



Northborough School - Long Term Plan - Year 1



	Autumn Term		Spring Term		Summer Term	
Curriculum Project	Bright Lights, Big City	Memory Box	Paws, Claws and Whiskers	Superheroes	Rio de Vida	The Enchanted Woodland
Memorable experience	Tea party with the Queen History Off the Page (Great Fire of London Day)	Creating a time capsule Christmas Production Christmas Church Service	Visit from animal owner/ Wood Green	Superhero day with picnic Easter Church Service	Carnival Day Class Assembly	Trip to Grimsthorpe Castle Big Camp
English – Spoken Language	Pupils will: *Develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. *Be taught to understand and use the conventions for discussion and debate. *Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.					
English – Reading Core Schemes: <ul style="list-style-type: none"> Scholastic comprehension Power of Reading Inference training PEEL reports 	<u>Re-telling, Literal Questioning and Prediction</u> Talk about the title and events. Comment on the special features of stories (settings, characters, what happens, problem and resolution). Sequence a story. Predict what might happen next.	<u>Inference</u> Explain clearly their understanding of what is read to them/ they read. Link what is read to my own experiences.	<u>Clarification</u> Develop his/ her understanding by drawing on what they already know, background information and vocabulary provided by the teacher. Discuss word meanings, linking new meanings to those already known.	<u>Evaluation</u> Make inferences on the basis of what is said and done.	Review of all skills covered in the preceding terms.	
	<u>Word Reading</u> Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.					
Lighthouse book	'Funny Stories for 6 Year Olds' chosen by Helen Paira		'Fantastic Mr Fox' by Roald Dahl	'The Worst Witch All At Sea' by Jill Murphy	'The Owl Who is Afraid of the Dark' by Jill Tomlinson	'Harry the Poisonous Centipede' by Lynne Reid Banks

<p>English – Writing</p> <p>Writing is based on:</p> <ul style="list-style-type: none"> • Power of reading texts • Talk for Writing • Life experience • Writing for a purpose 	<p><u>Fiction</u> Adventure narrative</p>	<p><u>Fiction</u> Wanted Posters (linked to PSHE)</p> <p>Descriptive Narrative</p> <p>Letters</p>	<p><u>Fiction</u> Fables</p>	<p><u>Fiction</u> Comic Strips</p>	<p><u>Fiction</u> Myths and legends</p>	<p><u>Fiction</u> Own chapter for 'The Enchanted Forest'</p>
	<p><u>Non-fiction</u> Labels, lists and captions: Book about where they live</p>	<p><u>Non-fiction</u> Autobiography: Special Days Class Book (link to RE)</p>	<p><u>Non-fiction</u> Creating Animal Dictionaries</p> <p>Non chronological reports: Animal leaflets (linked to Science)</p> <p>Recount: Wood Green visit</p>	<p><u>Non-fiction</u> Journalistic writing: Newspaper Article</p>	<p><u>Non-fiction</u> Recount: Postcard</p>	<p><u>Non-fiction</u> Recount: Diary entry about school trip</p> <p>Instructions</p>
	<p><u>Poetry</u> Acrostic Poems- LONDON</p>	<p><u>Poetry</u> 'PEEPO!' (rhyming book)</p>	<p><u>Poetry</u> Shape poems- animals</p>	<p><u>Poetry</u> Action Rhymes 'If I was a superhero...'</p>	<p><u>Poetry</u> Free Verse</p>	<p><u>Poetry</u> Woodland riddles</p>
<p>Handwriting</p>	<p>See policy.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>					
<p>Spelling</p> <p>Core schemes:</p> <ul style="list-style-type: none"> • Letters and Sounds/ Read, Write Inc • Scholastic Grammar and Punctuation 	<p>Revision of Phase 4</p> <p><u>Phase 5</u> Introduce new graphemes (oy, ir, ue, aw. wh ph ew. oe, au, ey, a-e, e-e. i-e, o-e, u-e, zh)</p> <p>Teach common exception words (said, so, have, like, some, come, were, there).</p>	<p><u>Phase 5</u> Teach alternative pronunciations for i and o, c and g, u and ow, ie and ea, er and ch and a.</p> <p>Teach common exception words (little, one, do, when, what, out).</p>	<p><u>Phase 5</u> Teach alternative pronunciations for y, ou, e, ey,.</p> <p>Teach common exception words.</p>	<p><u>Phase 5</u> Alternative spellings for ch, j, n, r, m, r s, z, u, ear, ar, ur and or.</p> <p>Teach common exception words (oh, their, people, Mr, Mrs, looked, called, asked).</p>	<p><u>Phase 5</u> Alternative spellings for ee, igh, oa, y(oo), oo, sh.</p> <p>Teach common exception words.</p>	<p><u>Phase 6</u> Past tense, including irregular verbs.</p> <p>Suffixes-s and -es, -ing, -er, -est.</p> <p>Prefix –un</p>
<p>Vocabulary, Grammar and Punctuation</p> <p>Core scheme:</p> <ul style="list-style-type: none"> • Scholastic Grammar and Punctuation 	<p>Children will be taught to:</p> <p>*Leave spaces between words.</p> <p>Sequence sentences to form short narratives.</p> <p>*Use a capital letter for the names of people, places and the personal pronoun 'I'.</p> <p>*Punctuate sentences with a capital letter, full stop, question mark or exclamation mark.</p> <p>*Join words and clauses using 'and'.</p>					

<h1>Maths</h1>	<u>Number and Place Value within 20.</u> <u>Addition and Subtraction within 10.</u>	<u>Addition and Subtraction within 10.</u> <u>Geometry: Shape</u> (link to Art- printing repeating patterns)	<u>Number and Place Value within 50.</u> <u>Addition and Subtraction within 20.</u>	<u>Measurement: Length and Height</u> <u>Measurement: Weight and Volume</u>	<u>Multiplication and Division</u> <u>Fractions</u> <u>Measuring Position and Direction</u>	<u>Number: Place Value within 100</u> <u>Money</u> <u>Time</u>
<h1>Computing</h1> <p>Core scheme: Switched on Computing</p>	<u>'We are Treasure Hunters'</u> Learn to program a toy robot around a map of a city.	<u>'We are Painters'</u> Create digital images for calendars on 'Tux Paint'. (linked to Art and Design)	<u>'We are Collectors'</u> Use web search engines to collect pictures of different types of animals and then explore ways in which those pictures can be organised (linked to Science)	<u>'We are Celebrating'</u> Create an Easter card using the computer.	<u>'We are TV Chefs'</u> Produce short videos of making a healthy meal or snack.	<u>'We are Storytellers'</u> Create a talking book.
<u>E-Safety</u> 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.						
<h1>Science</h1>	<u>Working Scientifically</u> Ask simple questions and recognising that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to answer questions. Gather and record data to help in answering questions.					
<u>Everyday Materials</u> 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.		<u>Animals, including humans – parts and senses</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<u>Animals</u> 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.	<u>Movement</u> (non- statutory)	<u>Light</u> (non-statutory)	<u>Trees and Plants</u> 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.
<u>Seasonal Changes- tree study</u> (linked to Geography- identifying seasonal and daily weather patterns) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.						

History	The Great Fire of London	Differences between past and present in my life and that of other children from a different time in history.	Discrete	Historical heroes and heroines	Discrete	Discrete
	<u>Historical enquiry</u> Children will be taught to: *Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. *Identify similarities and differences between ways of life in different periods. *Use a wide vocabulary of everyday historical terms. *Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.					
Geography	Countries and capital cities of the UK (London focus)	Discrete	Countries, continents and oceans of the world- where do animals come from?	Discrete	Locating countries and cities; Comparing UK with Rio	Discrete
	<u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 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.					
Art and Design	<u>Printing</u> -city skylines George Bellows	<u>Drawing</u> - self portraits (linked to Computing) Andy Warhol	<u>3D</u> -Clay animals Antony Gormley	<u>Collage</u> -Superhero collages (linked to Computing- children take a photograph of each other) -Superhero hand prints Emma Majury	<u>Painting</u> - Colour wheel - Carnival paintings Li Smith	<u>3D</u> -Working with natural materials (sculpture) Andy Goldsworthy
Design Technology	Mechanisms (wheels and axels) - London Buses	Textiles - Creating their own toy (linked to Art)	Construction - Making animal enclosures (linked to Geography)	Cooking and Nutrition -What is a balanced diet? -Healthy Picnic	Cooking and Nutrition - Make traditional brigadeiros.	Construction - Fairy Gardens
	<u>Design, Make and Evaluate (ongoing)</u>					

<p>Music Core scheme: Music Express</p>	<p><u>Exploring Sounds- 'Ourselves' (unit 1)</u> Explore ways of using voices expressively and develop skills of singing whilst performing actions, and creating an expressive story.</p> <p><u>Beat- 'Number' (unit 2)</u> Develop a sense of steady beat through using movement, body percussion and instruments.</p>	<p><u>Pitch- 'Animals' (unit 3)</u> Develop an understanding of pitch through using movement, voices and instruments. Identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p><u>Exploring Sounds- 'Weather' (unit 4)</u> Use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p>	<p><u>Beat- 'Machines' (unit 5)</u> Explore beat through movement, body percussion and instruments. Combine a steady beat with word rhythms and explore changes in tempo.</p> <p><u>'Pitch'- Seasons (unit 6)</u> Develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p>	<p><u>Exploring Sounds- 'Our School' (unit 7)</u> Explore sounds found in their school environment and investigate ways to produce and record sounds, using IT.</p> <p><u>Beat- 'Pattern' (unit 8)</u> Develop an understanding of metre – groups of steady beat – through counting, body percussion and reading scores.</p>	<p><u>Exploring Sounds- 'Story time' (unit 9)</u> Learn how music can be used to tell a story. Identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p><u>Beat- 'Our Bodies' (unit 10)</u> Respond with their bodies to steady beat and rhythm in music. Experience combining rhythm patterns with steady beat, using body percussion.</p>	<p><u>Performance- 'Travel' (unit 11)</u> Develop their performance skills and learn songs about travel and transport from around the world.</p> <p><u>Pitch- 'Water' (unit 12)</u> Use voices, movement and instruments to explore changes of pitch. Develop a performance with different vocal pitch shapes and tuned percussion.</p>
<p>PSHE Core scheme: Cambridgeshire Primary Personal Development Programme</p>	<p><u>Beginning and Belonging</u> Classroom ground rules are established and positive relationships with the children formed. 'Safety Circles' will be created which identify trusted adults at home and at school whom they can ask for help and support.</p>	<p><u>Family and Friends</u> Know what a friend is and does, recognising the diversity in friendship and that friendship patterns change. Learn strategies for coping with difficult situations in friendships. (linked to RE)</p> <p><u>Anti- Bullying</u> Develop children's understanding of bullying and explore why bullying happens and the impact of bullying on those children who are bullied, those that witness bullying and those who bully others. Consider strategies for preventing bullying and strategies for responding to bullying when it may occur.</p>	<p><u>Diversity and Communities</u> Develop children's sense of personal identity and self-worth and teach them to consider and respect the needs and views of others.</p>	<p><u>Healthy and safer lifestyles</u> <u>Sex and Relationships:</u> The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.</p> <p><u>Drug Education:</u> Develop an understanding of how to keep themselves and others safe around medicines and household substances.</p>	<p><u>Personal Safety</u> Children learn how to keep themselves safer in a variety of personal safety contexts.</p>	<p><u>Managing Change</u> Recognise that change is a normal part of life and develop strategies for coping with change.</p>
<p>P.E Core scheme: Cambridgeshire Scheme of Work</p>	<p>Gymnastics -Jumping Jacks</p> <p>Gymnastics -Rock and Roll</p> <p>Master basic movements including jumping, as well as develop balance, agility and co-ordination. Apply these basic movements in a range of activities.</p>	<p>Games -Fundamentals Unit 1</p> <p>Master basic movements including running, throwing and catching and begin to apply these in a range of activities.</p>	<p>Games -Fundamentals Unit 2</p>	<p>Dance - Moving words</p> <p>Perform dances using simple movement patterns.</p>	<p>Dance -Weather</p>	
<p>MFL</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>R.E Core scheme: The Peterborough Agreed Syllabus for Religious Education</p>	<p>Who are Christians? Why and how do they celebrate Harvest and Christmas?</p>	<p>Places and writings in Christianity: What and where is important for Christian people? Why and how do they celebrate Easter?</p>	<p>What message did the Prophet Muhammed bring? Keeping the Five Pillars– What difference does it make?</p>
<p>SMSC SMSC is included in everyday lessons. In addition, opportunities are given to learn, achieve and understand the values that underpin British Values.</p>	<p>Skin colour- Christians believe God loves everyone as a father loves his children. Helping others- collection for the Food Bank at Harvest Annual Remembrance service</p>	<p>Bible stories- thinking about how the stories told in the Bible can influence our lives whether we are Christian or not. Different scripts- special books to people of faith. Helping others- raising money for Wood Green</p>	<p>Stories told by Prophet Mohammed- caring for all creatures of the world</p>