

Weston Hills C of E Primary School  
Curriculum Plan 2016-2017  
Class 1 Year A

This long term plan may change slightly throughout the year, this is due to flexible planning which ensures that your child is provided with exciting and engaging learning experiences based on their own fascinations and interests. Lessons are differentiated according to each child's individual learning style and ability.

Theme:	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>It's an Emergency/People Who Help Us</b>		<b>Parties</b>		<b>Seaside</b>	
<b>Science (Topics from the New Curriculum)</b>	Everyday Materials	Seasonal Changes Autumn/winter	Physics- Pushes and Pulls		Biology- Sea Animals (Animals inc humans).	
<b>History</b>	<p>Know and understand the history as a coherent chronological narrative, how people's lives have shaped this nation, and how Britain has influenced, and been influenced by, the wider world.</p> <p>Understand historical concepts, e.g. similarities and differences.</p>					
	E.g. Significant people and events e.g Florence Nightingale, Guy Fawkes and The Great Fire of London		Author in history- Lewis Carol  Significant people- Queen Victoria and Queen Elizabeth		E.g History of Holidays- Billy Butlin- how Butlins has changed over the years (comparison).  Significant Historical events, people and places within our locality- Flower Parade, Ayscough Hall, Spalding '67 Festival (linked to Music).	
<b>Geography</b>	<p>Developing contextual knowledge of the location.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world.</p> <p>Use geographical skills, e.g. interpret information i.e. maps.</p>					
	Location Knowledge- Where is London in relation to us? (Link to the Great Fire).		Using World Maps to locate the continents, seas and oceans.		<b>Human and Physical Geography-</b> Looking at the features of the seaside and which	

	Also looking at the location of capital cities. We will also have a close look at road maps and story books e.g Barnaby Bear, Katie Morag.	<b>Place Knowledge-</b> Understanding the geographical similarities and differences through looking at the United Kingdom and another country.	elements are man made or natural. Comparing the coast to main land.
<b>Computing</b>	<b>We are sports coaches (linked to doctors, nurses and health). See ICT Overview folder.</b>	<b>We are emergency heroes (linked to we are journalists). (See ICT Overview Folder)</b>	<b>We are treasure hunters. We are Time Travellers (linked to Darwin). (See ICT Overview Folder)</b>
<b>Communication and Language; Speaking and Listening</b>	<b>Speaking and listening</b> <ul style="list-style-type: none"> <li>Listen and respond appropriately</li> <li>Ask relevant questions</li> </ul> Maintain attention and participate		
	Circle Time Show and Tell Open ended topic questions Thinking Skills Listening to stories daily.	Circle Time Show and Tell Open ended topic questions Thinking Skills Listening to stories daily. Nativity	Circle Time Show and Tell Open ended topic questions Thinking Skills Listening to stories daily. Whole School Production.
<b>Literacy- reading, writing, grammar and spelling</b>	Narrative (fiction) Stories with familiar settings. Labels, lists, and captions Nursery rhymes and traditional rhymes. Stories with repeating patterns. Information Texts (non-fiction). Pattern and rhyme in poetry.	Fiction- Fantasy Stories, Fairytales. Non-fiction- Instructions, Information Texts (Recipes). Poems about feelings. Question poems and Nursery Rhymes.	Traditional Stories. Stories about families. Letters and Postcards. Information Texts. Nonsense Poems. Action Poems
	<b>Reading-</b> <ul style="list-style-type: none"> <li>Match graphemes to all phonemes</li> <li>Read accurately by blending sounds</li> </ul>	<b>Writing-</b> <ul style="list-style-type: none"> <li>Name letters of the alphabet</li> <li>Spell common 'exception' words</li> <li>Spell the days of the week</li> <li>Use common prefixes and</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>Use basic punctuation: . ? !</li> <li>Use capital letters for proper nouns</li> </ul>

	<ul style="list-style-type: none"> <li>• Read words with common suffixes</li> <li>• Read contractions and understand purposes</li> <li>• Read phonics books aloud</li> <li>• Link reading to own experiences</li> <li>• Join in predictable phrases</li> <li>• Discuss significant titles and events</li> <li>• Make simple predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Use common plural and verb suffixes</li> <li>• Form lower case letters correctly</li> <li>• Form capitals and digits</li> <li>• Compose sentences orally before writing</li> <li>• Read own writing to friends and adults</li> </ul>	<ul style="list-style-type: none"> <li>• Use common plural and verb suffixes</li> </ul> <p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately</li> <li>• Ask relevant questions</li> <li>• Maintain attention and participate</li> </ul>
<p style="text-align: center;"><b>Art</b></p>	<p>Produce creative work, exploring their ideas and recording their experiences.            Evaluate and analyse creative works using the language of art, craft and design.            Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.            Become proficient in sculpture and other art, craft and design techniques.</p>		
	<p>Producing art work based on the Great Fire of London.            Printing linked to Autumn and Science.            Wax resistant paintings.</p>	<p>Building a sculpture of a mode of transport.</p>	<p>Seaside paintings, 'blue' Monet, water colours.</p>
<p style="text-align: center;"><b>Design Technology</b></p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes.            Understand where food comes from.            Critique, evaluate and test their ideas and products and the work of others.            Understand and apply the principles of nutrition and learn how to cook.            Develop the creative, technical and practical expertise needed to perform everyday tasks.            Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.</p>		
	<p>Designing and making emergency vehicles. (Linked to ICT).            Designing a police badge on a computer.            Designing a lighthouse and making simple circuits (linked to Science).            Designing and making a zip wire for the Lighthouse Keeper (from the story Lighthouse Keepers Lunch).</p>	<p>Designing and making a vehicle using a variety of different 3D materials.</p>	<p>Designing and making sand sculptures.            Looking closely at the art work of Andy Goldsworthy.</p>
<p style="text-align: center;"><b>Music</b></p>	<p>Perform, listen, review and evaluate music across a range of historical periods. Genres, styles and traditions including great</p>		

	<b>composers.</b> <b>Learn to sing and use their voices to create and compose music on their own and with others. Have the opportunity to use a musical instrument.</b> <b>Understand and explore how music is created.</b>					
	Wise Old Man Purplemash- 2 Rhythm, 2 Beat Nativity production		Whole school production.		Sounds of the sea. Hot and cold places.	
<b>RE</b>	Foundation Unit 4- Special People to Me.  KS1 Unit 7- Belonging to a Christian Community.	Foundation Unit 6 Special Times for me and others.  KS1 Unit 2- Celebrations for Jewish People	Foundation Unit 5- Special Times in my life.  KS1 Unit 1- Celebrations for Christians- Baptism/Weddings etc	Both classes  Easter Focus- Celebrations for Christians Unit 1	Foundation Unit 9 Our Living World  KS1 Unit 6 Good Earth giving Thanks	Foundation Unit 12 My Senses  KS1 Unit 9 Talking about God.
<b>Physical Development PE</b>	Inspire +	Inspire +	Inspire +	Inspire +	Inspire +	Inspire +
<b>Personal, Social and Emotional Development (SEAL)</b>	New Beginnings.  Emergencies.	Getting on and falling out. What to do when we fall out with our friends. Being a helpful and friendly neighbour. Diwali- the moral of the story.	Going for Goals Making our own goals.	Good to be Me  Whole School Production	Foundation Unit 3- My Friends  KS1 Unit 5 Stories of Authority for Christians and Jews	Foundation Unit 11 Our Books are Special  KS1 Unit 5 Stories of Authority for Christians and Jews.
<b>Mathematics</b>	<b>(Dependant on Assessment for Learning)</b> <b>Year 1 Number/calculation</b> <ul style="list-style-type: none"> <li>Count to/across 100</li> <li>Count in 1's, 2's, 5s, 10s</li> </ul> <b>Year 1 Geometry &amp; measures</b> <ul style="list-style-type: none"> <li>Use common vocabulary for comparison e.g. taller, full,</li> </ul> <b>Year 1 Fractions</b> <ul style="list-style-type: none"> <li>Recognise and use <math>\frac{1}{2}</math> &amp; <math>\frac{1}{4}</math></li> </ul>					

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|  | <ul style="list-style-type: none"><li>• One more and one less</li><li>• Read and write up to 20</li><li>• Use language 'more than', 'most'</li><li>• Use +, -, = symbols</li><li>• Know number binds to 20</li><li>• Add and subtract one digit and two-digit numbers to 20, including zero</li><li>• Solve one step problems including simple arrays</li></ul> <p>heavier, longest, quickest</p> <ul style="list-style-type: none"><li>• Begin to measure length, capacity, weight</li><li>• Recognise coins and notes</li><li>• Use time and ordering vocabulary</li><li>• Tell the time to hour and half hour</li><li>• Use the language of days, weeks, months and years</li><li>• Recognise and name common 2d and 3d shapes</li><li>• Order and arrange objects</li><li>• Describe position and movement, including half and quarter turns.</li></ul> |
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