



St Joseph's Infant School Year 1 Long Term Curriculum Planning



<u>St Joseph's infant school</u> Year 1 Long Term Plan		
	Topics	Key Focus
Autumn 1	Ready Steady Go!	Local link London link-trains Compare CC, NA & TP Matthew Henson Space travel- Tim Peake
Autumn 2	Heroes and Heroines (RNLI visit)	RNLI Grace Darling Florence Nightingale Mary Seacole
Spring 1	Africa	Big 5 Continents African Artists
Spring 2	It starts with a seed	Science- Plants Forest School
Summer 1	Paws and Claws	Science- Animals Marwell Trip
Summer 2	The History of Toys	Majesty

Autumn 1 Ready, Steady, GO!	History	Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Changes to transport, changes to space travel. Significant historical events within travel
	Geography	No Geography taught this term



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Computing	See separate long term plan
PSHE/RSE	My Happy Mind: Meet your brain
Music	Kapow- Pulse and rhythm: All about me
PE	See separate scheme-Get set 4 PE
Science	Developing Experts: Materials 1 Pupils should be taught to: □ 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.
Art	Pupils should be taught: <ul style="list-style-type: none">to use a range of materials creatively to design and make products
Design technology	Kapow unit: Mechanisms- Wheels and axles (designing a vehicle) When designing and making, pupils should be taught to: Design <ul style="list-style-type: none">generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology technology Make <ul style="list-style-type: none">select from and use a range of tools and equipment to perform practical tasks for (example, cutting, shaping, joining and finishing) Evaluate <ul style="list-style-type: none">explore and evaluate a range of existing products Technical knowledge <ul style="list-style-type: none">explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products
RE	Kapow - How did the world begin?



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Autumn 2 Heroes and Heroines	History	Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. (Florence Nightingale and Grace Darling) Some should be used to compare aspects of life in different periods. (Grace Darling and modern-day RNLI)
	Geography	No Geography this half term
	Computing	See separate LT plan
	PSHE/RSE	My Happy Mind: Celebrate
	Music	Kapow- Pitch and tempo: Superheroes
	PE	See separate scheme-Get set 4 PE
	Science	Developing Experts: All about me Pupils should be taught to: □ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
	Art	Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (light & dark, colour mixing, primary/secondary colours) Pupils should 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 (Lowry/Bruegel)
	Design technology	No DT this topic
	RE	Kapow - What do some people believe God looks like?



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Spring 1 Africa	History	<u>No History this half term</u>
	Geography	Kapow: What is it like to live in Africa (adapted from 'What is it like to live in Shanghai?') Pupils should be taught 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. Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
	Computing	See separate LT plan
	PSHE/RSE	My Happy Mind: Appreciate
	Music	Kapow- Musical vocabulary: Under the sea Add in some learning of African call and response songs/drumming
	PE	See separate scheme-Get set 4 PE
	Science	Kapow unit: Seasonal change Pupils should be taught to: □ observe changes across the four seasons □ observe and describe weather associated with the seasons and how day length varies.
	Art	<u>Pupils should be taught:</u> <ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
	Design technology	Kapow unit: Making a moving book (African animal focus, animals with moving legs?) When designing and making, pupils should be taught to: Design <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks for (example, cutting, shaping, joining and finishing) • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate



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		<ul style="list-style-type: none"> evaluate their ideas and products against design criteria
	RE	Kapow - What is God's job?

Spring 2 It starts with a seed	History	No history taught this half term
	Geography	Kapow: What is it like here?
	Computing	See separate LT plan
	PSHE/RSE	Kapow- Safety and the changing body
	Music	Timbre and rhythmic patterns (Theme: Fairytales)
	PE	See separate scheme-Get set 4 PE
	Science	Developing Experts unit: Plants Pupils should be taught to: 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.
	Art	Pupils should be taught to: <ul style="list-style-type: none"> develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (printing-life cycle of a seed) 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 (Andy Warhol)
	Design technology	Kapow unit: Cooking and nutrition (Smoothies) Pupils should be taught to: <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.
RE	Why should we care for the world?	



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Summer 1 Paws and claws	History	No history taught this half term
	Geography	Kapow: What is the weather like in the UK?
	Computing	See separate LT plan
	PSHE/RSE	My Happy Mind: Relate
	Music	Classical music, dynamics and tempo (Theme: Animals)
	PE	See separate scheme-Get set 4 PE
	Science	Developing Experts -Animals including humans-all about animals Pupils should be taught to: 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)
	Art	<u>Pupils should be taught:</u> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Design technology	Kapow unit: Textiles- Puppets When designing and making, pupils should be taught to: Design <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria Make	



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		<ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks for (example, cutting, shaping, joining and finishing) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
		Evaluate <ul style="list-style-type: none"> evaluate their ideas and products against design criteria
	RE	Kapow - How do we know that babies are special?

Summer 2	History	<p>Pupils should be taught about changes within living memory (recent history of toys, then compare with Victorian-Majesty link)</p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods for example, Queen Victoria and Elizabeth II</p>
	Geography	No Geography this half term
	Computing	See separate LT plan
	PSHE/RSE	My Happy Mind: Engage
	Music	Kapow- Vocal and body sounds: By the sea
	PE	See separate scheme-Get set 4 PE
	Science	<p>Developing Experts: Materials 2</p> <p>Pupils should be taught to: □ 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>
	Art	<p><u>Pupils should be taught:</u></p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination



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	Design technology	<p>Kapow unit: Structures (windmills)</p> <p>Design</p> <ul style="list-style-type: none">• design purposeful, functional, appealing products for themselves and other users based on design criteria <p>Make</p> <ul style="list-style-type: none">• select from and use a range of tools and equipment to perform practical tasks for (example, cutting, shaping, joining and finishing)• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none">• evaluate their ideas and products against design criteria
	RE	Kapow - why should we care for others?