**Roseberry Primary School Working Long Term Map 2016-2017**

**Year 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Term** | **Aut 1****7 weeks** | **Aut 2****7 weeks** | **Spr 1****6 weeks** | **Spr 2****7 weeks** | **Sum 1****5 weeks** | **Sum 2****6.5 Weeks** |
| **Topic Question** | Why are our bodies so amazing? | What’s Great about Britain? | Why was the Great Fire of London so extreme? | Why does the Gruffalo live in the woods? | What animal would you be if you lived under the sea? |  |
| **NC Coverage** | PSHE - focussing on rules/ emotions/ feelings.Animals including humans - Knowing about my body.Seasonal change | Naming and locating the four countries of the UK. Seasonal change | Develop an awareness of the past.Understand the chronology of people and events studied. Everyday materials | Explore what the woodland environment consists ofIncluding plants and animals. Looking at what land animals eat/ how animals are structured.Looking at how plants grow and naming parts of the plant. | Looking at how plants grow and naming parts of the plant.Explore what the woodland environment consists ofIncluding plants and animals. Looking at what water animals eat and how they structured. | Compare local to non-European country.Working scientifically.  |
| **British Values****SMSC** | Respect for different people’s faiths, feelings and values.Sense of enjoyment in learning about ‘themselves’ | Understanding cultural influences which have shaped their heritage – in relation to food.Understanding and appreciating different cultures and beliefs. | Sense of enjoyment and fascination.Use of imagination and creativity in learning. | Preparation for life in modern Britain (looking after environment)Respecting the rule of law (about the environment) | Understanding consequences of behaviour (pollution/ habitat destruction) | Understanding cultural influences which have shaped their heritagePreparation for life in modern Britain (looking after environment) |
| **National curriculum coverage** | **Science** | Senses, hygiene, body partsIntroduceSeasonal Change | Observe and discussSeasonal Change | MaterialsSeasonal Change | Plants and Animals (on land)Seasonal Change | Plants and Animals (water)Seasonal Change | Working scientificallySeasonal Change |
| **Computing** | E safety: Awareness – Video and Class discussion | Pictures Tell a Thousand Words | E safety: Who do you trust?App Attack – Games Design | Crazy Creatures | E safety: Sending emails and messages.Young Investigators | Walking with Dinosaurs |
| **History** | Our personal history |  | Historical Knowledge -The event of the Great Fire of London Key events in national historyHistory of structures – how they have developed and why they have improved since the event. |  | Shipwrecks – famous and local (Seaton Carew) |  |
| **Geography** |  | Naming and locating the four countries that make up the UK and their capital citiesFoods from around the the UK.Daily weather patterns in the UK. | Structures from around the world | Locations around the worldMap work – compass, aerial images, create simple maps and use simple maps relating to the rainforest and woodland areas. | Location of different beaches in the UK and compare them to beaches around the world. | Comparative study- local area and Non-European Country. |
| **Art**  | Drawing and colouring skills | Artist studyPainting – Guiseppe | 3D Art – Clay skillsMaking buildings | Stick pictures | Still life artist | Artist study (Monet)Painting |
| **DT** |  | Design food packaging | Evaluate existing products (houses)Make our own product using a range of skills. | Horticulture |  |  |
| **Music** | Appraising music linked to emotions | Performance | Instruments made from different materials |  | Composing a piece of ocean themed music | Play tuned and un tuned instruments – making sounds like this. |
| **PE** | Playground games | Object control | Gymnastics | Athletics | Dance | Invasion games |
| **RE** | Hinduism: The creation story and founders/leaders/key people | What does it mean to belong?Why do Christians give gifts at Christmas? | Hinduism: places of worship andImportant texts | What is Easter and why is Palm Sunday important? | Hinduism: Important ceremonies/ festivals | Hinduism: What food, drink and leisure are important in to Hindus and why? |
| **Visits, Visitors and Enrichment** | Visitor/in school workshop | Little Sprouts | Hartlepool Historic Quay? | Hardwick Park | Seaton Carew - Shipwrick | Hindu temple |
| **English** | RWI focusLetter formationHFW wordsSpellingSenses poetryStories with patterned language**Pinocchio** | RWI focusWriting simple sentencesFinger spaces, full stops, and capital letters.Stories from other cultures - Handa’s Hen | Non fictionInformation pagesInstructions writing**Three little pigs / Three Billy Goats Gruff** | Story writing- familiar settings/ patterned language**Little Red Riding Hood/ Goldilocks** | Non-fiction textsResearchInformation pages**Gingerbread Man/ Enormous turnip/ Jack and the Bean Stalk** | Story writingLighthouse keeper books (significant author)**Princess and the Frog/ Ugly Duckling** |
| **Maths** | Number FormationCountingNumber BondsDays/ Months | Positional LanguageAddition and Subtraction2D shape | Odd/ EvenLength3D Shape | Multiplication and division | WeightsFractions | CapacityTimeMoney |
| **Texts to Use** | I Am Special | The Very Hungry CaterpillarBread and Jam for Francis | Michael RecycleLitterbug Doug | The Gruffalo | Commotion in the Ocean | Lighthouse Keeper’s LunchThe Fish who could Wish |
| **Assessment Focus** |  | Music/ Geography | History/Art | ScienceICT | DT | History |

**English/Maths/Science assessments to be carried out termly**