



St Bede's Curriculum Long Term Plan Overview Year 1 2019 to 2020

Our intent for our children is for them to be:  
resilient, independent, respectful, aspirational, responsible, reflective, critical thinkers, spiritual, problem solvers



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>The Story of my life</b>					
<b>RE</b>	Families Belonging	Judaism Waiting	Special People Meals	Islam Change	Holidays and Holydays Being Sorry	Neighbours
<b>Quality Texts</b>	Only one you Major Glad, Major Dizzy Daisy Saves the Day We build our homes Materials The Rabbit Problem  <a href="https://www.booksfortopics.com">https://www.booksfortopics.com</a>		Funnybones Your fantastic, elastic brain The Bog Baby Wild Animals Dogger Henry's Freedom Box I am Rosie Parks Cameron Can Too The Skin I'm in  <a href="https://www.booksfortopics.com">https://www.booksfortopics.com</a>		Funnybones Titch The Enormous Turnip Jack and the Baked Beanstalk  <a href="https://www.booksfortopics.com">https://www.booksfortopics.com</a>	
	<p style="text-align: center;"><b>Working Scientifically in Year 1</b></p> <ul style="list-style-type: none"> <li>Asking questions such as: Why are flowers different colours? Why do some animals eat meat and others not?</li> <li>Set up a test to see which materials keeps things warmest, know if the test has been successful and can say what has been learned</li> <li>Explain to someone what has been learned from an investigation they have been involved with and draw conclusions from the answers to the questions asked</li> <li>Measures (within Y1 mathematical limits) to help find out more about the investigations undertaken</li> </ul>					
<b>Science</b>	<b>Which plants would Little Red Riding Hood find in Valley Gardens?</b>  <ul style="list-style-type: none"> <li>know the name of the materials an object is made from</li> </ul>		<b>Which animals would Little Red Riding Hood find in Valley Gardens?</b>  <ul style="list-style-type: none"> <li>Know how to classify a range of animals by amphibian, reptile, mammal, fish and bird</li> </ul>		<b>Which materials should the Three Little Pigs have used to build their homes?</b>  <ul style="list-style-type: none"> <li>Know and name a variety of common wild and garden plants</li> </ul>	

	<ul style="list-style-type: none"> <li>● know about the properties of everyday</li> </ul> <p><b>God's wonderful world – seasons and weather</b></p> <ul style="list-style-type: none"> <li>● identify the changes across the four seasons.</li> <li>● observe and describe weather associated with the seasons and how day length varies</li> <li>● name the seasons and know about the type of weather in each season</li> </ul>	<ul style="list-style-type: none"> <li>● Know and classify animals by what they eat (carnivore, herbivore and omnivore)</li> <li>● Know the name of parts of the human body that can be seen</li> </ul> <p><b>God's wonderful world – seasons and weather</b></p> <ul style="list-style-type: none"> <li>● identify the changes across the four seasons.</li> <li>● observe and describe weather associated with the seasons and how day length varies</li> <li>● name the seasons and know about the type of weather in each season</li> </ul>	<ul style="list-style-type: none"> <li>● Know and name the petals, stem, leaves and root of a plant</li> <li>● Know and name the roots, trunk, branches and leaves of a tree</li> <li>● Know how to sort by living and non-living things</li> </ul> <p><b>God's wonderful world – seasons and weather</b></p> <ul style="list-style-type: none"> <li>● identify the changes across the four seasons.</li> <li>● Observe and describe weather associated with the seasons and how day length varies</li> <li>● name the seasons and know about the type of weather in each season</li> </ul>
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<p><b>Humanities</b>  <b>Geography</b>  <b>History</b></p>	<p><b>Where do the wheels on the bus go?</b></p> <ul style="list-style-type: none"> <li>Know the names of the four countries that make up the UK and name the three main seas that surround the UK</li> <li>use world maps, atlases and globes to identify the UK and its countries</li> <li>identify likes and dislikes about Marske and my local area</li> <li>human and physical features of Marske</li> <li>compare Marske to Redcar or Middlesbrough (land use)</li> </ul> <p><b>Why did the Wright Brothers succeed where others failed?</b></p> <ul style="list-style-type: none"> <li>Name a famous person from the past and explain why they are famous</li> </ul>	<p><b>What does it take to become a great explorer?</b></p> <ul style="list-style-type: none"> <li>Know features of hot and cold places in the world</li> <li>Know where the equator, North Pole and South Pole are on the globe, in an atlas</li> <li>Know their address, including postcode</li> </ul> <p><b>Why were Frank Wild and Captain Cook brave?</b></p> <ul style="list-style-type: none"> <li>Name a famous person, or famous place, close to where they live</li> <li>Name a famous person from the past and explain why they are famous</li> </ul>	<p><b>What a wonderful world!</b></p> <ul style="list-style-type: none"> <li>Know which is N, E, S and W, on a compass</li> <li>Know which is the hottest and coldest season in the UK</li> <li>Know and recognise main weather symbols</li> <li>Know the main differences between city, town and village.</li> </ul>
<p><b>DT</b></p>	<ul style="list-style-type: none"> <li><b>Designing</b></li> <li>Use own ideas to design something and describe how their own idea works</li> <li>Design a product which moves</li> <li>Explain to someone else how they want to make their product and make a simple plan before making</li> <li><b>Making</b></li> <li>Use own ideas to make something</li> <li>Make a product which moves</li> <li>Choose appropriate resources and tools</li> <li><b>Evaluating</b></li> <li>Describe how something works</li> <li>Explain what works well and not so well in the model they have made</li> <li><b>Technical knowledge</b></li> <li>Make their own model stronger</li> <li><b>Food technology</b></li> <li>Cut food safely</li> </ul>		

<p><b>Art and Design</b></p>	<p><b>Materials</b>          Know how to cut, roll and coil materials          Know how to use IT to create a picture</p> <p><b>ing</b></p> <ul style="list-style-type: none"> <li>● Know how to show how people feel in paintings and drawings</li> <li>● Know how to use pencils to create lines of different thickness in drawings</li> </ul> <p><b>Use colour, pattern, texture, line, form, space and shape</b></p> <ul style="list-style-type: none"> <li>● Know how to create moods in art work</li> <li>● Know the names of the primary and secondary colours</li> <li>● Know how to create a repeating pattern in print</li> </ul> <p><b>Range of artists</b></p> <ul style="list-style-type: none"> <li>● Describe what can be seen and give an opinion about the work of an artist</li> <li>● Ask questions about a piece of art</li> </ul>		
<p><b>Music (Charanga Scheme of Work)</b></p>	<p>Hey you!          Rhythm in The Way We Walk          Banana Rap</p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>● Make different sounds with voice and with instruments</li> <li>● Follow instructions about when to play and sing</li> </ul> <p><b>Playing an instrument</b></p> <ul style="list-style-type: none"> <li>● Use instruments to perform and choose sounds to represent different things</li> </ul> <p><b>Listening and appreciation</b></p> <ul style="list-style-type: none"> <li>● Say whether they like or dislike a piece of music</li> </ul> <p><b>Create own music</b></p> <ul style="list-style-type: none"> <li>● Clap and repeat short rhythmic and melodic patterns</li> <li>● Make a sequence of sounds and respond to different moods in music</li> </ul>	<p>In the groove          Round and Round</p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>● Make different sounds with voice and with instruments</li> <li>● Follow instructions about when to play and sing</li> </ul> <p><b>Playing an instrument</b></p> <ul style="list-style-type: none"> <li>● Use instruments to perform and choose sounds to represent different things</li> </ul> <p><b>Listening and appreciation</b></p> <ul style="list-style-type: none"> <li>● Say whether they like or dislike a piece of music</li> </ul> <p><b>Create own music</b></p> <ul style="list-style-type: none"> <li>● Clap and repeat short rhythmic and melodic patterns</li> <li>● Make a sequence of sounds and respond to different moods in music</li> </ul>	<p>Your imagination          Reflect, Rewind and Reflect</p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>● Make different sounds with voice and with instruments</li> <li>● Follow instructions about when to play and sing</li> </ul> <p><b>Playing an instrument</b></p> <ul style="list-style-type: none"> <li>● Use instruments to perform and choose sounds to represent different things</li> </ul> <p><b>Listening and appreciation</b></p> <ul style="list-style-type: none"> <li>● Say whether they like or dislike a piece of music</li> </ul> <p><b>Create own music</b></p> <ul style="list-style-type: none"> <li>● Clap and repeat short rhythmic and melodic patterns</li> <li>● Make a sequence of sounds and respond to different moods in music</li> </ul>

PSHCE (Twinkl) and RSE	TEAM/ Be Yourself		It's my body/ Britain		Money Matters/ Aiming High	
Computing awaiting Sacred Heart - September						
PE	<p><b>SAQ (PB) Dance</b></p> <ul style="list-style-type: none"> <li>• Perform own dance moves</li> <li>• Copy or make up a short dance</li> <li>• Move safely in a space</li> </ul>	<p>Invasion Games Gymnastics</p> <ul style="list-style-type: none"> <li>• Throw underarm</li> <li>• Throw and kick in different ways</li> <li>• Make body curled, tense, stretched and relaxed</li> <li>• Control body when travelling and balancing</li> <li>• Copy sequences and repeat them</li> <li>• Roll, curl, travel and balance in different ways</li> </ul>	<p><b>Indoor Athletics (PB) Dance</b></p> <ul style="list-style-type: none"> <li>• Perform own dance moves</li> <li>• Copy or make up a short dance</li> <li>• Move safely in a space</li> </ul>	<p><b>Net and Wall Games Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Throw underarm</li> <li>• Throw and kick in different ways</li> <li>• Make body curled, tense, stretched and relaxed</li> <li>• Control body when travelling and balancing</li> <li>• Copy sequences and repeat them</li> <li>• Roll, curl, travel and balance in different ways</li> </ul>	<p><b>Striking and Field (Golf) Athletics</b></p> <ul style="list-style-type: none"> <li>• Throw underarm</li> <li>• Throw and kick in different ways</li> </ul>	<p><b>Outdoor and Adventurous Tri-golf (PB 3 wks)</b></p>
French						
Global Awareness			World Braille Day		World Health Day	

<b>and British Values</b>	International Day of Peace  Black History Week (October)  World Toilet Day  All Saints Day 1 <sup>st</sup> November	Louis Braille  Fairtrade  World Book Day	Refugee Week
<b>British Values</b>	<b>Picture News to be evidenced in Floor books, Curriculum Books or English Books</b> Weekly questions revolving around the topics of Mutual Respect, Individual Liberty, Democracy, Tolerance and Rule of Law.		
<b>Enrichment/Visits</b>	Valley Gardens, Marske  Marske Village, Beach	Captain Cook Museum Stewart's Park School House at Great Ayton Danby Moors Centre	Beach Make sculptures out of rubbish and display around school