



Chilton Primary School
Curriculum Long Term Map
Year 1

I am home

Respect, Excellence, Friendship, Equality, Determination, Inspiration, Courage, Tolerance

	Autumn Term	Spring Term	Summer Term
RRSA / GLP	Family – who is in my family? How do they look after me? Why is family important to me? Articles: 6/10/18/24	Including – How do we include other people? Why is it important to treat everyone with respect? Is there ever a time when this is not right? Articles: 3/15/19/23/29	
	Children to plan an event for their families to come to – inclusion for all ages – Summer Term		
PHSCE / SMSC	Living in the Wider World – How do we look after our environment?	PHSCE / SMSC	Living in the Wider World – How do we look after our environment?
Moral	What makes a house a home? How is your home special? Religious Homes – What buildings do different religions call home? How are they the same and different? What is a home?		
RE	When do different religions give gifts and celebrate?		
	Homes around the World Where is my home? How is my home the same and different compared to other children’s homes in my class? What do we need to tell Little Red Riding Hood about our home village? How have homes changed and what would they have been like at Christmas?	Natural Homes Where do different species animals live? Why do they live there? How do they make their homes? What conditions do plants need for growth? Which conditions will help the beanstalk grown the tallest for Jack?	Homes of the Past - Childhood What were buildings and homes like in the past? Would I like to have lived in a house in the past? Would I like to have been a child in the past? What were buildings made of? Have homes always been safe places to be? How can we design and build a safe house for the 3 little pigs – which materials should we use and why?
ENG	Traditional Tale: Little Red Riding Hood Short Narrative: Jolly Christmas Postman	Traditional Tale: Jack and the Beanstalk (2 nd) Short Narrative: Owl babies (1 st)	Poetry Unit to start – writing own simple rhyming poems and couplets Traditional Tale: Three Little Pigs Short Narrative: Goldilocks and the Three Bears
	Instructions / Captions / postcards / simple letters / recount – within text enrichment/emersion and afternoon learning Familiar Stories – Short Narratives – outcomes for all English units		
	Reading – Fiction	Reading – Poetry (performance and reciting simple rhymes and poems)	Reading – Fictional and Non-Fiction Outcomes

		Reading – Non-Fictional Focus	
Maths	Place Value, Addition and Subtraction Problem Solving and Reasoning	Multiplication and Division, Fractions Problem Solving and Reasoning	Measures, Geometry, Statistics Problem Solving and Reasoning
	G – Directional and positional language. H – Develop an awareness of the passing of time, begin to sequence events chronologically. Sc – Measuring – mass (kg/g). Sc & DT – Properties of 2D shapes / shapes all around us / shapes and patterns found within structures.	G – Directional and positional language, including turns (full, half, quarter three quarter) Sc – Select appropriate tools for measurement – growing plants; lengths, mass, capacity. Art – 2D shapes, Pattern, symmetry. PHSCE – Birthdays; Units of time, sequences – ordering ages / years. Mapping growth – height.	H – Develop ability to sequence events chronologically. Explore time lines. Use appropriate vocabulary (past, present, future) Sc – Classify buildings, chn to set criteria and provide reasoning and justification for their choices. DT- Measurement – chn to select appropriate tools for measurements and develop accuracy.
	G/H/Sc/DT	G/Sc/Art	H/Sc/DT
OV	Children begin by exploring where they live – Chilton. They take Little Red Riding Hood on a trip around the village, creating a map of key locations. Pupils then discuss what homes were like before they were born – how can we find out about this? Pupils investigate homes at Christmas now and in the past – similarities and differences.	Pupils begin by using the book Owl Babies to explore habitats of local and native animals. They re-write this story using a known species of animal and create observational representations of animals and natural environments using pencil and paint techniques. Pupils then explore growing plants linking to Beanstalks. They also compare the homes of Jack and the Giant to our homes.	Children begin considering why hoes are special and how they have changed and developed over time. They then progress to looking at materials in science and investigating the best materials to make a house strong and safe for the pigs in a design technology project.
H/G	<p>(Autumn 1 Geography focus) Where is my home? Where is your home? Starting with Chilton – my home and homes around the UK. Countries, capitals, surrounding seas, early compass direction. Local map work, landmarks etc. Follow a map around school/grounds/village. Sketch a map of the classroom. <i>Key Vocab: village, house, office, shop. Sea, river, season, weather.</i></p> <p>(Autumn 2, History focus) How can I find out about homes before I was born? Sim/diff, different types of sources, investigate What’s my history ?– timelines of class lives, extend with class timeline of the history of the school – old school. Introduce language of year, decade. Can you be a History detective? – sequence</p>	<p>(Spring 1 Geography) Hot homes, cold homes, wet homes, dry homes! Mini fieldwork – What lives in our grounds? mini beasts/ birds in our school grounds / animal homes survey. Could use data in Maths. Where do animals live? Homes for animals around the world as basis for 7 continents, 5 oceans, poles and the equator. Oceans as homes. Animal map. WW Fund website. Link to literacy – leaflet, <i>Key vocab: coast, forest, mountain, ocean, vegetation, season, weather</i></p> <p>Continue with weather in Chilton: compare to the places being looked at as animal homes. Compare weather- introduce idea of climate.</p>	<p>(Summer 1 History focus) What makes my home special? Key features of a modern home – possible sorting or labelling exercise. How have homes changed? 1950s, 1940s, 1900 pit cottage - technology, play, furniture, heat & light. Make visit to Beamish or similar. Could use a visit to Beamish and look at homes through time or use of photos and artefacts. Class museum idea – select artefacts, writing descriptions of artefacts. Can do as an online display <i>Key vocab: town, village, farm, shop</i> Weather watching</p>

	<p>photos of houses/buildings from the Chilton area by age. Washing line the photos , clues, refine the order then add to /extend the class timeline. Add dates as needed. Oldest and youngest.</p> <p>Detective questions – what was a home like at Christmas in the 1940s/1950s?</p> <p>Pupils discuss what homes might be like at Christmas in 2015 then design questions about Christmas in the 1940s/1950s to ask a special visitor.</p> <p>Was everything different? Venn diagram. Discuss what class found out in interviews, was everything different. Complete a sort chart.</p> <p><i>Could also use The Christmas Ghost (S Hughes) and idea of versions of the past WITHIN FOUNDATION ONLY</i></p>		
Sc	<p>Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>		
	NA	<p>Plants 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.</p> <p>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 (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Uses of Everyday Materials Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 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.</p>
Art/ DT/ Comp	<p>Computing: Controlling a Beebot – Journey for Little Red Riding Hood / map work in Geography Children will learn about algorithms, creating and debugging programs and predicting the behaviour of simple programs.</p>	<p>Art Natural Art Mixed media, collage, paint, children make first representations of naturally found resources and animals Use drawing, painting to develop and share ideas, experiences and imagination Learn about the work of a range of artists</p>	<p>DT - build structures, exploring how they can be made stronger, stiffer and more stable Make a shelter/home for a different home environment (e.g. a rainforest)</p>

	Ongoing – E-Safety Use technology safely, respectfully and responsibly, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies		
PE	-Mini Tennis L1/2 (video) NWG -Ten Point Hoops L Pre/1 (Video) IG -Going Fishing L1/2 O+A -Piggy in the middle L1/2 (Video)	-Gymnastics Unit 1 Task 1 L1 G -Dance	-Running, Throwing and Jumping (Linked to Quad Kids/Sports Day) A - Benbag throw L1 (Video) S+F -Running, Throwing and Jumping (Linked to Quad Kids/Sports Day) A - Kick rounders L1/2 (Video) S+F
MUSIC	<p style="text-align: center;">‘Little Fingers’ Speaking chants and rhymes / sing simple songs Play unturned and tuned percussion Listen to live / recorded music Experiment with sounds to create simple compositions One live / recorded performance to audience per term</p>		
Learning Weeks	Anti-Bullying Week – November <i>Black History Month – October</i>	National Story Telling Week (Jan / Feb)	Volunteers Week – June (Fundraising Opportunity – Volunteer in our Community)