

DRAFT Year 1 curriculum plan 2020-2021

	English	Maths	Geography	History	Science	P.E
Autumn 1 <i>Transport+ Journeys</i>	<p>Phonics: Phase 3 Letters and Sounds/ recap of Set 1 Read Write Inc Sounds (RWI)/ Set 2 RWI sounds. Recap of initial sounds to see what children have independently remembered from previous year.</p> <p>Here We Are by Oliver Jeffers-Whole School focus text for the first two weeks of the term.</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>Number: Place Value (within 10)</p> <p>Number: Addition and Subtraction (within 10)</p> <p>Geometry: Shape</p> <p>Number: Place Value (within 20)</p>	<p>Local Area Identify what is in the local area-use simple fieldwork and observational skills. How is Appleton different to Oxford?</p> <p>Barnaby Bears' adventures will be used to explore different areas in the UK . 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>Remembrance What is remembrance and why is it important for us to remember?</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. Discuss seasonality of food.</p>	<p>Brilliant ball skills-Champions 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>Twinkl Move PE-Running and Jumping Complete circuits that include developing agility, balance, co-ordination and core strength and performing simple patterns of movement. Explore running at different speeds.</p>
Autumn 2 <i>Traditional Tales</i>	<p>Phonics: Phase 3 Letters and sounds/Set 2/3 Read Write Inc (RWI) 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>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>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</p>	<p>Pilates Exploring Pilates for stretching and for Mindfulness. Explore basic pilates movements focusing on the theme of different toys. Exploring stretch sequences, techniques and transition movements designed to enhance/ promote a sense of peace, calm, well-being and relaxation.</p>
Spring 1 <i>Australia</i>	<p>Phonics: Phase 4 letters and sounds/ Set 3 Read Write Inc (RWI). '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>Number: Addition and Subtraction (within 20)</p> <p>Number: Place Value (within 50 including multiples of 2,5 and 10)</p> <p>Measurement: Length and Height</p> <p>Measurement: Weight and Volume</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>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. Understand that food is a basic requirement of life (link to food and nutrition Food a fact of life).</p> <p>Exploring seasonal change</p>	<p>Groovy Gymnastics- Champions 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>

Spring 2 <i>Adventure</i>	<p>Phonics Phase 5 Letters and Sounds/ consolidation of RWI sets. The v sound at the end of words.</p> <p>The Way Back Home by Oliver Jeffers Following an adventurous boy on his aeroplane focusing on themes of adventure and friendship. Sentence writing focuses include use of adjectives, verbs and feelings.</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.</p> <p>Exploring seasonal change</p>	<p>Throwing and catching- Champions 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. Use fielding skills to play a game. Play a game fairly and in a sporting manner.</p>
Summer 1 <i>London-modern day and The Great Fire of London</i>	<p>Phonics Phase 5 Letters and Sounds/ consolidation of RWI sets. Adding s and es to words. Adding er and est to adjectives. Prefix 'un' Compound words</p> <p>The Queen's Hat by Steve Antony Following the Queen on an adventure around London and it's famous landmarks. Sentence writing focuses include use of adverbs, inner thoughts and similes.</p>	<p>Number: Multiplication and Division</p> <p>Number: Fractions</p> <p>Geometry: Position and Direction</p> <p>Number: Place Value within 100</p> <p>Measurement: Money</p> <p>Measurement: Time</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. Diary writing. They will discuss why this was a significant national event.</p>	<p>Exploring seasonal change</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>Dance-Great Fire of London-Imoves To create and perform short dance sequences to music using travel, turn, jump, gesture and levels.</p>
Summer 2 <i>Nature</i>	<p>Phonics Phase 5 Letters and Sounds/ consolidation of RWI sets. Adding the endings ing, ed and er to verbs.</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>Bold Women in Black History by Vashti Harrison Exploring biographies.</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. Discuss food seasonality. Observe the growth of plants and flowers.</p> <p>Exploring seasonal change</p>	<p>Active Athletics- Champions + 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>

Term:	R.E	Art & Design	Design technology	Computing	PSHE-Jigsaw	Music-Charanga
Autumn 1	<p>Should we celebrate Harvest? Explore and compare reasons for celebrating Harvest. Link to food and nutrition: seasonality of foods, how different foods are harvested, basic examples of how food changes from farm to fork to make it safe to eat. 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>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.</p>	<p>Remembrance Art Art activities focused around the theme of Remembrance and Poppies.</p>	<p>Moving Vehicles How do vehicles and axels move? Why do we need them? We will explore simple mechanisms, design 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>Returning to School Focus Feeling safe and happy in our new class. Understanding the procedures in place for a safe return to school.</p> <p>Puzzle 1-Being Me in My World Feeling special and safe. Being part of a class. Rights and responsibilities. Rewards and feeling proud. Consequences. Owning the Learning Charter</p> <p>Whole school outcome: creation of the Learning Charter.</p>	<p>Hey You! Hey You! is written in an old school hip hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.</p> <p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other old school hip hop tunes.</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? Link to Understanding Christianity unit 1.3: Incarnation-Why does Christmas matter to Christians?</p>		<p>Puppets Link to our English Unit on Pinocchio-make a hand puppet by using sewing skills.</p>		<p>Puzzle 2-Celebrating Difference Similarities and differences. Understanding bullying and knowing how to deal with it. Making new friends. Celebrating the differences in everyone</p> <p>Whole school outcome: Hall of Fame display</p>	<p>Rhythm in the way we walk and The banana rap All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style). We will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p>
Spring 1	<p>Does Creation help people understand God? 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. Link to Understanding Christianity unit 1.2: Creation-Who made 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>Bring on Breakfast! Designing and making a healthy dish for breakfast. Focus on the importance of eating breakfast every day, what makes a healthy breakfast, importance of 5 a day, perform simple food preparation skills, evaluate products (Food a fact of life). Focus on people choosing different types of food. Talk about foods we like and dislike and understand that we eat different food depending on the time of day, occasion and lifestyle.</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>	<p>Puzzle 3-Dreams and Goals Setting goals. Identifying successes and achievements. Learning styles. Working well and celebrating achievement with a partner. Tackling new challenges. Identifying and overcoming obstacles. Feelings of success.</p> <p>Whole school outcome: Our Garden of Dreams and Goals</p>	<p>In The Groove In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week we will listen and learn a different style of In The Groove.</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</p>				<p>Puzzle 4-Healthy Me Keeping myself healthy. Healthier lifestyle choices. Keeping clean. Being safe. Medicine safety/safety with household items. Road safety. Linking health and happiness. Link to food and nutrition focus: we need to eat a</p>	<p>Round and Round All the learning is focused around one song: Round and Round, a Bossa Nova Latin style.</p> <p>The material presents an integrated approach to music where games, the dimensions of</p>

	entry into Jerusalem. Discussion around what we can learn from stories from religious traditions. Link to Understanding Christianity unit 1.5 Salvation: Why does Easter matter to Christians?				variety and balance of food to stay healthy as depicted in the Eatwell Plate. Whole school outcome: The Healthy, Happy Me Recipe Book	music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.
Summer1	Are some stories more important than others? Children will explore some 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. Link to Understanding Christianity unit 1.1 God- What do Christians believe that God is like?	Great Fire of London art Explore colour mixing and how to create different oranges, reds and yellows. Begin to name primary and secondary colours. Use card to create silhouette art.	Great Fire of London Houses Look at Tudor houses and the patterns that were created with beams. Children to design and make their own Tudor houses. Create our own smaller scale version of the Great Fire of London.	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.	Puzzle 5-Relationships Belonging to a family. Making friends/being a good friend. Physical contact preferences. People who help us. Qualities as a friend and person. Self-acknowledgement. Being a good friend to myself. Celebrating special relationships. Whole school outcome: The Relationship Fiesta	Your Imagination All the learning in this unit is focused around one song: Your Imagination. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.
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 that the synagogue is used as a centre for community, for worship, prayer and celebration. Discussion around does it feel special to belong? Link to Understanding Christianity unit 1.4 Gospel- What is the good news that Jesus brings? Comparison between Church and a Synagogue as special places. Both places used for sharing the "good news".				Puzzle 6- Changing Me Life cycles – animal and human. Changes in me. Changes since being a baby. Differences between female and male bodies (correct terminology). Linking growing and learning. Coping with change. Transition. Whole school outcome: Tree of Change display	Reflect, Rewind and Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.