

The Whartons Primary School
Long Term Plan – Curriculum Overview for Year 1 – 2018 / 2019

Term	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Theme	Who Am I? (Ourselves)	What Do You Like To Play With? (Toys)	Who Is Julia Donaldson?	Who Lives in a House Like This? (Houses and Homes)	What's in Beatrix Potter's Garden?	Do You Believe in Dragons?
Role Play	Hospital	Toy Shop	Puppet Theatre and Writer's Workshop	3 Little Pig's House	Garden Centre/Shop	Dragon's Lair
ENGLISH	NON-FICTION FOCUS ON SPOKEN LANGUAGE AND BASIC SENTENCE CONSTRUCTION Alphabet focus Handwriting Focus Capital letters focus SPOKEN LANGUAGE (Talking Boxes) POETRY Autumn/Senses poems Non-fiction Fiction Poetry	NON-FICTION Instructions How to make / use a toy Labels, lists & captions For toy museum & Christmas FICTION Stories about toys	NON FICTION Biographies about Julia Donaldson FICTION Stories with repeated phrases in the style of 'The Gruffalo'	FICTION Traditional tales (3 little pigs focus) NON FICTION Animal homes – How to look after chickens explanation texts POETRY Spring poems	FICTION Stories in the style of Beatrix Potter NON FICTION Information texts about Beatrix Potter Diaries	FICTION Stories about dragons NON FICTION Thank you letters (Dr D) Report on dragons POETRY Summer/dragon poems
Cross-curricular writing	Science – human body labels & captions Science – senses poetry History – Guy Fawkes speech bubbles	History & Science - descriptive sentences about old toys from museum D&T - instructions on how to make a moving picture	Science - classifying animals Geography – Stick Man postcard from area relating to Geographical vocabulary i.e. mountain	Geography - diary entry living in a different house	History - Beatrix Potter biography	Letter to Dr D
Cross-curricular reading comprehension	My body (NF)	Toy story (F)	Julia Donaldson biography (NF)	3 Little Pigs text (F)	Beatrix Potter facts (NF)	Dragon description (F)
MATHS	Number: Place Value - Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers to 10 in numerals and words. - Identify and represent numbers using objects and pictorial representations Number Measurement Geometry	Geometry: Shape - Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres. - Describe position, direction and movement, including whole, half, quarter and three quarter turns	Measurement: Time - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. - Recognise and use language relating to dates, including days of the week, weeks, months and years. - Compare, describe and solve practical problems for	Number: Multiplication and Division - Count in multiples of twos, fives and tens. - Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays	Number: Place Value - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers from 1-100 in numerals and words. - Identify and represent numbers using objects and pictorial representations	Measurement: Money - Recognise and know the value of different denominations of coins and notes. - Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

	<p>including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <ul style="list-style-type: none"> - Given a number, identify one more or one less. - Count in multiples of twos. <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> - Represent and use number bonds and related subtraction facts (within 10) - Add and subtract one digit numbers (to 10), including zero. - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. 	<p>Number: Place Value</p> <ul style="list-style-type: none"> - Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. - Count, read and write numbers from 1 to 20 in numerals and words. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. - Count in multiples of twos and fives. <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> - Represent and use number bonds and related subtraction facts within 20. - Add and subtract one digit and two digit numbers to 20, including zero. - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ 	<p>time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds).</p> <ul style="list-style-type: none"> - Sequence events in chronological order using language [for example, before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. <p>Number: Place value</p> <ul style="list-style-type: none"> - Count to 40 forwards and backwards, beginning with 0 or 1, or from any number. - Count, read and write numbers from 1-40 in numerals and words. - Identify and represent numbers using objects and pictorial representations. - Given a number, identify 1 more or less. <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> - Add and subtract one digit and two digit numbers to 20, including zero. - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ <p>Measurement: Length and height</p> <ul style="list-style-type: none"> - Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - Measure and begin to record lengths and heights. 	<p>with the support of the teacher.</p> <p>Number: Fractions</p> <ul style="list-style-type: none"> - Recognise, find and name a half as one of two equal parts of an object, shape or quantity. - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	<p>including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <ul style="list-style-type: none"> - Given a number, identify one more or one less. <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> - Represent and use number bonds and related subtraction facts within 20. - Add and subtract one digit and two digit numbers to 20, including zero. - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> - Count in multiples of twos, fives and tens. - Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<p>such as $7 = ? - 9$</p> <p>Measurement: Weight and Capacity/Volume</p> <ul style="list-style-type: none"> - Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than], capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] - Measure and begin to record the following: mass/weight, capacity and volume
PSHCE (JIGSAW Units)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

SCIENCE	<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions 					
	<ul style="list-style-type: none"> - 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>AUTUMN</p> <ul style="list-style-type: none"> - observe changes across the four seasons - observe and describe weather associated with seasons and how the day length varies 	<ul style="list-style-type: none"> - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties 	<ul style="list-style-type: none"> - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>WINTER</p> <ul style="list-style-type: none"> - observe changes across the four seasons - observe and describe weather associated with seasons and how the day length varies 	<p>SPRING</p> <ul style="list-style-type: none"> - observe changes across the four seasons - observe and describe weather associated with seasons and how the day length varies 	<ul style="list-style-type: none"> - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees 	<p>SUMMER</p> <ul style="list-style-type: none"> - observe changes across the four seasons - observe and describe weather associated with seasons and how the day length varies
RE (Leeds Agreed Syllabus)	<p>Investigate the beliefs and practices of religions and other world views</p> <p>1.1 Why are stories important?</p>	<p>Investigate the beliefs and practices of religions and other world views</p> <p>1.2 Why do we celebrate special occasions?</p>	<p>Investigate how religions and other world views address questions of meaning, purpose and value</p> <p>1.3 What does it mean to belong to a church or a mosque?</p>		<p>Investigate how religions and other world views influence morality, identity and diversity</p> <p>1.4 Why do we care about people?</p>	
COMPUTING (Switched On Units)	<ul style="list-style-type: none"> - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 					
	<p>Creativity:</p> <p>We are creating - Creating a digital collage</p> <ul style="list-style-type: none"> - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common 	<p>Programming:</p> <p>We are treasure hunters - Using programmable toys</p> <ul style="list-style-type: none"> - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and 	<p>Computer networks:</p> <p>We are collectors - Finding images using the web</p> <ul style="list-style-type: none"> - understand what algorithms are; how they are implemented as programs on digital devices; and that 	<p>Creativity:</p> <p>We are painters - Illustrating an eBook</p> <ul style="list-style-type: none"> - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses 	<p>Computational thinking:</p> <p>We are TV chefs - Filming the steps of a recipe</p> <ul style="list-style-type: none"> - understand what algorithms are; how they are implemented as programs on digital 	<p>Communication / collaboration:</p> <p>We are storytellers - Producing a talking book</p> <ul style="list-style-type: none"> - use technology purposefully to create, organise, store, manipulate and retrieve digital content

	uses of information technology beyond school	unambiguous instructions - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs - recognise common uses of information technology beyond school	programs execute by following precise and unambiguous instructions - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school	of information technology beyond school - use technology purposefully to create, organise, store, manipulate and retrieve digital content	devices; and that programs execute by following precise and unambiguous instructions - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school - use logical reasoning to predict the behaviour of simple programs	- recognise common uses of information technology beyond school
HISTORY	Guy Fawkes - events beyond living memory that are significant nationally or globally - significant historical events, people and places in their own locality	Toys - changes within living memory			Beatrix Potter - the lives of significant individuals in the past who have contributed to national and international achievements	
GEOGRAPHY	AUTUMN - identify seasonal and daily weather patterns in the United Kingdom - use basic geographical vocabulary to refer to: key physical features, including: season and weather		WINTER - identify seasonal and daily weather patterns in the United Kingdom - use basic geographical vocabulary to refer to: key physical features, including: season and weather - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] - devise a simple map;	SPRING - identify seasonal and daily weather patterns in the United Kingdom - use basic geographical vocabulary to refer to: key physical features, including: season and weather - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles UK DAY - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use world maps, atlases and globes to identify the United		SUMMER - identify seasonal and daily weather patterns in the United Kingdom - use basic geographical vocabulary to refer to: key physical features, including: season and weather

			and use and construct basic symbols in a key	Kingdom and its countries		
ART	Self portraits – pencil sketch - use drawing to develop and share their ideas, experiences and imagination			Hundertwasser – oil pastels - to develop a wide range of art and design techniques in using colour, pattern, line, shape - about the work of a range of artists	Beatrix Potter – watercolour paints - to develop a wide range of art and design techniques in using colour, line, shape - about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Dragons – watercolour pencils - use drawing to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, line, pattern, shape - about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.
D&T	Design - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria					
		Mechanisms: Sliders and levers – Moving book Technical knowledge: - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products		Structures: Free standing structures – Bug hotels Technical knowledge: - build structures, exploring how they can be made stronger, stiffer and more stable	Food: Preparing fruit and vegetables – Salad for Peter Rabbit Cooking and nutrition: - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from	
PE	Multi-skills To warm up and cool down safely and explain why it important to do so. To copy and repeat actions, developing and remembering skills. Master basic movements including running,	Dance To warm up and cool down safely and explain why it important to do so. Perform dances using simple movement patterns.	Gymnastics To warm up and cool down safely and explain why it important to do so To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-	Games – Uni hockey To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Athletics To warm up and cool down safely and explain why it important to do so To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-	Multi-skills (PHGS coach) To warm up and cool down safely and explain why it important to do so. To copy and repeat actions, developing and remembering skills.

	jumping, throwing and catching as well as developing balance, co-ordination, agility and begin to apply these in a range of activities		ordination, and begin to apply these in a range of activities	participate in team games, developing simple tactics for attacking and defending	ordination, and begin to apply these in a range of activities	Master basic movements including running, jumping, throwing and catching as well as developing balance, co-ordination, agility and begin to apply these in a range of activities
MUSIC (Charanga)	<ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music 					
	Hey! You!	Christmas Rehearsals	In the Groove	Round and Round	Your imagination	Reflect, Rewind & Replay