

DRAFT Year 1 curriculum plan 2017-2018

| | English | Geography | History | Science | P.E |
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| <p>Autumn 1</p> <p><i>Transport+ Journeys</i></p> | <p>Phonics: Phase 3 Letters and Sounds. Recap of initial sounds to see what children have independently remembered from previous year.</p> <p>Summer holiday writing- Writing a recount of the summer holidays-what have we remembered about writing?</p> <p>The train ride by June Crebbin Discussing and exploring train journeys and what can be seen from the window. Exploring repetition for effect, creating sentences, writing effective sentences.</p> <p>Last stop on Market Street by Matt de la Pena Exploring daily routines and travel. Seeing the beauty and fun in their routines. How we can see the best in everyone. Exploring adjectives and similes. Using 'and' to join words and clauses.</p> | <p>Local Area Identify what is in the local area-use simple fieldwork and observational skills. 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>Toys and Games from the Past Exploring our favourite toys from today and comparing them with toys that were popular when our parents and grandparents were children and beyond. Describe features of different toys and how they work. Ask and answer simple questions and think about how we can find out about the past.</p> | <p>Seasonal Changes Introduction to changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Create collages to show each of the four seasons. Exploring seasonal change in September and October (Switched on Science).</p> | <p>Multiskills Exploring static balances. Exploring co-ordination through the use of upper and lower body movements. Develop aiming at targets and use of equipment. Travel in different ways and directions, showing clear transitions between movements. Explore agility, balance and co-ordination.</p> |
| <p>Autumn 2</p> <p><i>Traditional Tales</i></p> | <p>Phonics: Phase 3 Letters and sounds. Division of words into syllables.</p> <p>The Story of Pinocchio by Katie Daynes Exploring use of actions in sentences. Discuss why Pinocchio wants to be real, what choices can he make? Using 'because' in a sentence and exploring the use of verbs. Exploring the feelings of characters.</p> <p>Jack and the Beanstalk-link to our trip to the Pantomime Retelling and sequencing the key events in the story, Changing parts of the story to make a new version. A day in the life of a giant-what would you do if you could be a giant for a day?</p> <p>A Star so Bright-a Christmas Tale by Christina Butler What can the mysterious star be? Exploring what the animals were thinking as they followed the star. Who was this special baby and why was he so important?</p> | | <p>Remembrance What is remembrance and why is it important for us to remember?</p> | <p>Animals including humans Children to identify and name a variety of common animals. We will identify and name a variety of common animals that are carnivores, omnivores, and herbivores. Describe and compare the structure of a variety of common animals. 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>Exploring seasonal change in November and December (Switched on Science).</p> | <p>Brilliant ball skills Explore basic sending and receiving techniques. Develop agility, balance and co-ordination. Use co-ordination, accuracy and weight transfer. Use ball skills in game-based activities.</p> <p>Fitness Frenzy Complete circuits that include developing agility, balance, co-ordination and core strength and performing simple patterns of movement. Explore running at different speeds.</p> |
| <p>Spring 1</p> <p><i>Australia</i></p> | <p>Phonics: Phase 4 letters and sounds. 'nk' ending to words. 'tch' after a single vowel letter.</p> <p>Wombat goes Walkabout by Michael Morpurgo Write effective sentences for a story from another culture. Exploring dialogue, alliteration and onomatopoeia.</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 Australian animals and create a class Australian animal fact book.</p> | <p>Australia What is Australia like? How is it different from the UK? We will use maps to see how far away Australia is and compare the climate and weather to the UK. We will also look at Australia's capital city and compare it to London. Children will learn the differences in key features such as farming, animals and homes between the UK and Australia. Discuss hot and cold areas of the world.</p> | | <p>Every day materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials and describe their simple physical properties. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Exploring seasonal change in January and February (Switched on Science).</p> | <p>Groovy Gymnastics Explore movement actions with control and link them together. Explore gymnastic actions and shapes. Explore travelling on benches. Repeat and link combinations of gymnastic actions.</p> |
| <p>Spring 2</p> <p><i>Nature</i></p> | <p>Phonics Phase 5 Letters and Sounds The v sound at the end of words.</p> <p>The Way Back Home by Oliver Jeffers Sequencing sentences to form short narratives. Use storytelling to create atmosphere. Explore the thoughts and feelings of the characters. Trying our best to help others. Exploring the use of questioning.</p> <p>Non-fiction Recount-Walk to the Woods Explore the four w's-who? When? Where? Why? Using the senses to describe our visit to the woods. Exploring the structure of recount writing.</p> | | | <p>Plants Identify and name a variety of common wild and garden plants including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Use and explore the local environment throughout the year. Observe</p> | <p>Throwing and catching Learn skills for striking and fielding games. Practise basic striking, sending and receiving. Use throwing and catching skills in a game. Practise accuracy of throwing and consistent catching. Strike with a racket or bat.</p> |

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| | <p>Poems to Perform by Julia Donaldson Explore, interpret and respond to poetry. Explore rhythm, rhyme and pattern in a range of poems. Respond to and play with language in poetry. Perform in response to poetry. Compose and perform own poetry.</p> | | | <p>the growth of plants and flowers.</p> <p>Exploring seasonal change in March and April (Switched on Science).</p> | <p>Use fielding skills to play a game. Play a game fairly and in a sporting manner.</p> |
| <p>Summer 1 <i>The Great Fire of London</i></p> | <p>Phonics Phase 5 Letters and Sounds. Adding s and es to words. Adding er and est to adjectives.</p> <p>Song of the Sea directed by Tomm Moore Developing description in our sentences through adjectives, similies and alliteration. Use of verbs to develop action.</p> <p>Great Fire of London We will write letters in role as if we were there at the time. Role play about how we would feel if we were there. Hot seating with Samuel Pepys.</p> <p>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 Pepys? 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. They will discuss why this was a significant national event.</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? Exploring pushes, pulls, twists and turns. The Enormous Turnip-explore the concept of using a force to move things (Science through Stories).</p> <p>Exploring seasonal change in May and June (Switched on Science).</p> | <p>Maypole Dancing</p> <p>Dance-Great Fire of London To create and perform short dance sequences to music using travel, turn, jump, gesture and levels.</p> <p>Dance-Under the Sea To create and perform short dance sequences to music using travel, turn, jump, gesture and levels.</p> |
| <p>Summer 2 <i>Pirates</i></p> | <p>Phonics Phase 5 Letters and Sounds. Adding the endings ing, ed and er to verbs.</p> <p>Non Fiction-Pirates Exploring life as a pirate through role play and drama. Exploring use of conjunctions and commands in sentences.</p> <p>The pirates next door by Jonny Duddle . Think of reasons why the pirates would 'have to go'. What items would you leave behind and why? Who would you leave them to? Letter writing between Tilda and Jim Lad. Children to think of alternative endings. Role play to act out different scenarios. Children to write their own endings with support.</p> <p>A New Home for a Pirate by Ronda Armitage Descriptive writing-what do you think Jed's dream house is like and why? Which items would you pack in your trunk if you were moving house, why? What would you want to be if you had the chance and why?</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>Exploring seasonal change in July and August (Switched on Science).</p> | <p>Active Athletics+ Sports evening practise Using varying speeds when running, explore different methods of throwing, practise short distance running, and explore jumping for distance. To complete an obstacle course with control and agility.</p> <p>Dance-Pirates To be able perform basic movements to music to build a simple themed Pirates dance.</p> |

| Term: | R.E | Art & Design | Design technology | Computing | PSHE |
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| Autumn 1 | <p>Is everybody special? Explore how and why people choose to belong to groups and religions. Does it feel special to belong? Who do I believe in? Explore baptism and other ceremonies that children from other religions have been part of to make them feel special to their God. Should we celebrate Harvest? Explore and compare reasons for celebrating Harvest. Are religious celebrations important to people? Is God important to everyone? Compare Harvest and the Jewish festival of Sukkot. Explore Harvest around the world.</p> | | <p>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.</p> | <p>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 learn how to log on to the school laptops and how to open up programmes such as the internet.</p> | <p>Health & Well being Champions-Healthy mind, emotions and goals. Recognising and dealing with different emotions.</p> <p>Champions-Hygiene, medicine and exercise Explain how to be hygienic and prevent the spread of germs. We will focus on what constitutes a healthy lifestyle including the physical and mental benefits of physical activity, rest, healthy eating and dental health.</p> |
| Autumn 2 | <p>Should we celebrate Christmas? Explore and compare reasons for celebrating Christmas. What gift would I have given to Jesus if he had been born in my town, not Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs?</p> | | <p>Puppet Making Join and decorate materials using sewing and glue. Use templates to cut out shapes. Say what you like and do not like about your puppet and why.</p> | <p>We are celebrating Develop basic keyboard skills through typing and formatting text. Use the web to find and select images, develop skills in storing and retrieving files, develop skills in combining text and images. Discuss their work and think about whether it could be improved.</p> | |
| Spring 1 | <p>How should people care for the world? Children will explore the religious views of creation and ecology. Discuss whether the world belongs to God and whether people should take care of the world.</p> | <p>Aboriginal art Exploring dot printing and aboriginal symbols-discuss link to story-telling and communication. Explore aboriginal rock painting. Create an aboriginal art leaf wreath.</p> | | <p>We are collectors Find and use pictures on the web. Know what to do if they encounter pictures that cause concern. Sort and organise images. Ask and answer yes/ no questions about their images.</p> | <p>Relationships Champions-Relationships with others and opinions 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.</p> |
| Spring 2 | <p>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. Discussion around what we can learn from stories from religious traditions.</p> | | | <p>We are painters Select and use appropriate painting tools to create and change images on a computer. Create an illustration for a particular purpose. Know how to save, retrieve and change their work.</p> | |
| Summer1 | <p>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. Link to Judaism.</p> | <p>Great Fire of London art Look at Tudor house and the patterns that were created with beams. Children to draw their own Tudor houses. Explore colour mixing and how to create different oranges, reds and yellows. Begin to name primary and secondary colours. Use card to create silhouetted buildings for display.</p> | <p>Baking Explore what would have been baked in the Pudding Lane bakery. What is made in bakeries today? Follow recipes to make bread, biscuits or cakes.</p> | <p>We are TV chefs Filming the steps of a recipe. Use a video camera to capture moving images. Break down a process into simple, clear steps.</p> | <p>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). How people can help to look after the environment.</p> |
| Summer 2 | <p>Do we need shared special places? Children will explore the relevance of the synagogue to Jews. We will explore a synagogue and understand that the synagogue is used as a centre for community, for worship, prayer and celebration. Discussion around does it feel special to belong?</p> | <p>Pirate themed art Design a dream house for Jed in 'A New Home for a Pirate'. Pirate arts and crafts such as: -Treasure chests -Paper plate pirates -Portholes -Treasure maps</p> | | <p>We are treasure hunters Understand that a programmable toy can be controlled by inputting a sequence of instructions. Develop and record sequences of instructions. Debug their programs.</p> | <p>Transition activities Reflecting on the past year and looking forward to next year.</p> |

Maths- This will be taught following guidance from the New National Curriculum and will include Number and Place Value, Calculation using the four operations, Fractions, Measurement, Properties of shapes, Position and Direction.

Music-Planned and taught by Miss Soden