



BARLBY BRIDGE LONG TERM CURRICULUM PLAN 2020

YEAR 1



SUBJECT	AUTUMN	SPRING	SUMMER
S C I E N C E	<p>Working scientifically <i>I can ask simple scientific questions.</i> <i>I can carry out simple tests.</i> <i>I can identify and classify things.</i> <i>I can suggest what I have found out.</i> <i>I can use simple data to answer questions</i></p> <p>Animals, including humans I can name and compare the structure of a variety of common animals including fish, amphibians, reptiles birds and mammals. I can classify and name animals by what they eat (carnivore, herbivore and omnivore). I can sort living and non-living things. I can name the parts of the human body that I can see. I can link the correct part of the human body to each sense.</p>	<p>Working scientifically <i>I can ask simple scientific questions.</i> <i>I can carry out simple tests.</i> <i>I can identify and classify things.</i> <i>I can suggest what I have found out.</i> <i>I can use simple data to answer questions</i></p> <p>Everyday materials I can distinguish between an object and the material it is made from. I can explain the materials that an object is made from eg: wood, plastic, glass, metal, water and rock. I can describe the properties of everyday materials. I can group and compare objects based on the materials they are made from.</p>	<p>Working scientifically <i>I can ask simple scientific questions.</i> <i>I can carry out simple tests.</i> <i>I can identify and classify things.</i> <i>I can suggest what I have found out.</i> <i>I can use simple data to answer questions</i></p> <p>Seasonal changes I can observe and comment on changes in the seasons. I can name the seasons and suggest the type of weather in each season and how the day length varies. Plants I can name a variety of common wild and garden plants including deciduous and evergreen trees. I can name petals, stem, leaf and root . I can name the roots, trunk, branches and leaves of a tree.</p>
H I S T O R Y	<p>Changes within living memory: Travel and Transport. Significant historical events: Gunpowder Plot. I can talk and write about the differences between old and new transport. I have an understanding of the chronology of the different points in history when various types of transport have been used and invented. I recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them. I can study a local event, people or places from my locality and explain the relevance it has on how I live today.</p>	<p>I can study events beyond living memory: The Great Fire of London I can use words and phrases like: old, new and a long time ago. I know about an event beyond my living memory and explain why it is significant to people today. I can explain how we know about the Great Fire of London from a variety of primary Sources. I can show awareness of how London has changed, including its buildings, people and transport.</p>	<p>I can study the lives of significant individuals from the past: Great Explorers I can talk about the differences and similarities in the experiences of the great explorers studied. I have an understanding of the chronology of the historical periods in which the explorers lived. I recall some key facts about the experiences of the great explorers.</p>
	<p><i>History skills:</i> <i>I can explain how I have changed since I was born.</i> <i>I can use words and phrases like: old, new and a long time ago.</i> <i>I can sequence pictures, artefacts, events that are close together.</i> <i>I can study a local event, people or places from my locality and explain the relevance it has on how I live today.</i> <i>I can recognise that some objects belonged to the past and explain what it might have been used for.</i> <i>I can use stories or accounts to distinguish between fact and fiction.</i> <i>I can observe and use pictures, photos and artefacts to find out about the past.</i> <i>I can recount episodes from stories and significant events in history.</i> <i>I can recognise some similarities and differences between the past and the present.</i> <i>I can talk, write and draw about things from the past.</i> <i>I can use historical vocabulary to retell simple stories about the past.</i></p>		
G E O G R A P H Y	<p>I can name basic geographical vocabulary: beach, cliff, coast, sea, river, season, weather, harbour. I can use simple fieldwork to study the geography of the school grounds and the local environment.</p>	<p>I can name the four countries in the United Kingdom and locate them on a map. I can name some of the main towns and cities in the United Kingdom.</p>	<p>I can keep a weather chart and answer questions about the weather. I can explain the clothes that I would wear in hot and cold places. I can explain how the weather changes throughout the year and name the seasons. I know where hot and cold places are in the world in relation to the equator and the North and South Poles.</p>
A R T	<p><i>I can show how people feel in paintings and drawings.</i> <i>I can create moods in art work.</i> <i>I can use pencils to create lines of different thickness in drawings.</i> <i>I can name the primary and secondary colours.</i> <i>I can create a repeating pattern in print.</i> <i>I can cut, roll and coil materials.</i> <i>I can use IT to create a picture.</i> <i>I can describe what I can see and give an opinion about the work of an artist.</i> <i>I can ask questions about a piece of art.</i></p>		

<p style="text-align: center;">D T</p>	<p><i>I can use my own ideas to make something.</i> <i>I can describe how something works.</i> <i>I can cut food safely.</i> <i>I can make a product which moves.</i> <i>I can make my model stronger.</i> <i>I can explain to someone else how I want to make my product.</i> <i>I can choose appropriate resources and tools.</i> <i>I can make a simple plan before making.</i></p>					
<p style="text-align: center;">COMP UTING</p>	<p>Programming Toys Potato Man meets Beebot -Building blocks -Potato man algorithms -Programming a person -Beebot toyshop 1 -Debugging beebots -Beebot toyshop 2</p>	<p>E-Safety Keeping Ourselves Safe -Owning your creative work -Safe image searching -Staying SMART online -My Personal Information -What is Email? -Keeping Zibb Safe</p>	<p>Computer Skills It's all about the Skills! -Using a mouse or trackpad -Switch on and shutdown -Applications and windows -Folders and save -Dragging -Using our computer skills</p>	<p>Programming Programming with Scratch -Cool characters -Grow and shrink -Time to move -Repeat -Sounds -Sequencing</p>	<p>Word Processing Word Processing -Typing -Symbols and save -Editing -Undo and redo -Select and format -Formatting</p>	<p>Handling Data Pictograms meet bar charts -Introducing pictograms -Entering data into a pictogram -Making decisions on how to represent data -Bar charts -Sorting and classifying</p>
<p style="text-align: center;">P E</p>	<p>Hockey I can hit a ball with a stick. I can pass and receive. I can play as part of a team. Multi-skills I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.</p>	<p>Football I can dribble a ball. I can volley. I can receive the ball. Dance I can move to music. I can perform my own dance moves. I can repeat actions and skills. I can move with control and care.</p>	<p>Tag-Rugby I can pass a rugby ball. I can run and evade working in a team. Multi-skills I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.</p>	<p>Netball I can throw underarm.. I can move and stop safely. I can throw and catch with both hands. Gymnastics I can make my body curled, tense, stretched and relaxed. I can control my body when travelling and balancing. I can copy sequences and repeat them.</p>	<p>Golf I can chip and put. I can chip the ball to hit targets. Multi skills I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.</p>	<p>Kwik Cricket I can control a bat. I can throw overarm. I can field. Athletics I can compete in relay races.</p>
<p style="text-align: center;">R E</p> <p>Christians Muslims</p>	<p>1.7 – What does it mean to belong to a faith community?</p>	<p>1.6 – How and why do we celebrate special and scared times? <i>Link to Christmas story</i></p>	<p>1.1 – Who is a Christian and what do they believe?</p>	<p>1.5 – What makes some places sacred? Link to Christians and Muslims</p>		
<p style="text-align: center;">M U S I C</p>	<p>Hey You Old school Hip Hop</p>	<p>Rhythm in the walk Reggae, Hip Hop</p>	<p>In the groove Blues, Latin, Funk, Baroque, Bhangra</p>	<p>Round and Round Latin Bossa Nova, Film music, Big Band, jazz, ash-up, Latin fusion</p>	<p>Your Imagination Film, Pop, Musicals</p>	<p>REFLECT, REWIND, REPLAY Western Classical</p>
<p><i>I can use my voice to speak, sing and chant.</i> <i>I can use instruments to perform.</i> <i>I can clap short rhythmic patterns.</i> <i>I can make different sounds with my voice and with instruments.</i> <i>I can follow instructions about when to play and sing.</i></p>				<p><i>I can repeat short rhythmic and melodic patterns.</i> <i>I can make a sequence of sounds.</i> <i>I can respond to different moods in music.</i> <i>I can say whether I like or dislike a piece of music.</i> <i>I can choose sounds to represent different things.</i> <i>I can follow instructions about when to play and sing.</i></p>		
<p style="text-align: center;">P H S E</p>	<p>Me and my relationships With help I identify different relationships that I have and why these are important.</p>	<p>Keeping myself safe With help I am beginning to understand what is harmful to me.</p>	<p>My healthy lifestyle With help I can discuss why healthy eating, physical activity and hygiene are important. With help, I am beginning to recognise, manage and control strong feelings and emotions.</p>	<p>Me and my future With help I am beginning to understand where money comes from and the choices people make to spend money.</p>	<p>Becoming an active citizen I am beginning to understand my place in school and the world.</p>	<p>Moving on I can reflect and evaluate my time in year 1 and moving to the next year group.</p>