

Class 1 Curriculum Plan - Year 1 of rolling programme (2017-18)

	Autumn		Spring		Summer	
Topic/Theme	The Tudors		Flying High		London	
English	Shakespeare and plays Poetry- focus on Charles Causley	Blogging Non-chronological report Narrative	Traditional tales Recount Information texts News Report	Poetic style Persuasive report Stories with discussion	Science fiction Biography	Explanation text Poetry - creating images Debate
Ongoing - Reading (Word level and comprehension) Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) Spoken Language						
Mathematics	Place Value Addition and subtraction Multiplication and division Perimeter Prime numbers Statistics		Fractions Decimals and percentages Algebra Measurement Geometry, angles and shape Position and direction		Time Statistics Angles Area and perimeter Shape and symmetry Converting units Fractions, decimals and percentages Four operations	
Ongoing - Number and Place Value						
Science	Earth and Space	Electricity	Forces	Light	Living thing and habitats	Investigation focus
Computing	Algorithms and writing programs		Data handling		E-Safety and understanding networks	
History	The Tudors/Local History Portraits and Visit to Montecute House				London - the power of the monarchs	
Geography			Exploring the UK Visit to see Concorde			
RE	Beliefs and Questions - Focus on Creation				It matters to me, it matters to others.- Buddhism	
DT/Art	Designing a product start to finish		Moveable objects/ sketching of 3D form		Portraits/Great Artists	
Music	Singing/listening		Playing		Composition/History of music	
PSHE	British Values Growth Mindset	British Values E-Safety- linked to Enterprise	Going for goals Financial capability Developing our school grounds	Good to be me How do rules and laws affect me?	Relationships Healthy lifestyles Drugs Ed Choices	Sex and relationships Changes Road and beach safety
PE	Football/Netball	Gymnastics/Hockey	Rugby/Multi Skills	Swim/Outdoor Ed/ Dance	Cricket/Games/ Lacrosse	Athletics/ Tennis
MFL	French-		French- Days of the week		French- Holidays	

	Revise and introduce greetings, numbers, classroom instructions, colours, Christmas vocabulary	The body Pets	Weather
	Ongoing Themes:-Vocabulary, Grammar, See rolling programme	Ongoing Themes:-Vocabulary, Grammar, See rolling programme	Ongoing Themes:-Vocabulary, Grammar, See rolling programme

**Curriculum Overview of skills
Class 1 Year 1 of rolling programme (2017-18)**

English - pupils in Year 4	English - pupils in Year 5	English - pupils in Year 6
<p>Reading</p> <ul style="list-style-type: none"> Secure decoding of unfamiliar words Read for a range of purposes Retell some stories orally Discuss words and phrases that capture the imagination Identify themes and conventions Retrieve and record information Make inferences and justify predictions Recognise a variety of forms of poetry Identify and summarise ideas <p>Writing</p> <ul style="list-style-type: none"> Correctly spell common homophones Increase regularity of handwriting Plan writing based on familiar forms Organise writing into paragraphs Use simple organisational devices Proofread for spelling and punctuation errors Evaluate own and others' writing Read own writing aloud <p>Grammar</p> <ul style="list-style-type: none"> Use wider range of conjunctions Use perfect tense appropriately 	<p>Reading</p> <ul style="list-style-type: none"> Apply knowledge of morphology and etymology when reading new words Read and discuss a broad range of texts Identifying and discussing themes Make recommendations to others Learn poetry by heart Draw inference and make predictions Discuss authors' use of language Retrieve and present information from non-fiction texts Formal presentations and debates <p>Writing</p> <ul style="list-style-type: none"> Secure spelling, inc homophones, prefixes, silent letters etc Use a thesaurus Legible, fluent handwriting Plan writing to suit audience and purpose Develop character, setting and atmosphere in narrative Use organisational and presentational features Use consistent appropriate tense Proof reading Perform own compositions 	<p>Reading</p> <ul style="list-style-type: none"> Read a broad range of genres Recommend books to others Make comparisons within/across books Support inferences with evidence Summarise key points from texts Identify how language, structure etc contribute to meaning Discuss use of language, inc figurative Discuss and explain reading, providing reasoned justifications for views <p>Writing</p> <ul style="list-style-type: none"> Use knowledge of morphology & etymology in spelling Develop legible personal handwriting style Plan writing to suit audience & purpose; use models of writing Develop character & setting in narrative Select grammar & vocabulary for effect Use a wide range of cohesive devices ensure grammatical consistency <p>Grammar</p> <ul style="list-style-type: none"> Use appropriate register/style Use the passive voice for purpose

<ul style="list-style-type: none"> • Select pronouns and nouns for clarity • Use and punctuate direct speech • Use and punctuate direct speech • Use commas after front adverbials <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Articulate and justify opinions • Speak audibly in Standard English <p>Gain, maintain and monitor the interest of listeners</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Use expanded noun phrases • Use modal and passive verbs • Use relative clauses • Use commas for clauses • Use brackets, dashes & commas for parenthesis <p>Speaking and listening</p> <ul style="list-style-type: none"> • Give well-structured explanations • Command of Standard English • Consider and evaluate different viewpoints • Use appropriate register 	<ul style="list-style-type: none"> • Use features to clarify and convey meaning • Use full punctuation • Use language of subject/object <p>Speaking and listening</p> <ul style="list-style-type: none"> • Use questions to build knowledge • Articulate arguments and opinions • Use spoken language to speculate, hypothesise & explore • Use appropriate register and language
<p>Mathematics - Pupils in Year 4</p> <p>Number/Calculation</p> <ul style="list-style-type: none"> • Know all tables to 12 X 12 • Secure place value to 1000 • Use negative whole numbers • Round numbers to nearest 10, 100 or 1000 • Use Roman numerals to 100 • Column addition and subtraction up to 4 digits • Multiply and divide mentally • Use standard short multiplication <p>Geometry and Measures</p> <ul style="list-style-type: none"> • Compare 2d shapes, including quadrilaterals and triangles • Find area by counting squares • Calculate rectangle perimeters • Estimate and calculate measures • Identify acute, obtuse and right angles • Identify symmetry • Use first quadrant coordinates • Introduce simple translations <p>Data</p>	<p>Mathematics - Pupils in Year 5</p> <p>Number/Calculation</p> <ul style="list-style-type: none"> • Secure place value up to 1000 000 • Use negative whole numbers in context • Use Roman numerals to 1000 • Use standard written methods for all 4 operations • Confidently add and subtract mentally • Use vocabulary of prime, factor & multiple • Multiply and divide by powers of ten • Use square and cube numbers <p>Geometry and Measures</p> <ul style="list-style-type: none"> • Convert between different units • Calculate perimeter of composite shapes & areas of rectangles • Estimate volume and capacity • Identify 3d shapes • Measure and identify angles • Understand regular polygons • Reflect and translate shapes <p>Data</p> <ul style="list-style-type: none"> • Interpret tables and line graphs • Solve questions about line graphs 	<p>Mathematics - Pupils in Year 6</p> <p>Number and calculations</p> <ul style="list-style-type: none"> • Secure place value & rounding to 10 000 000, including negatives • All written methods, including long division • Use order of operations (not indices) • Identify factors, multiples and primes • Solve multi step number problems <p>Algebra</p> <p>Introduce simple use of unknowns</p> <p>Geometry and Measures</p> <ul style="list-style-type: none"> • Confidently use a range of measures and conversions • Calculate area of triangles/parallelograms • Use area and volume formulas • Classify shapes by properties • Know and use angle rules • Translate and reflect shapes, using all 4 quadrants <p>Data</p> <ul style="list-style-type: none"> • Use pie charts

<ul style="list-style-type: none"> • Use bar charts, pictograms and line graphs <p>Fractions and decimals</p> <ul style="list-style-type: none"> • Recognise tenths and hundredths • Identify equivalent fractions • Add and subtract fractions with common denominators • Recognise common equivalents • Round decimals to whole numbers • Solve money problems 	<p>Fractions</p> <ul style="list-style-type: none"> • Compare and order fractions • Add and subtract fractions with common denominators, with mixed numbers • Multiply fractions by units • Write decimals as fractions • Order and round decimal numbers • Link percentages to fractions and decimals 	<ul style="list-style-type: none"> • Calculate mean averages <p>Fractions, decimals and percentages</p> <ul style="list-style-type: none"> • Compare and simplify fractions • Use equivalents to add fractions • Multiply simple fractions • Divide fractions by a whole number • Solve problems using decimals and percentages • Use written division up to 2 decimal points • Introduce ratio and proportion
<p>Science - Autumn Term</p> <p>Earth and Space</p> <ul style="list-style-type: none"> • Describe the movement of the Earth and other planets, relative to the Sun in the solar system • Describe the movement of the Moon relative to the Earth • Describe the Sun, Earth and Moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Electricity</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this 	<p>Science - Spring Term</p> <p>Forces</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object <ul style="list-style-type: none"> • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect <p>Light</p> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out and reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes 	<p>Science - Summer Term</p> <p>Living things and habitats</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the process of reproduction in some plants and animals <p>Investigation (Yr 4)</p> <ul style="list-style-type: none"> • Ask questions • Set up simple practical enquiries, comparative and fair tests • Take accurate measurements • Gather, record, classify and present information • Draw simple conclusions and make predictions

<p>with whether or not a lamp lights in a simple series circuit</p>	<ul style="list-style-type: none"> Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<ul style="list-style-type: none"> Identify differences, similarities or changes <p>Investigation (Yr 5/6)</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions Take measurements using a range of equipment Record data and results of increasing complexity Use fair tests to make predictions Report and present findings, including conclusions, causal relationships and explanations, in oral and written forms Identify scientific evidence used to support or refute ideas or arguments
<p>Computing - Autumn Term</p> <ul style="list-style-type: none"> Understand use of algorithms Design and write simple programs to achieve specific goals, including solving problems Use sequences, repetition, inputs, variables and outputs in programs Detect and correct errors in programs Use logical reasoning to make predictions 	<p>Computing - Spring Term</p> <ul style="list-style-type: none"> Organise, store, retrieve and manipulate data Collect and present data appropriately 	<p>Computing - Summer Term</p> <ul style="list-style-type: none"> Use Internet safely and appropriately Understand use of networks for collaboration and communication Be discerning in evaluating digital content
<p>History - Autumn Term</p> <p>British history - The Tudors</p> <ul style="list-style-type: none"> The Tudor monarchs with a depth study of Elizabeth I to include portraits and the challenges she faced as queen. A visit to Montecute House in Somerset - local history aspect. A study of portraits and life as a Tudor within an Elizabethan manor house 		<p>History - Summer Term</p> <p>British History - London</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>Changing power of the monarchs, parliament</i>
<p>Geography</p>		

	<ul style="list-style-type: none"> Name and locate counties, cities, regions and features of the UK Use 4 and 6 figure grid references Use 8 points of a compass, symbols and key to build knowledge of the UK Understand types of settlement, land use, natural resources and economic activity use maps, atlases and other mapping tools to build knowledge of the UK <p><i>Focus study of the South West and London</i></p>	
<p>RE- Autumn term Beliefs in Action</p> <ul style="list-style-type: none"> Explore beliefs about the creation of the world. Make comparisons of the stories and their meanings. Reflect on their meanings for religious communities. Ask questions and create their own theory about how the world was created through a presentation to the class. 		<p>RE - Summer Term It Matters to me. It Matters to others</p> <ul style="list-style-type: none"> Investigate key aspects of Buddhism through an enquiry approach. Make links between the beliefs and teachings of Buddhism and other world religions. Compare different practices in terms of belonging to different religious groups. Develop ideas of what matters to them in terms of values and commitments in their everyday lives. Explore and experience different ways of valuing life eg through prayer flags and meditation.
<p>DT/Art - Autumn Term Movable objects</p> <ul style="list-style-type: none"> Use research and criteria to develop products which are fit for purpose and aimed at specific groups Use annotated sketches and diagrams Analyse and evaluate existing products to improve own work 	<p>DT/Art - Spring Term Cooking and nutrition</p> <ul style="list-style-type: none"> Understand seasonality; prepare and cook savoury dishes Understand healthy diet 	<p>DT/Art - Summer Term Portraits/Great Artists</p> <ul style="list-style-type: none"> Use sketchbooks to collect, record and evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials

<ul style="list-style-type: none"> • Use mechanical and electrical systems in won products 		<ul style="list-style-type: none"> • Learn about great artists, architects and designers
<p style="text-align: center;">Music - Autumn Term</p> <ul style="list-style-type: none"> • Sing songs - perform with control and expression solo and in ensembles • Listen to detail and recall aurally • Appreciate wide range of live and recorded music • Begin to develop understanding of history 	<p style="text-align: center;">Music - Spring Term</p> <ul style="list-style-type: none"> • Make and combine sounds musically • Use instruments with increasing accuracy, control and expression • Use and understand basic staff notation 	<p style="text-align: center;">Music - Summer Term</p> <ul style="list-style-type: none"> • Improvise and compose using dimensions of music • Listen with attention to recall aurally • Develop (or begin to develop) an understanding of the history of music, including great musicians and composers
<p style="text-align: center;">PE - Autumn Term</p> <ul style="list-style-type: none"> • Master basic movement - running, throwing, catching in isolation and combination • Participate in team games Play competitive games and apply basic principles of attacking and defending • Develop flexibility and control in gym • Compare performances to achieve personal bests 	<p style="text-align: center;">PE - Spring Term</p> <ul style="list-style-type: none"> • Swimming proficiency • Take part in outdoor and adventurous activities • Play competitive games and apply basic principles in attacking and defending • Improve control and flexibility in dance • Compare performance and demonstrate improvement 	<p style="text-align: center;">PE - Summer Term</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and combination • Play competitive games and apply basic principles of attacking and defending • Compare performance and demonstrate improvement
<p style="text-align: center;">MFL - Autumn Term</p> <ul style="list-style-type: none"> • Listen and engage • Ask and answer questions • Speak in sentences using familiar vocabulary and be understood • Develop appropriate pronunciation and intonation • Show understanding of words and phrases when reading. • Appreciate stories, songs, poems and rhymes. • Broaden vocabulary • Understand basic grammar • Describe people, places & things • Adapt known language to create new ideas • Engage in conversations, expressing some opinions 	<p style="text-align: center;">MFL -Spring Term</p> <ul style="list-style-type: none"> • Listen and engage • Ask and answer questions • Speak in sentences using familiar vocabulary and be understood • Develop appropriate pronunciation and intonation • Show understanding of words and phrases when reading. • Appreciate stories, songs, poems and rhymes. • Broaden vocabulary • Understand basic grammar • Describe people, places & things • Adapt known language to create new ideas • Engage in conversations, expressing some opinions 	<p style="text-align: center;">MFL - Summer Term</p> <ul style="list-style-type: none"> • Listen and engage • Ask and answer questions • Speak in sentences using familiar vocabulary and be understood • Develop appropriate pronunciation and intonation • Show understanding of words and phrases when reading. • Appreciate stories, songs, poems and rhymes. • Broaden vocabulary • Understand basic grammar • Describe people, places & things • Adapt known language to create new ideas • Engage in conversations, expressing some opinions

- Write phrases from memory and adapt these to build and create new sentences.

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