

## 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	242	<ul style="list-style-type: none"> <li>▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years</li> <li>▪ Sound and blend unfamiliar printed words quickly and accurately using phonic knowledge (Read, Write, Inc. synthetic phonics programme used throughout KS1)</li> <li>▪ Learn new grapheme-phoneme correspondences and revise/consolidate those learnt earlier</li> <li>▪ Understand that letter(s) on the page represent the sounds in spoken words - inc. common exception words</li> <li>▪ Develop skill of blending sounds into words for reading and establish habit of applying this skill whenever encountering new words</li> <li>▪ Practise reading books consistent with developing phonic knowledge and skill and knowledge of common exception words</li> <li>▪ Hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden vocabulary</li> <li>▪ Read words without overt sounding and blending after a few encounters</li> <li>▪ Encode sounds heard in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise ideas in writing</li> <li>▪ Develop oral vocabulary as well as ability to understand and use a variety of grammatical structures</li> </ul> <p>By the beginning of Y2, children should be able to:</p> <ul style="list-style-type: none"> <li>▪ read all common graphemes</li> <li>▪ read unfamiliar words containing common graphemes, accurately and without undue hesitation</li> <li>▪ sound out words in books that are matched closely to their level of word reading knowledge</li> <li>▪ 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.</li> <li>▪ read common exception words, such as <i>you, could, many, or people</i> easily and automatically.</li> <li>▪ retell some familiar stories that have been read to and discussed with them or that they have acted out during Year 1.</li> <li>▪ compose individual sentences orally and then write them down</li> <li>▪ spell correctly many of the words covered in Year 1 (see National Curriculum Appendix 1)</li> <li>▪ make phonically-plausible attempts to spell words not yet learnt</li> <li>▪ form individual letters correctly, so establishing good handwriting habits</li> </ul>					
MATHS	156	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Measures (continued)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Measures (continued)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Measures (continued)</li> </ul>
SCIENCE	55	Seasonal Change	Everyday Materials	Animals, including Humans	Plants	Forest School	Enquiry based Science
Working Scientifically							
ICT & COMPUTING	30	We are storytellers ~ producing a talking book	We are celebrating ~ creating a card electronically	We are TV chefs ~ filming a recipe	We are painters ~ illustrating an e-book	We are collectors ~ finding images using the web	We are treasure hunters ~ programmable toys
<ul style="list-style-type: none"> <li>▪ understand what algorithms are; how they are implemented as programs on digital devices; and programs execute by following precise and unambiguous instructions</li> <li>▪ create and debug simple programs</li> <li>▪ use logical reasoning to predict the behaviour of simple programs</li> <li>▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>▪ recognise common uses of information technology beyond school</li> <li>▪ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>							
RE	39	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 Genesis). 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	150	<p>WOULD THE BEATLES HAVE WON X FACTOR?</p> <p>Features of Popular Music</p>	<p>HOW CAN WE PLAN THE BEST CHRISTMAS?</p> <p>Christmas now, in our parents' &amp; grandparents' time</p>	<p>WOULD BEAR GRYLLS SURVIVE A WEEK AT GREENFIELDS?</p> <p>Locality of the School</p>	<p>WOULD YOU RATHER BE AN ARTIST OR AN INVENTOR?</p> <p>Leonardo Da Vinci</p>	<p>WOULD YOU RATHER LIVE IN ENGLAND OR INDIA?</p> <p>A contrasting non-European country</p>	<p>WOULD YOU LIKE TO GO ON HOLIDAY TO THE MOON?</p> <p>Christopher Columbus &amp; Neil Armstrong</p>
<i>HISTORY</i>	30		Changes within living memory, revealing aspects of change in national life		The lives of significant individuals in the past who have contributed to national and 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>	30			<ul style="list-style-type: none"> <li>• Use simple compass directions, locational and directional language, to describe the location of features and routes</li> <li>• Recognise landmarks and basic features from aerial photographs and plans; devise a simple map; and use basic symbols in a key</li> <li>• 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.</li> </ul>		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>	30	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs, speaking chants and rhymes</li> <li>• Play tuned / untuned instruments musically</li> <li>• Listen to a range of high-quality live and recorded music with concentration and understanding</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>North Tyneside scheme: Hands feet and heart</p>	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

<i>ART &amp; DESIGN</i>	30	<ul style="list-style-type: none"> <li>use a range of materials creatively to design and make products</li> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>					
<i>DESIGN &amp; TECHNOLOGY</i>	30	<ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks, (e.g. 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> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms (e.g., levers, sliders, wheels and axles), in their products.</li> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from.</li> </ul>					
PSHE	18	<b>New beginnings</b> ***** <b>Keeping Safe</b>	<b>Getting on &amp; Falling out</b> ***** <b>Anti-bullying</b>	<b>Going for Goals</b> ***** <b>Learning Styles (SMARTs)</b>	<b>Good to be me</b> ***** <b>Healthy Eating &amp; Drugs Education</b>	<b>Relationships</b> ***** <b>SRE</b>	<b>Changes</b> ***** <b>Emotional Health &amp; Wellbeing</b>
		<ul style="list-style-type: none"> <li>take and share responsibility</li> <li>feel positive about themselves</li> <li>take part in discussions</li> <li>make real choices</li> </ul>			<ul style="list-style-type: none"> <li>meet and talk with people</li> <li>develop relationships through work and play</li> <li>consider social and moral dilemmas that they come across in everyday life</li> <li>ask for help</li> </ul>		
PE	72	<b>Gymnastics</b> Val Sabin Unit D	<b>Dance</b> Val Sabin Unit 1	<b>Gymnastics</b> Val Sabin Unit E	<b>Dance</b> Val Sabin Unit 2	<b>Dance</b> Val Sabin Unit 3	<b>Gymnastics</b> Val Sabin Unit F
		<b>Games</b> Val Sabin Y1 Unit 1	<b>Games</b> Val Sabin Y1 Unit 2	<b>Games</b> Val Sabin Y1 Unit 3	<b>Games</b> Val Sabin Y1 Unit 4	<b>Athletics</b>	<b>Multi-Skills</b>
		<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these skills</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>					
FRENCH	18	North Tyneside scheme <b>Unit 1 (Je Parle Français) &amp; Noël</b>		North Tyneside scheme <b>Unit 1 (Je Parle Français) &amp; Unit 2 (Je me présente)</b>		North Tyneside scheme <b>Unit 2 (Je me présente)</b>	