The Year 1 Whitley Curriculum – Long Term Plan 2020-2021

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | Toys (H) | Pop, Whizz, Bang (H) | Our Weather (G) | Once upon a Time (H) | Ada Twist, scientist Investigates the Local Area (G) | Barnaby Bear on Tour (G) |
| Core Books | **Fiction**  Shark in the Park  Supertato  Suddenly | **Fiction**  The Jolly Christmas Postman  Rama and Sita | **Fiction**  Giraffe’s can’t Dance  Rumble in the Jungle  Elmer and Rose | **Fiction**  The Giant Turnip  The Three Billy Goats Gruff  Jack and the Beanstalk  Gingerbread Man | **Fiction**  Superworm  The Gruffalo  Tabby McTat  The Smartest Giant in Town | **Fiction**  Paddington Bear stories  Dear Polar Bear  Boogie Bear |
| Science | Materials and their properties  We will distinguish between an object and material from which it is Made. We will identify and name a variety of everyday materials, including, wood, plastic, glass, metal. Water and rock. We will describe the simple physical properties of a variety of everyday materials. We will be able to compare and group together, a variety of everyday materials on the basis of their simple physical properties. | Materials and their properties  We will distinguish between an object and material from which it is Made. We will identify and name a variety of everyday materials, including, wood, plastic, glass, metal. Water and rock. We will describe the simple physical properties of a variety of everyday materials. We will be able to compare and group together, a variety of everyday materials on the basis of their simple physical properties. | Part 1 Growing Plants  **Non-Fiction Core Books**  Rigby Red Giant: How to Grow a Sunflower  Rigby Red Giant: How to Grow a Hyacinth  Observing closely, using simple equipment (magnifyng glass, non-standard units of measure – e.g cubes) Gathering and Recording data, e.g, height if plant, identifying stem, leaves and flowers. Drawing diagrams of simple plants and labelling them at different stages of growth. Communicating their findings with a partner, group and whole class through drawing. | Our Bodies  Learning about the parts of our bodies and the 5 senses. The children will conduct taste and smell tests to use their senses. There will a focus on the following vocabulary.  Head, neck, arms, elbows, legs, ears, eyes, hair, mouth, nose, eyebrows and eyelashes, toes, fingers, thumb, foot, teeth, senses, see, hear, taste, touch, smell, table, sort, group, guess | Part 2 – Plants and Trees.  Identifying and Classifying a variety common flowering plants in different ways, both given and their own chosen criteria: cow parsley, buttercup, clover and daisy, nettle, pansy and dandelion, using our local area to explore plant growth in their environment. Communicating their findings with a partner, group and whole class  They will be able to know the difference between deciduous and evergreen trees. | Animals.  Identifying and grouping animals into scientific groups, according to what they eat and begin to give reasons for the way in which we grouped them. Compare animals by their structure |
| Computing | Unit 1.1 We are Programmers – programmable Toys  We will use Beebot, The Beebot app and Daisy Dinosaur ap to:  *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 and use logical reasoning to predict the behaviour of simple programs.* | Unit 1.6 We are Celebrating – Creating a card digitally  The children will create a digital card. They will copy, paste and resize images using Busy Things. | Unit 1.5 We are story tellers – add audio to tell a story.  We will tell traditional stories, by recording our voices. We will be able to play back our recordings. | Unit 1.3 – We are Painters – illustrate a traditional tale story  We will be able to use JIT to illustrate a traditional tale and write a simple sentence underneath. | Unit 1.4 We are Collectors   * Using technology to retrieve information.   We will use the DK online encyclopedia to research information about animals. We will be a | Unit 1.4 We are Collectors  Unit 1.2 –We are TV Weather Reporters  We will use Ipads to film eachother delivering a weather report.  We will use the Green Screen App to film eachother on a greaan background, coosing a map image for the background. |
| RE | What do Christians Believe God is Like?  The children will discuss parables such as The Lost Son and Jonah and the Whale. The will look at what these parable tell us about what God is like. We will also discuss how we show that we love God. | Why is Christmas important to Christians?  The children will look at Christmas and discuss why we celebrate and how we celebrate. The will know the Christmas Story and explore this through drama. | Islam  The children will look at the holy book Quran and traditions within Islam. The children will understand some of the Pillars of Islam and they will be able to make inferences as to the similarities and differences between Islam and Christianity. | Why is Easter important to Christians?  The Children will know the Easter Story and be able to speak about Judas and Jesus and look at how they feel about different parts of the Easter Story. | Creation  The children will look at the Creation Story, exploring God’s World. They will be able to reflect on how they feel about God’s Creations.  The Children will continue to look at the story of Creation and write Thank You prayers to God. They will also be able to discuss how we can look after God’s world. | How should we care for the world and for others?  Building on Creation, this half term will look at focussing on how we look after God’s creations. This will cover recycling and planting etc. |
| Humanities | History:  Toys though Time  **Non-Fiction Core Books**  Magic Grandad’s Big Book of History: Toys  Discovery World Reference  A-Z of Toys  Start Up History: Toys  Children will explore Toys from the past. They will use inference from the condition and materials of the toy to decide if it is new or old. Children will sort toys into new and old and will look at a timeline to show how old or new they are. The children will use books to find out about toys. | Guy Fawkes, Bonfire night, World War 1: Remembrance Day, Poppies  Events beyond living memory that are significant nationally. or globally.  Significant historical events, people and places in their own locality.  Divali and Hannukah – an event that is beyond living memory that is significant to people around the world. | Geography:  Weather  Seasons  Length of Day  Recording weather  Identify seasonal and daily weather patterns in the United Kingdom.  The children will record the weather daily for a week.  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | History:  Florence Nightingale  Comparing hospitals from the past and now  Why Florence was important in History  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 | Geography:  Maps of local area  Using Keys for a map  Drawing maps of the local area.  Identify Bedlington on a map. Use satellite maps and street map, using google. Find familiar places on the street map such the police station, church and supermarket. | Geography:  Place around the world.  Identify, name and locate the four countries and capital cities in the United Kingdom  Weather around the world.  The children will be able to identify England, Scotland, Wales and Northern Ireland and their capital cities, London, Edinburgh, Cardiff and Dublin. |
| Arts ,Design, Technology | Art and Design:  Large scale art. Using different material and print media.  D.T:  Explore finger puppets.  Design and create a finger puppet. | Art and Design:  Diwali cards,  Clay – Diwali candles  Firework pictures  D.T:  Design and create a box for Christmas cookies. | Art and Design:  Van Gough Sunflowers  The children will use pastels or watercolours to create sunflowers in the style of Van Gough. | Art and Design:  Puppet making – needle and thread  D.T:  Fruit salad – design and make a healthy fruit salad and evaluate after tasting. | Art and Design:  Observational drawing of plants.  The children will use charcoal and pastels to create drawings of flowers in the school environment. They will explore how to create thin and thick lines and | Art and Design:  Drawing fruits and vegetables.  D.T:  Barnaby bear slider scene.  Barnaby Bear – Making their own loch ness monster |
| PSHE, RSE | Me and My Relationships.   * Feelings * Getting help * Classroom rules * Special people * Being a good friend | Valuing Differences   * Recognising, valuing and celebrating difference * Developing respect and accepting others * Bullying and getting help | Keeping Myself Safe   * How our feelings can keep us safe – including online safety * Safe and unsafe touches * Medicine Safety * Sleep | Rights and Resposibilities   * Taking care of things: * Myself * My money * My environment | Being My Best   * Growth Mindset * Healthy eating * Hygiene and health * Cooperation | Growing and Changing   * Getting help * Becoming independent * My body parts * Taking care of self and others |
| PE | NUFC  Throwing and Catching. | Aiming Games. | Gymnastics – floor work.  Finding different ways to move – rolling, jumping.  Finding ways to balance on points of patches.  Creation Dance. | Gymnastics using large apparatus.  Finding different ways to move – rolling, jumping.  Finding ways to balance on points of patches. | Dance.  French dancing. | Athletics. |
| Music, MFL | Traditional songs and playground games. Have you seen the Muffin Man, In and Out those dusty bluebells, Bobby Shafto, nursery rhymes**.** | Christmas performance songs, traditional and modern Christmas hymns.  Handel, Fireworks |  | Body Part songs – head , shoulders, knees and toes.  Music Express – Hey Mr Knickerbocker. |  | Animal songs, carnival of the animals, the animals came in two by two etc.  French Songs |