














Hill View Academy Curriculum Long Term Plan Year 1



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2	
Topic information	Around and about Almondbury 	Why did Neil Armstrong land on the moon? 	What's the weather like today? 	Toy Story 	Nurturing Nurses 	Holidays in the UK 	
	~ History and Geography Golden Thread ~						
	Locational knowledge Mapping Physical and human geography		Physical geography Fieldwork – describe features				Locational knowledge Mapping Physical and human geography
		Exploration Significant individual		Society and community Trade and industry	Society and community Role of women		
	What makes a good map?	Why did we want to land on the moon?	How does weather change over the year?	How can we find out about toys in the past?	How did these two famous people change the world?	How is the local area different to a seaside town? Where would you prefer to live and why?	
	ROAP outcome	Video clip on mapping using choromebooks to share with parents	Factfile about Neil Armstrong	Present a weather forecast	Presentation and explanation of the games	Lotherton Hall visit	Design a postcard and send it back from the seaside

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>Respond to teacher-led, simple closed questions and investigate surroundings</p> <p>Mapping 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 Make a map of a short, familiar route Use own symbols 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>Can write their address</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>		
	History	<p>Significant key event – First moon landing / space exploration <i>The sub lenses for this unit are _____. Children build on previous learning in the EYFS, more specifically knowledge and understanding of the world. They talk about the events and lives of people around them and their role in society. They find similarities and differences about things that happened in the past and now.</i></p> <p>How can we find out about the past? Why do people explore? Who is the first woman in space? How do we explore space today? How has space exploration changed?</p>	<p>Toys – A Journey through time <i>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.</i></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 <i>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.</i></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 Florece and Edith change our hospitals?</p>			
	RE	Which books and stories are special?	How do we celebrate special events?	How and why do we care for others?	Who brought messages about God and what did they say?	What does it mean to belong to a church or mosque?	
Expressive arts and design	Art	<p>Line / Drawing Pablo Picasso Spanish - Cubism</p>  <p>Share ideas about Picasso's portraits and tell if he has tried to make them look happy, sad or thoughtful for example.</p> <p>Draw the basic shape of an eye, mouth and nose in my sketchbook.</p> <p>Draw a face from the front and in profile.</p> <p>Experiment like Picasso with mixing up the features of the face.</p> <p>Use other mediums such as pastels, pencil crayons to create fun faces.</p> <p>To use bright colours and have fun choosing where to use them.</p>	<p>Painting Alexander Calder American - Abstract</p>  <p>To explore using different sized brushes and comment on their effect</p> <p>Understand the effect of adding less or more water to powder paints</p> <p>Know the primary colours</p> <p>Know what happens when you mix primary colours and create a colour wheel</p>	<p>Printmaking Paul Klee Swiss - Expressionism</p>  <p>Explore printing simple pictures with a range of hard and soft materials including sponges and corks</p> <p>Experience printing from objects.</p> <p>Begin to identify forms of printing: books, posters, pictures and fabrics</p> <p>Continue to explore using digital resources e.g. internet or 2simple</p> <p>Sort, arrange and glue materials to different backgrounds</p> <p>Understand how to change lines, brush size, colour on 2paint</p>	<p>Collage / textiles Wassily Kandinsky Russian - Abstract Art</p>  <p>Begin to identify different forms of textiles</p> <p>Begin to identify different types and textures of fabric and materials for collage</p> <p>Cut and shape fabric using scissors</p> <p>Use appropriate language to describe colour and texture</p> <p>Create images from a variety of media using fabric, tissue paper, magazines</p>	<p>Sculpture Alexander Calder American – Abstract art</p>  <p>Continue to experiment in a variety of malleable materials e.g. playdough, clay, salt dough.</p> <p>Shape and model materials using their imagination</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading</p> <p>Impress and apply decoration more confidently</p> <p>Use cutting, rolling and coiling of materials in their finished piece of work.</p> <p>Use tools and equipment safely and in the correct way</p>	
	Music	Hey You! (Charanga) incorporating percussion instruments	Christmas Performance	Glockenspiel Unit Charanga	In the Groove! (Charanga) incorporating percussion instruments	Glockenspiel Unit Charanga	Composition Rehearsals for Summer Performance

STEM	Science (Developing experts)	Animals including human – all about me Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Exploring Everyday materials Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Distinguish between an object and the material from which it is made. 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.	Using everyday materials 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.	Animals including humans – all about animals 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	Plants 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 Understand how plants change over time Observe the growth of planted flowers
		Seasonal changes – observations throughout the year comparing the weather associated with the 4 seasons Observe and describe weather associated with the seasons and how day length varies				
		Working Scientifically (refer to subject specific intent document and developing experts for disciplinary knowledge and skill progression) 				
	Computing	Information technology		Digital literacy		Computer Science
Move the mouse with some control to point and click Use the mouse to click and drag Right click using the mouse and uses the mouse pad on a laptop Use a paint package to draw a picture using a range of devices e.g. Paint, 2Paint a picture Save work in a folder Use simple tools in a painting package e.g. different sized brushes, colour-fill, and palette Find the letters in name on a computer keyboard and type name		Identify some simple examples of personal information (name, address, birthday and age for example) Identify rules that help keep people safe and healthy in and beyond the home when using technology. Recognise some ways in which the internet can be used to communicate. Give examples of how they (might) use technology to communicate with people they know. Identify ways that they can put information on the internet. I can talk about how I can use the internet to find things out. I can identify devices I could use to access information on the internet		Name items we control in the everyday environment Use everyday technology devices Explore on screen activities – by clicking cause and effect Use on screen simulations and compare with real life activities – click and drag activities Create a simple algorithm for a floor robot e.g.: Bee Bots		
E-Safety Identify the difference between information which is shareable and private Know to tell a trusted adult when you feel unsafe/unsure online Recognise the difference between positive communication and negative communication						
DT	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		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		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	

Physical and personal	PE	Indoor – Health related exercise Create and repeat sequences with a beginning, middle and end Watch and describe accurately a short sequence of basic actions using appropriate language. Copy a partner’s sequence Perform basic travelling actions Hold body shapes in stillness. Move safely and confidently with awareness of space, each other, mats and apparatus Use changes of level, direction and speed whilst moving Copy and create simple movement sequences with and without apparatus with a beginning, middle and end To recognise how their body feels when it is still and how it feels during activity	Indoor – Gymnastics Know to warm up and cool down after dance Describe and explain their own and others movements Create and repeat sequences with beginning, middle and end Use previous learning of responding to stimuli with movement with increased control Use changes in speed, direction and level when moving Repeat and copy body shapes using a range of body parts Explore motifs around a theme that can be linked to make a sequence Compose movement sequences linked together to construct simple dances with 3 parts (Beginning, middle and end)	Indoor – Dance Know to warm up and cool down after dance Describe and explain their own and others movements Create and repeat sequences with beginning, middle and end Use previous learning of responding to stimuli with movement with increased control Use changes in speed, direction and level when moving Repeat and copy body shapes using a range of body parts Explore motifs around a theme that can be linked to make a sequence Compose movement sequences linked together to construct simple dances with 3 parts (Beginning, middle and end)	Indoor – Ball skills (feet) Change speed and direction of movement (avoiding collision) Demonstrate basic control and accuracy when passing and receiving including: roll, underarm pass, chest pass, side foot pass	Indoor – Gymnastics Create and repeat sequences with a beginning, middle and end Watch and describe accurately a short sequence of basic actions using appropriate language. Copy a partner’s sequence Perform basic travelling actions Hold body shapes in stillness. Move safely and confidently with awareness of space, each other, mats and apparatus Use changes of level, direction and speed whilst moving Copy and create simple movement sequences with and without apparatus with a beginning, middle and end To recognise how their body feels when it is still and how it feels during activity	Indoor – Dance Know to warm up and cool down after dance Describe and explain their own and others movements Create and repeat sequences with beginning, middle and end Use previous learning of responding to stimuli with movement with increased control Use changes in speed, direction and level when moving Repeat and copy body shapes using a range of body parts Explore motifs around a theme that can be linked to make a sequence Compose movement sequences linked together to construct simple dances with 3 parts (Beginning, middle and end)
		Outdoor – Ball skills (hands) Change speed and direction of movement (avoiding collision) Demonstrate basic control and accuracy when passing and receiving including: roll, underarm pass, chest pass, side foot pass Pass and move to receive a ball Describe what they have done or seen others doing. Copy what they see and say why it is good	Outdoor – Fundamental Movement Skills Understand the concept of aiming, hitting into space and taking the ball to a good position for aiming Move fluently, change speed and direction avoiding collisions. Show control and accuracy for rolling, underarm throwing, striking and kicking a ball Move in-line with ball to receive it.	Outdoor – Fundamental movement skills Change speed and direction of movement (avoiding collision) Demonstrate basic control and accuracy when: Passing and receiving including: roll, underarm pass, chest pass, side foot pass Move in-line with ball to receive it	Outdoor – Ball skills (hands + feet) Change speed and direction of movement (avoiding collision) Demonstrate basic control and accuracy when passing and receiving including: roll, underarm pass, chest pass, side foot pass Pass and move to receive a ball Describe what they have done or seen others doing. Copy what they see and say why it is good	Outdoor – Ball skills (attack vs defence) Change speed and direction of movement (avoiding collision) Demonstrate basic control and accuracy when passing and receiving including: roll, underarm pass, chest pass, side foot pass Pass and move to receive a ball Use skills differently, trying to win by changing the way they use skills in reaction to partner/opponent	Outdoor – Athletics Understand the concept of aiming Show control and accuracy for rolling, underarm throwing, striking and kicking a ball
	PSHE / SCARF Feelings Getting help Classroom rules Special people Being a good friend	Valuing Difference Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Keeping Myself Safe How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Rights and Responsibilities Taking care of things: Myself My money My environment	Being My Best Growth Mindset Healthy eating Hygiene and health Cooperation	Growing and Changing Getting help Becoming independent My body parts Taking care of self and others	