







Warley Road Curriculum Long Term Plan

Year 1



Understanding the world	Geography	<p>Is able to say their address</p> <p>Identify less familiar features of the local area</p> <p>Begin to use basic geographical vocabulary to refer to key physical features</p> <p>Begin to use basic geographical vocabulary to refer to key human features</p> <p>Understand directions and where things are using prepositional language</p> <p>Respond to teacher-led, simple closed questions and investigate surroundings</p> <p>Recognise that a map represents a place</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features</p> <p>Draw picture maps</p> <p>Make a map of a short, familiar route</p> <p>Use own symbols</p> <p>Use relative vocabulary (i.e. bigger/smaller/near/far)</p>			<p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Identify and order the seasons and associated weather</p> <p>Respond to teacher-led, simple closed questions and investigate surroundings</p> <p>Describe features of the immediate local area during field work</p> <p>Use relative vocabulary (i.e., bigger/smaller/near/far)</p>		<p>Name, locate and identify the 4 countries of the United Kingdom</p> <p>Use 2 different types of maps to identify the UK and its countries</p> <p>Begin to use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Begin to use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, and shop</p> <p>Understand directions and where things are using prepositional language</p> <p>Recognise that a map represents a place</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features</p> <p>Draw picture maps</p>

Expressive arts and design	History	<p>Gunpowder Plot The sub lenses for this unit are monarchy, civilisation and religion. This unit will cover what life was like in Britain at the end of the Tudor period and what life was like for Catholics in England during the reign of James I. It will explore who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament. This builds from the monarchy unit and the disciplinary concept of using sources to find out what happened.</p> <p>Who was King James 1 of England? Who was Guy Fawkes? What happened in the gunpowder plot? Why do we have bonfire night?</p>	<p>Toys – A Journey through time The sub lenses for this unit are trade, industry and civilisation. It will cover changes in toys over the past 60 years. This builds on from EYFS Understanding the World.</p> <p>How can we find out about toys in the past? What are toys like now? What was my favourite toy when I was a baby? What were our family members toys like as a baby and how do we know? What were our older relatives' toys like and how do we know? How have toys changed since our older relatives' were little?</p>	<p>Hospitals & Healthcare The sub lenses for this unit are industry and empire. It will cover the changes in hospitals and healthcare and significant healthcare workers. This builds on from EYFS Understanding the World focusing on people and their roles within society.</p> <p>How can we find out about the past? Who was Florence Nightingale and why was she important? Who was Edith Cavell and why was she important? Why did Edith and Florence act the way they did? How has the past been represented? How did Florence and Edith change our hospitals?</p>		
	RE	<p>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.</p>	<p>How do we celebrate special events? Islam-Eid. Ramadan-fasting, Christianity. Birthday, Harvest, Christmas</p>	<p>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.</p>	<p>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'</p>	<p>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</p> <p><i>Who brought messages about God and what did they say?</i> Christianity</p>
	MFL	Spanish- Language Angels				
	<p>Drawing Pablo Picasso Spanish - Cubism  Self Portraits</p>	<p>Painting Alexander Calder American - Abstract </p>	<p>Print Making Paul Klee Swiss – Expressionism </p>	<p>Collage/Textiles Wassily Kandinsky Russian - Abstract Art </p>	<p>Sculpture Alexander Calder American – Abstract art  Kinetic / paper</p>	<p>Take One Picture Mark Chagall Circus 1964 </p>

STEM	DT	<p>Moving pictures – linked to fireworks and Christmas card Design purposeful, functional, appealing products for themselves and other users based on design criteria 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 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>	<p>Creating paper toys Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing Evaluate their ideas and products against design criteria</p>		<p>Teddy bears picnic Evaluate their ideas and products against design criteria Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from</p>
	Music	<p>←————— Calderdale Music Services —————→</p>			
	Science	<p>Animals including humans /Trees 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 including 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 With support, identify whole-class questions that can be tested Perform simple tests Observe changes over time Discuss method and findings Use senses and simple equipment to gather data</p>	<p>Everyday materials 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. With support, identify whole-class questions that can be tested Perform simple tests Observe changes over time Discuss method and findings Use senses and simple equipment to gather data Present data in templates provided Give ideas about whether or not the scientific question has been answered</p>	<p>Plants Living things and their habitats Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees With support, identify whole-class questions that can be tested Perform simple tests Observe changes over time Discuss method and findings Use senses and simple equipment to gather data Present data in templates provided Give ideas about whether or not the scientific question has been answered</p>	

		Present data in templates provided					
		Give ideas about whether or not the scientific question has been answered					
		Identify and describe the basic structure of trees.					
		Identify and name a variety of deciduous and evergreen trees					
		Seasonal changes – observations throughout the year comparing the weather associated with the 4 seasons Enhancements in the continuous provision Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Observe changes over time <i>Working Scientifically</i>					
		←—————→					
	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. Online Safety Unit 1.2 Grouping and sorting (2 weeks) Programs-2 DIY Unit 1.4 Lego Builders Programs 2 DIY	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content Online Safety Unit 1.3 Pictograms Programs-2 count Unit 1.9 Technology outside school	Online Safety Unit 1.4 Lego builders Programs-2 DIY	- 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. Online Safety 1.6 Animated story book Programs -2 create a story	Online Safety Unit 1.5 Maze Explorers Programs -2GO	Online Safety 1.6 coding Programs- 2 code
Physical Development	PE	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: <ul style="list-style-type: none"> • 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/Personal Development	PSHE/ SCARF	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
	Enrichment/ Trips & Experiences	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 Florence Nightingale Workshop	Historian Visit
	i-challenge	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Trips -museum • Build a model robot • Read a good book • Build a snowman 	<ul style="list-style-type: none"> • 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 			
<p><i>Building confidence, building relationships, building teamwork</i></p>							

