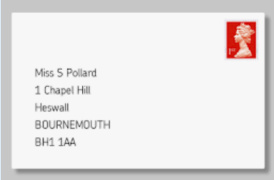


Hill View Academy Curriculum Long Term Plan

Year 1



	Autumn Term		Spring Term		Summer Term	
Maths	Place Value (within 10) Addition and Subtraction (within 10) Shape		Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Length and Height Mass and Volume		Multiplication and Division Fraction Position and Direction Place Value (within 100) Money Time	
Topic information	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
	How do we get home? 	Why did Neil Armstrong land on the moon? 	What clothes should I pack for a trip out? 	Are toys same or different from the past? 	How did Florence Nightingale and Mary Seacole change the world of nursing? 	Why go on holiday 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		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	Is able to say their address Identify less familiar features of the local area Begin to use basic geographical vocabulary to refer to key physical features Begin to use basic geographical vocabulary to refer to key human features Respond to teacher-led, simple closed questions and investigate surroundings Mapping Understand directions and where things are using prepositional language Recognise that a map represents a place Use aerial photographs to recognise landmarks and basic human and physical features Draw picture maps Make a map of a short, familiar route Use own symbols Use relative vocabulary (i.e. bigger/smaller/near/far)	Identify seasonal and daily weather patterns in the United Kingdom Identify and order the seasons and associated weather Respond to teacher-led, simple closed questions and investigate surroundings Describe features of the immediate local area during field work Use relative vocabulary (i.e., bigger/smaller/near/far)			Can write their address Name, locate and identify the 4 countries of the United Kingdom Use 2 different types of maps to identify the UK and its countries 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 Begin to use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, and shop Understand directions and where things are using prepositional language Recognise that a map represents a place Use aerial photographs to recognise landmarks and basic human and physical features Draw picture maps	
	History	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> 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?	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> 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?	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> 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?			
	RE	C1.3 How can we make good choices? (Pathway 3)		C1.4 How and why do some people pray? (Pathway 4)		C1.1 What does it mean to belong a community of belief? (Pathway 1)	F1.12 How and why do we care for others? (Pathway 3)
Expressive arts and design	Art	Line / Drawing Pablo Picasso Spanish - Cubism 	Painting Alexander Calder American - Abstract 	Printmaking Paul Klee Swiss - Expressionism 	Collage / textiles Wassily Kandinsky Russian - Abstract Art 	Sculpture Alexander Calder American – Abstract art 	
		Share ideas about Picasso’s portraits and tell if he has tried to make them look happy, sad or thoughtful for example. Draw the basic shape of an eye, mouth and nose in my sketchbook. Draw a face from the front and in profile. Experiment like Picasso with mixing up the features of the face. Use other mediums such as pastels, pencil crayons to create fun faces. To use bright colours and have fun choosing where to use them.	To explore using different sized brushes and comment on their effect Understand the effect of adding less or more water to powder paints Know the primary colours Know what happens when you mix primary colours and create a colour wheel	Explore printing simple pictures with a range of hard and soft materials including sponges and corks Experience printing from objects. Begin to identify forms of printing: books, posters, pictures and fabrics Continue to explore using digital resources e.g. internet or 2simple Sort, arrange and glue materials to different backgrounds Understand how to change lines, brush size, colour on 2paint	Begin to identify different forms of textiles Begin to identify different types and textures of fabric and materials for collage Cut and shape fabric using scissors Use appropriate language to describe colour and texture Create images from a variety of media using fabric, tissue paper, magazines	Continue to experiment in a variety of malleable materials e.g. playdough, clay, salt dough. Shape and model materials using their imagination Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading Impress and apply decoration more confidently Use cutting, rolling and coiling of materials in their finished piece of work. Use tools and equipment safely and in the correct way	

	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	Computing systems and networks Online safety	Algorithms unplugged Online safety	Introduction to data Online safety	Beebots Online Safety	Digital printing Online safety	Rocket to the moon Online safety
	DT	Cook Dips and Vegetables Jam tarts/Mince Pies		Sew Animal sock puppets		Build Vehicles	

Physical and personal	PE	agility balance coordination 'Master basic movements.. Including agility, balance, coordination' look run avoid 'Team games developing simple tactics for attacking and defending'	throw prepare catch 'Master basic movements.. Including throwing and catching' hands feet equipment 'Object control – developing coordination and control'	jump shape create 'Develop flexibility, technique, control and balance ' fair share dare 'Embed values such as fairness and respect'	duel win lose 'Team games developing simple tactics for attacking and defending' inspire create perform 'Perform dance using a range of movement patterns'	run jump throw 'Use running, jumping and throwing in isolation and combination' react roll retrieve 'Master basic movements.. Including striking and coordination'	target control combine 'Master basic movements.. Including throwing and coordination' send receive return 'Master basic movements such as sending and receiving'
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	PSHE / SCARF	Me and My Relationships 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
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