



The New Forest Primary School – long term planning and progression ‘Curriculum Map’

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic title: <u>Who am I?</u></p> <p>Trip/Workshop/ Exhibition: Photo Gallery – guess who...</p> <p>Exit point – making a model of themselves</p>	<p>Topic title: <u>Let’s Celebrate!</u></p> <p>Trip/Workshop/ Exhibition: Church visit, Plan a healthy party meal</p> <p>Drama Production: KS1 Nativity</p>	<p>Topic title: <u>Castles</u></p> <p>Trip/Workshop/ Exhibition: Dress up as a knight/princess and role play castle life; Museum – parents in; Trip to the museum/Castle</p>	<p>Topic title: <u>Water World</u></p> <p>Trip/Workshop/ Exhibition: Dress up day- beach comber and equipment eg) fishing, crabbing nets; Look and See: whale books</p>	<p>Topic title: <u>Insects and Flowers</u></p> <p>Trip/Workshop/ Exhibition: Visit to Testwood Lakes/Hillier Gardens;</p> <p>Exit point - Model city</p>	<p>Topic title: <u>People Who Help Us</u></p> <p>Trip/Workshop/ Exhibition: Walk to post office to post an invite home; Look and see</p>
<p>Y1 English</p> <p>See medium term plans for spelling, grammar and punctuation and guided reading/ comprehension texts</p>	<p>The children predict how the different stories will end, and then retell them in their own words. They focus on characters and ask questions about them, and they link the characters’ experiences to their own using drama and role-play. They then decide which story they liked most and give reasons for their choice. The children compose sentences orally, with the teacher modelling correct punctuation, and go on to write their own compositions about a visit to a farm and the diary of a dragon. In the main writing task, they plan, storyboard, orally re-tell and write ‘My Hedgehog Story’ and then review and evaluate it with their peers. Fiction Unit 1.1 <i>Guess What?</i></p> <p>Poetry Unit 1.1 <i>Sensational Senses</i></p>	<p>Non-fiction Unit 1.1 <i>Who Lives Here?</i></p> <p>The children read the interactive eBook <i>Who Lives Here?</i> linking the text to their own experiences. They use maps to recall the sequence and ask questions about events in the eBook. They learn about different uses for capital letters and use these in their writing. The writing tasks involve composing factual sentences about animals and writing a nature diary following a model. as a group.</p> <p><i>Live poetry Unit 1.1 Poetry Star</i></p> <p>The children are introduced to the idea of the unit: that they will present poems to an audience and become poetry stars. As a class, they read and recite a variety of poems, practising reading them in different ways (adding actions, expression, etc.) to develop their skills. They practise ways to learn poems off by heart. They practise joining words to make sentences and using the punctuation to help read for meaning. After some teacher modelling, they write letters to invite people to their poetry star performance, rehearsing sentences orally before writing them. Time is given at the end of the unit for the children to practise performing poems, both as a whole class and in smaller groups. The children then present to an audience, and feedback on each other’s performances.</p>	<p>Fiction Unit 1.2 <i>Once Upon A Time</i></p> <p>Topic link</p> <p>In this unit, the children explore a range of fiction. They read the interactive eBook, listening and responding to the stories then re-telling them in their own words. They learn how to identify and understand character and events, linking these to their own lives and experiences. They compose and write simple sentences and questions.</p> <p><i>Word detectives- Year 1</i></p> <p>It’s Word Detectives week! Children take on the role of word detectives to investigate spelling patterns and generate their own spelling rules.</p>	<p>Non-fiction unit- Why do whales leap out of the water? Topic link</p> <p>In this unit, the children explore the Big Question: Why do elephants have big ears? They read the interactive eBook, finding information and learning how to write labels and captions. They answer the big question, planning and writing their own reports based on a model. (Alter topic to Humpback Whales)</p> <p>Poetry Unit 1.2 Pattern and rhyme</p>	<p>Fiction Unit 1.3 <i>Fantastic Voyages</i></p> <p>The children read two stories by Simon Bartram, <i>Man on the Moon</i> and <i>Dougal’s Deep-Sea Diary</i>. They look at the settings of the two stories, building their vocabulary, and use imaginative role play to explore the characters. They use the stories’ structures (a day-in-the-life and a diary) to retell the stories, and write alternative tales about the characters, diary entries, postcards and longer narratives, revising the use of ‘and’ to join sentences.</p> <p>Live 1.2 <i>Storytellers</i></p> <p>The children are introduced to a traditional tale from ancient India, <i>The Best of Friends</i>. Activities involve selecting words to describe the characters vividly, identifying good storytelling techniques and exploring strategies for remembering a sequence of events. The children then compose and rehearse their own retellings of the story. They perform their retellings in small groups, both to the rest of the class and to a wider audience. Finally, the children evaluate their performances and reflect on their learning.</p>	<p>Non-fiction 1.3 <i>Top Jobs</i></p> <p>In this unit, the children explore the Big Question: What’s the best job? They read the interactive eBook, finding information and using drama to explore different roles. They explore new vocabulary and create a fact file. They learn how to write a job application, focusing on what they think they are good at, and then read aloud their writing to apply for the job. They answer the Big Question, planning and writing their own instruction text based on a model</p> <p>Poetry Unit 1.3 <i>Growing Up</i></p> <p>In this unit, the children explore poems with themes that are engaging and relevant to their own lives and experiences. They enjoy reading a range of poetry and listening to a poem being read by the poet. They respond to the situations described in the poems and consider what they would do and how they might feel. They compare poems, identifying similarities and differences in points of view and feelings. They learn poems by heart, experimenting with sound and movement as they recite and perform their poems. They create a class poem based on a model.</p>
Y1 Maths	Place Value Addition and Subtraction	Place Value Addition and Subtraction	Time Place Value#	Multiplication and Division Fractions	Place Value Addition and Subtraction	Money Weight and Volume



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	Geometry: Shape		Addition and Subtraction Length and Height	Consolidation		Consolidation
Y1 Science	Seasonal changes - observe and describe weather associated with the seasons and how day length varies-ongoing all year	Seasonal changes - observe and describe weather associated with the seasons and how day length varies Animals 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, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Seasonal changes - observe and describe weather associated with the seasons and how day length varies 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	Seasonal changes - observe and describe weather associated with the seasons and how day length varies Animals 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, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Plants - 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	Living things and habitats
Y1 Humanities	History: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods Family tree Geography: Identify seasonal and daily weather patterns in the United Kingdom (ongoing all year and link to seasonal changes in Science). Use basic geographical vocabulary to refer to seasons and weather- ongoing. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a local area map of the school and grounds	History: Significant historical individual – Guy Fawkes	History: Life in a castle; use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Geography: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom- Patron Saints link Use world maps, atlases and globes to identify the United Kingdom and its countries	Geography: Name, locate and identify the surrounding seas of the United Kingdom. Identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles. use basic geographical vocabulary to refer to beach, ocean, cliff, coast.	Geography: use basic geographical vocabulary to refer to forest, hill, soil, vegetation	History: Compare the lives of significant individuals in the past who have contributed to national and international achievements Florence Nightingale and May Seacole Geography: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use simple fieldwork and observational skills to study the geography of their school and local environment. Maps of visit to P. Office



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Y1 Art, Design and Technology	Art: Painting/Mark making. Pencil and paper self portrait DT: Cooking: make a healthy lunch	Art: Printing/ painting DT: Cooking; Christmas making day. Christmas cards and hats, make a nativity set	Art: Clay: 3d clay castle keeps DT: Plan and build a trebuchet –	Art: Collage ocean pictures	Art: Printing - Look at Mondreal DT: Habitat boxes	Art: Focus Artist: Lourie
Y1 LOTC Forest Friday	Main activity: Seasonal learning and Forest Friday	Main activity: Seasonal learning and Forest Friday	Main activity: Seasonal learning and Forest Friday	Main activity: Seasonal learning and Forest Friday	Seasonal learning and Forest Friday	Walk to post office to post an invite Seasonal learning and Forest Friday home
Y1 Computing	Programing - Using programmable toys – Using learn pads to support the curriculum	Computational Thinking - Making movies Using learn pads to support the curriculum	Creativity - Paint tools Using learn pads to support the curriculum	Computer Networks - Using the web to find images Using learn pads to support the curriculum	Communication/Collaboration - Make a talking book Using learn pads to support the curriculum	Productivity - Create an e card Using learn pads to support the curriculum
Y1 Music	Hey You! (Charanga unit1) – Style: old school Hip Hop. Opportunity to compose own rap.	Christmas Nativity Songs – performance	In the Groove (Charanga unit 3) - Style: Blues, Latin, Folk, Funk, Baroque, Bhangra	Rhythm in the way we walk and the Banana rap (Charanga unit 2) – Style: Reggae, Hip Hop. Action songs that link to foundations of music	Rain, rain go away (Music Express)	Round and round (Charanga unit 4) – Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion
Y1 PSHE	Citizenship 5 Rights, Rules & Responsibilities Name responsibilities they have in class & towards family and friends. Name adults in school & their responsibilities.	Myself and My Relationships 5 My Emotions Be able to describe how they are feeling and say how strong that feeling is. Recognise feelings in others.	Healthy lifestyles 4 Managing Risk Introducing the concept of risk and understanding ways in which it can be reduced & people who can be turned to for help.	Healthy and safer life styles 10 SRE 2 Recognise babies, children & adults and put them in order. Describe main physical developments & changes in responsibilities in early childhood. Understand how a baby is dependent on its parents.	Myself and My Relationships Enrichment- Lost and Found Based on ‘Lost & Found’ Oliver Jeffers. Qualities of friendship & strategies for coping with friendship problems	Healthy and Safer Lifestyles 7 Healthy Lifestyles Develop awareness, knowledge & understanding of the importance of being healthy.
Y1 RE	<u>Understanding Christianity unit</u> <i>Theme:</i> New beginnings (induction) <i>Concept:</i> Creation <i>Key Question:</i> Who made the world? <i>Stimulus resources:</i> images of natural world/animals, powerpoint 2 <i>Across the curriculum:</i> PE dance Art ‘Big Frieze’	SHORT UNIT <u>Understanding Christianity unit</u> <i>Theme:</i> Autumn Term 2 <i>Concept:</i> God <i>Key Question:</i> What do Christians believe God is like? CORE LEARNING unit 1.1 <i>Stimulus resources:</i> KS1 1.1, powerpoint 1 <i>Across the curriculum:</i> Art/DT- hidden meaning boxes SHORT UNIT <u>Entry point shared with Y5</u> Making Baby Jesus – discussion and variety of Nativity models <u>Understanding Christianity unit</u> <i>Theme:</i> Christmas	<u>Discovery Unit</u> <i>Theme:</i> Jesus as a friend <i>Concept:</i> Incarnation <i>Key Question:</i> Was it always easy for Jesus to show friendship? <i>Stimulus resources:</i> Paintings of the stories <i>Across the curriculum:</i> Drama	<u>Understanding Christianity unit</u> <i>Theme:</i> Easter <i>Concept:</i> Salvation <i>Key Question:</i> Why does Easter matter to Christians? CORE LEARNING unit 1.5 <i>Stimulus resources:</i> Easter story pictures <i>Across the curriculum:</i> Drama, Making day – Hot cross buns	<u>Discovery Unit</u> <i>Theme:</i> Shabbat <i>Concept:</i> God <i>Key Question:</i> Is Shabbat important to Jewish children? <i>Stimulus resources:</i> video clips, Jewish artefacts, <i>Jewish Visitor</i> <i>Across the curriculum:</i> plan and prepare a class celebration incl prayers	<u>Discovery Unit</u> <i>Theme:</i> Rosh Hashanah and Yom Kippur <i>Key Question:</i> Are Rosh Hashanah and Yom Kippur important to Jewish children? <i>Stimulus resources:</i> pictures of Jewish people at Synagogue and at home <i>Across the curriculum:</i> PSHE – saying sorry



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		<p><i>Concept:</i> Incarnation</p> <p><i>Key Question: Why does Christmas matter to Christians? CORE LEARNING unit 1.3</i></p> <p><i>Stimulus resources:</i> Nativity models, powerpoint 5</p> <p><i>Across the curriculum:</i> DT</p>				
Y1 Spirituality	<p>Self World and beauty</p>	<p>God</p>	<p>Others</p>	<p>God World and Beauty Others</p>	<p>Self World and beauty</p>	<p>Self Others</p>
Y1 PE	<p>Key objectives are 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 participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns These are taught through the following:</p>					
	Dance/Football	Dance/Hockey	Gym/Netball	Gym/Tag rugby	Tennis/Athletics	Athletics/Rounders