

# Year 1 Long Term Curriculum amended version

	Autumn 1	Autumn 2	Spring 1 and 2	Summer 1	Summer 2
<b>Theme</b>	<b>Castles</b>	<b>To Infinity and Beyond</b>	<b>Fire!</b>	<b>Amazing Animals</b>	<b>Brilliant Britain</b>
<b>Core Texts</b>	Fiction: King Throstlebeard  Non-Fiction: See Inside Castles	<u>Fiction</u> Aliens love underpants Whatever Next!  <u>Non-fiction</u> All about Space	<u>Fiction</u> The Enormous Pancake Toby and the Great Fire of London  <u>Non-fiction</u> Fire!	<u>Fiction</u> Supermarket Zoo Aaarrggggh Spider! <u>The Three Billy Goats Gruff</u> <u>Tiger Time for Stanley</u>	<u>Fiction</u> Paddington Bear Katie in Scotland Katie in London The Seal Children The Queen's handbag  <u>Non-fiction</u> London
<b>Visual Stimuli</b>	Shrek	Toy Story	Fireman Sam	The Secret Life of Pets	Paddington
<b>English-Fiction</b>	Traditional and Fairy Tales	Stories with familiar settings Whatever Next!	Cumulative and repeating stories	Cumulative and repeating stories	Stories with familiar settings
<b>English-Non Fiction</b>	Labels, lists and captions Non-Chronological Reports- Castles	Non-Chronological reports- The Moon Landing	Instructions	Recounts- based on trip	Explanation text on how a seed grows into a plant.
<b>English-Poetry</b>	Rhyming pairs	Poems on a theme- Space poems	Poems on a theme- Fire poems	Poems on a theme- Animal Poems	London or city poems eg AA Milne, Christopher Robbin went down with Alice.
<b>Maths</b>	Place Value (Within 10) Addition and Subtraction (Within 10)	Addition & Subtraction (Within 10) Geometry - Shape	Place Value (Within 20) Addition & Subtraction (Within 20)  Place Value (Within 50) Length & Height Mass and Volume	Multiplication & Division Fractions Geometry – Position and Direction	Place Value (Within 100) Measurement – Money Measurement - Time
<b>Science</b>	<u>Working scientifically</u> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> </ul>				

# Year 1 Long Term Curriculum amended version

<ul style="list-style-type: none"> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul>					
	<p>Wonderful Weather</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p>	<p>Everyday Materials – Let’s Build</p> <p>Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Everyday Materials – Marvellous Materials</p> <p>Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Animals including Humans - Ourselves</p> <p>Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Animals Including Humans – Our Pets</p> <p>Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>) What’s Growing in Our Gardens</p> <p>Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p>
<p><b>PSHE</b></p>	<p><b>Relationships</b></p> <p><b>Families and Friendships (PoS Refs: R1, R2, R3, R4, R5)</b></p> <ul style="list-style-type: none"> <li>• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• the role these different people play in children’s lives and how they care for them</li> <li>• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• about the importance of telling someone — and how to tell them — if they are</li> </ul>	<p><b>Relationships</b></p> <p><b>Safe Relationships (PoS Refs: R10, R13, R15, R16, R17)</b></p> <ul style="list-style-type: none"> <li>• about situations when someone’s body or feelings might be hurt and whom to go to for help</li> <li>• about what it means to keep something private, including parts of the body that are private</li> <li>• to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> </ul>	<p><b>Living in the Wider World</b></p> <p><b>Belonging to a Community (PoS Refs: L1, L2, L3)</b></p> <ul style="list-style-type: none"> <li>• about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling</li> </ul> <p><b>Health and Wellbeing</b></p> <p><b>Physical health and mental wellbeing (PoS Refs: H1, H2, H3, H5, H8, H9, H10)</b></p> <ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> </ul>	<p><b>Living in the Wider World</b></p> <p><b>Money and Work (PoS Refs: L14, L16, L17)</b></p> <ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>	<p><b>Health and Wellbeing</b></p> <p><b>Growing and Changing (PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24)</b></p> <ul style="list-style-type: none"> <li>• to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> </ul>

# Year 1 Long Term Curriculum amended version

	<p>worried about something in their family</p>	<ul style="list-style-type: none"> <li>• how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• when it is important to ask for permission to touch others</li> <li>• how to ask for and give/not give permission</li> </ul>	<ul style="list-style-type: none"> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• how to keep safe in the sun</li> </ul>		<ul style="list-style-type: none"> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> </ul>
<p><b>RE</b></p>	<ul style="list-style-type: none"> <li>• Recognise and name features of religion e.g. festivals, artefacts, buildings, stories etc.</li> <li>• Identify similarities in religions</li> <li>• Identify the importance of religion for some people</li> <li>• Demonstrate their understanding of religion through, for example, the use of art and design, music, dance and drama</li> <li>• Identify different forms of expression that religions use e.g. clothes, texts, rituals, artefacts etc.</li> <li>• Recognise that some questions cause people to wonder and are difficult to answer</li> </ul>				
	<p>Special People</p> <ul style="list-style-type: none"> <li>• They are unique, have value and worth and what their qualities and abilities are.</li> <li>• Who the people are who are special to them including family and close friends</li> <li>• About birthdays and special days in the year that people celebrate, e.g. Christmas and the Queen's birthday, Patron Saint days</li> </ul>	<p>Special People</p> <ul style="list-style-type: none"> <li>• That Christians believe that everyone is special to God</li> <li>• That Christmas is a celebration of Jesus' birth</li> <li>• About Guru Nanak and the celebration of his life among Sikhs</li> </ul>	<p>Special places</p> <ul style="list-style-type: none"> <li>• That their home, bedroom and garden are special places as well as special areas in the home like playhouses, dens etc</li> <li>• That, in some Christian homes, there are special areas for worship, such as a cross or image of Jesus or Mary or a saint</li> <li>• That many Christians go to a church to worship</li> </ul> <p>Special places</p> <ul style="list-style-type: none"> <li>• That Hindus have a special place in their home called a Shrine where they display images and figures of one or more of the gods.</li> <li>• That Hindus worship in their home but also in a Mandir</li> <li>• The similarities and differences of Hindu and Christian places of worship</li> </ul>	<p>Special words and stories</p> <ul style="list-style-type: none"> <li>• They have favourite books that they enjoy, and certain stories that mean a lot to them, as well as special stories and poems that have been shared over generations</li> <li>• Special songs have words that mean different things to different people. That cards received are special to us – birthdays, Christmas etc</li> <li>• That Christians say prayers to help them feel close to God and to thank him or ask for his help. The words of the Lord's Prayer</li> <li>• That the Bible is special to Christians and stories have been shared at home and in church over many years. Some key stories in Christianity that help people to understand how God wants them to live</li> </ul>	<p>Special words and stories</p> <ul style="list-style-type: none"> <li>• That the Qur'an is a special book to Muslims and it is treated with respect. Some stories and quotations from the Qur'an about the Prophet Muhammad</li> <li>• That special words are said during prayer to God, Allah, 5 times a day</li> </ul>

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<p><b>PE</b></p>	<p><b>Gymnastics</b> (Taught by SSP coaches)  <b>Ball skills</b> (Teacher taught)</p>	<p>Dance (Taught by SSP coaches)  Fitness skills (Teacher taught)</p>	<p><b>Striking and Fielding Games</b> (Taught by SSP coaches)  Net and wall games/Fundamental skills (Teacher taught)</p>	<p><b>Invasion Games</b> (Taught by SSP coaches) <b>Sending and Receiving</b> (Teacher taught)</p>	<p><b>Athletics</b> (Taught by SSP coaches) <b>Target Games</b> (Taught by teachers)</p>	<p><b>Athletics</b> (Taught by SSP coaches)</p>
<p><b>Geography</b></p>		<p>Understand the human and physical geography of a small area of the United Kingdom Use simple fieldwork and observational skills to study the geography of its ground and the key human and physical features of its surrounding environment. Observe and describe some geographical differences and similarities. Begin to understand places can be significant and know places can be compared in many ways. (size, amenities, transport, location, weather)</p> <p>Begin to understand the differences between human (city, town, shop) and physical (hill, sea, river, weather) geographical features</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Identify key human and physical features of familiar places including the school, its grounds and the surrounding environment. Observe and describe some geographical differences and similarities. Begin to understand places can be significant and know places can be compared in many ways. (size, amenities, transport, location, weather)</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map</p> <p>Devise a simple map</p>	<p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map</p> <p>Devise a simple map</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Name and locate the world's seven continents and five oceans.</p> <p>Use basic geographical vocabulary to refer to: Key physical features, including: beach, forest, hill, mountain, sea, season, weather</p> <p>Town and Country Understand geographical similarities and differences through studying the human and physical geography in the context of the UK.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	

# Year 1 Long Term Curriculum amended version

					<p>seas.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>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 in the context of comparing Brasilia with London.</p>
<b>History</b>	<p><u>Historical knowledge and skills repeated throughout the year</u></p> <p>To understand the concept of nobility and peasantry and can recount what daily life might be like for a peasant in the period being studied.                  Use a range of evidence to build up a picture of a past event.                  Understand the simple concept of invasion – to enter as an enemy, by force, in order to conquer.                  Sort artefacts into 'then' and 'now'.</p>				
	<p><b>NC: Significant historical events, people and places in their own locality.</b></p> <p>(Rayleigh Castle)</p> <p>Understand who could be a knight, the role of a knight and how he protects himself.</p> <p>Know where and why were castles built and how were they defended.</p> <p>Know what life was like in the medieval period – compare and contrast nobles and peasants.</p> <p>Know how Robert Fitzwimarc and Sweyne of Essex were.</p>	<p><b>N.C. the lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <p>-Give his/her own account of an event                  -Identify at least three key events within significant historical moments                  -Understand the lives of significant individuals in the past</p> <p>(First Man on the Moon)                  (Neil Armstrong)</p>	<p><b>NC: Events beyond living memory that are significant nationally or globally.</b></p> <p>(Great Fire of London)</p> <p>Where the Great Fire of London sits within British History on a timeline.</p> <p>What London was like in 1666.</p> <p>Where the fire started and what caused it.</p> <p>Other significant events which occurred around the time of the Great Fire of London (The Great Plague).</p> <p>Who Samuel Pepys was a why he is an important historical figure during his life and today.</p>	<p>N.C. Understand the lives of significant individuals (Sir David Attenborough)</p>	<p><b>N.C. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</b></p> <p>(Rayleigh High Street)</p>

# Year 1 Long Term Curriculum amended version

<p><b>Computing</b></p>	<p><b>Computing systems and networks - Technology around us</b></p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>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.</p>	<p><b>Creating media – Digital painting</b></p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p><b>Cross curriculum links: Art &amp; Design</b> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</p> <p>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</p>	<p><b>Programming A – Move a robot</b></p> <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Recognise common uses of information technology beyond school</p> <p><b>Data and information – Grouping data</b></p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Use technology safely and respectfully</p>	<p><b>Creating media – Digital writing</b></p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Use technology safely and respectfully, keeping personal information private</p>	<p><b>Programming B – Introduction to animation</b></p> <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>
<p><b>Art</b></p>	<p>Skills and knowledge repeated throughout the year:  <b>Explore their own ideas using a range of media.</b>  <b>Use sketchbooks to explore ideas.</b>  <b>Describe similarities and differences between practices in Art and link these to their own work.</b>  <b>Describe and compare features of their own and other’s art work.</b></p>				
	<p><b>Art and Design skills:</b></p> <p><i>Kapow Scheme-Art and Design skills – 6 lessons</i></p> <ul style="list-style-type: none"> <li>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices</li> </ul>	<p><b>Craft and Design: skills</b></p> <p><i>Kapow scheme-Landscape using different media</i></p> <p>Use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> <li>Use drawing, painting and sculpture</li> </ul>	<p><b>Sculpture and 3D:</b></p> <p><i>Kapow Scheme-sculpture and collage – 5 lessons</i></p> <ul style="list-style-type: none"> <li>Use sculpture to develop and share their ideas.</li> <li>Develop art and design and techniques in using pattern.</li> <li>To use a range of materials creatively to design and make products</li> </ul>	<p><b>Formal elements:</b></p> <p><i>Kapow scheme-Formal elements of Art- 6 lessons</i></p> <ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	

# Year 1 Long Term Curriculum amended version



	<p>and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To use a range of materials creatively to design and make products</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p>to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> <li>• Learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul> <p>3</p> <ul style="list-style-type: none"> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>• Learn 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.</li> </ul> <p>Art lessons and outcomes Year 1 – Landscapes using Different Media © Kapow Primary™ 2020 Lesson Detail Outcome National Curriculum links 5: Beach Collage Using their watercolour background from Lesson 3, pupils add objects and images with added detail and shading.</p>	<p>.</p> <ul style="list-style-type: none"> <li>• To use their experiences and imagination to develop a wide range of art and design techniques.</li> <li>• Taught about the work of a range of artists, craft makers and designers</li> <li>• Describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn 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.</li> </ul>	
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# Year 1 Long Term Curriculum amended version

		<ul style="list-style-type: none"> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>• Use a range of materials creatively to design and make products.</li> </ul>			
<b>DT</b>	<p>Skills and knowledge repeated throughout the year:            Design: Generate ideas based on simple design criteria and their own experiences, explaining what they could make.            Develop, model and communicate their ideas through talking and drawings.</p>				
		<p><b>Design:</b>            Create and develop a final design.            Talk about my ideas, draw sketches and label my final design.</p> <p><b>Make:</b>            Select from a range of tools to complete practical tasks.            Select from a wide range of materials and components, including paper, cardboard and split pins.            Select and use tools, skills and techniques, explaining their choices.</p> <p><b>Evaluate:</b> Explore a range of moving mechanisms in real life, for example toys.            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>Cooking and Nutrition</b></p> <p><b>Design:</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>Make:</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>Evaluate:</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><b>Technical Knowledge:</b>            Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p><b>Context: Design and make a fruit salad.</b></p>	<p><b>Design:</b>            I can create and develop a final design.            I can talk about my ideas, draw sketches and label my final design.</p> <p><b>Make:</b>            I can select from a range of tools to complete practical tasks.            Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.            Select from and use a range of materials and components such as paper, card and plastic according to their characteristics.            Select and use tools, skills and techniques, explaining their choices.</p> <p><b>Evaluate:</b> Explore and evaluate a range of structures to make castles.            Evaluate their product by discussing how well it works in relation to the purpose, the user</p>	



# Year 1 Long Term Curriculum amended version

		<p><b>Technical knowledge:</b> To explore and use mechanisms with levers or sliders in their products. Know and use technical vocabulary relevant to the project.</p> <p><b>Context: Design and make a movable toy based on the story of 'The Three Little Pigs'.</b></p>		<p>and whether it meets the original design criteria.</p> <p><b>Technical knowledge:</b> Build structures exploring how to make them stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project.</p> <p><b>Context: Design and make a castle (in groups).</b></p>	
<b>Music</b>		<p>Introducing Beat – Charanga MMC Scheme Find and try to keep a steady beat Very simple rhythm patterns using long and short Very simple melodic patterns using high and low</p> <p>Move in time with a steady beat Copy back simple long and short rhythms with clapping Have fun warming up your face, body and voice Copy back singing simple high and low patterns Copy back the rhythmic words - you can say them and clap them.</p>	<p>Adding Rhythm and Pitch</p> <p>Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow Copy back simple long and short rhythms with clapping Have fun warming up your face, body and voice Copy back singing simple high and low patterns Copy back the rhythmic words - you can say them and clap them.</p>		<p>Introducing Tempo and dynamics</p> <p>Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music. Combining pulse, rhythm, and pitch</p> <p>Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison.</p>
<b>French</b>	Key vocabulary, which is accompanied by illustrations will be displayed within the classroom.		TBC		TBC

# Year 1 Long Term Curriculum amended version

	<p>Use French greetings when children arrive at school and leave at the end of the day.</p> <p>Encourage the use of French greetings when children answer the register.</p> <ul style="list-style-type: none"> <li>• Say 'hello' both formally and informally.</li> <li>• Tell someone your name.</li> <li>• Ask somebody how they are feeling and give a reply.</li> <li>• Say goodbye and see you soon in French.</li> </ul>				
<p><b>Rights Respecting</b></p>	<p>ABCDE of Rights &amp; Foundation Articles</p> <p>Article 8 (protection and preservation of identity) Governments must respect and protect every child's right to a name, a nationality and family ties.</p> <p>Article 12 (respect for the views of the child) Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</p> <p>Article 42 (knowledge of rights) Governments should make the Convention known to children and adults.</p> <p>Article 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life.</p>	<p>Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p> <p>Article 27 (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical, social needs and mental needs. Governments must help families who cannot afford to provide this.</p> <p>Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.</p> <p>Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p>	<p>Article 7 (birth registration, name, nationality, care) Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.</p> <p>Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.</p> <p>Article 38 (war and armed conflicts) Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.</p> <p>Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p>Article 28 (right to education) Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.</p> <p>Article 13 (freedom of expression) Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.</p>	<p>Article 40 (juvenile justice) A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age and situation. The child's privacy must be respected at all times.</p> <p>Article 6 (life, survival and development) Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.</p>	<p>Article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people enjoying their rights.</p> <p>Article 24 (health and health services) Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.</p> <p>Article 32 (child labour) Governments must protect children from work that is dangerous or might harm their health, development or education.</p>

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