

# CLASS 1 Long Term Plan 2017 – 2018

| Subject  | Curriculum Content   |   |   |   |   |  |                                  |
|--|--|---|---|---|---|--|----------------------------------|
| Art  | Develop ideas<br>Great artists, architects and designers   |   |   |   |   |  |                                  |
|  | Drawing  |   |   |   | Printing  |  |                                  |
| Computing  | To code<br><i>Bee Bots, Textease Turtle, Scratch</i>   | To communicate<br><i>Textease Publisher, Paint Draw</i>   |   | To connect<br><i>Internet Browsers</i>  |   | To collect<br><i>Textease Database, Spreadsheet, Branch</i>  |                                  |
| D&T  | Cooking and nutrition <ul style="list-style-type: none"> <li>Use healthy and varied diet principles to prepare dishes.</li> <li>Understand where food comes from.</li> </ul>   |   | Create structures <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> |   | Develop cutting and joining skills <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> |  |                                  |
| English  | Reading, Writing, Spelling, Grammar and Punctuation:<br>Range of texts and genres including narrative, non-narrative and poetry  |   |   |   |   |  |                                  |
| Geography  | Map Skills & Knowledge <ul style="list-style-type: none"> <li>Simple maps and plans (aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple map)</li> <li>Use maps, globes and locational/directional language (near, far, left, right)</li> </ul> <p><i>This will be taught throughout the following units of work.</i></p> | Geographical Knowledge <ul style="list-style-type: none"> <li>Location of hot and cold areas of the world, the equator and North and South Poles</li> <li>Seasonal and daily weather patterns in the UK (link to Y1 science 'Seasonal Change')</li> </ul> |   | Compare area of UK and area of a non-European country<br><br><i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-EU country.</i> |   | Fieldwork Activity to be undertaken within at least one unit of work   |                                  |
| History  | Changes within living memory<br><i>[Where appropriate, these should be used to reveal aspects of change in national life]</i>  |   | Significant events, people and places in locality   |   | Events beyond living memory that are significant nationally or globally <ul style="list-style-type: none"> <li>The Great Fire of London</li> <li>The first aeroplane flight</li> <li>Events commemorated through festivals or anniversaries</li> </ul>  |  |                                  |
| Maths  | Number<br>Place value  | Number<br>Addition & Subtraction  | Number<br>Multiplication & Division   | Number<br>Fractions   | Measurement   | Geometry<br>Properties of Shapes   | Geometry<br>Position & Direction |
| Music  | Musical Appreciation & Listening <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>   |   | Performance <ul style="list-style-type: none"> <li>Use voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>Play tuned and untuned instruments musically.</li> </ul>  |   | Composition <ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>   |  |                                  |
| Although these aspects of music are detailed separately, they should be taught in combination, as appropriate. |  |   |   |   |   |  |                                  |
| PE   | Games <ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</li> </ul>   |   | Gymnastics <ul style="list-style-type: none"> <li>Develop balance, agility and coordination and begin to apply these in a range of activities.</li> </ul>   |   | Dance <ul style="list-style-type: none"> <li>Perform dances using simple movement patterns.</li> </ul>  |  |                                  |
| PSHE<br><small>(The PSHE Long Term Plan is currently being reviewed and updated.)</small>                      | New Beginnings   | Getting On and Falling Out  | Going for Goals   | Good to be Me   | Relationships   | Changes  |                                  |
| RE   | The Big Story – Understanding Christianity<br>Resource from York Diocese   | What is special about the church?   | How do we show care for others?   | Focus on Easter   | Caring for the world  | Who is Jewish and what do they believe?  |                                  |
| Science  | Working Scientifically   |   |   |   |   |  |                                  |
|  | Everyday Materials (Y1)<br><br><i>Distinguish between objects and materials;<br/>Name and identify materials;<br/>Simple properties;<br/>Compare and group;</i>  | Plants (Y1)<br><br><i>Identify and name common plants, including evergreen and deciduous trees;<br/>Basic 'structure' of common plants and trees;</i>   |   | Seasonal Change (Y1)<br><br><i>Changes across seasons;<br/>Weather and day length variation;</i>  |   | Animals including Humans (Y1)<br><br><i>Common animals;<br/>Carnivores, Herbivores, Omnivores;<br/>'Structure' of common animals;<br/>Label parts of human body;</i> |                                  |