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| **Dane Bank Primary School****Long Term Curriculum Plan****Year 1** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Learning Challenge Topic Q****Lead subject** | ***What’s it like where we live?*** | ***Why do we remember the 5th of November?*** | ***What will we see on our journey around the world?*** | ***What was life like when our Grandparents were children?*** | ***Where do different animals live?*** | ***Who are our local heroes?*** |
| Geography | History | Geography | History | Geography | History |
| **Reading for pleasure** |  |  |  |  |  |  |
| **Science** | ***Why are humans not like tigers?***Y1 POS: Animals including humans (SC1/2.2) | ***Why isn’t everyone afraid of the dark?***Y1 POS: Seasonal changes (Sc1/4.1) | ***Which materials should the 3 little pigs have used to design their house?***Y1 POS: Everyday materials (Sc1/3.1) | ***Which birds and plants would Little Red Riding Hood find in our local park?***Y1 POS: Plants (Sc1/2.1) |
| **History** |  | Events beyond living memory that are significant nationally/globally |  | Changes within living memory |  | Significant historical events, people and places in their own locality. |
| **Geography** | Geography skills/fieldwork – recognise landmarks and human/physical featuresHuman/physical – Use basic geographical voab |  | Locational knowledge – Name/locate 7 continents&5 oceansPlace knowledge – Contrast UK with a non-European country |  | Locational knowledge – Name/locate 7 continents&5 oceansGeographical skills/fieldwork – Use world maps, atlases, globes to identify the UK |  |
| **Computing**(See objectives below) | ***Walking with dinosaurs***Creating and using algorithms CS1/2 | ***Pictures tell a thousand words***Digital media/images DL2 | ***App Attack***Programming and direction DL1/IT1 | ***Crazy Creatures***Control and direction CS1/2/3 | ***Young investigators***Internet research DL2/IT1 | ***We are all connected***Accessing the internet DL1/IT1 |
| **Physical Education** | ***Infant agility***Develop balance, agility and coordination and apply in a range of activities | ***Football***Participate in team games, developing simple tactics for attacking and defending | ***Dance***Perform dances using simple movement patterns | ***Tag Rugby***Participate in team games, developing simple tactics for attacking and defending | ***Rounders***Participate in team games, developing simple tactics for attacking and defending | ***Cricket***Master basic movements including running, jumping, throwing and catching |
| **Design Technology** | Use a range of materials to design and make products – Create models of houses |  |  | Design/Make/Evaluate –Select from tools to create/evaluate products – Create peg doll toys |  | Design/MakeSelect from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristicsExplore and use mechanisms, in their productsDesigning and making moving pictures – The ManchesterBee |
| **Art** |  | Develop a wide range of art/design techniques in using colour, pattern, texture… Use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationCreate scratch paintings of bonfire night. | Look at the work of a range of artists describing similarities and differences… – artists around the world. Focus on landscape images |  | To use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationTo develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceAfrican artwork/sunset paintings |  |
| **Religious Education** | ***How do I know I’m being good?*** | ***Why do Christians celebrate Christmas?*** | ***Christianity – including: creation, symbols, artefacts, welcoming new members, Easter, inside a church, stories from the Bible*** | ***What do Jews and other religions believe about the creation? (Inc Hindu)*** | ***What is important to you?*** |
| **Music** | ***“Sounds interesting”***Play tuned and untuned instruments musically.  | ***“The long and short of it”***Play tuned and untuned instruments musically. | ***“Feel the pulse”***Experiment with, create, select and combine sounds. | ***“Taking off!”***Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  | ***“What’s the score?”***Play tuned and untuned instruments musically. | ***“Rain, rain go away”***Listen with concentration and understanding to a range of high-quality live and recorded music. |
| **French** | Non-statutory for Key Stage 1.Some simple greetings and vocab as part of European Day of Languages |
| **PSHE** | **European day of languages**Inter-cultural understanding & developing an understanding of the global dimension. | **Anti-Bullying Week** | **New beginnings**Discussing changes and target-setting. Becoming our best selves.  | **International Women’s Day**Looking at the impact of women in England and across the world.  | **Earth Day (22nd April)**Caring for our world. British Values. Being responsible citizens. | **Changes**Transition work – moving on.  |

**Computing Objectives** (these will be woven through as cross-curricular objectives where appropriate, as well as taught explicitly through the Computing units)

**Key Stage 1**

CS1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

CS2 Create and debug simple programs

IT1 Use technology purposefully to create, organise, store, manipulate and retrieve digital content

DL 1 Recognise common uses of information technology beyond school

DL2 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