



The Year 1 Whitley Curriculum - Long Term Plan 2024-2025

*Please note the Year 1 curriculum is under review and will be updated each half term. This is a working document and is subject to change.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Books	<p>Fiction Shark in the Park BaaBoom! I want my Mum! What's In the Box? Suddenly! Supertato</p>	<p>Fiction Rama and Sita The Jolly Christmas Postman</p>	<p>Fiction Rumble in the Jungle Giraffe's can't Dance Elmer and Rose</p>	<p>Fiction The Wolf and the Kids The Enormous Turnip The Three Billy Goats Gruff</p>	<p>Fiction Zog Superworm The Gruffalo Tabby McTat</p>	<p>Fiction We are going on a bear hunt Dear Polar Bear</p>
Science	<p>Materials and their properties</p> <p><i>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.</i></p> <p>Seasonal Changes: We will observe changes across the four seasons. We will observe and describe weather associated with the seasons and how day length varies.</p>	<p>Materials and their properties</p> <p><i>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.</i></p> <p>Seasonal Changes: We will observe changes across the four seasons. We will observe and describe weather associated with the seasons and how day length varies.</p>	<p>Part 1 Plant structures and observing plants <i>Observing closely, using simple equipment (magnifying glass, non-standard units of measure - e.g cubes)</i> <i>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.</i></p> <p>Seasonal Changes: We will observe changes across the four seasons. We will observe and describe weather associated with the seasons and how day length varies.</p>	<p>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</p> <p>Seasonal Changes: We will observe changes across the four seasons. We will observe and describe weather associated with the seasons and how day length varies.</p>	<p>Part 2 - Plants and Trees.</p> <p>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</p> <p>They will be able to know the difference between deciduous and evergreen trees.</p> <p>Seasonal Changes: We will observe changes across the four seasons. We will observe and describe weather associated with the seasons and how day length varies.</p>	<p>Animals.</p> <p>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</p> <p>Seasonal Changes: We will observe changes across the four seasons. We will observe and describe weather associated with the seasons and how day length varies.</p>

Computing	<p>Keeping safe and exploring technology. Help children stay safe and understand what a healthy use of technology is. Then explore the tech in our homes and businesses and get hands on with control equipment to figure out how it all works.</p>	<p>Exploring digital sound. Introduce children to digital sound, and let them experiment with simple beats, tempo and composition with various tools.</p>	<p>Making multimedia stories. Get children writing and creating digital stories, and then bring them to life with sound and animation. Work on improving typing skills, learn about simple text formatting, then bring their work to life with sound and animation.</p>	<p>Action algorithms. Apply the concept of algorithms and instructions to a variety of contexts, both digital and analogue (e.g. operating a crane, recipes and dance routines)</p>	<p>An introduction to digital art. Introduce children to a range of digital art packages and the tools within them. They apply the tools and their skills to a range of artistic styles and genres from painting to photography.</p>	<p>Programming direction. A programming unit that focuses on directional instructions and creating sequences (algorithms) using a variety of programs and equipment.</p>
RE	<p>What do Christians Believe God is Like?</p> <p>GOD</p> <p>The children will discuss the parable of The Lost Son and recognise a link between God as a forgiving Father. The children will give a simple account of what the story means to Christians. They will give examples of ways in which Christians show their belief in God as loving and forgiving. They will give examples of how Christians put their beliefs in practice during worship.</p>	<p>Why is Christmas important to Christians?</p> <p>INCARNATION</p> <p>The children will look at Christmas and discuss why we celebrate and how we celebrate. The will learn about the Christmas Story and explore this through drama.</p> <p>The children will decide what they personally have to be thankful for at Christmas time.</p>	<p>Who is a Muslim and how do they live?</p> <p>The children will be introduced to the idea that Muslims believe that Allah is the one true God.</p> <p>They will find out about the Shahadah.</p> <p>They will explore some of the 99 names of Allah.</p> <p>They will examine stories about the Prophet Muhammad.</p>	<p>Who is a Muslim and how do they live?</p> <p>Cont.</p> <p>The children will explore the story of the revelation of the Holy Qur'an. They will find out about how, when, why and where Muslims read the Qur'an.</p> <p>The children will explore the five pillars of Islam.</p> <p>The children will reflect upon what lessons there might be from how Muslims live.</p>	<p>What is the good news Christians believe Jesus' brings?</p> <p>GOSPEL</p> <p>The children will investigate the lives of some people for whom Jesus was good news. Jesus offered friendship, forgiveness and peace. The children will think about how these three offers are 'good news'.</p>	<p>Who am I? What does it mean to belong to a faith community?</p> <p>THEMATIC</p> <p>Talk about stories of people who belong to groups.</p> <p>Find out about symbols of belonging used in Christianity.</p> <p>Explore the idea that everyone is valuable.</p> <p>Introduce Christian infant baptism and dedication, finding out what the symbols mean.</p> <p>Compare this with a welcome ceremony from another religion e.g. Muslim Aqiqah Find out about how people show they love someone and that they belong to another person e.g. through promises at a wedding ceremony and symbols e.g. rings</p>

History:
How do our toys and games compare with those of children in the 1960's?

1960s - changes within living memory

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.

History:
Who is the greatest history maker?

Lives of significant people in the past - Margaret Thatcher, Hatshepsut, Grace O' Malley, Marie Curie, Elizabeth I, Guy Fawkes

World War I and Remembrance Day, Divali and Hannukah - an event that is beyond living memory that is significant to people around the world.

Geography:
How does the weather affect our lives?

Weather

Seasons

Hot and cold areas of the world

Identify seasonal and daily weather patterns in the United Kingdom.

The children will record the weather daily.

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

History:
Why is the history of my locality significant?

Significant historical events, people and places in their own

Geography:
What is the geography of my locality like?

Key physical features of local area and key human features of the local area

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 as the police station, church and supermarket.

Geography:
How does the geography of Kampong Ayer compare with my locality?

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	<p>Art and Design: Drawing Make your mark Exploring lines Making waves Exploring media Mark making Drawing from observation</p> <p>Artists: Bridgit Riley, Zaria Forman, Wassily Kandinsky, Renata Bernal, Ily Bolotowsky</p> <p>D.T: Puppets Explore finger puppets. Design and create a finger puppet.</p>	<p>Art and Design: Remembrance art inspired by Jacqueline Hurley Jacqueline Hurley Diwali cards, Rangoli Patterns, Clay divas. (Interfaith activities) Firework pictures</p> <p>D.T: Puppets Explore methods of joining Design and make a character based hand puppet using a preferred joining technique before decorating</p>	<p>Art and Design: Painting and Mixed Media: Colour Splash Investigating how to make secondary colours Applying knowledge of colour mixing when painting Exploring colour when printing Experimenting with paint mixing to make a range of secondary colours Applying painting skills when working in the style of an artist</p> <p>Artists: Clarice Cliff and Jasper Johns</p> <p>D.T: Moving Mechanisms: Making a Moving Storybook Exploring sliders and movements Designing a moving storybook Construct a moving picture Test and evaluate the product.</p>	<p>Art and Design:3D Structures and Paper Play Create simple 3D structures using familiar materials. Develop skills in manipulating paper and card Fold, roll and scrunch materials to make our own sculptures</p> <p>Artists: Samantha Stephenson, Marco Balich, Louise Bourgeois</p> <p>D.T: Food: Fruit and vegetables (Making a smoothie) Identifying fruits and vegetables. Where do they grow and which parts do we eat? Tasting and comparing fruits and vegetables Design a fruit and vegetable smoothie</p>	<p>Art and Design: Observational drawing of plants.</p> <p>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</p> <p>D.T: Wheels and Axels Learn about the key parts of a wheeled vehicle Develop an understnaing of how wheels work, axels and axel holders work Design and make a moving vehicle.</p>	<p>Art and Design: Craft and design: Woven wonders Learning fibre art skills such as plaiting, threading and knotting and weaving to create three-dimensional woven artwork inspired by Cecilia Vicuna</p> <p>Artist: Cecilia Vicuna</p> <p>D.T: Constructing a windmill Design a structure Make a stable structure Assemble the components of the windmill Test, evaluate and adapt the product</p>	
	PSHE, RSE	<p>Me and My Relationships.</p> <ul style="list-style-type: none"> Feelings Getting help Classroom rules Special people Being a good friend 	<p>Valuing Differences</p> <ul style="list-style-type: none"> Recognising, valuing and celebrating difference Teasing, bullying and unkindness Bullying and getting help 	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> How our feelings can keep us safe - including online safety Safe and unsafe touches Medicine Safety Sleep 	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> Taking care of things: Myself My money My environment 	<p>Being My Best</p> <ul style="list-style-type: none"> Growth Mindset Healthy eating Hygiene and health Cooperation 	<p>Growing and Changing</p> <ul style="list-style-type: none"> Getting help Becoming independent My body parts Taking care of self and others
	PE	<p>Unit 1 and 2 Real PE PERSONAL Develop their footwork and one leg balance SOCIAL Develop and apply their jumping and landing and seated balance skills</p>	<p>NUFC Multi Skills</p>	<p>NUFC Modified Team Games Passing and receiving, working as a team to problem solve or collect coloured cones.</p>	<p>Units 3 and 4 Real PE COGNITIVE Develop and apply their dynamic balance on a line and stance CREATIVE Develop and apply their ball skills and counter balance with a partner.</p>	<p>NUFC Attacking and Defending Invasion Games</p>	<p>NUFC Athletics and Fitness</p> <p>Sports Day Prep</p>

Music,	Hey You!	Rhythm In The Way We walk and Banana Rap	In the Groove	Round and Round	Your Imagination.	Reflect, Rewind and Replay
Enrichment	Visit: Discovery Museum (Toys and materials focus)	Church Visit: Advent and signs of the Baby Jesus story	Church Visit: Identifying and exploring the different parts of our church.	Church Visit: Exploring Easter -images, objects and experiences linked to how Christians remember the story of Easter and Holy Week	Church Visit:	Church Visit: Visit: Whitehouse Farm/ Northumberland College Zoo (science)

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