

Year 1 Curriculum Outline Plan.



Music, PE, and Computing are discreet subjects - their objectives are listed at the end of the Curriculum plan.

Term	Topics Brief outline	2014 Curriculum objectives. <i>Pupils should be taught about:</i>	Resources Trip and Visitors.	English and Maths Links.
<i>Throughout the year.</i>	<p>Celebration of British National Days</p> <ul style="list-style-type: none"> St George's Day - April 23rd St Patrick's Day - March 17th St Andrew's Day - November 30th St David's Day - March 1st <p>Celebration / information day in all classes North. Starting or finishing with an assembly.</p>	<p>Geography</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries. <p>PSHCE Links Be a good citizen</p>		<p><i>George's Dragon by Claire Freedman and Russell Julian</i></p>
<i>Throughout the year.</i>	<p>Cultural Celebrations</p> <p>Celebration / information day in all classes North. Starting or finishing with an assembly.</p> <ul style="list-style-type: none"> Sikh - Vaisakhi or Divali Hindu - Holi or Diwali Muslim - Eid Ul Fitr or Eid Ul Adha Chinese New Year. 	<p>Geography</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p>RE Links PSHCE Links Be a good citizen</p>		
<i>Throughout the year.</i>	<p>Whole School involvement in</p> <p>Charity Days</p> <ul style="list-style-type: none"> Children in Need Sports Relief / Red Nose Day 	<p>Geography PSHCE Be a good citizen</p>		
	<p>Whole School / Phase Enrichment days.</p> <ul style="list-style-type: none"> World Book Day March 	<p>English Maths</p>		

	<ul style="list-style-type: none"> World Maths Day March 	PSHCE		
<i>Throughout the year.</i>	<p>Working Scientifically</p> <p>Weekly science lesson. Science scheme to support.</p> <p>Topics also extend the Science learning. 'Everyday materials' is not covered by the topics. Plant work needs extending as Trees are covered in a topic, but not flowers and other plants.</p>	<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. 		
Autumn 1 3-4 weeks	<p>Wonderful Trees</p> <p>New Beginnings - SEAL.</p> <p>Establishing routines and getting to know the class.</p> <p>Family Trees : finding out about our families, making family trees, sharing information.</p> <p>Trees - identifying trees, observing with in school grounds and beyond. Drawing, labeling, leaf prints.</p>	<p>Science</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, <i>including deciduous and evergreen trees</i> Identify and describe the <i>basic structure</i> of a variety of common flowering plants, <i>including trees</i>. <p>History</p> <ul style="list-style-type: none"> Changes within living memory. <p>RE / PHSCE</p> <ul style="list-style-type: none"> Where do I belong? Family, school, clubs, religion. 	<p>Books on Trees.</p> <p><i>Farm visit to harvest fruit and vegetables - make soup?</i></p> <p><i>Invite parents to talk about their family tree and try soup?</i></p> <p>Home Corner</p> <p>DENSOS</p> <p><i>The Queen's Knickers - Kings Hall Ikley</i></p>	<p><i>Non-Narrative - Labels and Captions</i></p> <p>Labelling leaves, seeds, fruit and vegetables.</p> <p><i>Non-Narrative - Writing about themselves and their family. When I was little.</i></p> <p><i>Narrative - Familiar Settings Once their were Giants by Martin Wadell or Nothing by Nick Inkpen</i></p>
	<p>Weekly Science Lessons - What is the weather like?</p>	<p>Science</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the 	<p>Thermometer for outside & inside.</p>	<p><i>Narrative - Lost and Found by Oliver Jeffers or</i></p>

	<p>Setting up a weather station. (Recording to be ongoing) Presenting the weather. Weather patterns and phenomena. Extreme climates.</p>	<p>seasons and how day length varies.</p> <p>Geography.</p> <ul style="list-style-type: none"> 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>Resources to build the weather station.</p> <p>Books on weather.</p>	<p>The Night Iceburg by Helen Stephens Handas Surprise by Eileen Brown or Come On, Rain! by Karen Hesse (story from another culture) Poetry - Weather</p>
Autumn 2	<p>The Royal Family</p> <p>Events - Coronations and Jubilees Significant Individual - John Logie Baird</p> <p>The invention of the television and televising the coronation.</p> <p>Build a Royal Carriage or Car</p>	<p>History</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p>DT</p> <ul style="list-style-type: none"> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Also see objectives for the design, make and evaluate process. <p>RE</p> <ul style="list-style-type: none"> How do Christians celebrate Christmas? Make a Christingle and visit a church. 	<p>Wheels, dowel etc</p> <p>Books about the Royal Family.</p> <p>Media Museum</p> <p>Christmas Concert</p> <p>Castle</p>	<p>Narrative - Traditional Tales (2) Cinderella</p> <p>Narrative - The Queen's Knickers by Nicholas Allen Halibut Jackson by David Lucas (story from another culture)</p> <p>Non-Narrative - The Royal Family The invention of the television.</p> <p>Non-Narrative - Instructions Making Christmas decorations.</p>
Spring 1	<p>Dinosaurs</p>	<p>ART</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and 	<p>Art Gallery</p> <p>Art gallery for parents.</p>	<p>Non-Narrative - Explanation Dinosaurs</p>

	<p><u>Being an artist</u></p> <p>Visit to an Art Gallery and study of 2 contrasting artists.</p>	<p>share their ideas, experiences and imagination</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About 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. <p>HISTORY</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p>RE / PHSCE</p> <ul style="list-style-type: none"> Special things - what is special to me and why? What objects are special to people in different religions? 		<p>Narrative - Dinosaurs Narrative - Katie's Picture Show by James Mayhew</p>
<p>Spring 2 3 weeks</p> <p>3 weeks</p>	<p><u>All about me</u></p> <p><u>Chickens</u></p>	<p>SCIENCE (Humans)</p> <ul style="list-style-type: none"> 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>RE</p> <ul style="list-style-type: none"> What happens in a church? What do Christians do at Easter? Visit a church and make Easter gardens. 	<p>Visit from the school nurse.</p> <p>Doctors</p> <p>Farm visit to see the chickens.</p> <p>Share chicken books and animations.</p>	<p>Poetry - Our Senses</p> <p>Non-Narrative - Information Texts Chicken Books</p>
<p>Summer 1</p>	<p><u>All Creatures Great and Small</u></p>	<ul style="list-style-type: none"> 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 Describe and compare the structure of a variety of 	<p>Tadpoles</p> <p>Rodley Nature Reserve (1/2 day)</p> <p>Tropical World (1/2</p>	<p>Narrative - Traditional Tales The Three Little Pigs The Three Billy Goats Gruff</p>

	<p><u>Bridges and Structures</u></p> <p><u>Growing plants (Science)</u></p>	<p>common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>DT</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable <p>RE</p> <ul style="list-style-type: none"> Creation stories from different cultures and religions. 	<p>day)</p> <p>Animals in Tuition workshop</p> <p>Borrow the Guinea Pigs / Rabbits</p> <p>Pet Shop</p>	<p>Suddenly and Opps by Colin McNaughton</p> <p>Non-Narrative - Recounts</p> <p>Writing facts about animals and recounts about trips.</p>
<p>Summer 2</p>	<p><u>Wonderful World</u></p> <p><u>Investigating flowering plants (Science)</u></p>	<ul style="list-style-type: none"> Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical Features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>DT</p> <ul style="list-style-type: none"> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Also see objectives for the design, make and evaluate</p>	<p>Visit Farsley</p> <p>Blackhills</p> <p>Invite parents in for map event.</p>	<p>Narrative - Billy's Bucket by Kes Gray and Garry Parsons</p> <p>Sharing a Shell by Julia Donaldson</p> <p>The Lighthouse Keeper's Lunch by Ronda and David Armitage</p> <p>Non-Narrative - Information Texts</p> <p>On the Seashore by Anna Milbourne and Erica-Jane Waters</p> <p>Narrative - Fantasy Settings</p> <p>Pirates and Desert Islands</p> <p>Books could include:</p> <p>Captain Wag the Pirate Dog, The Night Pirates</p>

		process.		
DT (process)	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.</p> <p>Design</p> <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 their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, 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 	<p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 	
COMPUTING	<p>While links will be made across all subjects to use ICT, Computing will be taught as a separate subject.</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs 	<ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school 	<p>E - SAFTEY</p> <ul style="list-style-type: none"> 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. 	
MUSIC	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically 	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		
PE	<p>Pupils should be taught to:</p> <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 in a range of activities 	<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending <p>Perform dances using simple movement patterns.</p>		