



| Childwall CE Primary School | | | | | | |
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| Curriculum Long Term Plan 2021-2022 | | | | | | |
| Year 1 | | | | | | |
| Subjects | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Christian Value | Community | Hope | Wisdom | Joy | Peace | Dignity |
| English | Poetry | Labels and Captions | Recount Traditional Fairy Tales | Stories with a familiar setting Stories with a range of cultures | Dictionary Skills Information Texts | Stories with a fantasy setting |
| Maths | Number: Number and Place Value | Number: Addition and Subtraction | Number: Multiplication, Division and Fractions | Measurement | | Geometry: Properties of Shape, Position and Direction |
| Religious Studies | 1.1 Harvest <ul style="list-style-type: none"> Why do we celebrate Harvest Festival? Where does our food come from? Which foods do you enjoy the most? How can we help those who do not have a good harvest? | 1.2 God and Creation 1.3 Christmas <ul style="list-style-type: none"> What do we know and believe about God the creator of the world? I wonder how God felt when he had made the world? How have the actions of people spoilt the world? | 1.4 Jesus was special <ul style="list-style-type: none"> What does special mean? Jesus was special. How? Why? What made Jesus special? Who were the special friends of Jesus and how did they try to follow | 1.5 Easter <ul style="list-style-type: none"> What do you think is the most important part of the Easter Story? In what way is the Easter Story about new life? How do you think people feel when someone they love has died? How does the life cycle of a butterfly | 1.7 Why is Baptism special? <ul style="list-style-type: none"> What does it mean to 'belong'? What is baptism? Why are some people baptised? Why is baptism special? Where is it What is a promise? | 1.8 Joseph <ul style="list-style-type: none"> How do we know God was with Joseph? I wonder how Joseph was feeling? I wonder why Joseph was a Bible hero? I wonder what we can learn from this story? |



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| | <ul style="list-style-type: none"> • Why should we help those who do not have a good harvest? | <ul style="list-style-type: none"> • What do you feel about the wonder of creation? • What are your favourite things that God created? • Why do people give and receive gifts at Christmas? • Why is Jesus described as a gift? • How does it feel when you give and receive gifts? • What is the best gift you have ever received? • | <p>his teachings?</p> <ul style="list-style-type: none"> • How do we make and build friendships? | <p>reflect the events of Easter?</p> <ul style="list-style-type: none"> • In what way is Easter a new beginning? | <p>kept? How is it kept?</p> <ul style="list-style-type: none"> • What makes you feel as if you are part of God's family? • How do people of faith welcome new babies? | |
| <p>Science</p> | <p>Seasonal Changes (Link with Geography)</p> <ul style="list-style-type: none"> - To name the four seasons. - To name different types of weather. - To make observations about the weather - To describe the weather associated with each season - To collect and record simple data - To make observations about changes across the seasons - To understand that day length varies across the four seasons. | <p>Animals including humans</p> <ul style="list-style-type: none"> - To name and identify the basic parts of the human body. - To understand the body parts associated with each sense. - To explore and use the five senses. - To identify common animals and sort them into groups. - To describe and identify the body parts of common animals. - To understand animal classification. - To sort animals into their classification group. - To compare common animals - To design an animal using knowledge of different animal groups. | <p>Plants</p> <ul style="list-style-type: none"> - To understand what plants need to grow. - To identify and name a variety of wild plants. - To identify and name a variety of garden plants. - To identify and describe the different | <p>Materials</p> <ul style="list-style-type: none"> - To identify and name a variety of everyday materials. - To distinguish between an object and the material from which it is made - To describe the simple physical properties of | | |



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| | | | parts of plants and trees. <ul style="list-style-type: none"> - To name a variety of evergreen and deciduous trees. | a variety of everyday materials. <ul style="list-style-type: none"> - To compare and group together a variety of everyday materials. - To plan and conduct a fair test. |
| Geography | Weather (Link with Science) <ul style="list-style-type: none"> - To identify different types of weather - To understand the impact that the weather has on our daily lives - To understand why the weather changes - To recognise weather symbols - To observe weather changes and record data - To understand how the weather changes across the four seasons - To locate hot and cold countries around of the world | Where does our food come from? <ul style="list-style-type: none"> - To explore maps, atlases and globes - To locate the continents and oceans of the world - To name and locate the four countries of the UK - To identify the capital cities in the UK - To understand that most of our food comes from plants and animals. - To identify fresh food and processed food. - To know where we can buy food from | Where do we live? <ul style="list-style-type: none"> - To describe the places that I go to often. - To describe what I see on my way to school - To locate and explain where our school is. - To use an aerial photograph to identify different areas of our school. - To recognise human and physical features in our school's surrounding environment. - To make and use a plan of our classroom. | |
| History | Significant individuals - Mary Seacole <ul style="list-style-type: none"> - To understand who Mary Seacole was. - To understand why Mary Seacole is significant - To understand the medicine and treatment used by Mary Seacole. - To compare old and new hospitals - To understand who Edith Cavell is and why she is significant - To compare two significant historical figures - Mary Seacole and Edith Cavell. | A Blast from the Past: What was life like when our Grandparents were younger? <ul style="list-style-type: none"> - To understand what a timeline is and why they are used. - To identify the differences in school life as a result of historical changes. - To understand that toys have developed and changed through time - To understand how technology has changed over time | Who were the great explorers? <ul style="list-style-type: none"> - To understand what an explorer is. - To understand who Christopher Columbus was and when he lived. - To find out about Christopher Columbus' journey and discoveries. - To explore the impact of Columbus' voyages. - To understand who Neil Armstrong is and why he is significant. - To find out about Neil Armstrong's moon landing. | |



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| | | | To explore different ways in which travel and transport has changed from past to present. | <ul style="list-style-type: none"> - To compare the lives and achievements of two explorers from different time periods - Columbus and Armstrong. |
| Design and Technology | <p style="text-align: center;">Food: Preparing fruit and vegetables</p> <ul style="list-style-type: none"> - To sort food into groups - To understand where a range of fruit and vegetables come from - To understand the importance of eating five portions of fruit and vegetables. - To prepare a simple dish safely. - To use simple utensils and equipment to cut, peel and grate ingredients. - To select fruit and vegetables according to their characteristics - To write a design criteria - To create initial designs - To choose a design - To plan my design - To make my design - To evaluate my design | | <p style="text-align: center;">Textiles: Templates and Joining Techniques</p> <ul style="list-style-type: none"> - To use a range of tools to perform tasks such as marking out, cutting, joining and finishing - Select and use textiles according to their characteristics - Explore and evaluate a range of existing products. - Understand how simple 3D textile products are made - To understand how to join fabrics using different techniques - Explore different finishing techniques, - To write a design criteria - To create initial designs - To choose a design - To plan my design - To make my design - To evaluate my design | <p style="text-align: center;">Mechanisms: Sliders and Levers</p> <ul style="list-style-type: none"> - To select and use tools, explaining their choices to cut, shape and join paper and card. - To use simple finishing techniques - To explore a range of books and products that use simple sliders and levers. - To understand that different mechanisms product different types of movement - To write a design criteria - To create initial designs - To choose a design - To plan my design - To create a mock-up of my product - To make my design - To evaluate my design |
| Art and Design | <p style="text-align: center;">Formal Elements of Art</p> <ul style="list-style-type: none"> - To create abstract are. - To create a line drawing. - To create a water effect with line. - To learn about colours. - To paint with colours. | <p style="text-align: center;">Art and Design Skills</p> <ul style="list-style-type: none"> - To understand that sketchbooks are for developing ideas and trying things out - To make a print design - To mix different | <p style="text-align: center;">Landscapes using different media</p> <ul style="list-style-type: none"> - To identify the key features of a landscape - Exploring different textures - To paint using different tints and shades - To reproduce and apply an artist's colour range to their own work - To create details using controlled painting and other materials and objects | <p style="text-align: center;">Sculptures and collages</p> <ul style="list-style-type: none"> - To create a pattern from clay - To create a 3D model of a creature - To make a 3D sculpture - To plan and create a sculpture as a class - To paint our class sculpture |



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| | | shades of green - To make a print - To draw with different media - To understand that artists can tell stories with their work | | | | |
| Wellbeing PSHE/SMSC | Class Charter VFS | Medicines and people who help us VFS | Friends, secrets and people who can help us Different families VFS | Fairtrade VFS | Money VFS | RSE VFS |
| Computing | Basic Skills | | Algorithms and Coding | | Animated Story Book | Data Collection |
| Music | How do we make friends when we sing together? <u>Introducing Beat</u> <ul style="list-style-type: none"> • Singing • Listening • Performance • Improvisation • Composition • Musicianship Pulse, beat Rhythm Pitch | How does music tell us stories about the past? <u>Adding Rhythm and Pitch</u> Christmas <ul style="list-style-type: none"> • Singing • Listening • Performance • Improvisation • Composition • Musicianship Pulse, beat | How does music make the world a better place? <ul style="list-style-type: none"> • Singing • Listening • Performance • Improvisation • Composition • Musicianship Pulse, beat Rhythm Pitch | How does music help us to understand our neighbours? <ul style="list-style-type: none"> • Singing • Listening • Performance • Improvisation • Composition • Musicianship Pulse, beat Rhythm Pitch | What songs can we sing to help us through the day? <ul style="list-style-type: none"> • Singing • Listening • Performance • Improvisation • Composition • Musicianship Pulse, beat Rhythm Pitch | How does music teach us about looking after our planet? <ul style="list-style-type: none"> • Singing • Listening • Performance • Improvisation • Composition • Musicianship Pulse, beat Rhythm Pitch |



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| | | Rhythm Pitch | | | | |
| PE | Throwing and Catching | Games Activities | Gymnastics | Racket Skills | Athletics | Team Games |
| Themed Days and Weeks | Harvest | Christmas | | World Book Day Easter | | |