

**Weston Hills C of E Primary School**  
**Curriculum Plan 2014-2015**  
**Class 1 Year A**

Theme:	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	We Are Britain		Traditional Tales		Flowers and garden life	
<b>Science</b> (Topics from the New Curriculum)	Everyday Materials	Seasonal Changes Autumn/winter	Pushes and Pulls	Seasonal Changes winter/spring	Animals and Plants	Seasonal changes- animals
<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. Castles Queen Victoria and Queen Elizabeth		E.g. significant people- authors in history		E.g. Chelsea Flower show vs Tulip Parade	
<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>					
	Where Great Britain is. Language- Great Britain, United Kingdom, British Isles. Where we live. Castles- looking at a map of where these were built.		The Gambia- School link. Traditional Tales from around the world. Using World Maps to locate the continents, seas and oceans. Comparing the UK to a non- European country. Physical Geography.		Flowers of the Parts of the UK English Rose, Daffodil- Wales, Thistle- Scotland, Clover- Northern Ireland Physical Geography i.e. soil	
<b>Computing</b>	We are chefs (linked to food technology). We are Journalists. (See ICT Overview Folder)		We are story tellers. We are Travel Agents. (See ICT Overview Folder)		We are treasure hunters. We are Time Travellers (linked to Darwin). (See ICT Overview Folder)	

<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 Ruth Miskin's recommended reading books.	Circle Time Show and Tell Open ended topic questions Thinking Skills Ruth Miskin's recommended reading books. Nativity	Circle Time Show and Tell Open ended topic questions Thinking Skills Ruth Miskin's recommended reading books.	Circle Time Show and Tell Open ended topic questions Thinking Skills Ruth Miskin's recommended reading books. Whole School Production.	Circle Time Show and Tell Open ended topic questions Thinking Skills Ruth Miskin's recommended reading books.	Circle Time Show and Tell Open ended topic questions Thinking Skills Ruth Miskin's recommended reading books.
<b>Literacy- reading, writing, grammar and spelling</b>	<b>Read Write Inc Phonics and Get Writing</b> Plus Literacy supplement- Narrative Poetry Non- fiction; labels and captions		<b>Read Write Inc Phonics and Get Writing</b> Plus Literacy Supplement- Narrative- traditional tales Poetry Non- fiction; instructions Non- fiction; recounts		<b>Read Write Inc Phonics and Get Writing</b> Plus Literacy supplement- Narrative- fantasy stories Poetry Non- fiction; non chronological reports.	
	<b>Reading-</b> <ul style="list-style-type: none"> <li>Match graphemes to all phonemes</li> <li>Read accurately by blending sounds</li> <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</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 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>		<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> <li>Use common plural and verb suffixes</li> </ul> <b>Speaking and listening</b> <ul style="list-style-type: none"> <li>Listen and respond appropriately</li> <li>Ask relevant questions</li> <li>Maintain attention and participate</li> </ul>	

	<ul style="list-style-type: none"> <li>events</li> <li>• Make simple predictions</li> </ul>					
Art	<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>RF has also tracked progression in skills using the CfBT skills in Art and Design booklet- see detailed planning for more information.</p>					
	Portraits Painting the Queen Sewing- making a class blanket fit for a Queen	3 Little Pigs- making our own bricks Sculpture- Andy Goldsworthy. Clay sculptures		Tie Dying Print making with flowers.		
Design Technology	<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>					
	Designing a feast for a King/Queen Cooking a traditional roast dinner. Linked to RE- Christmas baking.	Cooking from different cultures- linked to the Gambia		Cooking- peas, potatoes, strawberries, mint, herbs etc. Foods and plants that we have grown.		
Music	<p>Perform, listen, review and evaluate music across a range of historical periods. Genres, styles and traditions including great composers. 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. Understand and explore how music is created.</p>					
	Old time Victorian music Nativity production	Enormous Turnip 3 Little Pigs		Mary, Mary Quite Contrary		
RE	Foundation Unit 10- Our Special Places	Foundation Unit 8- My Life	Foundation Unit 3 My Special Things	Foundation Unit 11 Our Special Books	Foundation Unit 7 Our Beautiful World	KS1 Unit 7 Belonging to a Christian Community
	KS1 Unit 3- Visiting a Christian Church	KS1 Unit 1- Celebrations for	KS1 Unit Unit 4 Torah/Bible (Term 3	KS1 Unit Unit 4	KS1 Unit 6 Good Earth giving Thanks	

		Christians	&4)	Torah/Bible (Term 3 &4)		
<b>Physical Development PE</b>	Val Sabin Dance (rec) Val Sabin Gymnastics (rec)	Val Sabin Dance (rec) Val Sabin Gymnastics (rec)	Val Sabin Dance (rec) Val Sabin Gymnastics (rec)	Val Sabin games (year 1) Val Sabin Gymnastics (rec)	Val Sabin Games (year 1) Val Sabin Athletics (year 1)	Val Sabin Games (year 1) Val Sabin Athletics (year 1)
<b>Personal, Social and Emotional Development (SEAL)</b>	New Beginnings	Getting on and falling out  Anti Bullying Week	Going for Goals	Good to be Me  Whole School Production	Relationships	Changes  Transition into Year 1/Class 2.
<b>Mathematics</b>	<p><b>Year 1 Number/calculation</b></p> <ul style="list-style-type: none"> <li>Count to/across 100</li> <li>Count in 1's, 2's, 5s, 10s</li> <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><b>Year 1 Geometry &amp; measures</b></p> <ul style="list-style-type: none"> <li>Use common vocabulary for comparison e.g. taller, full, heavier, longest, quickest</li> <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> <p><b>Year 1 Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise and use <math>\frac{1}{2}</math> &amp; <math>\frac{1}{4}</math></li> </ul>					