

The Whartons Primary School
Long Term Plan – Curriculum Overview for Year 1 – 2021/2022

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 Lives in a House Like This? (Houses and Homes)	Who Is Julia Donaldson?	What's in Beatrix Potter's Garden?	Do You Believe in Dragons?
Role Play	Hospital	Toy Shop	3 Little Pig's House	Writer's Workshop	Garden Centre/Shop	Dragon's Lair
ENGLISH Non-fiction Fiction Poetry	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 Instructions How to make / use a toy Labels, lists & captions For toy museum & Christmas FICTION Stories about toys	FICTION Traditional tales (3 little pigs focus) NON FICTION Animal homes – How to look after chickens explanation texts POETRY Spring poems	NON FICTION Biographies about Julia Donaldson FICTION Stories with repeated phrases in the style of 'The Gruffalo'	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	Geography - diary entry living in a different house	Science - classifying animals Geography – Stick Man postcard from area relating to Geographical vocabulary i.e. mountain	History - Beatrix Potter biography	Letter to Dr D
Cross-curricular reading comprehension	My body (NF)	Toy story (F)	3 Little Pigs text (F)	Julia Donaldson biography (NF)	Beatrix Potter facts (NF)	Dragon description (F)
MATHS Number Measurement	Number: Place Value - Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.	Number: Addition and Subtraction - Represent and use number bonds and related subtraction facts within 20.	Number: Addition and Subtraction - Represent and use number bonds and related subtraction facts within 20.	Measurement - Length -Measure and begin to record lengths and heights. - Compare, describe and solve practical problems for: lengths and heights (for	Number: Multiplication and Division - Count in multiples of twos, fives and tens.	Number: Place Value - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Geometry

- Count, read and write numbers to 10 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.
- Given a number, identify one more or one less.
- Count in multiples of twos.

Number: Addition and Subtraction

- 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.

- 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 $7 = ? - 9$

Geometry: Shape

- Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.

Number: Place Value

- 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.
- Given a number, identify one more or one less.
- 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.

- 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 $7 = ? - 9$

Number – Place Value within 50.

- Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.
- Count, read and write numbers from 1-50 in numerals and words.
- Given a number, identify one more and one less.
- Identify and represent numbers using objects and pictorial representations.
- Count in multiples of twos, fives and tens.

example, long/short, longer, shorter, tall/ short, double/half.

Measurement: Weight and Capacity/Volume

- 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**

- 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.
- Make and add equal groups.
- Make arrays and doubles.
- Make equal groups by sharing and grouping.

Number: Fractions

- 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.

Geometry: Position and direction.

- Describe position, direction and movement, including whole, half, quarter and three quarter turns

- Count, read and write numbers from 1-100 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.
- Given a number, identify one more or one less.

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 such as $7 = ? - 9$

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 time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds).
- Sequence events in chronological order using

						language [for example, before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
PSHCE (JIGSAW Units)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<i>JIGSAW RECOVERY CURRICULUM</i>					
MINDMATE	Feeling good & being me Recognise feelings <i>I can talk about how I am feeling.</i>	Friends & Family Recognise how others show feelings & know how to respond <i>I know when my friends are feeling happy.</i>	Life Changes New school/class Making new friends <i>I understand that talking about my feelings can help.</i>	Strong emotions Recognise what is fair/unfair right/wrong <i>I know when someone is being unkind, including myself.</i>	Being the same, being different Celebrating differences <i>I know the people in my class are all different</i>	Solving problems/ Making it better Setting goals & targets <i>I can work & play well in a small group.</i>
SCIENCE <i>Working Scientifically</i>	<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 					
SCIENCE	- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	- 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	- 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)		- 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>Geography & Science</p>	<p>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</p> <p>AUTUMN - observe changes across the four seasons - observe and describe weather associated with seasons and how the day length varies</p>		<p>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</p> <p>WINTER - observe changes across the four seasons - observe and describe weather associated with seasons and how the day length varies</p>	<p>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</p> <p>SPRING - observe changes across the four seasons - observe and describe weather associated with seasons and how the day length varies</p>		<p>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</p> <p>SUMMER - observe changes across the four seasons - observe and describe weather associated with seasons and how the day length varies</p>
<p>GEOGRAPHY</p>			<p>- 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; and use and construct basic symbols in a key</p>	<p>- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>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 Kingdom and its countries</p>		

<p>RE (Leeds Agreed Syllabus)</p>	<p>Investigate the beliefs and practices of religions and other world views 1.1 Why are stories important?</p>	<p>Investigate the beliefs and practices of religions and other world views 1.2 Why do we celebrate special occasions?</p>		<p>Investigate how religions and other world views address questions of meaning, purpose and value 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 1.4 Why do we care about people?</p>	
<p>COMPUTING Purple Mash</p>	<p>- 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>					
	<p>Unit 1.1 - Online Safety and Exploring Purple Mash</p> <p>Unit 1.2 Grouping and Sorting</p>	<p>Unit 1.3 – Pictograms</p> <p>Unit 1.4 - Lego Builders</p>	<p>Unit 1.5 - Maze Explorers</p>	<p>Unit 1.6 - Animated Stories</p>	<p>Unit 1.7 – Coding</p>	<p>Unit 1.8 – Spreadsheets</p> <p>Unit 1.9 - Technology Outside School</p>
<p>HISTORY</p>	<p>Guy Fawkes - events beyond living memory that are significant nationally or globally - significant historical events, people and places in their own locality</p>	<p>Toys - changes within living memory</p>			<p>Beatrix Potter - the lives of significant individuals in the past who have contributed to national and international achievements. - Noted female author, not representative of the time, women's rights.</p>	
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<p style="text-align: center;">ART</p>	<p>Self portraits – pencil sketch - use drawing to develop and share their ideas, experiences and imagination</p>		<p>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</p>	<p>Julia Donaldson – Paper Dolls -to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>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.</p>	<p>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.</p>						
<p style="text-align: center;">D&T</p>	<p>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.</p>							<p>Mechanisms: Sliders and levers – Moving book</p> <p>Technical knowledge: - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>		<p>Structures: Free standing structures – Bug hotels</p> <p>Technical knowledge: - build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Food: Preparing fruit and vegetables – Salad for Peter Rabbit</p> <p>Cooking and nutrition: - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from</p>	

REAL PE Mondays and Tuesdays	<p><u>UNIT 1</u></p> <p><u>Pirate Pranks</u></p> <p><u>The Birthday Bike Surprise</u></p> <p><i>Coordination – Floor Movement Patterns.</i> <i>Static Balance – One Leg Standing.</i></p>	<p><u>UNIT 3</u></p> <p><u>Thembi walks the Tightrope</u></p> <p><u>Tilly the Train’s Big Day</u></p> <p><i>Dynamic Balance.</i> <i>Static Balance – Small Base.</i></p>	<p><u>UNIT 5</u></p> <p><u>John and Jasmine Learn to juggle.</u></p> <p><u>Ringo to the Rescue</u></p> <p><i>Coordination with equipment.</i> <i>Agility – Reaction/Response.</i></p>	<u>UNIT 7</u>	<u>UNIT 9</u>	<u>UNIT 11</u>
	<p><u>UNIT 2</u></p> <p><u>Monkey Business</u></p> <p><u>Journey to the Blue Planet</u></p> <p><i>Dynamic Balance to Agility.</i> <i>Static Balance - Seated.</i></p>	<p><u>UNIT 4</u></p> <p><u>Clowning Around</u></p> <p><u>Wendy’s Water Ski challenge</u></p> <p><i>Coordination – Ball Skills.</i> <i>Counter Balance in Pairs.</i></p>	<p><u>UNIT 6</u></p> <p><u>Casper the Very Clever Cat</u></p> <p><u>Sammy Squirrel and his Rolling Nuts</u></p> <p><i>Agility – Ball Chasing.</i> <i>Static Balance – Floor Work.</i></p>	<u>UNIT 8</u>	<u>UNIT 10</u>	<u>UNIT 12</u>
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 					
	<p>Hey You</p> <p><i>How pulse, rhythm and pitch work together.</i></p>	<p>Rhythm in the way we walk / Banana Rap</p> <p><i>Pulse, rhythm and pitch, rapping, dancing and singing.</i></p>	<p>In the Groove</p> <p><i>How to be in the groove with different styles of music.</i></p>	<p>Round & Round</p> <p><i>Pulse, rhythm and pitch in different styles of music.</i></p>	<p>Your imagination</p> <p><i>Using your imagination.</i></p>	<p>Reflect, Rewind, Replay</p> <p><i>The history of music, look back and consolidate your learning, learn some of the language of music.</i></p>