

Class 1 curriculum plan 2016-2017

	English	Geography	History	Science	P.E
Autumn 1	<p>Phonics: Phase 3 Letters and Sounds. Recap of initial sounds to see what children have independently remembered from previous year. Continue where gaps are identified. Whole school work around the “Shh, we have a plan” focusing on the different types of birds and descriptive writing.</p> <p>Julia Donaldson topic- We will begin by looking at “The Gruffalo” and we will complete some acting and story mapping to learn the story. We will then make some small changes to the stories and the children will write some sentences to support their changes.</p> <p>We will then look at the “Stickman” and the children will link this to our work with the local area in Geography, the children will map out a journey that the stickman could take if he was lost around Appleton. Children to then create their own stick men and act out their own stories using pictures.</p>	<p>Local Area Identify what is in the local area, what things can be different? How is Appleton different to Oxford? Barnaby bears adventures will be used to explore different areas in the UK and look at features of coastal towns and cities. Children will also identify the capital cities in the UK and identify the 4 capital cities and countries.</p>		<p>Seasonal Changes What changes with different seasons? How does our environment change? Do animals change? How? We will observe changes across the four seasons and think about how it changes for different environments</p>	<p>Multi skills activities Focus on different skills, running, jumping, throwing, catching, co-ordination and agility. This will be achieved through small group competitive games and circuit activities. Children can then apply the new skills they’ve learned to create their own circuit activities.</p>
Autumn 2	<p>Phonics: Phase 3 Letters and sounds. Continue where we left off in the previous term. Identify words with certain sounds in.</p> <p>Dinosaurs Topic Main focus “Harry and the Dinosaurs” by Ian Whybrow We will read all on the Harry and the Dinosaurs books and act out some of the stories. Then we will compare and contrast the different stories and children can write their own.</p> <p>Christmas stories “Aliens love Panta Claus” by Claire Freedman & Ben Court. We will read the story and make some of our own Christmas pants. We will then act out the story and create our own story maps of the story.</p> <p>“Twas the night before Christmas” by Clement C Moore. We will discuss how we know the story was set in the past, what language gives us a clue and talk about the meaning of the story. How is Christmas different now? Was it still special then?</p>			<p>Animals including humans Children to identify and name a variety of common animas. We will identify and name a variety of common animals that are carnivores, omnivores, and herbivores. Finally we will identify and work on the different senses for the human bodies.</p>	<p>Gymnastics Activities Focus on using gymnastics equipment safely. Children to learn to move safely in a space. Children to make simple sequences focusing on different speeds, levels and directions. We will concentrate on balance and co-ordination skills by making simple sequences and learning to control and hold balances using core muscles.</p>
Spring 1	<p>Phonics: Phase 4 letters and sounds. Recap of sounds learnt- using and applying these sounds when writing and reading.</p> <p>Great Fire of London We will write letters and diary entry’s imagining that we were there. Role play about how we would feel if we were there. Hot seating with Samuel Peeps. “The Great Fire of London” by Liz Gogerly We will follow the experience of a boy called Sam and his cat and we will write our own diary entries following the same format. Children will also work on what it would be like to be there, what would they have been able to see, hear, smell, taste and touch and think about how that would be different now.</p>		<p>Great Fire of London When did it happen? How does it affect us today? Why is there such a good history of it? Who is Samuel Peyps? How many people died? How did the fire start? Children will begin to identify and recount the facts and understand that this happened long ago. We will compare what London was like in 1666 to what it’s like now? Children can sort and organise pictures from the past and present.</p>	<p>Plants What are plants? What do they look like? How do they grow? What do they need to grow? Where do they grow? What have we managed to grow this year? What are the different types of tree we have at school.</p>	<p>Striking and fielding activities Focus on throwing and catching using different types of ball and bean bag. Children taught how to throw and catch accurately and practice in different competitive throwing and catching skills. Children to learn different throwing techniques including underarm and overarm and identify the key differences between them.</p>
Spring 2	<p>Phonics Phase 5 Letters and Sounds. Learning the new sounds, reinforced in play based learning.</p> <p>Traditional tales 3 little pigs- discussion of the different materials used to make houses. What materials could we use to make different houses? Writing alternative endings including different materials.</p> <p>The Gingerbread Man We will read some different versions of the gingerbread man and the children can identify the similarities and differences between them. Children will then plan and create their own Gingerbread man books.</p>			<p>Everyday materials What are materials? What materials can we name? How can we sort different materials? What materials can we find around the classroom? What materials do you have at home</p>	<p>Dance Activities The children will choose movements to make their own sequences; they will explore performing in unison with a partner. They will develop their agility, coordination and balance skills. We will also use this time to practice Maypole.</p>
Summer 1	<p>Phonics Phase 5 Letters and Sounds. Recap of phase 5 sounds ready for the phonics screening test.</p> <p>Handas Surprise by Eileen Brown We will follow Handas journey and focus on the setting. We will discuss how the setting is different to ours and then the children will so their own Handa journey.</p> <p>Information texts What are the main features of information texts? What is meant by a contents page and an index page? Children to work in groups to learn about African animals and create a class African animal fact book.</p>	<p>Africa What is Africa like? How is it different from the UK? We will use maps to see how far away Africa is and compare the climate and weather to the UK. We will also look at Africa’s capital cities and compare them to the UK. Children will learn the differences between school life, farming and homes between the UK and Africa.</p>		<p>Movements (forces) How do we make things move? What affects the way that cars move along a surface? Does the surface have to be flat? What happens if it isn’t?</p>	<p>Games Activities We will start by playing simple playground games which the children can practise as part of a group. They can then make up their own games which will focus on running, jumping, throwing and catching.</p>

<p>Summer 2</p>	<p>Pirate topic “The pirates next door” by Jonny Duddle Reading the story, children to think of alternative endings. Role play to act out different scenarios. Children to write their own endings with support. “The indoor pirates” by Jeremy Strong Lots of discussion around the story, why is it funny? Why are their words we are unfamiliar with? Hot seating with “Captain Blackbeard”. The children can then write their own chapter for the story focusing on the different type of language in the story and the structure of a chapter.</p>		<p>Homes long ago We will discuss what houses were like long ago, linking back to our work on The Great Fire of London. We will discuss what they were made of and how they are different to houses now. We will compare each other’s houses and discuss why we think they have changed. We will discuss how things have changed inside the home using artefacts (iron, bath, toilet) children to understand how these have improved over the years.</p>	<p>Growing plants Recap what plants need to grow. We will look at the impact of the change in seasons on how plants grow. We will discuss which plants grow at which times.</p> <p>Change in seasons Children to compare how things have changed through the seasons of the year. We will keep weather diaries of the current weather and compare with our initial work on our change in seasons.</p>	<p>Athletics We will play lots of running games which encourage the children to change direction quickly. The children will be able to explore standing jumps and develop their throwing, catching, running and jumping skills.</p>
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Class 1 curriculum plan 2015-2016

Term:	R.E	Art & Design	Design technology	Music	Computing	PSHE
Autumn 1	Is everybody special? Children will explore how and why people choose to belong to groups and religions. We will use the stories that Jesus told and we will look at the artefacts used in a Baptism.	Children to design and make their own birds to link with our whole school book. Children will also make their own Gruffalos and stickmen. What do I look like? Self-portraits using mirrors. How do I look different to others? Take digital pictures of different areas in the classroom, encourage the children to find where they are in the room. Painting and drawing from exploring other artists.		Exploring Sounds How can we use and make sounds? What could we use around us without instruments? What sounds can we hear? How can we use sounds to describe different events and feelings?	E-Safety- online exploration Children will need to understand how to use the internet safely and know what to do if they come across something they are not sure of. They will explore onscreen activities that mimic real life. They will also use simple navigation skills to open a teacher selected website from a favourite's link or shortcut.	Health & Well being We will focus on what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. Following this we will think about ourselves, to learn from personal experiences as well as beginning to recognise and celebrate or strengths and set simple but challenging goals.
Autumn 2	Should we celebrate Harvest or Christmas? Children will explore and compare the reasons for celebrating Harvest and Christmas. We will learn about the different stories and think about how they are celebrated in different religions.		Moving Pictures Overall aim to design, make and evaluate a moving picture. How do levers and sliders work? How do we use tools safely? I can use construction kits to try out ideas. Children to reflect on their own designs and discuss how to improve them.		Multimedia and word processing Children will develop their familiarity with the keyboard including the spacebar, backspace, shift and enter. They will learn to add texts to photographs and begin to add sound captions.	
Spring 1	How should people care for the world? Children will explore the religious views or creation and ecology. We will discuss what Christians and Jews believe about the world and learn the sequence of the seven days.		Vehicles How do vehicles and axels move? Why do we need them? We will explore simple mechanisms and create a moving vehicle and evaluate our vehicles using design criteria.	Feel the pulse? How can we use our voices to make both long and short sounds? Can we use instruments to make long and short sounds? Can we make sequences using instruments and our voices?	Digital Media Children will use a paint package to create a picture to communicate their ideas. They will then learn to explore shape, line and colour to communicate a specific idea. They will then learn to print and save their pictures without help.	Relationships Children will learn to communicate their feelings to others, to recognise how others show feelings and how to respond appropriately. Children will begin to recognise how their behaviour affects other people.
Spring 2	Should everyone follow Jesus? Children will explore the reasons why people follow Jesus with reference to the Easter story. We will look at the disciples and the crowd and focus particularly on Palm Sunday and Jesus's entry into Jerusalem.	Investigating Materials We will look at print making and collage. Start to explore repeating patterns. We can explore and use colour and different textures to create Christmas images.			Programming- Bee bots Children to explore a range of control toys and devices They will learn to follow instructions to move around a course. They will then explore an onscreen turtle (Bee Bot) and navigate it around a course or grid.	
Summer1	Are some stories more important than others? Children will explore dome Old Testament stories and discuss what can be learned from them. We will focus on the stories of Noah, Moses, Joseph and Jonah and act out the stories.	Piet Mondrian Who is he? What is he famous for? Children to create their own Mondrian artwork using different types of equipment. (paint, chalks, oil pastels) They will then compare and contrast these and decide which is best and why. Finally they can use the iPad to make their own Mondrian pictures.		The long and short of it. We will listen to lots of different music. Can we identify a pulse and join in? Can we find the rhythm of the words? Can we use pulse and rhythm to accompany a chant or song?	Programming- Daisy Dino Children to discuss and explore what will happen when instructions are given in a sequence. They will then give a sequence of instructions to complete a simple task. Finally children will use instructions to use movement commands.	Living in the wider world Children to know that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed.
Summer 2	Do we need shared special places? Children will explore the relevance of the synagogue to Jews. We will explore a synagogue and understand what the Torah scrolls, the Bimah and the New Tamid are and how they synagogue is used as a centre for community, for worship, prayer and celebration.		Eat more fruit and vegetables What types of fruit and vegetables do we know? We will plan and prepare some fruit salad to learn some basic food and hygiene skills.		Data Children will use ICT to sort objects into groups according to a given criteria. They will identify the criteria for sorting objects on screen. They will then use pictogram software to represent and interpret simple data.	Transition activities Children to think about the next year and discuss anything worrying them.

Maths- This will be taught following guidance from the New National Curriculum after initial assessments.