

New Town Primary School

Year 1 Curriculum Plan



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths Year 1	Number and place value within 10 Addition and subtraction within 10	Addition and subtraction within 10 Shape	Number and place value within 20 Addition and subtraction within 20	Number and place value within 50 Length and height Weight and volume	Multiplication and division Fractions Position and direction	Number and place value within 100 Money Time
English Reading Year 1	<p><u>Class reader:</u> <i>The Enormous Crocodile by Roald Dahl</i></p> <p><u>Books to teach reading:</u> <u>Week 1 and Week 2</u> The Tiger Who came to tea by Judith Kerr</p> <p><u>Complexity of the story</u></p> <p><u>Week 3 and Week 4</u> Grandpa by John Burningham</p> <p><u>Non-Linear Sequence</u></p> <p><u>Week 5 and 6</u> Nurse Clementine by Simon James – <u>Topic book</u></p>	<p><u>Class reader:</u> <i>The Hat full of secrets by Karl Newson & Wazza Pink</i></p> <p><u>Books to teach reading:</u> <u>Week 1 and 2</u> Winnie in Winter by Valerie Thomas-</p> <p><u>Complexity of the story</u></p> <p><u>Week 3 and 4</u> Lost and Found by Oliver Jeffers</p> <p><u>Resistant text</u></p> <p><u>Week 5 and 6</u> The Night Before Christmas</p> <p><u>Archaic Text</u></p>	<p><u>Class reader:</u> <i>Molly Rogers to the Rescue by Cornelia Funke & Kasia Matyjaszek</i></p> <p><u>Books to teach reading:</u> <u>Week 1 and 2</u> That rabbit belongs to Emily Brown by Cressida Cowell and Neal Layton</p> <p><u>Non Linear</u></p> <p><u>Week 3 and 4</u> Wanted: The Perfect Pet By Fiona Robertson</p> <p><u>Complexity of Plot</u></p> <p><u>Week 5 and 6</u> This Little House by Virginia Lee Burton</p>	<p><u>Class reader:</u> <i>Daisy And The Trouble With London by Kes Grey</i></p> <p><u>Books to teach reading:</u> <u>Week 1 and 2</u> George and the Dragon by Christopher Wormell</p> <p><u>Archaic text</u></p> <p><u>Week 3 and 4</u> The Teddy Bear By David McPhail</p> <p><u>Complexity of Narrator</u></p> <p><u>Week 5 and 6</u> Cinnamon by Neal Gaimon</p> <p><u>Resistant text</u></p>	<p><u>Class reader:</u> <i>The Giraffe, the Pelly and me by Roald Dahl</i></p> <p><u>Books to teach reading:</u> <u>Week 1 and 2</u> Tiddler by Julia Donaldson</p> <p><u>Complexity of Story</u> <u>Week 3 and 4</u> The Tale of Peter Rabbit</p> <p><u>Archaic text</u></p> <p><u>Week 5 and 6</u> The Rainbow Bear Michael Morpurgo & Michael Foreman</p> <p>Gorilla by Anthony Browne</p> <p><u>Complexity of Story</u></p>	<p><u>Class reader:</u> <i>The Missing Bookshop by Katie Clapham</i></p> <p><u>Books to teach reading:</u> <u>Week 1 and 2</u> Dolphin Boy by Michael Morpurgo and Michael Foreman</p> <p><u>Linear Sequence</u></p> <p><u>Week 3 and 4</u> Little Turtle and the Sea by Becky Davies & Jennie Poh</p> <p><u>Complexity of Plot</u></p> <p><u>Week 5 and 6</u> When the Rains Come by Tim Pow</p> <p><u>Non- Linear</u></p>

			<p><u>Complexity of Narrator</u></p> <p><u>Extra Topic Book</u> Dear Earth by Isabel Otter & Clara Anganuzzi</p>			<p>Ning Nang Nong by Spike Milligan – <u>resistant text</u></p>
<p>English Writing Year 1</p>	<p>Text one: The Queen’s Hat Outcome: Narrative</p>	<p>Text one: Firework Night Outcome: Poetry</p> <p>Text two: The bear and the piano Outcome: Setting Description</p>	<p>Text one: Pinocchio Outcome: Narrative</p> <p>Text two: Animals that live at the poles Outcome: Non-fiction - poster</p>	<p>Text one: How to make jam pennies Outcome: Instructions</p> <p>Text two: Year 1 trip Outcome: Recount</p>	<p>Text one: The storm whale Outcome: Narrative</p> <p>Text two: Little Red Riding Hood Outcome: Character Description</p>	<p>Text one: Grandads Island Outcome: Letter</p> <p>Text two: When I am by myself Outcome: Poetry</p>
<p>Science Year 1</p>	<p>This term we will be learning about the human body. We will identify different body parts and how we use them. We will use our senses in different ways and know which body part is associated with each one.</p>	<p>Throughout this term, we will be linking to our geography topic to explore the seasons and observe the changes across the four seasons. We will Observe and describe weather associated with the seasons and how day length varies. We will also be looking at how plants change throughout the seasons, learning the terms deciduous and evergreen trees.</p>	<p>This term we will be continuing to build on our knowledge of plants. We will be learning to identify and describe the basic structure of a variety of common flowering plants, including trees. We will also be learning more about deciduous and evergreen trees.</p>	<p>This term we will be focussing on animals. We will be identifying and naming a variety of common animals including fish, amphibians, reptiles, birds and mammals. We will be learning about what animals eat and classifying them as a carnivores, herbivores and omnivores. We will compare different animals and classify them into groups such as fish, birds, mammals and reptiles.</p>	<p>Throughout summer, we will be learning about the properties of different materials. We will learn to distinguish between an object and the material from which it is made and identify which material it is made from such as wood, plastic, glass, metal, water, and rock. We will learn to describe the different properties of everyday materials and compare different materials using their physical properties.</p>	

Curriculum Theme	<u>Key people, Key Events</u>	<u>Weather and Seasons</u>	<u>Frozen Kingdom</u>	<u>All about castles</u>	<u>Water all Around</u>	<u>At the Seaside</u>
A memorable experience	A visit from a nurse		A visit to Windsor Castle		A day at the beach	
An innovative challenge	Learn to sing a Christmas Carol		Design a crown fit for a King or Queen to fit your teddy bear		Go beachcombing and make a collection	
A book to read	The Christmas Story		Read as many stories that have a castle in them as you can. Keep a list.		Lucy and Tom at the seaside- by Shirley Hughes Gracie the lighthouse cat- by Ruth Brown	
Something to investigate	How does the weather change in October and November?		What does the inside of a castle look like- draw a cross- section		Find out about some unusual sea creatures	
Parental involvement	Parents invited to attend Harvest Festival Assembly		World book week reading drop ins		Sports day	

Geography	During this term, we will be learning all about the weather and how it changes during the 4 seasons. We will explore how to find out about the weather, the different types of weather we experience and how the weather differs in different countries.	This term we will be learning all about the frozen poles. We will be looking at where the north and south pole are situated, what the weather is like there and the different animals that live there. We will compare life at the frozen poles to life here in the United Kingdom.	Throughout this term, we will be focussing on the climate in different locations across the world. We will be locating the world's oceans and which continents they are next to. We will be learning the differences between the sea and the ocean and will be learning about what animals live in the sea.
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History	This term we will be learning what the term history means and what has happened in our past. We will then learn about significant people in history. We will focus on Florence Nightingale and Mary Seacole and what significant changes they made to nursing. Finally, we will see how these changes have had an impact on our lives today.	This term we will be learning about what life was like in a castle. We will be researching who lives in a castle, what features a castle has and where they are located in the United Kingdom. We will also be learning about the late Queen and our new King.	During this term, we will be learning about how the seaside in Britain have changed over time. We will research into how seaside holidays were in the past and how they compare now. We will study Mary Anning and how she became such a significant woman in our history.	
Art	Focus: Drawing – Make your Mark This term, we will be exploring mark-making and line drawing, working and experimenting with different materials through observational and collaborative pieces. Children will create their own observational drawing from a chosen object.	Focus: Craft and Design Throughout this term, we will be developing skills in measuring, cutting and adding patterns and decoration to create a range of decorative items such as jewellery and headpieces (crowns). We will learn about selecting materials to make things from their imaginations as well as recreate things we recreate the crown jewels from pictures and from our trip to Windsor Castle.	Focus: Painting and Mixed Media – Colour Splash This term we will be exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarisse Cliff and Claude Monet	
D&T	Focus: Free Standing Structures Product- Rain Catcher As an introduction to design technology, we will learn about cutting and sticking skills, how to use them in a practical way and how to create structures. Curriculum Link- Weather, Seasons and Festivals	Focus: Sliders and levers (Mechanisms) Product- Make a moving postcard We will continue to build on our skills to make moving pictures that include a sliding mechanism. We will have the opportunity to follow a simple set of instructions to make our moving pictures while considering what equipment we will need and how it will be used safely. We will begin to learn how to evaluate what we have made using a success criteria. Curriculum Link – Frozen Kingdoms	Focus: Preparing Fruit and Veg (Food) Product- Picnic snacks for by the seaside We will use our prior knowledge of fruit and salad food to design a simple recipe instruction, either in simple sentences or using pictures to show how make a salad. We will learn how to use different utensils such as knives and peelers. We will begin to explore and evaluate simple existing dishes through discussions and simple written evaluations. Curriculum - Seaside	
PE	In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually	Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and	Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will	In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on

	<p>and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>		<p>with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p>	<p>help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.</p>	<p>their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.</p>	
	<p>In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>	<p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p>	<p>In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>	<p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p>	<p>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p>

RE	<p>For each religion taught, the following will be covered:</p> <p>God Who is God? What is the name of the God in each religion?</p> <p>Special Places (Place of Worship) What is your special place? What are the special places of worship for each religion? What is the Holy book of the religion called?</p> <p>Symbols and Meanings What is a symbol? What are the special symbols for each religion? Do the symbols have a significant meaning?</p> <p>Special Festivals and celebrations What is a festival? What festivals do you celebrate? What festivals are celebrated in the religion?</p>		
	Christianity	Hinduism	Islam
Computing	<p>In Autumn, we will be focussing on online safety to start and then move on to typing practise. We will learn about how to safely log on to the computers in the computer room and how to stay safe when online. We will then learn how to use a keyboard and begin to practise typing skills. We will do this through fun games and challenges.</p>	<p>In Spring, we will be learning about different types of technology inside and outside of school and then move on to spreadsheets. We will learn about where and how technology is used inside and outside of school. We will learn about how technology is used for different jobs. We will then learn how to use a spreadsheet and how to input different data into a spreadsheet. We will learn how to move cells and how to lock cells.</p>	<p>In Summer, we will be learning how to use technology to create animated stories. We will be using the skills we have learnt so far to support us in creating our own animated stories. We will learn how to animate a picture, add sound effects and how to add a background to an existing picture.</p>

Life Skills	Thinking of others We will be learning about families and all different kinds, people who look after us and diversity- valuing the differences between ourselves and others.	Keeping safe, fit and healthy We will be learning about the importance of eating well, getting rest and sleep and how to keep healthy routines to care for ourselves bodies. We will also learn how to identify people who will help to keep them safe outside our home.	Respect and Tolerance We will be learning about what makes us special, how it is important to take responsibility for our actions and how it is important to cooperate when working or playing in a group.	Morals Choices Rights and Democracy We will be learning about our community, our school rules and responsibilities and how laws and rules are made to keep us safe.	Living and Growing We will be learning that all living things including humans start life as babies and that everyone needs to be cared for and that people of different ages have different needs.	Moving on We will be finishing the year learning about changes we will be embarking on, making new friends and how to ask for help.
Music	In Autumn, we will be building on what we have already learnt during our time in reception. We will be learning to introduce the beat with the use of percussion instruments.	This term, we will be adding in the use of pitch and rhythm. The children will learn the difference between the beat and the rhythm and will learn what the term pitch means and how it changes.	During this term, we will continue to learn how music is different and by focussing on tempo and dynamics. We will be beginning to play a variety of instruments.	This term we will be combining everything we have learnt so far across the year so far. We will begin to combine pulse, rhythm and pitch. We will continue to play different instruments and introduced tuned instruments.	This term focuses on having fun and improvising. We will be using what we have learnt to experiment with the instruments and create our own masterpiece.	To finish the year, we will be using sound to create a story. We will be using a variety of instruments and methods to explore sound.