

Curriculum Plan 2017/8 – Year 1

	Block 1		Block 2	Block 3	Block 4	Block 4
When?	Autumn Term		Spring 1 st Half	Spring 2 nd Half	Summer 1 st Half	Summer 2 nd Half
English (Using Hamilton Trust as guidance)	<p style="text-align: center;">Writing Non Fiction <u>Lists - labels and signs</u></p> <p>Not a Stick by Antoinette Portis Billy's Bucket by Kes Grey</p> <p style="text-align: center;"><u>Commands</u></p> <p>What you shouldn't do at school I'm mad about Pizza by Joshua M^cManus</p> <p style="text-align: center;">Fiction <u>Stories of friendship</u></p> <p>Cloudspotter by Tom McLaughlin and Imaginary Fred by Eoin Colfer and Oliver Jeffers</p> <p style="text-align: center;"><u>Stories with repeated patterns</u></p> <p>Harvey Slumfenburger Christmas Present by John Burningham</p> <p style="text-align: center;">Poetry <u>Pattern and Rhyme</u></p> <p>Gingerbread man and Traditional Rhymes.</p> <p>Along with grammar and spelling rules and skills. – Following Nelson Spelling and Grammar scheme.</p>		<p style="text-align: center;">Writing Non Fiction <u>Instructions</u></p> <p style="text-align: center;">Fiction <u>Stories with humour.</u></p> <p>No Thank you! The Day Louis Got Eaten. By John Fardell There's a Lion in my cornflakes. By Michelle Robinson and Jim Field.</p> <p style="text-align: center;">Poetry <u>Funny poems</u></p> <p>'Oi Frog and Oi Dog by Kes Gray'</p> <p>Along with grammar and spelling rules and skills. – Following Nelson Spelling and Grammar scheme.</p>	<p style="text-align: center;">Writing Non Fiction <u>Information</u> <u>Text</u> (linked to topic)</p>	<p style="text-align: center;">Writing Non Fiction <u>Recounts</u> (Linked to topic)</p>	<p style="text-align: center;">Writing Non Fiction <u>Information texts</u> (linked to topic) <u>Letters</u> Dear Greenpeace by Simon James</p> <p style="text-align: center;">Poetry <u>Humorous poems</u> The Works for KS1 by Pie Corbett.</p>
					Fiction <u>Traditional Tales/ Fairy Tales</u> Cinderella; Snow White; Jack and the Beanstalk.	
Maths (Using White Rose Maths as guidance)	<p style="text-align: center;">Number and Place Value:</p> <p>Identifying and recognising numbers. Using objects and number lines. Counting forwards and backwards from any given number Reading and writing numbers to 10 and beyond.</p>	<p style="text-align: center;">Number and Place Value:</p> <p>Read write and count to 20. Identifying numbers one more or less than a given number. Estimating.</p> <p style="text-align: center;">Addition and Subtraction:</p> <p>Number bonds and subtraction facts to 20.</p>	<p style="text-align: center;">Number and Place Value:</p> <p>Working with number lines, tracks and grids comparing numbers to 50. Counting in multiples of twos, fives and tens. Ordinal numbers and value of a number.</p> <p style="text-align: center;">Addition and Subtraction:</p> <p>Doubles and pairs of numbers. More or less. Using number facts with money. Missing number problems all within 20.</p> <p style="text-align: center;">Shape and Measurement;</p>	<p style="text-align: center;">Number and Place Value:</p> <p>Count, read and write numbers to 100. Secure with mathematical vocabulary more, less, equal,</p> <p style="text-align: center;">Addition and Subtraction:</p> <p>Doubles and pairs of numbers. More or less than a given number.</p>	<p style="text-align: center;">Number and Place Value:</p> <p>Consolidating tens and units. Counting, reading and writing numbers to 100. Looking at hundredths.</p> <p style="text-align: center;">Number and Fractions:</p> <p>Secure with halves and quarters of quantities.</p> <p style="text-align: center;">Number: Multiplication and sharing. Grouping and sharing small</p>	

	<p>Addition and Subtraction: Read and record addition and subtraction problems. Number bonds to 10. Introducing value of money.</p> <p>Shape and Measurement; Naming 2d and 3d shape. Recognising symmetrical patterns. Recognise and relate vocabulary related to dates (E.g., days and months)</p>	<p>Solving one step problems. Read and record statements involving addition and subtraction. Solving one step problems involving sharing and odd and even numbers.</p>	<p>Half and quarter of shapes. Symmetry. Vocabulary for time, time to the hour and ½ hour. Comparing and understanding vocabulary for mass/weight: Solving practical problems.</p>	<p>Using number facts with money. Missing number problems all within 20. Measurement and Length; Length and Height Weight and Volume</p>	<p>quantities. Finding simple fractions of quantities. Making connections between multiples of 2's 5's and 10's and timetables.</p> <p>Shape and Measurement; Focusing on positional and directional language. Money. Time: To o'clock, half past, digital, problem solving.</p>
<p>Science (Using Hamilton Trust as guidance)</p>	<p>Animals, including humans.</p> <ol style="list-style-type: none"> 1) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 2) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 3) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>Along with working scientifically through observing, performing simple tests, recording, classifying and asking/answering questions.</p>		<p>Everyday Materials</p> <ol style="list-style-type: none"> 1) Distinguish between an object and the material from which it is made 2) Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 3) Describe the simple physical properties of a variety of everyday materials 4) Compare and group together a variety of everyday materials based on their simple physical properties <p>Along with working scientifically through observing, performing simple tests, recording, classifying and asking/answering questions.</p>		<p>Plants</p> <ol style="list-style-type: none"> 1) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 2) Identify and describe the basic structure of a variety of common flowering plants, including trees <p>Along with working scientifically through observing, performing simple tests, recording, classifying and asking/answering questions.</p>
	<p>Seasonal Changes throughout year.</p> <ol style="list-style-type: none"> 1) Observe changes across the four seasons: Naming and describing the four seasons. 2) Observe and describe weather associated with the seasons and how day length varies <p>Along with working scientifically through observing, performing simple tests, recording, classifying and asking/answering questions.</p>				

<p>Cornerstone Title</p>	<p>Bright Lights, Big City</p> <p>Focus: History, Geography English links: Labels and captions, instructions.</p> <p><i>**See attached foundation subjects for skills that will be taught. (EG, History/ Geography/Music/Computing/Art/D&T)**</i></p>	<p>Space</p> <p>Focus: History and D&T English Links: Character profiles; non-chronological reports; adverts.</p> <p><i>**See attached foundation subjects for skills that will be taught. (EG, History/ Geography/Music/Computing/Art/D&T)**</i></p>	<p>Dinosaur Planet</p> <p>Focus: History, Art And Design, Geography, English Links: Fact files; Non Chronological reports; Narrative.</p> <p><i>**See attached foundation subjects for skills that will be taught. (EG, History/ Geography/Music/Computing /Art/D&T)**</i></p>	<p>Rio De Viva</p> <p>Focus: Art and Design, D&T, Geography, Music English Links: Poetry, Information texts, Instructions, Postcards.</p> <p><i>**See attached foundation subjects for skills that will be taught. (EG, History/ Geography/Music/Computing /Art/D&T)**</i></p>
<p>History</p>	<p>National objectives: Historical Events in British History. Events beyond living memory that are significant nationally.</p> <p>Skills learned: History of the British monarchy. Understanding who is our Queen. The Great Fire of London. Sequencing the events, Recalling facts. The Gunpowder Plot; sequencing events.</p>	<p>National objectives: Significant individuals in history Significant Historical Events and changes in living memory.</p> <p>Skills learned Sequencing the story of a significant figure: Neil Armstrong. Knowing who he was, why he is significant and what he did to become famous.</p> <p>Space travel, using vocabulary to describe passing of time. Understanding Space, what is our solar system; what the moon is like; how and what is space travel.</p>	<p>National Objectives: Events Beyond Living memory globally. Significant Individuals in British History</p> <p>Skills Learned. History of dinosaurs: asking and answering questions about the past. Sequencing the story of a significant person: Mary Anning. Beginning to describe similarities and difference in historical artefacts. Using simple vocabulary to describe passing of time. (now/then/long ago/before/after)</p>	<p>National Objectives NA</p> <p>Skills learned. NA</p>

<p style="text-align: center;">Geography</p>	<p style="text-align: center;">National Objectives</p> <p>Location knowledge: name, locate and identify characteristics of the UK. Use simple directional language. Use basic geographical vocabulary to refer to human features. Understanding geographical similarities and differences using physical and human geography.</p> <p style="text-align: center;">Skills learned.</p> <p>Name and locate the four countries of the UK on a map. Use simple geographical language (front, behind, next to, far away near to,) to describe a location. – Looking at compass directions. Recognise human features on a map or photograph linked to London. –Looking at famous landscapes and ways we travel around our busy capital city. Identifying similarities between London and another non-European country.</p>	<p style="text-align: center;">National objectives:</p> <p>Using basic geographical vocabulary to refer to key physical factors.</p> <p style="text-align: center;">Skills learned.</p> <p>Using geographical vocabulary to describe the Earth using NASA website. Looking at the earth from outer space and identifying human and physical features: (oceans, mountains, forests, cities)</p>	<p style="text-align: center;">National objectives.</p> <p>Naming and locating the seven continents and five oceans.</p> <p style="text-align: center;">Skills learned.</p> <p>Locating the seven continents and discovering where fossils have been found around the world.</p>	<p style="text-align: center;">National objectives</p> <p>Understanding geographical similarities and differences through human and physical features of an area in the UK and a contrasting non-European country. Using maps, atlases and globes to identify the UK and other countries, continents and oceans. Using aerial photographs and recognise landmarks and human and physical features.</p> <p style="text-align: center;">Skills learned.</p> <p>Looking at the world map and identifying key locations of Brazil. Identifying human and physical features and comparing them to Prescott. Identifying the Amazon rainforest. Identifying flags from different countries around the world.</p>
<p style="text-align: center;">Art</p>	<p>Painting: Painting and observation skills: Portraits of the Queen</p> <p>Collage: Research and using collage and different materials to make 2D Tudor Houses</p> <p>3D: Choosing and using different materials to</p>	<p>Using materials creatively to make products.</p> <p>Painting: Applying paint using a range of different tools such as rollers, brushes, hands, feet.</p>	<p>Using materials creatively to make products.</p> <p>3D: Clay modelling</p> <p>Painting/ Collage: Dinosaur landscapes</p> <p>Drawing: sketching with</p>	<p>Using a range of materials to design and create products using a range of techniques using colour, pattern, texture, line, shape and form. – Making</p>

	create Tudor houses.			different grades of pencils.	headdresses.	
	Additional ART weeks/ selected days to achieve additional art and design skills: printing/ ICT links/ sewing/patchwork					
D.T.	<p>Research, Design, Make and Evaluate Designing purposeful and functional products for themselves based on design criteria. Building structures, exploring how they can be made stronger, stiffer and more stable. 3D Tudor Houses in relation to the Great Fire of London.</p> <p style="text-align: center;">Nutrition and Hygiene Baking bread.</p> <p style="text-align: center;">Links to R.E UNIT 1:1 Understanding where food comes from.</p>	<p>Research, Design, Make and Evaluate. Exploring and evaluating a range of products. Exploring and using mechanisms. Evaluating their own ideas and products.</p>		Clay: Fossil making	<p>Research, Design, Making and evaluating Designing purposeful and functional products for themselves based on design criteria. Evaluating their ideas and products. Carnival headdresses</p> <p>Nutrition and Hygiene. Food from other countries, baking carnival food.</p>	
Music	<p>Reciting traditional songs and nursery rhymes. London's Burning, Ring Roses, Oranges and Lemons,</p> <p>Performing: KS1 Nativity</p>	<p>Experimenting with sound to create and combine interrelated dimensions of music.</p>		<p>Composing: listening and understanding a range of music. Playing tuned and untuned instruments musically.</p>	<p>Carnival Music. Percussion. Song Lyrics Playing instruments musically.</p>	
R.E. (from Diocesan syllabus)	<p>Unit 1.1: Harvest Where our food comes from including all around the world and local producers;</p> <p style="text-align: center;">Unit 1:2 God and Creation. Experiencing the joy of creating something. Exploring the creation story in Genesis 1 and 2.</p>	<p style="text-align: center;">Unit 1:2 God and Creation. Continued.</p> <p style="text-align: center;">Unit 1:3 Christmas and Gifts Christmas as a celebration of giving and receiving, emphasising the core Christian belief that God gave to us Jesus</p>	<p style="text-align: center;">Unit 1:4 Jesus is Special The stories of Jesus and his disciples. Relating Christian values such as friendship.</p>	<p style="text-align: center;">Unit 1.5 Easter The story of the events of Holy Week from Palm Sunday through to Good Friday and Easter</p>	<p style="text-align: center;">Unit 1.6 What is a saint? The stories of the lives of Saints and Jesus' followers from the first Disciples to the present day.</p>	<p style="text-align: center;">Unit 1:7 Baptism The understanding of belonging and joining. The story of Jesus being baptised. Links to church with and out of class experience with a celebration of a baptism.</p>

Computing	<p>We are all Connected How the web works and how we connect and are contactable via access to the Internet. Develop a better understanding of the Internet, by using a selection of different websites.</p>	<p>Young Investigators Linking to history skills and web skills. Children to link researching and creating digital videos.</p> <p>Links from Cornerstones: Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Understanding algorithms and how are used as programs.</p>	<p>App Attack Introduce children to the simple concepts of games design as well as notions of sequencing, computational thinking, directional language and problem solving. Understanding and writing simple algorithms and understand the need for algorithms to be precise and accurate.</p>	<p>Our Local Area (Out and About Exploring with Technology)</p> <p>Links to our geography skills. Exploring our local environment. Learning directional language and 3D skills</p>	
P.E	<p>Development and understanding of the fundamental skills.</p> <p>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. Linking these to tactical team games and dance.</p>				