Greenfields Community Primary School

2018/19 LONG TERM PLAN/CURRICULUM MAP

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

Year 1 Cycle A	Average Hours	AUTUMN TERM		SPRING TERM		SUMMER TERM	
ENGLISH	242	▪ 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 By the beginning of Y2, children should be able to: ▪ 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 *shout*, *hand*, *stop*, or *dream*, without needing to blend the sounds out loud first. ▪ read common exception words, such as *you*, *could*, *many*, or *people* 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	156	▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures	▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Measures (continued)	▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures	▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Measures (continued)	▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures	▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Measures (continued)
SCIENCE	55	WHAT IF YOU HAD TO DESCRIBE A HUMAN TO AN ALIEN?	WHAT IF ALL ANIMALS WERE THE SAME?	WHAT IF THERE WERE NO SEASONS?	FOREST SCHOOL	WHAT IF SHOES WERE MADE OF METAL?	WHAT IF THERE WERE NO PLANTS?
		Enquiry based Science	Animals, including Humans	Seasonal Change		Everyday Materials	Plants
		Working Scientifically					
		▪ Name parts of the human body	▪ Identification and labelling a variety of common birds and animals ▪ Know carnivores and herbivores ▪ How animals are suited to their environment ▪ Name parts of the human body	▪ Sources of light including the Sun ▪ Features of day and night including temperature		▪ Use of different everyday materials ▪ Classifying and Grouping ▪ Changing materials by bending, etc.	▪ Identification and labelling, including trees ▪ Structure of plants, including roots, stem, flower, etc.

ENQUIRY QUESTION	150	WHAT IF YOU MADE A BOOK ALL ABOUT YOU? ART & DESIGN Observational drawing	WHAT IF MEERKATS WANTED TO LIVE IN ICELAND? GEOGRAPHY Weather in hot and cold countries	WHAT IF YOU WERE FAMOUS? HISTORY Significant Events linked to Local People	WHAT IF THERE WAS NO FIRE? HISTORY Great Fire of London & Great Fire of Newcastle	WHAT IF YOU COULD DESIGN YOUR PERFECT HOUSE? GEOGRAPHY Homes in different countries	WHAT IF YOU LIVED BESIDE THE SEASIDE? GEOGRAPHY Countries & Continents, Seas & Oceans
HISTORY	*30*			▪ Significant historical events, people and places in own locality, e.g. Grace Darling, George Stephenson, Lord Armstrong, etc.	▪ Events beyond living memory that are significant nationally or globally ▪ Link with local history where appropriate		
GEOGRAPHY	*30*		▪ Identify seasonal and daily weather patterns in the United Kingdom and the 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: - key physical features, e.g.: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, e.g.: city, town, village, house, office, port, farm, harbour, shop, factory	▪ Name and locate the world's 7 continents and 5 oceans ▪ Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas ▪ Use world maps, atlases and globes to identify countries, continents and oceans
ART & DESIGN	*30*	▪ The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	▪ use range of materials creatively to design and make products ▪ use drawing, painting and sculpture to develop and share ideas, experiences and imagination ▪ develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space			▪ use range of materials creatively to design and make products ▪ use drawing, painting and sculpture to develop and share ideas, experiences and imagination	▪ use drawing, painting and sculpture to develop and share 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	*30*	▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ select from/use a range of tools and equipment to perform practical tasks, (e.g. cutting, shaping, joining and finishing)	▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ select from/use a range of tools and equipment to perform practical tasks, (e.g. cutting, shaping, joining and finishing)	▪ 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, ICT	▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria	▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ select from/use a range of tools and equipment to perform practical tasks, (e.g. cutting, shaping, joining and finishing)	▪ explore/use mechanisms (e.g., levers, sliders, wheels and axles), in their products.

			▪ select from/use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics ▪ evaluate their ideas and products against design criteria ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from.	▪ select from/use a range of tools and equipment to perform practical tasks, (e.g. cutting, shaping, joining and finishing) ▪ select from/use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics ▪ evaluate idea/products against design criteria		▪ build structures, exploring how they can be made stronger, stiffer and more stable	
MUSIC	*30*		▪ use voices expressively and creatively by singing songs and speaking chants and rhymes	▪ use voices expressively and creatively by singing songs and speaking chants and rhymes	▪ use voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically	▪ use voices expressively and creatively by singing songs and speaking chants and rhymes	▪ play tuned and untuned instruments musically ▪ listen to, concentrate and understand a range of high-quality live and recorded music ▪ experiment with, create, select, combine sounds using interrelated dimensions of music.
COMPUTING	30	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	39	How do different religions welcome new members? ******** Harvest Thanksgiving	Festivals of Light ******** Why do Christians celebrate Christmas?	Why is Jesus special to Christians?	Why did Jesus tell stories? ******** The Easter story	How is the home important in Jewish life?	What can we learn about Christianity from a church?
PSHE education	18	New beginnings ******** Keeping Safe	Getting on & Falling out ******** Anti-bullying	Going for Goals ******** Healthy Eating & Drugs Education	Good to be me ******** Learning Styles (SMARTs)	Relationships ******** Relationships & Sex Education	Changes ******** Emotional Health & Wellbeing
		▪ take and share responsibility ▪ feel positive about themselves ▪ take part in discussions ▪ make real choices			▪ 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	72	Ball skills Invasion – running, spatial awareness, passing, agility	Ball skills Invasion – team work, communication, passing, attacking, defending	Invasion Running with a ball, co-ordination, passing, dribbling	Striking & Fielding Throwing, catching striking, team work	Multi-skills	Multi sports - tennis, volleyball, badminton Net/ wall – passing, striking, running, co-ordination, tactics
		▪ Develop balance, agility, co-ordination and apply them in a range of activities	▪ Participate in team games, developing simple tactics for attacking and defending	▪ Develop balance, agility, co-ordination and apply them in a range of activities	▪ Participate in team games, developing simple tactics for attacking and defending	▪ Develop balance, agility, co-ordination and apply them in a range of activities	▪ Participate in team games, developing simple tactics for attacking and defending
		Gymnastics Floor work – Balance, Agility, Co-ordination, Evaluation, Co-operation	Dance Play – Agility, Co-ordination, Poise Evaluating performance, Co-operation	Gymnastics Apparatus - Balance, Agility, Co-ordination, Evaluation, Co-operation	Dance Sequencing – Agility, Co-ordination, Poise Evaluating performance, Co-operation	Athletics Running, jumping, throwing & catching	Circuit training Fitness activities, circuits, skipping challenges etc.
		▪ Develop balance, agility, co-ordination and apply them in a range of activities	▪ Perform dances using simple movement patterns	▪ Develop balance, agility, co-ordination and apply them in a range of activities	▪ Perform dances using simple movement patterns	▪ Master basic movement inc. running, jumping, throwing and catching - apply these in a range of activities	▪ Master basic movement inc. running, jumping, throwing and catching - apply these in a range of activities
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)	