



Cherry Willingham Primary School Long Term Curriculum Plan Y1

Term	Maths	English	Science	History	Geog	Art	DT	RE	Computing	Music	PE	PSHE
Autumn	<p>Numbers to 10</p> <p>Part whole within 10</p> <p>Addition within 10</p> <p>Subtraction within 10</p> <p>2D and 3D shapes</p>	RWI	<p>BIOLOGY Seasonal Changes (looked at throughout the year) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>CHEMISTRY Everyday Materials Distinguish between and object and the material from which it is made. Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple properties.</p>	<p>Changes within Living Memory To be able to look at changes within living memory and the ways in which we can find out about these changes. To be able to learn about changes in living memory; to identify similarities and differences between ways of life in different periods.</p> <p>The Gunpowder Plot – significant event Identify significant nationally or globally the lives of significant individuals in the past an awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>Climate and weather</p> <p>Threshold Concepts Investigate patterns 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 compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and places on a map.</p>	<p>Weather and J.M.W. Turner</p> <ul style="list-style-type: none"> - Respond to ideas and starting points - explore ideas and collect visual information - explore different methods and materials as ideas develop - painting, use thick and thin brushes - Mix primary colours to make secondary colours - add white to colours to make tints and black to create tones - Drawing, different lines of different sizes and thicknesses - colour neatly following the lines - show pattern and texture by adding dots and lines - Show tones by using coloured pencils 	<p>What is design and technology? Design, think, make and break, repeat</p> <p>Structures - introduction - Stability -Strength -Finger fluency -Design inspiration -Design</p> <p>Cut materials safely using tools Measure Demonstrate a range of cutting and shaping techniques Demonstrate a range of joining techniques Design products that have a clear purpose for the intended user Make products, refining work as the design progresses Take inspiration from design through history Explore how products have been created</p>	<p>Christianity – God God the creator 'The Fall' – story God's special people. Jesus The journey</p> <p>Community Christianity What do different Christians do to express their beliefs? What celebrations are important to Christians? What are the different practices associated with these celebrations and what do they tell us about Christian beliefs about God, human beings and the world</p>	<p>Technology around us -To identify technology To identify a computer and its main parts. -To use a mouse or trackpad in different ways - To use a keyboard t type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly</p> <p>Creating Media-Digital painting -To describe what different freehand tools do -To use the shape tools and the line tools -To make careful choices when painting a digital picture -To explain why I chose the tools I use -To use a computer on my own to paint a picture -To compare painting a picture on a computer and on paper</p>	<p>Ourselves 1. Creating and responding to vocal sounds 2. Exploring how to change sounds 3. Creating and placing vocal and body percussion sounds 4. Exploring descriptive sounds</p> <p>Patterns 1. Marking a steady beat with voices and body percussion 2. Counting and performing a steady beat in patterns of two, three, and four beats (metre) 3. Exploring different ways to emphasise the first beat in a repeating pattern or metre 4. Identifying metre by recognising its pattern 5. Dividing the number 12 into twos, threes, and fours 6. Exploring different ways to emphasise beats to form a group (metre) 7. Exploring sounds on instruments and finding different ways to vary their sound</p> <p>Weather 1. Exploring and controlling dynamics (volume), duration, and timbre with voices, body percussion, and instruments 2. Improvising descriptive music 3. Identifying a sequence of sounds (structure) in a piece of music 4. Responding to music through movement</p>	<p>Fundamental Skills Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing.</p> <p>Ball Skills In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Being ME in my world In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p> <p>Difference In this Puzzle (unit), the children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.</p>
Spring	<p>Numbers to 20</p> <p>Addition and subtraction within 20</p> <p>Numbers to 50</p> <p>Introducing Length and Height</p> <p>Introducing mass and capacity</p>	RWI	<p>BIOLOGY Animals, including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores, mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Significant People – Nurses and Medicine. Florence Nightingale and Mary Seacole the lives of significant individuals in the past who have contributed to national and international achievements. Also used to compare aspects of life in different periods</p> <p>What are significant people? Why? Develop an awareness of the lives of significant people in the past who have contributed to national and international achievements Key events in Florence Nightingale's life Key events in Mary Seacole's life How nursing was improved and how they helped the soldiers</p>	<p>The United Kingdom: London</p> <p>Threshold Concepts Investigate places Ask and answer geographical questions (Such as: What is the flag of England called? Where is London?) Understand that London is the capital city of England. Begin to understand that the UK is made up of 4 countries, one of them being England where London is located. Use world maps, atlases and globes to identify London and its location within England. Compare London's location with the location of Cherry Willingham. Use simple fieldwork and observational skills to study the geography of the village and the key human and physical features of its surrounding environment compare these observations to London. (railways/ rivers/ population). Use aerial images and plan perspectives to recognise landmarks and basic physical features. Investigate patterns Understand geographical similarities and differences through studying the human and physical geography of London and our local area. Identify land use around the school/village. Communicate geographically Use basic geographical vocabulary to refer to: • key physical features • key human features</p>	<p>In the Dark of the Night, artist Van Gogh</p> <p>Respond to ideas and starting points</p> <ul style="list-style-type: none"> - explore ideas and collect visual information - explore different methods and materials as ideas develop - use a combination of materials – cut, torn, glued - use shapes and colours to represent ideas 	<p>Slider Mechanisms - slider mechanisms - finger fluency -design inspiration -design</p> <p>Cut materials safely using tools Measure Demonstrate a range of cutting and shaping techniques Demonstrate a range of joining techniques Design products that have a clear purpose for the intended user Create products using levers, wheels and winding mechanisms Make products, refining work as the design progresses Take inspiration from design through history Explore how products have been created</p>	<p>God Islam – Believing How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith from the Qur'an?</p> <p>Islam Community What do Muslims do to express their beliefs? Which celebrations are important to Muslims? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?</p>	<p>Programming a moving robot -To explain what a given command will do -To act a given word -to combine forwards and backwards commands - to combine four direction commands to make sequences To plan a simple program -To find more than one solution to a problem.</p> <p>Data and information – Grouping Data -To label objects -To identify that objects can be counted -To describe objects in different ways -To count objects with the same properties -To compare groups of objects -To answer questions about groups of objects</p>	<p>Number 1. Recognising and developing a sense of steady beat through the use of voices and body percussion 2. Identifying and performing changes in tempo 3. Learning to play percussion with control 4. Keeping a steady beat and using dynamics to vary the musical effect 5. Identifying and keeping a steady beat using movement, body percussion, and instruments 6. Recognising and responding to changes in tempo in music</p> <p>Machines 1. Maintaining a steady beat 2. Sequencing sounds 3. Playing to a steady beat 4. Playing at different speeds (tempi) 5. Controlling changes in speed (tempi)</p>	<p>Dance 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 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>This unit links to the following strand of the NC: perform dances using simple movement patterns.</p> <p>Gymnastics In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. 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. This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p>	<p>Difference In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well. Healthy Me In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.</p>



					<ul style="list-style-type: none"> Introduce compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. 							
Summer	<p>Multiplication and division</p> <p>Fractions</p> <p>Position and direction</p> <p>Numbers to 100</p> <p>Money</p> <p>Time</p>	RWI	<p>BIOLOGY</p> <p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants. Identify and name the roots, trunk, branches and leaves of trees.</p>	<p>Great Fire of London – Significant Event events beyond living memory that are significant nationally or globally the lives of significant individuals in the past an awareness of the past, using common words and phrases relating to the passing of time.</p> <ul style="list-style-type: none"> generate questions about the fire understand how things change over time discover Samuel Pepys create a timeline of the fire explore Tudor buildings cause and effect of the fire 	<p>Extreme weather</p> <p>Threshold Concepts</p> <p>Investigate places Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place?) Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom as well as the countries, continents and oceans studied.</p> <p>Investigate patterns 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.</p> <p>Communicate geographically Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features key human features <ul style="list-style-type: none"> Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. 	<p>In the Jungle – artist Henri Rousseau</p> <ul style="list-style-type: none"> Respond to ideas and starting points explore ideas and collect visual information explore different methods and materials as ideas develop printing – press, roll, rub, stamp, jungle animal templates collage, 3d jungle background, stems and flowers, twigs, straw and grass different shades, share ideas through experiences and imagination 	<p>Portable Snacks</p> <ul style="list-style-type: none"> food preparation finger fluency Design think prepare the snack evaluate <p>Cut materials safely using tools Design products that have a clear purpose for the intended user Make products, refining work as the design progresses Cut, peel and grate ingredients safely and hygienically Measure or weigh using cups or scales Assemble ingredients</p>	<p>Places of worship What do places of worship tell us about beliefs about God/humans/the world around them? How are they used in practice – i.e. what impact they have on the community?</p>	<p>Creating Media – Digital; writing</p> <ul style="list-style-type: none"> To use a computer to write To add and remove text on a computer To identify that the look of a text can be changed on a computer To make careful choices when changing texts To explain why I used the tools that I chose <p>Programming B – Programming animations</p> <ul style="list-style-type: none"> To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project 	<p>Seasons Identifying changes in pitch and responding to them with movement</p> <ol style="list-style-type: none"> Contrasting changes in pitch with changes in dynamics (volume) Relating pitch changes to graphic symbols and performing pitch changes vocally Listening and responding to a falling pitch signal Distinguishing between pitched and unpitched percussion sounds Listening in detail to a piece of orchestral music <p>Our School</p> <ol style="list-style-type: none"> Exploring different sound sources and materials Analysing the dynamics and duration of sounds around the school Exploring these elements/dimensions on instruments Creating two contrasting textures Singing a song Interpreting sounds and exploring instruments Creating a soundscape as part of a song performance <p>Travel</p> <ol style="list-style-type: none"> Combining voices, movement, and instruments to perform a chant and a song Keeping a steady beat, including on instruments Creating word rhythms Performing word rhythms with movement Responding to music in movement Playing and combining simple word rhythms <p>Water</p> <ol style="list-style-type: none"> Creating a picture in sound Understanding musical structure by listening and responding Performing a simple repeated pattern 	<p>Team Building In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving. They are given the opportunity to discuss and plan their ideas and reflect on their success.</p> <p>This unit links to the following strands of the NC: participate in team games, developing simple tactics.</p> <p>Invasion Games In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. 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>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Relationships Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these</p> <p>Changing Me Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>