Thurlstone Primary School

Class plan - Year 1 Y1 to Y6 curriculum

	 Childhood **History**	 Bright Lights, Big City **Geography**	 School Days **History**
Planned term	Autumn	Spring	Summer

Texts	The Jolley-Rogers and the Ghostly Galleon by Jonny Duddle LITERACY The Bee Book by Charlotte Milner Kipper's Toybox by Mick Inkpen The Teddy Robber by Ian Beck Dogger by Shirley Hughes Beegu by Alex Deacon The Man on the Moon by Simon Bartram The Way Back Home by Oliver Jeffers Childhood poems	My Naughty Little Sister by Dorothy Edwards LITERACY The Queen's Hat by Steve Antony Dick Whittington Folk tale Topsy and Tim visit London by Jean Adamson The Pizza Princess by Miriam Simon No Dinner for Anansi Traditional Tale The Blue Jackal Traditional Tale	A Bear called Paddington by Michael Bond LITERACY Jack and the Beanstalk Fairy Tale Anna's Amazing Multi-coloured Glasses by Wendy Body Seed to Sunflower by Camilla de la Bedoyere The Name Jar by Yangsook Choi The Adventures of Pinnochio by Carlo Collodi School Poems

English	•Daily phonics session (Phase 3 and 4 recap, progressing to Phase 5) •Weekly handwriting lesson with daily practice •Three weekly text based session (reading, SPaG and writing) •Weekly Writing Journals •Individual, paired and/or group reading sessions •Four weekly independent reading sessions •Daily poetry session •Daily story time	•Daily phonics session (Phase 3 and 4 recap, progressing to Phase 5) •Weekly handwriting lesson with daily practice •Three weekly text based session (reading, SPaG and writing) •Weekly Writing Journals •Individual, paired and/or group reading sessions •Four weekly independent reading sessions •Daily poetry session •Daily story time	•Daily phonics session (Phase 3 and 4 recap, progressing to Phase 5) •Weekly handwriting lesson with daily practice •Three weekly text based session (reading, SPaG and writing) •Weekly Writing Journals •Individual, paired and/or group reading sessions •Four weekly independent reading sessions •Daily poetry session •Daily story time	
Mathematics	PLACE VALUE (WITHIN 10) •Sort objects. •Count objects. •Represent objects. •Count, read & write forwards from any number 0 10 •Count, read & write backwards from any number 0 10. •Count one more. •Count one less. •One to one correspondence to start to compare groups. •Compare groups using	ADDITION AND SUBTRACTION •Add by counting on. •Find and make number bonds. •Add by making 10. •Subtraction – Not crossing 10. •Subtraction – Crossing 10 (1). •Subtraction – Crossing 10 (2). •Related Facts.	MULTIPLICATION AND DIVISION •Count in 10s. •Make equal groups. •Add equal groups. •Make arrays. •Make doubles. •Make equal groups – grouping. •Make equal groups – sharing. FRACTIONS •Halving shapes or objects. •Halving a quantity. •Find a quarter of a shape or object. •Find a quarter of	

language such as equal, more/greater, less/fewer. •Introduce = , > and < symbols. •Compare numbers. •Order groups of objects. •Order numbers. •Ordinal numbers (1st, 2nd, 3rd ….). •The number line. ADDITION AND SUBTRACTION (WITHIN 10) •Part whole model. •Addition symbol •Fact families Addition facts. •Find numberbonds for numbers within 10. •Systematic methods for number bonds within 10. •Number bonds to 10. •Compare number bonds. •Addition: Adding together. •Addition: Adding more. •Finding a part. •Subtraction: Taking away, how many left? Crossing out. •Subtraction: Taking away, how many left? Introducing the subtraction symbol. •Subtraction:Finding a part, breaking apart. •Fact families 8 facts. •Compare Number Sentences. PLACE VALUE (WITHIN 50) INCLUDING MULTIPLES OF 2, 5 AND 10 •Numbers to 50. •Tens and ones. •Represent numbers to 50. •One more one less. •Compare objects within 50. •Compare numbers within 50. •Order numbers within 50. •Count in 2s. •Count in 5s. MEASUREMENT: LENGTH AND HEIGHT •Compare lengths and heights. •Measure length (1). • Measure length (2). MEASUREMENT: WEIGHT AND VOLUME •Introduce weight and mass. •Measure mass. •Compare mass. •Introduce capacity •Measure capacity. •Compare capacity. a quantity. GEOMETRY: POSITION AND DIRECTION •Describe turns. •DescribePosition(1). •Describe Position(2). PLACE VALUE (WITHIN 100) •Counting to 100. •Partitioning numbers. •Comparing numbers (1). •Comparing numbers (2). •Ordering numbers. •One more, one less. MEASUREMENT (MONEY) •Recognising coins. •Recognising notes. •Counting in coins. MEASUREMENT (TIME) •Before and after. •Dates. •Time to the hour. •Time to the half hour. •Writing time. •Comparing time.

	•Subtraction: Counting back. •Subtraction: Finding the difference. •Comparing addition and subtraction statements a + b > •Comparing addition and subtraction statements a + b >c GEOMETRY: SHAPE •Recognise & name 3D shapes. •Sort 3D shapes. •Recognise & name 2D shapes. •Sort 2D shapes. •Patterns with 3D & 2D shapes. PLACE VALUE (WITHIN 20) •Count forwards and backwards and write numbers to 20 in numerals and words. •Numbers from 11 to 20. •Tens and ones. •Count one more and one less. •Compare groups of objects. •Compare numbers. •Order groups of objects. •Order numbers.		
Science	[Shade and Shelter] - Naming everyday materials; Properties and uses of materials [Humans] - Perform	[Seasonal Changes] - Perform simple tests; Use their observations and ideas to suggest	[Plants} - Perform simple tests; Use their observations and ideas to suggest answers to questions; Develop

simple tests; Use their observations and ideas to suggest answers to questions; Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense: Gather and record data to help in answering questions; Observe closely, using simple equipment; Identify and classify; Ask simple questions and recognise that they can be answered in different ways; Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

answers to questions; Gather and record data to help in answering questions; Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them; Observe closely, using simple equipment; Identify and classify; Ask simple questions and recognise that they can be answered in different ways; Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; Observe and describe weather associated with the seasons and how

understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them; Gather and record data to help in answering questions; Observe closely, using simple equipment; Identify and classify; Ask simple questions and recognise that they can be answered in different ways; Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; Identify and describe the basic structure of a variety of common flowering plants, including trees; Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. [Animals] - Perform simple tests; Identify and name a

	day length varies; Observe changes across the four seasons; Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.	variety of common animals that are carnivores, herbivores and omnivores; Use their observations and ideas to suggest answers to questions; Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them; Gather and record data to help in answering questions; Observe closely, using simple equipment; Identify and classify; Ask simple questions and recognise that they can be answered in different ways; Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and

			mammals, including pets); Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
History	Historical vocabulary; Historical artefacts; Timelines; Everyday life and childhood in the 1950s; Significant events – Queen's coronation; Enquiry	Monarchy; Significant event – Great Fire of London	Historical vocabulary; Historical artefacts; Timelines; Present day schools; Our school; Victorian era; Victorian schools; Significant people – Samuel Wilderspin
Geography	Settlements; Changes over time. [Our Wonderful World] - Physical and human features; Picture maps; Cardinal compass points; Equator and hemispheres; Continents; Oceans; Countries and capital cites of the UK; Protecting natural environments; Fieldwork	Countries and capital cities of the UK; Physical features of the UK; Settlements; Human features; Weather and seasons; Landmarks; Aerial images; Locational language; Maps; Compass directions; Geographical similarities	Fieldwork; Human and physical features; Maps; Local environment; Changes over time

Art and design	[Mix It (Y1)] - Colour theory; Colour wheel; Primary and secondary colours. [Funny Faces and Fabulous Features] - Portraiture; Collage	Drawing. [Rain and Sunrays] - Motifs; Line and shape; Texture; Collagraphy	[Street View] - 3-D murals; Buildings; Significant people – James Rizzi
Design and technology	[Shade and Shelter] - Investigating existing products; Designing and making shelters and dens; Prototypes; Safety rules; Materials. [Funny Faces and Fabulous Features] - Stitching to join materials; Embellishing	[Taxi!] - Mechanisms – wheels, axles and chassis	[Chop, Slice and Mash] - Sources of food; Food preparation techniques; Hygiene rules; Designing and making salads and sandwiches
Music	Charanga - How can we make friends when we sing together? Charanga - How does music tell stories from the past?	Charanga - How does music make the world a better place? Charanga - How does music help us to understand our neighbours?	Charanga - What songs can we sing to help us through the day? Charanga - How does music teach us about looking after our planet?

Computing		Searching the web; Algorithms; Logical reasoning; Programming; Common uses of information technology	
Physical education	Real PE - Personal: Coordination Footwork, Static Balance One Leg Application: Large Ball Skills Real PE - Social: Dynamic Balance on a line; Static Balance Stance Application: Gymnastics	Real PE - Cognitive: Dynamic Balance on a line; Static Balance Stance Application: Dance Real PE - Creative: Coordination Ball Skills; Counter Balance with a partner Application: Small Ball Skills	Real PE - Physical: Co-ordination; Sending and Receiving ; Agility Reaction and Response Application: Net and Wall Real PE - Health and Fitness: Agility; Ball Chasing; Static Balance Floor Work Application: Athletics
Personal, social, health and emotional development	Stages of life Changes Setting goals 1 Decision: Keeping/Staying Healthy - Washing hands 1 Decision: Keeping/Staying Safe - Road Safety 1 Decision: Relationships - Friendship	Speaking, listening and sharing 1 Decision: Being Responsible - Water Spillage 1 Decision: Feelings and emotions - Jealousy	Special people Positive contributions Caring for animals 1 Decision: Computer Safety -Online Bullying 1 Decision: Our World - Growing in Our World

Religious education	Christianity and Judaism Key Question 1: Why are some words special?	Christianity and Judaism Key Question 2: Why are some places special?	Christianity and Judaism Key Question 3: How can faith contribute to Community Cohesion?