



Barrowcliff School- Long Term Curriculum Plan - Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Toys	Seasonal Change	Immediate Locality	Materials	Weather	Animals
Enquiry Question	Why are ipads more fun than my grandparents' old toys?	Why are there so many leaves on the floor?	Where do and did the wheels on the bus go?	What does Beegu think of life on Planet Earth?	Why can't a penguin live near the equator?	Why are humans not like tigers?
Focus Text	Dogger Shirley Hughes	The Rabbit Problem Emily Gravett	The Naughty Bus Jan Oke	Beegu Alexis Deacon	Lost & Found Oliver Jeffers	Bog Baby Jeanne Willis & Gwen Millward
Maths	Number & Place Value: Numbers to 10 (2 wks.) Calculations: Addition & Subtraction (5 wks.)	Geometry: Position & Direction (1 wk.) Number & Place Value: Numbers to 20 (2 wks.) Calculations: Addition & Subtraction within 20 (2 wks.) Assessment	Calculations: Addition & Subtraction within 20 (1 wk.) Geometry: Properties of Shape & Patterns (2 wks.) Measurement: Length (2 wks.) Revision & Mid-Year Assessments	Number & Place Value: Numbers to 40 (2 wks.) Calculations: Addition & Subtraction (2 wks.) Calculations: Multiplication (2 wks.)	Calculations: Multiplication (1wk) Calculations: Division (1 wk.) Fractions (1 wk) Number & Place Value: Number to 100 (2 wks) Measurement: Time (1 wk)	Measurement: Money (1 wk) Measurement: Volume & Capacity (1 wk) Measurement: Mass (1 wk) Geometry: Position & Direction (1 wk) Assessment & Review

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<p>English</p>	<p>Linked Texts: <u>I Love You, Blue kangaroo</u> by Emma Chichester Clark <u>All Aboard the Toy Train</u> by Tony Bradman <u>Grandpa John</u> Burningham</p> <p>Narrative - re tell a narrative using patterns from listening and reading Write labels and instructions around learning area Write a recount of a trip or visit</p> <p>Read Write inc Session (60 mins daily)</p>	<p>Linked Texts: <u>Rabbits</u> by Matt Mooney <u>Tree: Seasons Come, Seasons Go</u> by Patricia Hegarty <u>Storm</u> by Sam Usher</p> <p>Narrative – Tell a story about a central character Write labels and instructions around learning area</p> <p>Read Write inc Session (60 mins daily)</p>	<p>Linked Texts: <u>The Queen’s Hat</u> by Steve Antony <u>A Place Called Home</u> by Kate Baker</p> <p>Narrative – To innovate on patterns from a familiar story using known story language Non-Chronological Report on local area or school Write a recount of a trip or experience</p> <p>Read Write Inc Sessions (30 mins daily)</p>	<p>Linked Texts: <u>I am Henry Finch</u> by Alexis Deacon <u>The Great Paper Caper</u> by Oliver Jeffers <u>The Tunnel</u> by Antony Browne <u>Here We Are</u> by Oliver Jeffers</p> <p>Narrative – To write their own story version of a familiar story and recount events in a sequence Persuasion Write a letter from Beegu to his friends Write a recount of a trip or experience</p> <p>Read Write Inc Sessions (30 mins daily)</p>	<p>Linked Texts: <u>Meerkat Mail</u> by Emily Gravett <u>Handa’s Surprise</u> by Eileen Browne <u>We Planted a Tree</u> by Diane Muldrow</p> <p>Narrative - To use patterns and language form familiar stories. Write a complete story with a beginning, middle and end. Non-Chronological Report on different climates Instructions for weather experiment</p> <p>Read Write Inc Sessions (30 mins daily)</p>	<p>Linked Texts: <u>The King of the Tiny Things</u> by Jeanne Willis <u>The Tiger Who Came to Tea</u> by Judith Kerr <u>Dear Zoo</u> by Rod Campbell</p> <p>Narrative - To write a complete story which includes characterisation i.e.: a good and bad character Write a recount of a trip or experience Persuasion - Letter to the Tiger who came to tea</p> <p>Read Write Inc Sessions (30 mins daily)</p>
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<p>Ongoing Key Skills</p>	<p><u>Writing Composition</u> Talk about ideas for writing. Hold the sentence in your head. Write the sentence. Read the sentence and check that it makes sense. Check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. Decide on the next sentence which will say what happened next. Know what to write about. Choose one idea for a sentence. Say the sentence aloud. Check that the sentence makes sense.</p> <p><u>Grammar & Vocabulary</u> Know that a sentence needs a capital letter. Know that a sentence ends with a full stop. Write sentences with capital letters and full stops. Use a capital for the personal pronoun I in writing. Check that a capital has been used for the personal pronoun I in writing. Find where capital letters have been used other than to start sentences in reading. Recognise that they are special names for people and places. Know that the names of people and places need capital letters. Use capital letters for special names of people and places in writing. Check that capital letters have been used for the special names of people and places. Notice that and can join two words. Use the word and to join two words in a sentence. Notice that the word and can join two sentences. Know that the word and can help to join ideas together. Practise joining two sentences with and.</p> <p><u>Spoken Language</u> Give an opinion with a reason. Listen to others’ opinions. Use Standard English to give an opinion. Recite/perform own compositions</p> <p><u>Reading</u> Use prior knowledge to understand texts. Use picture clues to support understanding. Use picture clues to deepen understanding. Identify unfamiliar words and ask about meaning. Use the context to make informed guesses about the meaning of unfamiliar words. Discuss the meaning of unfamiliar words. Identify the key events in a story. Make predictions based on the events in the story. Identify the characters in a story. Recognise a character’s feelings. Say why a character has a feeling. Give an opinion about a character. Answer retrieval questions about the book. Use information from the story to support opinion. Say what they like or dislike about a book. Listen to others’ ideas about a book. Say whether they agree or disagree with other’s ideas. Know some key stories. Recognise key story language. Find key story language in stories read aloud or read independently. Retell key stories orally using narrative language. Know that there are different kinds of books. Know the difference between a story book and an information book</p>
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Science	Light	Seasonal Change	Sound	Everyday Materials	Plants	Animals Including Humans
	Recognise that we see with our eyes	observe changes across the four seasons.	Identify sounds that they think are nasty or nice	Distinguish between an object and the material from which it is made.	Find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy	Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;
	Recognise that light helps us see things	Observe and describe weather associated with the seasons and how day length varies.	Recognise that sounds can be made in a variety of ways	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	Observe and describe how seeds and bulbs grow into mature plants	Identify and name a variety of common animals that are carnivores, herbivores and omnivores;
	Identify a variety of sources that give out light		Realise that most objects can be made to make sounds		Identify and describe the basic structure of a variety of common flowering plants, including trees	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets);
	Recognise that light sources vary in colour and brightness		Recognise that sounds can be loud or soft	Describe the simple physical properties of a variety of everyday materials.	I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Identify, name, draw and label the
	Recognise that without light it is dark		Know that sounds are heard when they enter our ears			
	Recognise that It is dangerous to look at the Sun		Recognise that sounds can be used to indicate when something			
	Recognise that the Sun gives us daylight					

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			<p>is happening or is going to happen</p> <p>Recognise that sounds can be made by striking, shaking, scraping, plucking and blowing.</p>	<p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		<p>basic parts of the human body and say which part of the human body is associated with each sense.</p>
Humanities	<p>History- Within Living Memory</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Understand some of the ways</p>		<p>History – Similarities between past and present</p> <p>Begin to develop an awareness of the past and the ways in which it is similar to and different from the present</p> <p>Geography - use world maps, atlases and globes to identify the United Kingdom and its counties</p>		<p>Geography - Hot and cold areas of the world</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator</p>	

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	<p>in which we find out about the past and identify different ways in which it is represented.</p> <p>Know where the people and events they study fit within a chronological framework</p>		<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>and the North and South Poles.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions</p>	
Computing	<p>i program</p> <p>To understand that algorithms are implemented as programs on a range of digital devices</p> <p>To give instructions to a programmable toy</p>	<p>i safe</p> <p>e safety</p> <p>To understand what being online may look like, the different feelings we can experience online and how to identify adults who can help</p>	<p>i write</p> <p>Word Processing</p> <p>To recognise that text can be created in a number of ways</p> <p>To use word processing software to create text</p>	<p>i data</p> <p>Understand why pictograms are useful</p> <p>To collect and organise information to solve a problem</p>	<p>i model</p> <p>To use a mouse to move things accurately on screen</p> <p>To understand that computers can be used to make choices</p>	<p>i algorithm</p> <p>To understand that algorithms are precise instructions that can be followed</p> <p>To follow a simple algorithm</p> <p>To devise a simple algorithm</p>

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	<p>To plan a simple algorithm to that controls a toy</p> <p>To program a virtual object to move to on screen objects</p> <p>To record a sequence of instructions in a common format</p>	<p>To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.</p>	<p>To select and insert text into a word processing application</p> <p>To open and save a word processing document</p>	<p>To create a pictogram using collected data</p> <p>Sorting information</p> <p>Presenting data using a graph</p>	<p>To understand that a computer can be used to model an environment where choices can be made</p> <p>To create a representation of a real or fantasy game or story</p>	<p>To understand that programs execute by following precise and unambiguous instructions</p> <p>To plan, test and debug a simple algorithm</p>
PE	<p>Unit 1 – Personal</p> <p>The Birthday Bike Surprise: Coordination & Footwork</p> <p>The Pirate Prank: Static Balance (1 leg)</p>	<p>Unit 2 - Social</p> <p>Journey to the Blue Planet: Dynamic Balance to Agility</p> <p>Monkey Business: Static Balance (seated)</p>	<p>Unit 3 – Cognitive</p> <p>Tilly the Train’s Big Day: Dynamic Balance (on a line)</p> <p>Thembi Walks the tightrope: Static Balance (stance)</p>	<p>Unit 4 - Creative</p> <p>Clowning Around: Coordination (ball skills)</p> <p>Wendy’s Water-ski Challenge: Counter Balance (with a partner)</p>	<p>Unit 5 – Physical</p> <p>John & Jasmine Learn to Juggle: Coordination (Sending & Receiving)</p> <p>Ringo to the Rescue: Agility (Reaction/Response)</p>	<p>Unit 6 - Health & Fitness</p> <p>Sammy Squirrel and His Rolling Nuts: Agility (ball chasing)</p> <p>Caspar the Very Clever Cat: Static Balance (Floor Work)</p>
Music	Hey You!	Rhythm in the way we walk	In the Groove Contrasting	Round and Round	Your Imagination	Reflect, Rewind and Replay

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	Finding a pulse/ recognise and name 2 or more instruments	Pulse, Rhythm and Pitch	rhythms/make their own beats and rhythms	Play accurately and in time as part of a performance	Composition and performance	Consolidate and review Yr. 1 key skills
RE	Who is a Christian and what do they believe?	What makes some places sacred? Christian Faith Jewish Faith	What does it mean to belong to a faith community?	How and why do we celebrate special and sacred times? Easter	Who is a Muslim and what do they believe?	Why should we care for others in the world?
Art & Design	Design & Technology Simple push along toy. How will your Roly Poly move?	Art-Poster Paint Use a variety of tools to spread paint, experiment with different brushes (thick and thin). Recognise and name primary and secondary colours. Simple colour Mixing (understand the colour wheel)	Art- Sketching Objects/Still Life Uses line to represent objects seen, remembered or imagined. Make a variety of patterned lines, wavy, straight, zig- zag, thick, thin, wide and narrow.	Art - Collage Selects, cuts and tears and discusses. Sorts according to specific qualities. E.g. shiny, smooth, warm, cold colours. Develops skills of overlapping and laying.	Design & Technology: Moving Parts Which parts of your picture should move?	Art - Sculpture Construct Use materials to make objects for a purpose Carve, pinch and roll. Make simple joints Look at work of other sculptors.

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