

LONG TERM PLAN/CURRICULUM MAP

(Average hours per year are based on 36 weeks per year).

Year 1 Cycle B	Average Hours	AUTUMN TERM		SPRING TERM		SUMMER TERM	
ENGLISH	255	<ul style="list-style-type: none"> ▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years ▪ Sound and blend unfamiliar printed words quickly and accurately using phonic knowledge (Read, Write, Inc. synthetic phonics programme used throughout KS1) ▪ Learn new grapheme-phoneme correspondences and revise/consolidate those learnt earlier ▪ Understand that letter(s) on the page represent the sounds in spoken words - inc. common exception words ▪ Develop skill of blending sounds into words for reading and establish habit of applying this skill whenever encountering new words ▪ Practise reading books consistent with developing phonic knowledge and skill and knowledge of common exception words ▪ Hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden vocabulary ▪ Read words without overt sounding and blending after a few encounters ▪ Encode sounds heard in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise ideas in writing ▪ Develop oral vocabulary as well as ability to understand and use a variety of grammatical structures <p>By the beginning of Y2, children should be able to:</p> <ul style="list-style-type: none"> ▪ read all common graphemes ▪ read unfamiliar words containing common graphemes, accurately and without undue hesitation ▪ sound out words in books that are matched closely to their level of word reading knowledge ▪ read many common words containing grapheme-phoneme correspondences, such as <i>shout, hand, stop, or dream</i>, without needing to blend the sounds out loud first. ▪ read common exception words, such as <i>you, could, many, or people</i> easily and automatically. ▪ retell some familiar stories that have been read to and discussed with them or that they have acted out during Year 1. ▪ compose individual sentences orally and then write them down ▪ spell correctly many of the words covered in Year 1 (see National Curriculum Appendix 1) ▪ make phonically-plausible attempts to spell words not yet learnt ▪ form individual letters correctly, so establishing good handwriting habits 					
MATHS	162	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Measures (continued) 	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Measures (continued) 	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Measures (continued)
SCIENCE	69	Seasonal Change	Everyday Materials	Animals, including Humans	Plants	Forest School	Enquiry based Science
Working Scientifically							
COMPUTING	24	NT Unit: Introduction to Digital Art ~ introduction to digital art packages and their tools, applying them to a range of artistic styles and genres from painting to photography	NT Unit: Exploring Digital Sound ~ introduction to digital sound, experimenting with simple beats, tempo and composition with various tools	NT Unit: Writing in different styles ~ introduction to word processing and desktop publishing using a number of different tools and design tasks	NT Unit: Exploring Machines we Control ~ building circuits and investigating remote control vehicles, programmable toys, and sensors in a range of equipment	NT Unit: Action Algorithms ~ applying the concept of algorithms and instructions to a variety of contexts, both digital and analogue	NT Unit: Programming Direction ~ programming focusing on directional instructions and creating sequences (algorithms) using a number of programs and equipment
RE	36	Belonging to the Christian family - Birth, Baptism & Ceremonies	The celebration and meaning of Christmas	Signs and symbols found in a church. Sunday as a special day. Local church visit	God: Creator & Carer (inc. account of creation from <i>Genesis</i>). How should we look after the world?	Judaism - the function and features of a synagogue, worship and praise	Love, Care, Trust & Forgiveness: stories from New Testament (e.g. Lost Sheep, Prodigal Son)

ENQUIRY QUESTION	120	WOULD THE BEATLES HAVE WON X FACTOR?	HOW HAS CHRISTMAS CHANGED?	HOW WOULD BEAR GRYLLS SURVIVE AT GREENFIELDS?	WHO HELPED TO MAKE THE WORLD A BETTER PLACE?	HOW IS ENGLAND LIKE INDIA?	WOULD YOU LIKE TO GO ON HOLIDAY TO THE MOON?
		Features of Popular Music	Christmas now, in our parents' & grandparents' time	The Locality of the School	Significant individuals, e.g. Parks & Mandela	A contrasting non-European country	Christopher Columbus & Neil Armstrong
<i>HISTORY</i>	24		Changes within living memory, revealing aspects of change in national life		The lives of significant individuals in the past who have contributed to national & international achievements		Comparing aspects of lives of significant individuals in the past, who have contributed to national and international achievements in different periods
<i>GEOGRAPHY</i>	24			<ul style="list-style-type: none"> • Use simple compass directions, locational and directional language, to describe the location of features and routes • Recognise landmarks and basic features from aerial photographs and plans; devise a simple map; and use basic symbols in a key • Use simple fieldwork and observational skills to study geography of the school and grounds and the key human and physical features of its surrounding environment. 		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	
<i>MUSIC</i>	24	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs, speaking chants and rhymes • Play tuned / untuned instruments musically • Listen to a range of high-quality live and recorded music with concentration and understanding • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 					
		North Tyneside scheme: Hands feet and heart	North Tyneside scheme: Little Angel	North Tyneside scheme: Zootime	North Tyneside scheme: Rhythm in the way we walk	North Tyneside scheme: Round and Round	North Tyneside scheme: Recap and Rewind

ART & DESIGN	24	<ul style="list-style-type: none"> use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 					
DESIGN & TECHNOLOGY	24	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks, (e.g. cutting, shaping, joining and finishing) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms (e.g., levers, sliders, wheels and axles), in their products. use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 					
PSHE	24	New beginnings ***** Keeping Safe	Getting on & Falling out ***** Anti-bullying	Going for Goals ***** Learning Styles (SMARTs)	Good to be me ***** Healthy Eating & Drugs Education	Relationships ***** SRE	Changes ***** Emotional Health & Wellbeing
		<ul style="list-style-type: none"> take and share responsibility feel positive about themselves take part in discussions make real choices 			<ul style="list-style-type: none"> meet and talk with people develop relationships through work and play consider social and moral dilemmas that they come across in everyday life ask for help 		
PE	66	Gymnastics Val Sabin Unit D	Dance Val Sabin Unit 1	Gymnastics Val Sabin Unit E	Dance Val Sabin Unit 2	Dance Val Sabin Unit 3	Gymnastics Val Sabin Unit F
		Games Val Sabin Y1 Unit 1	Games Val Sabin Y1 Unit 2	Games Val Sabin Y1 Unit 3	Games Val Sabin Y1 Unit 4	Athletics	Multi-Skills
		<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these skills participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 					
FRENCH	18	North Tyneside scheme Unit 1 (Je Parle Français) & Noël		North Tyneside scheme Unit 1 (Je Parle Français) & Unit 2 (Je me présente)		North Tyneside scheme Unit 2 (Je me présente)	