

















Long Term Curriculum Map – Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Phonics – Phase 2&3 Spoken Language – speaking & listening opportunities Reading –Fluency & Comprehension strategies Writing – composition spelling vocabulary punctuation grammar handwriting</p>	<p>Phonics – Phase 3&4 Spoken Language – speaking & listening opportunities Reading – Fluency & Comprehension strategies Writing – composition spelling vocabulary punctuation grammar handwriting</p>	<p>Phonics – Phase 3-5 Spoken Language – speaking & listening opportunities Reading – Fluency & Comprehension strategies Writing – composition spelling vocabulary grammar punctuation handwriting</p>	<p>Phonics – Phase 3-5 Spoken Language – speaking & listening opportunities Reading – Fluency & Comprehension strategies Writing – composition spelling vocabulary grammar punctuation handwriting</p>	<p>Phonics – Phase 5 Spoken Language – speaking & listening opportunities Reading – Fluency & Comprehension strategies Writing – composition spelling vocabulary grammar punctuation handwriting</p>	<p>Phonics – Phase 5 Spoken Language – speaking & listening opportunities Reading – Fluency & Comprehension strategies Writing – composition spelling vocabulary grammar punctuation handwriting</p>
Mathematics	<p>Problem solving and reasoning Number and Place Value Addition and subtraction Measures Multiplication and division Fractions</p>	<p>Problem solving and reasoning Number and Place Value Addition and subtraction Measures Multiplication and division Fractions Geometry: position and direction</p>	<p>Problem solving and reasoning Number and Place Value Addition and subtraction Measures Geometry: Properties of shape Multiplication and division Geometry: position and direction</p>	<p>Problem solving and reasoning Number and Place Value Addition and subtraction Measures Multiplication and division Fractions</p>	<p>Problem solving and reasoning Number and Place Value Addition and subtraction Measures Multiplication and division Geometry: Properties of shape</p>	<p>Problem solving and reasoning Number and Place Value Addition and subtraction Measures Multiplication and division Geometry: Properties of shape</p>
Science	<p><u>Our body</u> Identify and label the human body, say which part is associated with each sense.</p>	<p><u>Seasons</u> Autumn Observe changes in autumn. (weather, length of day, temperature, leaf fall on a tree and how</p>	<p><u>Seasons</u> Winter Observe changes in winter. (weather, length of day, temperature, frost, snow, ice and how</p>	<p><u>Seasons</u> Spring Observe changes in spring. (weather, length of day, temperature, leaf growth on a tree and</p>	<p><u>Plants</u> Identify and name various common plants. Know the term deciduous and evergreen.</p>	<p><u>Seasons</u> Summer Observe changes in summer. (weather, length of day, temperature, the sun and how humans adapt to the changes)</p>

		<p>humans adapt to the changes). Using our senses to explore Autumn.</p> <p>Materials Distinguish between an object and the material it is made from. Compare and describe the properties of materials and how these are used for specific purposes.</p>	<p>humans adapt to the changes). Using our senses to explore Winter.</p>	<p>how humans adapt to the changes). Using our senses to explore Spring.</p> <p>Animals, including humans Identify and name animals, sort them into carnivores, herbivores and omnivores. Describe and compare the structure of common animals.</p>	<p>Identify the basic structure of a plant (root, stem, leaf and flower)</p>	<p>Using our senses to explore Summer. Compare and contrast all of the seasons.</p>
Computing	<p>Staying private- E-Safety Pupils learn how to keep safe on the internet and why it is important using the lock it, block it, show it, tell it slogan.</p>	<p>Welcome to SO16- Digital literacy Pupils learn to create a presentation about where they live. They learn to follow pathways to insert photos, resize and add text.</p>	<p>People who help us- Digital literacy Pupils learn to use 2Publish to create illustrations and explore tools, add text and retrieve photos to create a fact file. They learn how to save and retrieve their work.</p>	<p>Routes and trails- Computer science Pupils learn to give and follow instructions to each other. They predict the route of a bee bot and programme their instructions.</p>	<p>Coding- Computer science Pupils learn to predict, create and debug a series of online algorithms.</p>	<p>Email- Computer Science Pupils learn to enter code into a computer to make objects move on the screen.</p>
History	<p><u>Toys – Changes within Living Memory</u> Children will learn to sort toys from the past and now. They will learn to enquire about how toys have changed and learn to acquire information from sources such as family members, artefacts and people</p>				<p><u>Florence Nightingale – Significant People</u> Children will learn to sequence events in chronological order. They will learn why people did things and what affect that has had on the present day (links to RNLI). Children will learn to compare written and pictorial evidence.</p>	

<p>Geography</p>		<p><u>Unit: Welcome to SO16-Local Area</u> Wider community. Children will learn to use a simple map to name and locate the four countries of the UK, to use basic geographical vocabulary; physical features and human features (e.g. coast vs. city), to use aerial photos to recognise landmarks and basic human and physical features of Lordshill, use an ICT birds-eye view street map and satellite maps, to use simple fieldwork and observational skills. Observe their home address and look for features that surround them.</p>		<p><u>Unit: Our special island – UK study</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas, to use world maps, atlases and globes to identify the United Kingdom and its countries, to use compass directions and locational and directional language to describe the location of features and routes on a map. Focus on England, Scotland, Wales and Northern Ireland to identify landmarks and key cities.</p>		<p><u>Unit: Contrasting locality</u></p>
-------------------------	--	--	--	---	--	---

<p>PE</p>	<p>Unit 1: Personal</p> <ul style="list-style-type: none"> I can follow instructions, practise safely and work on simple tasks by myself (Level 1) 	<p>Unit 2: Social</p> <ul style="list-style-type: none"> I can work sensibly with others, taking turns and sharing (Level 1) 	<p>Unit 3: Cognitive</p> <ul style="list-style-type: none"> I can understand and follow simple rules and can name some things I am good at (Level 1) 	<p>Unit 4: Creative</p> <ul style="list-style-type: none"> I can explore and describe different movements (Level 1) 	<p>Unit 5: Physical</p> <ul style="list-style-type: none"> I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together (Level 1) 	<p>Unit 6: Health and Fitness</p> <ul style="list-style-type: none"> I am aware of why exercise is important for good health (Level 1)
<p>PE – Fundamental Movement Skills</p>	<p>The Birthday Bike Surprise Coordination: Footwork (FUNS Station 10)</p>  <p>Pirate Pranks! Static Balance: One Leg (FUNS Station 1)</p> 	<p>Journey to the Blue Planet Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)</p>  <p>Monkey Business! Static Balance: Seated (FUNS Station 2))</p> 	<p>Tilly the Train's Big Day Dynamic Balance: On a Line (FUNS Station 5) Thembi Walks the Tightrope Static Balance: Stance (FUNS Station 4)</p>  	<p>Clowning Around! Coordination: Ball Skills (FUNS Station 9) Wendy's Water-ski Challenge Counter Balance: With a Partner (FUNS Station 7)</p>  	<p>John and Jasmine Learn to Juggle Coordination: Sending and Receiving (FUNS Station 8) Ringo to the Rescue Agility: Reaction/Response (FUNS Station 12)</p>  	<p>Sammy the Squirrel Agility: Ball Chasing (FUNS Station 11) Casper the Very Clever Cat Static Balance: Floor Work (FUNS Station 3)</p>  
<p>PE – Gym</p>	<p> At home Real Gym – Shape</p>	<p>Dance linked to Topic Unit 2 Lesson 4</p>	<p> Jungle Trip Real Gym – Travel</p>	<p> Park Life Real Gym – Flight Rotation</p>	<p> Toy Box Real Gym – Rotation</p>	<p>Sports Day Games</p>
<p>Art</p>	<p><u>Colour – 2 sessions</u> Children explore colour mixing and make new secondary colours from primary colours</p>	<p><u>Materials – Collage</u> Children learn how to create collages, before creating their own using a variety of different materials.</p>	<p><u>Introduction to Sketching – 3 sessions</u> Introduce children to sketch and teach basic sketch skills.</p>	<p><u>Self Portraits</u> Children sketch their own self portrait. Children create self-portraits in the style of famous artists and techniques.</p>	<p><u>Materials – weaving</u> Children learn how to weave on a small and large scale and using a variety of different materials.</p>	<p><u>Sculpture</u> Children explore sculpture before designing, making and decorating their own clay sculptures</p>

<p>Music</p>	<p><u>Hey You</u> Old school Hip Hop To compose own rap songs to existing songs</p>	<p><u>Rhythm in the way we walk and Banana Rap</u> Reggae, Hip Hop Action songs that link to the foundations of Music. Christmas Songs and Concerts</p>	<p><u>In the Groove</u> Blues, Latin, Folk, Funk, Baroque, Bhangra Historic styles of music, countries and cultures.</p>	<p><u>Round and Round</u> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion Countries from around the world, Historic context of Music styles.</p>	<p><u>Your Imagination</u> Exploring with music styles and instruments Composing opportunities</p>	<p><u>Reflect, Rewind, Replay</u> Western Classical Music and your choice from year 1 Consolidate the foundations of the language of Music.</p>
<p>DT</p>		<p><u>Moving Pictures</u> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>	<p><u>Playgrounds:</u> build structures, exploring how they can be made stronger, stiffer and more stable</p>		<p><u>Cooking and Nutrition:</u> Design an appealing and healthy snack (i.e. fruit kebab) (link to Healthy fun week)</p>	<p><u>Castles:</u> build structures, exploring how they can be made stronger, stiffer and more stable</p>
<p>RE</p>	<p><u>Thanking (Harvest)</u> Communicate: What does thankful mean? Apply: Is being thankful important? Why? Enquire: How can we show we are thankful? Contextualise: why do Christians celebrate Harvest & why? Evaluate: is it important to be thankful?</p>	<p><u>Journeys end (Christmas)</u> Communicate: Have you been on a journey? How did you feel at the end? Apply: share stories about journeys end. Contextualise: Why is the end of the journey in the Nativity story important to Christians? Evaluate: Why are Christians happy at the end of the story?</p>	<p><u>Remembering (Guru Nanak)</u> Communicate: Who do you like to remember and why? Apply: When do you remember a special person? Enquire: What does remembering mean? Contextualise: Who is Guru Nanak and why is he remembered? Evaluate: What do we think about Sikhs remembering Guru Nanak?</p>	<p><u>Welcoming (Easter)</u> Communicate: What is storytelling? Apply: Do you like to hear stories at particular times? Enquire – What does storytelling mean? Contextualise: Christians believe Jesus was a special storyteller. Evaluate: Discuss pupils’ responses to the way Jesus told stories</p>	<p><u>Special places:</u> Communicate: What places are special to me? Apply: Are there special places where we all feel special? Enquire: What makes places special? Contextualise: What place is special to Christians? What is a special place to Sikhs? Evaluate: Is it important to have a special place?</p>	<p><u>Creation:</u> Communicate: What do we think about creation? Apply: Does what we think about creation affect us? Enquire: What does creation mean? Contextualise: What story do Christians tell about creation? Evaluate: How important is the creation story? Contextualise: What do Sikhs believe about creation?</p>

<p>PHSE</p>	<p><u>Relationships and friendships</u> Name a range of feelings. Understand what fair and unfair means. How peoples bodies and feelings can be hurt. How to recognise and deal with teasing and bullying.</p>	<p><u>Living in the wider World- celebrating difference</u> To understand what difference and similarities means. To identify what is special and unique about ourselves. To understand that we are all individuals and unique.</p>	<p><u>Health and Wellbeing- Medicine and drugs</u> To understand how to keep our bodies healthy. To explore when and how to take medicines safely. To understand the rules about medicines.</p>	<p><u>Living in the wider World- Money</u> To consider how we can use money for different purpose. To understand the difference between needs and wants.</p>	<p><u>Living in the wider World – Secrets/Staying Safe</u> To understand ways to stay safe in different situations e.g. online, in the sun and out and about. To understand the difference between a surprise and a secret. To know the difference between appropriate and inappropriate touch.</p>	<p><u>Health and Wellbeing- Teeth</u> To understand the importance of dental health. To know what is harmful to teeth and how to look after our teeth. To understand the importance of regular dentist visits.</p>
-------------	---	---	---	---	---	--