

DRAFT Year 1 curriculum plan 2018-2019

	English	Maths	Geography	History	Science	P.E
<p><b>Autumn 1</b></p> <p><i>Transport+ Journeys</i></p>	<p><b>Phonics: Phase 3 Letters and Sounds.</b> Recap of initial sounds to see what children have independently remembered from previous year.</p> <p><b>Summer holiday writing-</b> Writing a recount of the summer holidays-what have we remembered about writing?</p> <p><b>The train ride by June Crebbin</b> 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><b>Local Area</b> 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 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><b>Toys and Games from the Past</b> 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><b>Remembrance</b> What is remembrance and why is it important for us to remember?</p>	<p><b>Seasonal Changes</b> 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><b>Multiskills</b> 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><b>Autumn 2</b></p> <p><i>Traditional Tales</i></p>	<p><b>Phonics: Phase 3 Letters and sounds.</b> Division of words into syllables.</p> <p><b>The Story of Pinocchio by Katie Daynes</b> 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><b>Dick Whittington-link to our trip to the Pantomime</b> Retelling and sequencing the key events in the story, Changing parts of the story to make a new version.</p> <p><b>A Star so Bright-a Christmas Tale by Christina Butler</b> 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><b>Animals including humans</b> 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><b>Exploring seasonal change</b> in November and December (Switched on Science).</p>	<p><b>Brilliant ball skills</b> 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><b>Fitness Frenzy</b> 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><b>Spring 1</b></p> <p><i>Australia</i></p>	<p><b>Phonics: Phase 4 letters and sounds.</b> 'nk' ending to words. 'tch' after a single vowel letter.</p> <p><b>Wombat goes Walkabout by Michael Morpurgo</b> Write effective sentences for a story from another culture. Exploring dialogue, alliteration and onomatopoeia.</p> <p><b>Information texts</b> 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>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><b>Australia</b> 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><b>Every day materials</b> 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><b>Exploring seasonal change</b> in January and February (Switched on Science).</p>	<p><b>Groovy Gymnastics</b> 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><b>Spring 2</b></p> <p><i>Nature</i></p>	<p><b>Phonics Phase 5 Letters and Sounds</b> The v sound at the end of words.</p> <p><b>The Way Back Home by Oliver Jeffers</b> 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><b>Non-fiction Recount-Walk to the Woods</b></p>				<p><b>Plants</b> 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><b>Throwing and catching</b> 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.</p>

	<p>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><b>Poems to Perform by Julia Donaldson</b> 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><b>Exploring seasonal change</b> in March and April (Switched on Science).</p>	<p>Play a game fairly and in a sporting manner.</p>
<p><b>Summer 1</b></p> <p><i>The Great Fire of London</i></p>	<p><b>Phonics Phase 5 Letters and Sounds.</b> Adding s and es to words. Adding er and est to adjectives.</p> <p><b>Great Fire of London</b> 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><b>The Great Fire of London by Liz Gogerly</b> 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>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><b>Great Fire of London</b> 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><b>Exploring seasonal change</b> in May and June (Switched on Science).</p> <p><b>Growing plants</b> 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><b>Maypole Dancing</b></p> <p><b>Dance-Great Fire of London</b> To create and perform short dance sequences to music using travel, turn, jump, gesture and levels.</p>
<p><b>Summer 2</b></p> <p><i>Pirates</i></p>	<p><b>Phonics Phase 5 Letters and Sounds.</b> Adding the endings ing, ed and er to verbs.</p> <p><b>Non Fiction-Pirates</b> Exploring life as a pirate through role play and drama. Exploring use of conjunctions and commands in sentences.</p>				<p><b>Movements (forces)</b> 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><b>Exploring seasonal change</b> in July and August (Switched on Science).</p>	<p><b>Active Athletics+ Sports evening practise</b> 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><b>Dance-Pirates</b> 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-Jigsaw	Music
Autumn 1	<p><b>Is everybody special?</b> 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><b>Should we celebrate Harvest?</b> 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><b>Vehicles</b> 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><b>E-Safety- online exploration</b> 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><b>Puzzle 1-Being Me in My World</b> I feel special and safe in my class. I understand the rights and responsibilities of being a member of my class.  I know how to make my class a safe place for everybody to learn.</p> <p>Whole school outcome: creation of the Learning Charter.</p>	TBC once schemes of work have been purchased.
Autumn 2	<p><b>Should we celebrate Christmas?</b> 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? <a href="#">Link to Understanding Christianity unit 1.3: Incarnation-Why does Christmas matter to Christians?</a></p>		<p><b>Puppet Making</b> 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><b>Puzzle 2-Celebrating Difference</b> I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p> <p>Whole school outcome: Hall of Fame display</p>	
Spring 1	<p><b>How should people care for the world?</b> 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. <a href="#">Link to Understanding Christianity unit 1.2: Creation-Who made the world?</a></p>	<p><b>Aboriginal art</b> 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><b>We are painters</b> 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><b>Puzzle 3-Dreams and Goals</b> I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest.</p> <p>Whole school outcome: Our Garden of Dreams and Goals</p>	
Spring 2	<p><b>Should everyone follow Jesus?</b> 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. <a href="#">Link to Understanding Christianity unit 1.5 Salvation:</a></p>				<p><b>Puzzle 4-Healthy Me</b> I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.</p> <p>Whole school outcome: The Healthy, Happy Me Recipe Book</p>	

	<i>Why does Easter matter to Christians?</i>					
<b>Summer1</b>	<p><b>Are some stories more important than others?</b> 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.</p> <p><i>Link to Understanding Christianity unit 1.1 God- What do Christians believe that God is like?</i></p>	<p><b>Great Fire of London art</b> Look at Tudor house and the patterns that were created with beams. Children to design and make 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 silhouette art.</p>	<p><b>We are treasure hunters</b> 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><b>Puzzle 5-Relationships</b> I can tell you why I appreciate someone who is special to me and express how I feel about them.</p> <p>Whole school outcome: The Relationship Fiesta</p>		
<b>Summer 2</b>	<p><b>Do we need shared special places?</b> 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><b>Baking</b> Explore what would have been baked in the Pudding Lane bakery. What is made in bakeries today? Follow recipes to make bread.</p>