

# CLASS 1 Long Term Plan 2018 – 2019

Subject	Curriculum Content							
	EYFS areas of learning will be woven through teaching and continuous provision in the classroom							
EYFS	<b>Personal, Social and Emotional development</b>	<b>Communication and Language</b>	<b>Physical Development</b>	<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>	
	Making Relationships Self –confidence and self-awareness Managing feelings and behaviour	Listening and attention Understanding Speaking	Moving and handling Health and self-care	Reading Writing	Number Shape, space, measure	People and communities The World Technology	Exploring and using media and materials Being imaginative	
Art	Develop ideas Great artists, artisans and designers							
	Drawing		Painting		Collage		Sculpture	
Computing	To code <i>Bee Bots, Textease Turtle, Scratch</i>		To communicate <i>Textease Publisher, Paint, Draw</i>		To connect <i>Internet Browsers</i>		To collect <i>Textease Database, Spreadsheet, Branch</i>	
D&T	Cooking and Nutrition		Create Structures			Develop cutting and joining skills		
	<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>		<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>			<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:							
	Non Narrative Write captions Write labels Write recounts	Narrative Write stories set in places children have been	Poetry Write nonsense and humorous poems and limericks	Non Narrative Write instructions	Narrative Write stories and plays that use the language of fairy tales and traditional tales	Narrative Write stories that mimic significant authors Write stories with imaginary settings		
Geography	Geographical Knowledge		Compare area of UK and area of a non-European country			Local Area Fieldwork Study		
	<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>		<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>			<i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i>		
	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) <i>This will be taught throughout the following units of work.</i></li> </ul>							
History	Changes within living memory <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><i>The Great Fire of London</i></li> <li><i>The first aeroplane flight</i></li> <li><i>Events commemorated through festivals or anniversaries</i></li> </ul>		
Maths	Number Place value	Number Addition & Subtraction	Number Multiplication & Division	Number Fractions	Measurement	Geometry Properties of Shapes	Geometry Position & Direction	Statistics
	Musical Appreciation & Listening Composition Performance: Singing Performance: Instruments							
	Musical vocabulary needs to be taught relating to: <i>pitch, duration, dynamics, tempo, timbre, texture, structure, musical notation.</i>							
PE	Games	Gymnastics	Dance	Games	Gymnastics	Dance		
PSHE	Physical health and wellbeing Yr1: Fun times	<i>Keeping safe and managing risk</i> Yr1: <i>Feeling Safe</i>	Identify, society and equality Yr1: Me and others	<i>Drug, alcohol and tobacco education</i> Yr1: <i>What do we put into and on to bodies?</i>	<i>Mental health and emotional wellbeing</i> Yr1: <i>Feelings</i>	Careers, financial capability and economic wellbeing Yr1: money		
RE	Which places are special and why? <i>(thematic unit that compares belief &amp; practices between different faiths &amp; beliefs)</i>	Why do Christians perform Nativity plays at Christmas? KS1 - <i>Why does Christmas matter to Christians?</i> INCARNATION	Who is Jewish and how do they live?	Why do Christians put a cross in an Easter garden? KS1 - <i>Why does Easter matter to Christians?</i> SALVATION	What makes some place sacred to believers? <i>(thematic unit that compares belief &amp; practices between different faiths &amp; beliefs)</i>	Who do Christians say made the world? CREATION		
Science	Working Scientifically (Y1/2)							
	Everyday Materials (Y1) <i>Distinguish between objects and materials; Name and identify materials; Simple properties; Compare and group;</i>		Plants (Y1) <i>Identify and name common plants, including evergreen and deciduous trees; Basic 'structure' of common plants and trees;</i>		Seasonal Change (Y1) <i>Changes across seasons; Weather and day length variation;</i>		Animals including Humans (Y1) <i>Common animals; Carnivores, Herbivores, Omnivores; 'Structure' of common animals; Label parts of human body;</i>	