

Year 1 Curriculum Plan 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Maths</p> <p>Articles 12, 13, 28, 29</p>	<p>Power Maths</p> <p>Number - Place value within 10</p> <p>Number – Addition and subtraction within 10</p>	<p>Power Maths</p> <p>Geometry – Shape</p> <p>Number - Place value within 20.</p> <p>Number - Addition and subtraction within 20</p>	<p>Power Maths</p> <p>Number - Addition and subtraction within 20</p> <p>Number - Place value within 50 (multiples of 2, 5 and 10)</p>	<p>Power Maths</p> <p>Measurement - Length and height</p> <p>Measurement - Weight and volume</p>	<p>Power Maths</p> <p>Number - Multiplication and division</p> <p>Number - Fractions</p> <p>Geometry - Position and direction</p>	<p>Power Maths</p> <p>Measurement - Time</p> <p>Measurement - Money</p> <p>Consolidation</p>
<p>English</p> <p>Articles 12, 13, 17, 28, 29</p>	<p>Toys in Space</p> <p>Descriptions</p> <p>Using question marks</p> <p>Using conjunctions</p> <p>Diary entry</p> <p>Instructions</p> <p>Party invitation – writers hints, planning, writing</p> <p>Retell the story of toys in space</p>	<p>Bonfire – senses poem</p> <p>Noun phrases (expanded noun phrases)</p> <p>The Jolly Christmas</p> <p>Postman</p> <p>Descriptions</p> <p>Retell traditional tales</p> <p>Christmas</p> <p>Letter writing to Santa</p>	<p>New Years resolutions</p> <p>Conjunction – because,</p> <p>Meerkat Mail</p> <p>Description – adjectives, noun phrases</p> <p>Conjunctions – because, and</p> <p>Persuasive writing – persuade sunny to visit Congleton</p> <p>Recount of meerkats journey</p> <p>Caption writing</p> <p>Non-chronological report on meerkats – writers hints, planning, writing</p> <p>Innovate own version of the story – days of week – planning, writing</p>	<p>Goldilocks and the Three Bears</p> <p>Police report</p> <p>Bossy verbs</p> <p>Instructions – time adverbials</p> <p>Descriptions</p> <p>Character descriptions – WANTED poster</p> <p>Goldilocks and the one bear</p> <p>Prefix un</p> <p>Suffix ing, ed</p> <p>Plurals – adding s or es</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Story writing</p>	<p>Spring acrostic poem</p> <p>Adjective, noun, verb, preposition/ prepositional phrase</p> <p>Spring descriptions</p> <p>The Secret of Black Rock</p> <p>Description – adjectives, noun phrases</p> <p>Prefix un</p> <p>Questions</p>	<p>The Secret of Black Rock continued</p> <p>Orally retell story</p> <p>Innovate own version of the story – writers hints, planning, writing</p> <p>Postcard writing, writers’ hints, planning and writing</p>
<p>History</p> <p>Articles 12, 13, 28 29</p>	<p>Why is the Wii more fun than Grandma and Grandad’s old toys?</p> <p>Changes within living memory - revealing aspects of change in national life</p>		<p>What has changed since your grandparents were young?</p>		<p>Why were Christopher Columbus and Neil Armstrong brave people?</p>	

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	Mutual respect Tolerance		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Mutual respect Tolerance	the lives of significant individuals in Britain's past who have contributed to our nation's achievements Mutual respect Tolerance		
Geography Articles 12, 13, 17, 28, 29, 42	Where do the leaves go to in winter? identify seasonal and daily weather patterns in the United Kingdom		Why can't a meerkat live in the North Pole? 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	Where do and did the wheels on the bus go? use world maps, atlases and globes to identify the United Kingdom and its countries		
Science Articles 12, 13, 17, 28, 29	Materials & Seasonal Changes Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, 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 physical properties.		Animals & Seasonal Changes 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 common animals (fish, amphibians, reptiles, birds and 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.	Plants & Seasonal Changes 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, including trees.		
	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.					
Art Articles 12, 13, 28, 29	Paint application techniques Colour Theory (Primary and Secondary colours)	Autumn themed art – Painting Autumn trees -Double loaded painting technique -Blending soft pastels	Hot and cold colours To know what a hot and cold colour is. To explain how colours make you feel Hot colours – art	L S Lowry Giuseppe-Arcimboldo	Texture Seaside theme	Drawing Observational drawing – flowers William Morris

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	<p>To name the primary colours. To mix primary colours to make secondary colours. To name the secondary colours Piet Mondrian – using primary colours</p>	<p>Line and Shape Paul Klee (follow the line)</p>	<p>Winter themed art Using cold colours – watercolour background. Drawing penguins using charcoal, smudging for effect.</p>	<p>Fruit and vegetable portrait – linked to smoothies</p>		
<p>Mutual respect Tolerance</p>						
<p>DT Articles 12, 13, 17, 24, 28, 29,</p>	<p>Mechanisms - Moving Books Levers Design products that have a clear purpose and an intended user. Understand what a product is and who it is for Understand how a product works and how it is used Identify where you might find this product Communicating ideas and creating prototypes for product Create products using levers and wheels. Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Make simple judgements of how the product met their design ideas</p>	<p>Making Structures – Making a chair for a toy/character Free standing structures Design products that have a clear purpose and an intended user. Understand what a product is and who it is for Understand how a product works and how it is used Identify where you might find this product Communicating ideas and creating prototypes for product Design and make a chair for a Goldilocks. Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs.</p>	<p>Healthy Food – Smoothies Preparing fruit and vegetables Design products that have a clear purpose and an intended user. Understand what a product is and who it is for Understand how a product works and how it is used Identify where you might find this product Communicating ideas and creating prototypes for product Understand that food comes from plants or animals Understand that food has to be farmed, caught, or grown Sort foods into the 5 groups using The Eatwell Plate Identify that people should eat at least 5 portions of fruit and vegetables a day Prepare simple dishes hygienically and safely without a heat source Use cooking techniques such as: cutting, peeling and grating - Cut ingredients safely and hygienically.</p>			

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			Make simple judgements of how the product met their design ideas		Assemble or cook ingredients. Suggest improvements to existing designs. Make simple judgements of how the product met their design ideas	
	Mutual respect		Mutual respect		Mutual respect	
Computing Articles 13, 15, 16 17, 28, 29 31, 34, 36 Rule of Law	Programming 1.1 We are treasure hunters - Using programmable toys: <ul style="list-style-type: none"> •Understand that a programmable toy can be controlled by inputting a sequence of instructions. •Develop and record sequences of instructions as an algorithm. •Program the toy to follow their algorithm. •Debug their programs. •Predict how their programs will work. 	Creativity 1.3 We are painters - Illustrating an eBook: <ul style="list-style-type: none"> •Use the web safely to find ideas for an illustration. •Select and use appropriate painting tools to create and change images on the computer. •Understand how this use of ICT differs from using paint and paper. •Create an illustration for a particular purpose. •Know how to save, retrieve and change their work. •Reflect on their work and act on feedback received. 	Computer networks 1.4 We are collectors - Finding images using the web: <ul style="list-style-type: none"> •Find and use pictures on the web. •Know what to do if they encounter pictures that cause concern. •Group images on the basis of a binary (yes/no) question. •Organise images into more than two groups according to clear rules. •Sort (order) images according to some criteria. •Ask and answer binary (yes/no) questions about their images. 	Communication/ collaboration 1.5 We are storytellers - Producing a talking book: <ul style="list-style-type: none"> •Use sound recording equipment to record sounds. •Develop skills in saving and storing sounds on the computer. •Develop collaborative skills as they work together in a group. •Understand how a talking book differs from a paper-based book. •Talk about and reflect on their use of ICT. •Share recordings with an audience. 	Computational thinking 1.2 We are TV chefs - Filming the steps of a recipe: <ul style="list-style-type: none"> •Break down a process into simple, clear steps, as in an algorithm. •Use different features of a video camera. •Use a video camera to catch moving images. •Develop collaboration skills. •Discuss their work and think about how it could be improved. 	Productivity 1.6 We are celebrating - Creating a card digitally: <ul style="list-style-type: none"> •Develop basic keyboard skills, through typing and formatting texts. •Develop basic mouse skills. •Use the web to find and select images. •Develop skills in storing and retrieving files. •Develop skills in combining text and images. •Discuss their work and think about whether it could be improved. Mutual respect
Music Articles	Tell Me a Story Fireworks and Fantasy		Get on board Changes		Under the Sea Blast off!	

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12, 13, 17, 24, 28, 29	<p>Mutual respect Tolerance of Those of Different Faiths and Beliefs Democracy</p>		<p>Mutual respect Tolerance of Those of Different Faiths and Beliefs Democracy</p>		<p>Mutual respect Tolerance of Those of Different Faiths and Beliefs Democracy</p>	
<p>RE Articles 2, 12, 13, 14, 28, 29, 30</p>	<p>Christianity What does the Bible say God is like? Why did Jesus tell the 'lost' parables?</p>	<p>Celebrations How do Christians show they are thankful for what they have? (harvest) Christmas focus How & why do Christians celebrate Christmas?</p>	<p>Judaism What do Jews believe about God? What do Jews believe about creation? Why is Shabbat important in some Jewish families?</p>	<p>Christianity Who do Christians follow? Why is Jesus important to Christians? How & why do Christians celebrate Easter? (See PPT)</p>	<p>Christianity What can we find out about Christianity by visiting the local church? How do Christians show they belong? How do Christians celebrate marriage?</p>	<p>Judaism How is Israel connected to Jewish people? Where else in the world do we find Jewish communities? Open ended enquiry choice Eg How do festivals and celebrations bring people together?</p>
<p>Democracy, the rule of law, Individual Liberty, Mutual Respect, Tolerance of Those of Different Faiths and Beliefs</p>						
<p>PSHE (Jigsaw) Articles 2, 6, 8, 12, 13, 17, 28</p>	<p>Being Me in My World Democracy Mutual Respect Individual Liberty Tolerance of Those of Different Faiths and Beliefs</p>	<p>Celebrating differences I can tell you some ways I am different from my friend I understand these differences make us all special and unique Democracy Mutual Respect Individual Liberty Tolerance of Those of Different Faiths and Beliefs</p>	<p>Dreams and Goals I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest Individual liberty Mutual respect</p>	<p>Healthy Me I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me feel happy. Individual liberty</p>	<p>Relationships I can tell why I appreciate someone who is special to me and express how I feel about them. Mutual respect Rule of law Individual Liberty</p>	<p>Changing Me I can identify the parts of the body that make boys different to girls and can use the correct names for them. I respect my body and understand which parts are private. Mutual respect Tolerance Individual liberty Rule of law</p>