



# JUNCTION FARM PRIMARY SCHOOL

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CURRICULUM OBJECTIVES:  
LONG TERM PLANS

YEAR 1

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# Long Term Plan: Year 1 Curriculum Objectives

Subject	Autumn 1 Where I live	Autumn 2 How have inventions changed within living memory	Spring 1 What is my country	Spring 2 Who are the great nurses of the past	Summer 1 What does the rest of the world look like	Summer 2 What did Mary Anning do that was so special
English	<b>Spoken Language</b>  listen and respond appropriately to adults and their peers  ask relevant questions to extend their understanding and knowledge  use relevant strategies to build their vocabulary  articulate and justify answers, arguments and opinions  give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  speak audibly and fluently with an increasing command of Standard English  participate in discussions, presentations, performances, roleplay/improvisations and debates  gain, maintain and monitor the interest of the listener(s)  consider and evaluate different viewpoints, attending to and building on the contributions of others  select and use appropriate registers for effective communication  <b>Reading</b>  <b>Word Reading</b>  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			<b>Writing</b>  <b>Spelling</b>  spell: <ol style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ol> name the letters of the alphabet: <ol style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ol> add prefixes and suffixes: <ol style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> </ol> apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>  write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.  <b>Handwriting and Presentation</b>  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  form digits 0-9  understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these		

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Reading	<p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with <b>contractions</b>, and understand that the apostrophe represents the omitted letter(s)</p> <p>read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>reread these books to build up their fluency and confidence in word reading.</p>			<p><b>Composition</b></p> <p>write sentences by:</p> <ol style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ol> <p>discuss what they have written with the teacher or other pupils</p> <p>read their writing aloud clearly enough to be heard by their peers and the teacher.</p>		
	<p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To link what they have read to their own experiences.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To read words containing taught GPCs.</p> <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To begin to make simple inferences.</p>	<p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>To check that a text makes sense to them as they read and to self-correct.</p> <p>To retell familiar stories in increasing detail.</p>	<p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To discuss the significance of titles and events.</p> <p>To recite simple poems by heart.</p>	<p>Consolidation of year's objects. Use assessment to identify gaps in knowledge and skills and focus on these as a priority this term.</p>
	<p><b>Comprehension</b></p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ol style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ol> <p>understand both the books they can already read accurately and fluently and those they listen to by</p> <ol style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary</li> </ol>			<p><b>Vocabulary, grammar &amp; punctuation</b></p> <p>develop their understanding of the concepts set out in English <a href="#">Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using "and"</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>learning the grammar for year 1 in English <a href="#">Appendix 2</a></li> </ul>		

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	<div>provided by the teacher</div> <div>ii. checking that the text makes sense to them as they read and correcting inaccurate reading</div> <div>iii. discussing the significance of the title and events</div> <div>iv. making inferences on the basis of what is being said and done</div> <div>v. predicting what might happen on the basis of what has been read so far</div> <div>participate in discussion about what is read to them, taking turns and listening to what others say</div> <div>explain clearly their understanding of what is read to them</div>					
Mathematics	<div>Identify and represent numbers using objects and pictorial representations.</div> <div>Count in multiples of 2s.</div> <div>Compare, describe &amp; solve practical problems for:Lengths &amp; heights andMass/weight</div> <div>Read, write and interpret mathematical statements involving + -= signs.</div> <div>Represent and use number bonds and related subtractions facts within 20.</div> <div>Recognise and name common 2D shapes, including:2D, e.g. circles, triangles</div> <div>Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).</div>	<div>Count, read and write numbers to 50 in numerals</div> <div>Given a number, identify one more and one less up to 50.</div> <div>Count in multiples of 5s and 10s</div> <div>Add and subtract 1-digit and 2-digit numbers to 20, including zero.</div> <div>Recognise &amp; name common 3D shapes, including: 3D. e.g. cuboids (including cubes), pyramids, spheres.</div> <div>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</div> <div>Tell the time to the hour and draw the hands on a clock face to show these times.</div>	<div>Count, read and write numbers to 100 in numerals</div> <div>Count to and across 100, forwards and backwards beginning with 0 or 1, from any given number. Given a number, identify one more or one less than a number to 100.</div> <div>Represent and use number bonds and related subtractions facts within 20.</div> <div>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</div> <div>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</div> <div>Compare, describe and solve practical problems for lengths and heights.</div> <div>Measure &amp; begin to record the following: -Mass/weight</div> <div>Recognise and use language related to days including</div>	<div>Identify and represent numbers</div> <div>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.</div> <div>Recognise and name common 2D and 3D shapes.</div> <div>Compare, describe and solve practical problems for mass and weight</div> <div>Measure &amp; begin to record the following: -Mass/weight</div>	<div>Read and write numbers from 1 –20 in numerals and words</div> <div>Add and subtract 1-digit and 2-digit numbers to 20, including zero.</div> <div>Measure &amp; begin to record the following: -Capacity &amp; volume Consolidate and start to link to numbers:</div> <div>Recognise, find and name a half as one of two equal parts and a quarter as being one of four equal parts of an object, shape or quantity.</div> <div>Consolidate: Describe position, direction and movement, including half, quarter and three-quarter turns and link to shapes</div> <div>Recognise &amp; name common 3D shapes, including: 3D. e.g. cuboids (including cubes), pyramids, spheres.</div>	<div>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</div> <div>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.</div> <div>Add and subtract 1-digit and 2-digit numbers to 20, including zero.</div> <div>Consolidate: All learning involving length; weight and mass; capacity and volume; time and money</div> <div>Consolidate: All learning involving place value; addition and subtraction and fractions</div>

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			<p>days of the week, months and years.</p> <p>Given a number, identify 1 more or 1 less.</p> <p>Measure &amp; begin to record the following: -Mass/weight</p> <p>Identify &amp; describe common 2D shapes, including: -2D, e.g. rectangles (including squares) circles, triangles</p> <p>Continue with: Recognise &amp; know the value of different denominations or coins and notes.</p> <p>Add and subtract 1-digit and 2-digit numbers to 20, including zero.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>			
Science	<p><b>Working Scientifically:</b></p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking simple questions and recognising that they can be answered in different ways</p> <p>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.</p> <p><b>Seasonal Changes</b></p> <p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>					

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	<b>Everyday Materials</b>  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	<b>Everyday Materials/ Seasonal Changes</b>  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  observe changes across the 4 seasons  observe and describe weather associated with the seasons and how day length varies.	<b>Plants</b>  Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen ·  Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.	<b>Plants/ Seasonal Change</b>  Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen ·  Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.  observe changes across the 4 seasons  observe and describe weather associated with the seasons and how day length varies.	<b>Animals</b>  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)  observe changes across the 4 seasons  observe and describe weather associated with the seasons and how day length varies.	<b>Animals/ Seasonal Change</b>  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)  observe changes across the 4 seasons  observe and describe weather associated with the seasons and how day length varies.
Computing	<b>Typing and Keyboard Skills</b>	<b>Online Safety</b>  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>Multimedia</b>  use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<b>Information Technology</b>  To recognise common uses of technology beyond school.	<b>Handling Data</b>  Recognise common uses of information technology beyond school KS1 use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<b>Computer Science</b>  understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. KS1 To create and debug simple programs. KS1 To use logical reasoning to predict the behaviour of simple programs.
History		<b>How have inventions changed within living memory?</b>  Changes within living memory. Where appropriate,		<b>Who were the great nurses of the past?</b>  The lives of significant individuals in the past who have contributed to national		<b>What did Mary Anning do that was so special?</b>  The lives of significant individuals in the past who have contributed to national

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		these should be used to reveal aspects of change in national life.		and international achievements. Some should be used to compare aspects of life in different periods.		and international achievements. Some should be used to compare aspects of life in different periods.
Geography	<p><b>Where do I Live?</b></p> <p>Geographical Skills and Fieldwork</p> <p>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</p> <p>use simple compass directions (North, South, East and West) and <b>locational and directional language</b> to describe the location of features and routes on a map</p> <p>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</p> <p>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.</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>		<p><b>What is my country?</b></p> <p>Location knowledge</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>		<p><b>What does the rest of the world look like?</b></p> <p>Location knowledge</p> <p>name and locate the world's seven continents and five oceans</p> <p>Human and physical geography</p> <p>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.</p> <p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b>Oh I do like to be beside the seaside.</b></p> <p>Human and Physical Geography</p> <p>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</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

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Design and Technology		<b>House and Structure</b>  <b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria.  <b>Make</b> Select from and use a range of tools and equipment to perform practical tasks, (or example, cutting, shaping, joining and finishing).  Evaluate their ideas and products against design criteria.  <b>Technical knowledge</b> Build structures, exploring how they can be made stronger, stiffer and more stable.		<b>Food</b>  <b>Cooking and nutrition</b> Use the basic principles of a healthy and varied diet to prepare dishes.  Understand where food comes from.  Make  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.		<b>Dinosaur Puppet</b>  <b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria.  <b>Make</b> Select from and use a range of tools and equipment to perform practical tasks, (or example, cutting, shaping, joining and finishing).  Evaluate their ideas and products against design criteria.  <b>Technical knowledge</b> Build structures, exploring how they can be made stronger, stiffer and more stable.
Art & Design	<b>Self portrait study.</b>  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  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.		<b>Lucy Pittaway</b>  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  To develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  To develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		<b>Andy Goldsworthy – natural materials</b>  To use a range of materials creatively to design and make products.  To develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  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.	

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Physical Education	<b>Sport &amp; Games</b>  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.					
	Ball Skills – Invasion Games - Football  Gymnastics	Ball Skills – Net and Wall games – Netball throwing and catching Dance	Ball Skills – Invasion Games – Hockey  Dance	Ball Skills – Net Games – Tennis  Health & Fitness	Athletics – Track and Field  Ball skills – Striking and Fielding – Rounders	Athletics – Track and Field  OAA
Music	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and un-tuned 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 interrelated dimensions of music					
	To use voices to sing various songs with increasing pitch accuracy To be able to identify the difference between pulse and rhythm and demonstrate both with assistance To recognise crotchets, crotchet rests and quavers and be able to demonstrate these written rhythms on various percussion instruments To become aware of how pitch is represented in written music To make suggestions of words/rhythms within a given structure to vary known songs To understand the key words pulse, rhythm, pitch.	To sing songs, exploring 'loud' and 'soft', 'high' and 'low', 'spikey' and 'smooth', 'fast' and 'slow' voices To listen to different examples of musical performance and be able to identify basic features of the music. To match various musical examples to pictures and be able to use descriptive words to justify selections To select sounds and musical examples that are suited to various aspects of stories and justify decisions using basic musical terms To create a soundscape, using suitable percussion instruments to express elements of a story Within the soundscape, make use of prescribed musical ideas. Continue to demonstrate, with increasing recognition, the use of crotchets, crotchet rests, and quavers.	To sing songs written by famous composers with increasing accuracy Continue to sing songs with increasing complexity, embracing the concept of singing in parts. To identify a broader range of instruments, in particular those of the orchestra, and discuss in more detail elements of the sound making process specific to each one. To watch videos of orchestral music and identify the instruments and musical features To listen to famous musical works and answer specific questions about various musical features, using musical terms previously discussed To perform short excerpts from famous historical musical works. Key words will include: woodwind, brass, percussion, strings, and instrument names. Students should also be able	To sing songs written by famous composers with increasing accuracy Continue to sing songs with increasing complexity, embracing the concept of singing in parts. To listen to music written by famous historical composers and discuss the music, using previous knowledge of musical terms To learn facts about specific composers and begin to recognise the difference between compositional styles To perform short excerpts from famous historical musical works and learn to transcribe them using basic online music software such as Chrome Music Lab. Key words will include: J.S. Bach. W.A. Mozart, Beethoven, Pagannini, and Louis Armstrong.	To learn songs from different countries and traditions and discuss their differences to more familiar music. To listen to music from different countries and traditions and begin to learn relevant terms such as 'call and response'. To learn about instruments and specific features that are used in world music. To apply knowledge from previous terms to perform basic world music ensemble pieces using pitched and unpitched instruments. To perform songs and instrumental music using the key term 'call and response' relating to African Traditional Music.	Performance.

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			to use some previously learned key words and apply them correctly when discussing musical excerpts.			
Religious Education	<p><b>Belonging:</b></p> <ul style="list-style-type: none"> <li>-Explain the symbolism used in a Christian baptismal service</li> <li>-Explain why this ceremony is important to Christians</li> </ul> <p><b>Belonging in Islam:</b></p> <ul style="list-style-type: none"> <li>-Explain how Muslims show they belong; they may begin to explain why Muslims do certain things</li> </ul> <p><b>Belonging in Sikhism:</b></p> <ul style="list-style-type: none"> <li>-Explain the symbolism of the 5 Ks</li> <li>-Why the Amrit ceremony is important to Sikhs.</li> </ul> <p><b>Christmas:</b></p> <ul style="list-style-type: none"> <li>-Give reasons why Jesus is special.</li> </ul> <p><b>Founders and leaders- Islam:</b></p> <ul style="list-style-type: none"> <li>-Describe how Muslims show Mohammad is special to them.</li> </ul> <p><b>Easter:</b></p> <ul style="list-style-type: none"> <li>-Identify and suggest meaning for Christian symbols at Easter</li> <li>-Retell some stories that Christians share at Easter</li> <li>-Recognise what Christians believe about Easter.</li> </ul>					
	<p><b>Christianity</b></p> <p>How is someone welcomed into Christianity?</p>	<p><b>Christianity</b></p> <p>Why do Christians give gifts at Christmas?</p>	<p><b>Islam</b></p> <p>Belonging to a Muslim family</p>	<p><b>Christianity</b></p> <p>What do Christians remember at Easter?</p>	<p><b>Islam</b></p> <p>A man called Muhammed</p>	<p><b>Sikhism/Judaism/Hinduism</b></p> <p>Belonging to a Sikh/Jewish/Hindu family</p>
PSHE/Mindfulness/Jigsaw	<p><b>Being in My World</b></p> <p>Feeling special and safe Being part of a class</p> <p>Rights and responsibilities Rewards and feeling proud Consequences</p> <p>Owning the Learning Charter</p>	<p><b>Celebrating Difference</b></p> <p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p><b>Dreams and Goals</b></p> <p>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</p>	<p><b>Healthy Me</b></p> <p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p><b>Relationships</b></p> <p>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</p>	<p><b>Changing Me</b></p> <p>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</p>