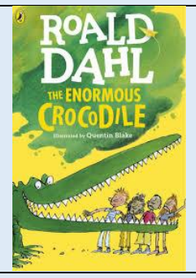
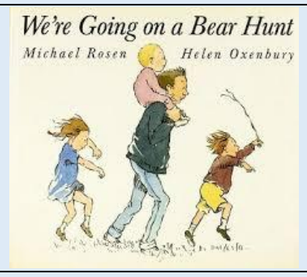
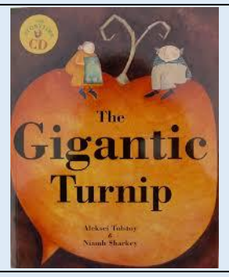
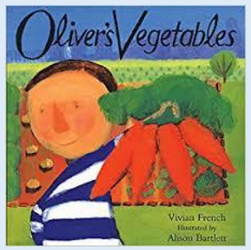
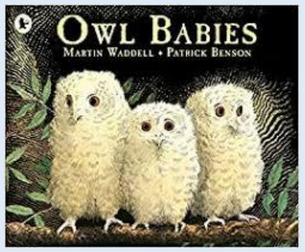
Warley Road Academy BELLs and Whistles curriculum long term plan

Year 1

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
						
Other texts	The Midnight Superhero- comic strips by Elliot Jones A Bug in my Hair and Other Poems by Ian Bland	The Gunpowder Plot by Helen Cannons Rhymes by Dr Suess	Elmer and the Lost Teddy by David McKee	Jack and the Beanstalk by Richard Walker and Niamh Sharkey Little Red Riding Hood by Jess Stockham The Wolf's story by Toby Forward.	Lost and Found by Oliver Jeffers	There's a dinosaur in my tub- by Cataling Echeverri The odd egg by Emily Gravett
Trips and visitors	Eureka Teddy Road Safety All About Me Workshop - SCARF Coram Life Education	West End Park Gunpowder Plot workshop	Toy Museum	Garden Centre	St Hilda's Church Pirate Workshop	Owl Visit Ponderosa
Writing genres	Narrative- Familiar stories- sequencing of story events Plan through pictures, talk for writing and write own story based on familiar text Non-Fiction-information- writing facts about elephants Poetry -rhyme-Ian Bland	Non-Fiction - information Poetry – rhyme - Dr. Seuss Cat in the Hat One Fish two fish	Narrative Story re-tell Compose new story Non-Fiction – recount Poetry-riddles	Narrative -Traditional tales Character descriptions Change key features to compose own stories	Non-Fiction – instructions Narrative – fantasy settings	Non-Fiction – report Narrative- stories with predictable phrases Composing new stories
Topics	**Amazing Me, where I live and my awesome journey to school!**	**Remember, remember, the fifth of November, gunpowder treason and plot!**	**Totally Terrific Toys**	**A day out in the United Kingdom**	**The Lady with the Lamp**	**Clever changes to Warley Road**

ROAD Academy

B.E.L.L 's curriculum = Broad Experiences for Loving Learning

Understanding the world	Geography	-Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment.	-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. -Use world maps, atlases, and globes to identify the United Kingdom and its countries.	-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.	- Key physical features, including forest, hill, mountain, soil, valley, vegetation, season and weather. -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.		- Key human features, including town, farm, house. -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
	History		- Events beyond living memory that are significant nationally or globally. The Gunpowder Plot - Significant historical events, people, and places in their own locality. Guy Fawkes, the plotters and King James 1	- Changes within living memory.		- Events beyond living memory that are significant nationally or globally. The Crimean War Setting up of modern nursing and clean hospitals - The lives of significant individuals in the past who have contributed to national and international achievements Florence Nightingale and Mary Seacole	- Changes within living memory.
	RE	-How and why do we care for others? Investigate how religions and other world views influence morality, identity and diversity Moral decisions, identity and diversity Key stories: Rainbow fish Islamic story, Be My Guest.	- How do we celebrate special events? Islam-Eid. Ramadan-fasting, Christianity. Birthday, Harvest, Christmas	- Which books and stories are special ? Christianity and Islam The Bible and Quran Islamic story - The boy who threw stones at trees. Christian story - the Wise Man and the Foolish Man.	- Which books and stories are special? Christian stories- the Feeding of the Five Thousand, The Prodigal Son and Easter Islamic stories-the Man and the Thirsty Dog, The Talent parable'	- What does it mean to belong to a church or mosque? The parts of a mosque and a church The importance of belonging to a Christian or Muslim community Christianity-Visit to St Hilda's Church	- Who brought messages about God and what did they say? Christianity
Expressive arts and design	Art	- Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. - Study the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Pablo Picasso and Giuseppe Arcimboldo	- To use drawing and painting to develop and share their ideas, experiences and imagination. Bonfire Night drawing and painting effects Wassily Kandinsky- draw and paint in the style of	- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - To use a range of materials creatively to design and make products.- Printing- Andy Warhol Pop Art (repeated-symmetrical patterns) - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Andy Warhol -Pop artist/ Roy Lichtenstein			

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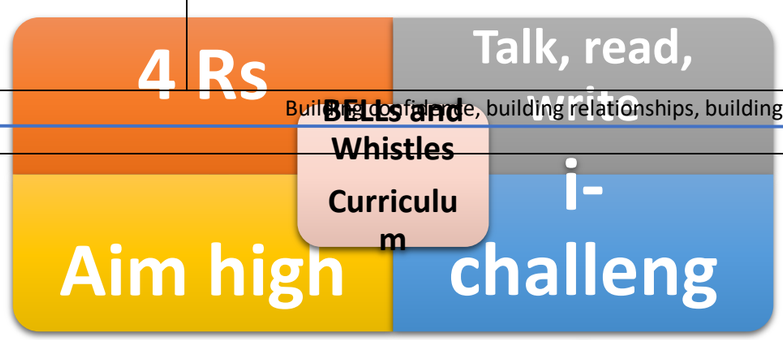
	Design Technology			- Use the basic principles of a healthy and varied diet to prepare dishes. - Understand where food comes from.	- Design purposeful, functional, appealing products for themselves and other users based on design criteria. Making a back pack for a day out in the United Kingdom' - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). (Making a back-pack for a day out in the United Kingdom' - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Science-making the strongest house from different materals - Build structures, exploring how they can be made stronger, stiffer and more stable. Science-making the strongest house from different materals	- Explore and use mechanisms [for example, wheels and axles], in their products. Make a lantern based on Florence Lady of the Lamp	- Design purposeful, functional, appealing products for themselves and other users based on design criteria. Bird feeders - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Using scissors, glue PVA to join wood, thick card bard, for bird feeders. - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Recycling wood, plastic, cardboard, string, straws, fruit peel to make a bird feeder - Build structures, exploring how they can be made stronger, stiffer and more stable. Test the bird feeders with bird food chosen after testing the food birds best like in the environment. Which bird feeder is fit for purpose?
	Music	To be developed with a music specialist as part of the school development plan →					
STEM	**Science**	- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies.	- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies.	- Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies.	- 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 based on their simple physical properties. - Observe changes across the four seasons.	- Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies. - 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.	- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies.

WARLEY ROAD Academy

					- Observe and describe weather associated with the seasons and how day length varies.		
		Working Scientifically					
	Computing	- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. - Use technology purposefully to create, organise, store, manipulate and retrieve digital contents.	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content		- 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.		
Physical development		Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns					
		Indoor					
		Gymnastics (key steps)	Tri Golf	Gymnastics (Key Steps)	Athletics	Dance	NAK
		Outdoor					
		Invasion Games	Net / Wall games	Invasion Games	Striking & Fielding Games	Athletics	Invasion Game
Whistles	**PSHCE Following SCARF**	Me and my relationships All About Me Workshop SCARF Coram Life Education	Valuing difference	Keeping myself safe	Rights and responsibilities	Doing my best	Growing and changing
	i-challenge	• Gunpowder plot workshop& (calling emergency services) • Be able to cross the road correctly - stranger danger • Trips- nature or wildlife • A star is born -Winter performance • Tree identification • Read a good book • Mammal identification • Animal tracks		• Trips -museum • Build a model robot • Read a good book • Build a snowman		• Pirate workshop • Make a shelter or den • Growing and gardening • Trips place of worship • Bird identification • Plant identification • Read a good book • Mammal identification • 3-D Natural Art Sculptures	
		Building confidence, building relationships, building teamwork					



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