> <p>How people have different needs and the responsibilities of caring for them</p> <p>What can you do to look after the environment?</p>		<p>recreation for our health</p> <p>How to maintain personal hygiene.</p> <p>Journey in Love Diocesan SRE Programme</p>
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