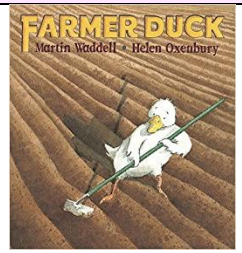
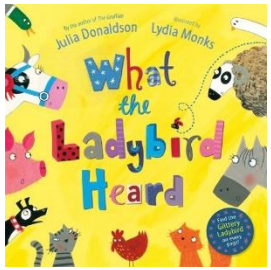
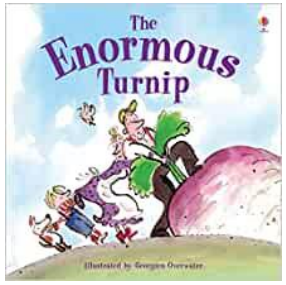
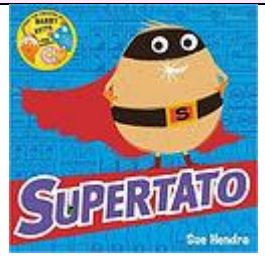
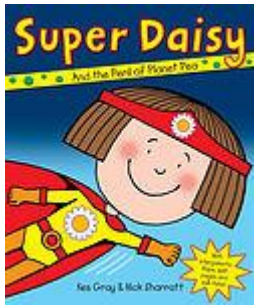
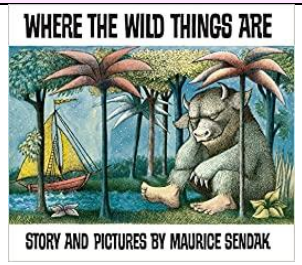
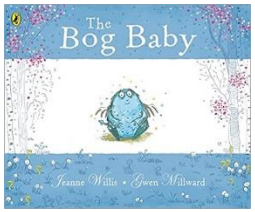
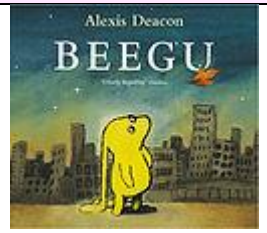
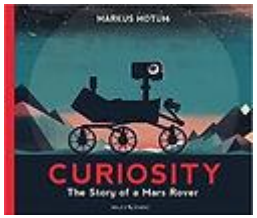
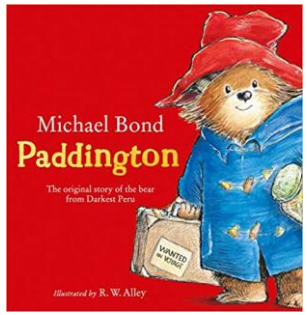
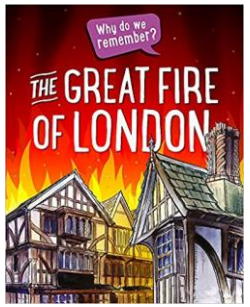
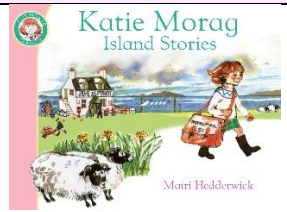
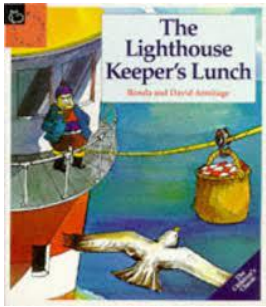
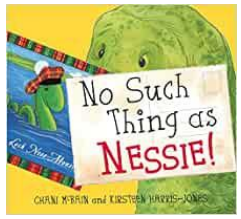
Year 1 Curriculum Long Term Plan

Whole School Theme	Home is where the heart is		Explorers		A Wild Adventure	
Year 1 Strand	**Fun at the farm**	**Jesus is my superhero**	**In the deep, dark, wood…**	**Fly me to the moon!**	**London Calling**	**Scottish Adventures**
Engaging question	What is growing under the ground?	Why does Christmas matter to Christians?	What might you see in the wood?	Is the moon made of cheese? How do we know?	How is London different to Oxenhope?	Is the whole of Scotland like the island of Struay?
Books and Visual Literacy resources of focus	  	  	 	  	 	  

English Writing Genres	We will be looking at: - Sentences - full stops - finger spaces - capital letters - adjectives through the reading and writing of: - Traditional tales - Stories with a repetition - Narrative - Different stories by the same author	Story writing – changing the adjectives & the characters We will be looking at: - Sentences - full stops - finger spaces - capital letters - adjectives - question marks	Story writing Looking at feelings, settings, character descriptions We will be looking at: - Sentences - full stops - finger spaces - capital letters - adjectives - exclamation marks	Story writing – change the plot, character or setting - Sentence s with 'and' - full stops - finger spaces - capital letters - adj	Non-chronological reports - Fiction/non-fiction We will be looking at: - Sentences - full stops - finger spaces - capital letters - use of 'and' - question marks - exclamation marks	We will be looking at: - Sentences - full stops - finger spaces - capital letters - adjectives - use of 'and' - question marks - exclamation marks
Maths	Number and place value Addition and Subtraction	Addition and subtraction Shape	Addition and subtraction Place value	Measurement – Length and height Weight and volume	Multiplication and division Number fractions	Money Time

		Place value			Position and direction	
Science	*<u>Animals including humans</u>* *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)*	*<u>Seasonal changes</u>* *observe changes across the 4 seasons* *observe and describe weather associated with the seasons and how day length varies*	*<u>Animals including humans</u>* *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense*	*<u>Everyday materials</u>* *identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock* *compare and group together a variety of everyday materials on the basis of their simple physical properties*	*<u>Everyday Materials</u>* *describe the simple physical properties of a variety of everyday materials* *distinguish between an object and the material from which it is made*	*<u>Animals including humans</u>* *identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals*
Computing	Online Safety & Logins - To login in and out safely with their own logins and understand why it is important. Use technology safely and respectfully. Identify where to go for help and support.	Ownership of Work - To understand that they own their online work and that they can create a private saving space. To become familiar with the icons on a computing program such as save, print, open and close.	Pictograms - To understand that data can be represented in picture format. To collect data and record results. - To explore how we can create a piece of art work using computer technology.	Lego Builders - To understand that an algorithm, program, is a precise, step-by-step set of instructions to follow. To create simple programs and that correcting errors in a program is called 'debugging'.	Animated Story Books - To use technology to create, organise, save and manipulate text, pictures and sound. To use other features that will enhance their story book. - To walk around the community and record examples of technology outside of school	Coding & Spread sheets - To understand what coding means in computing. To use logical reasoning to create a simple program. - To introduce spread sheets and explore navigating around rows, columns and inputting data into cells.
History	changes within living memory – farming life	significant historical events, people and places in their own locality.	changes within living memory – the life of a tree	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	events beyond living memory that are significant nationally or globally	the lives of significant individuals in the past who have contributed to national and international achievements. Some

		- Local superheroes Paramedic, police, teacher, fire brigade, vicars 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 - Jesus, Mary and Joseph		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 - Neil Armstrong	- <u>Great fire of London</u>	should be used to compare aspects of life in different periods - Robert burns
Geography	use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 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	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	use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	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	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 use basic geographical vocabulary to refer to:	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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

	surrounding environment				key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Art	to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide 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	to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space **Making and designing own superheroes**	to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space **Making a designing fairy house**	to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide 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	to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space **Great fire of London art** 	to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide 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. **Artist focus William Albert Clark** 			disciplines, and making links to their own work. **Kandinsky -** 		similarities between different practices and disciplines, and making links to their own work. **Famous Scottish artists – William Gear**
Design Technology	Technical knowledge explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Tractors	<u>Design make and evaluate</u> Superhero houses and compare the jesus' stable	<u>Design make and evaluate</u> Fairy houses	<u>Design make and evaluate</u> Balloon Rockets	<u>Design make and evaluate</u> London landmarks	<u>Design make and evaluate</u> Scottish landmarks
Music **Charanga Scheme**	Hey you	Banana Rap	In the groove	Round and round	Your imagination	Reflect rewind replay
PSHCE	Valuing differences	Me and my relationships	Keeping myself safe Growing and changing	Growing and changing Being my best	Rights and responsibilities – caring for the environment	Rights and responsibilities – money

PE	Playtime Games - *participate in team games*	Dance – different dances from different culture – *perform dances using simple movements*– Giraffes can't dance -	Gymnastics - 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*	Dance – travelling to the moon - *perform dances using simple movements*	Attacking and defending *participate in team games, developing simple tactics for attacking and defending* Football	Athletics - *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* Throwing and catching
RE	Unit 1.1 What do Christians believe God is like? Core Unit 1.2 Who do Christians say made the world? Core	Unit 1.2 Who do Christians say made the world? Core Unit 1.3 Why does Christmas matter to Christians?	Unit 1.4 What is the Good news Christians believe Jesus brings? Core Themed day based on Unit 1.9 What makes some places sacred to believers? OPEN DAY	Unit 1.5 Why does Easter matter to Christians? Core	Unit 1.6 Who is Jewish and how do they live? Core AND Digging Deeper	Unit 1.8 Who am I and what does it mean to belong? Core AND Digging Deeper
Educational Visits and Enrichments	Trip to Windle house farm and the Goulding's farm		Nell bank	Space inflatable		