

YEAR 1 DETAILED SUBJECT PLAN

<p>We believe reading and writing are the key to successful learning. Generous time is given to the teaching of English, both as a separate subject and across other curriculum areas. We have committed to the Lancashire 'We are Reading' initiative and promote reading wherever possible in school.</p> <p>All children participate in a daily lesson where skills are developed and improved through a combination of shared, guided and independent work. Children are encouraged to use them effectively to extend learning across the curriculum.</p> <p>Phonics and Spelling - Our school reading scheme is very well resourced and uses high quality texts. The 'Letters and Sounds' phonics scheme is used throughout EYFS/KS1 and we progress onto 'No Nonsense' spelling scheme once pupils are competent at phase five.</p> <p>Reading Scheme - Our recently updated reading scheme comprises a range of Oxford Reading Tree and Rigby Star texts, supplemented with a free reading books to further extend and engage pupils, helping to instil a love for reading.</p> <p>Our pupils are encouraged to read as widely as possible. We hand out 'Caught Reading' tickets if pupils are found reading outside of lessons and these are entered in a prize draw in our weekly celebration assembly. We set challenging reading targets every term and pupils are rewarded for reaching these by achieving bronze, silver and gold (Pupils who achieve their gold award have an extra special treat at the end of the year). We also engage in and actively promote local community reading projects such as the Euxton Library Reading Challenge.</p>						
E N G L I S H . E N G L I S H	Autumn		Spring		Summer	
	Toys/Materials	Autumn	Story telling / Animals	Sharing information	Reports	Fantasy
	Unit A					
	Non - fiction: Captions, labels and lists (2-3 weeks)	Poetry - Senses (2 weeks)	Fiction: Traditional story (4 weeks)	Non - fiction: Instructions (3 weeks)	Fiction: Stories by the same author (short writing opps eg character profile, letters, etc) (2-3 weeks)	Fiction: Fantasy worlds (3 weeks)
	Grammar: Sequencing sentences to form short narratives. How words can combine to make sentences. Joining words and joining clauses using and separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for personal pronoun I.		Grammar: Revisit of Autumn grammar points. Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of root words (eg helping, helped, helper). How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat).		Grammar: Revisit previous two terms work. Speech marks Adverbs Similies	
	Unit B					
	Fiction: Stories with familiar settings (3 weeks)	Fiction: Stories from other cultures / with repeating patterns (3 weeks)	Explanation - looking after a pet / animal (2 weeks)	Poetry: Classic poems / Poems for learning by heart / repetition and pattern (2 - 3 weeks)	Non - Fiction: note making / non chronological report (3 weeks)	Poetry: On a theme (2 weeks)
	Non - fiction: Recounts (1 week)	Short writing tasks - Christmas linked (1 week)				Non-fiction lists, instructions, leaflet or poster (1 - 2 weeks)
	Grammar: Sequencing sentences to form short narratives. How words can combine to make sentences. Joining words and joining clauses using and separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for personal pronoun I.		Grammar: Revisit of Autumn grammar points. Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of root words (eg helping, helped, helper). How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat).		Grammar: Revisit previous two terms work. Speech marks Adverbs Similies	
	Writing Opps					
<u>Scaffolded</u> Write a story in a familiar setting / theme. List - different types of materials - science. Caption / label - for the classroom.	<u>Scaffolded</u> Poem - about the season / Halloween / bonfire night. Write a story from another culture. To write a setting description.	<u>Scaffolded</u> Newspaper article - traditional story. To write a traditional story. Write a character profile - traditional character. Letter to Little Red Hen. Rhyming couplet poem.	<u>Scaffolded</u> To write simple instructions. Write a Character profile. Recount of an event - History	<u>Scaffolded</u> Write a character description, write a new ending / letter to / from one of the characters. Note Making - Castles Non chronological report - Castles	<u>Scaffolded</u> Fantasy story Fantasy poem	
<u>Independent</u> To write a sentence. To write a caption for a picture To write a setting description.	<u>Independent</u> Write a story on a familiar theme. Write a list. Write a recount of an event (school trip).	<u>Independent</u> Poem about the season. Write caption for a picture. Write a story with a repeating pattern.	<u>Independent</u> Write a traditional story. Write a letter. Write a rhyming poem.	<u>Independent</u> Write a set of instructions. Write a character profile. Write a recount of an event.	<u>Independent</u> Write a diary entry. Write a non chronological report. Write a letter of thanks - Houghton Tower.	

Enrichment					
Harris Museum - History Myself				Hoghton Tower - link to History.	
Cross Curricular Links					
Science - list different types of materials.	Geography - Season - Poetry. DT - Moving picture - list of materials, caption.		History - Myself - labelling, lists, writing a recount.	History non-chronological report - Castles. Geography - why build castles in places they did?	
<p>We see Mathematics as an essential life skill and a practical tool with which children can make sense of the world around them. We offer children a comprehensive foundation in all areas of Mathematics through a varied experience of the subject.</p> <p>All children participate in a daily hour and skills are consolidated and extended through our curriculum areas.</p> <p>Emphasis is placed on the understanding of number. Mental arithmetic is used effectively to develop children's mathematical abilities and independent thinking and to create a positive attitude to Maths.</p>					
Autumn		Spring		Summer	
M A T H S	<p>Number: Place Value (to ten) Count forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Number: Addition and Subtraction Represent and use number bonds and related subtraction facts within ten. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to ten, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p>Geometry: Shape Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles. Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.</p> <p>Number: Place Value (to twenty) Count forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>	<p>Number: Addition and Subtraction Represent and use number bonds and related subtraction facts within twenty. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to twenty, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems, such as 7=[]-9.</p> <p>Number: Place Value (to fifty) Count forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Count In multiples of twos, fives and tens.</p> <p>Measurement - Length and Height Measure and begin to record lengths and heights. Compare, describe and solve practical problems for lengths and height (for example, long / short, longer / shorter, tall / short, double / half).</p> <p>Measurement - Weight and Volume Measure and begin to record mass / weight, capacity and volume. Compare, describe and solve practical problems for mass / weight (for example, heavy / light, heavier than, Lighter than) capacity and volume (for example full / empty, more than, less than, half, half full, quarter).</p>	<p>Number: Multiplication and Division Reinforce multiples of 2, 5 and 10. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Number: Fractions Recognise, find and name a half as one or two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for lengths and height (for example, long / short, longer / shorter, tall / short, double / half). Compare, describe and solve practical problems for mass / weight (for example, heavy / light, heavier than, Lighter than) capacity and volume (for example full / empty, more than, less than, half, half full, quarter).</p> <p>Geometry: Position and direction Describe position and direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Number: Place Value (to one hundred) Count forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Measurement: Money Recognise and know the value of different denominations of coins and notes.</p> <p>Measurement: Time Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later). Measure and begin to record time (hours, minutes, seconds).</p>		

S C I E N C E	The world of Science is a magical one for children. In following the National Curriculum, we provide a broad based experience of Science and, in particular, encouraging enquiring minds. Emphasis is placed on scientific investigation with hands on activities to consolidate knowledge and develop understanding of the world around them, to enable every child to experience success in this area of the curriculum.		
	Autumn	Spring	Summer
	Everyday Materials Identifying different materials and naming them. Finding them in our environment and labelling. Seasonal Changes Recording daily weather patterns and discuss monthly changes. Compare our weather in other parts of the UK.	Animals including Humans Labelling body parts of humans. Describing the similarities of humans. Knowing they have 5 senses. Knowing the human lifecycle and changes. Knowing that animals grow bigger as they mature. Looking at other animals. Seasonal Changes Record the weather in our school surrounding. Know the seasons and patterns. Discuss the differences between the seasons so far.	Plants Identifying features of a plant / not a plant. Investigating how seeds germinate. Investigate what plants need to grow. How plants change over time. Seasonal Changes Look at weather on the BBC website. Bring in weather reports from home. Make predictions about the weather. Discuss seasonal differences.
A R T & D E S I G N	Children are encouraged to become visually perceptive and are given a wide range of experiences and materials to develop their artistic skills. An interest and understanding of art, craft and design from other times and places is also developed.		
	Autumn	Spring	Summer
	Drawing Mark Making Painting Light and Dark KANDINSKI	Drawing Visitor - Lowry artist to come to school. Digital Media Myself	Drawing Plants Printing Leaves WILLIAM MORRIS
C O M P U T I N G	In addition to discrete subject teaching including programming and networking, computers are an essential curriculum tool and all children are given opportunities to develop their skills. Skill based work focuses around areas such as word processing, data handling and graphic design. Children are actively encouraged to apply their skills to other curriculum areas to support their learning.		
	Autumn	Spring	Summer
	Online Safety Identify different devices that can go on the internet and separate those that do not. (Science) Computing Bee Bots (app) (Geography maps) Data Purple Mash - Grouping and Sorting (shapes and toys) Purple Mash - Pictograms	Data Know that images give information (Science) Websites Online Safety Make decisions about whether or not statements or images found on the internet are likely to be true. (Science) Creating Stories Text Purple Mash 2 Create a story	Data Sort objects and pictures in lists or simple tables. (Science) Mapwork Daisy Dino / Bee Bots (app) Online Safety Identify when inappropriate content is accessed and act appropriately. Identify what things count as personal information. (PSHE) British Values Responsibility for keeping self safe online.
D & T	DESIGN & TECHNOLOGY Technology is a subject that requires children to apply knowledge and skills to solve practical problems. Children begin by exploring with practical materials, gradually developing their ability to plan, design, criticise and refine their own work.		
	Autumn	Spring	Summer
	Mechanisms Moving Pictures Christmas Cards Food with materials Silicone Trays and metal trays Look at kitchen utensils - what are they made of?	Food Fruit and vegetables Fruit kebabs	Structures Castles Food Research traditional foods for the UK. Breakfast smoothie.

L A N G U A G E S	Autumn	Spring	Summer
	Greetings What's your name? Numbers 1 - 20 Colours Classroom objects Cultural: Buche de Noel British Values Respect other cultures	Age Days of the week The body Fruit and vegetables Snacks Cultural: Lemon Festival / Easter egg game	Weather Animals Family Clothes Cultural: La Fete de Travail
Children learn about different places, the human and physical processes that shape them and the people who live with them. This helps children to make sense of their surroundings and the wider world. Geographical skills are developed throughout the school and environmental issues explored.			
G E O G R A P H Y	Autumn	Spring	Summer
		Human and physical geography Study the geography of the school environment. Looking at human features, looking at geographical features. Location within Euxton. Features on a map. Map of areas. Aerial photo's. Identify changes that have occurred or are about to occur around school. Geographical skills and fieldwork Looking at the school grounds. Looking at the school. Directional language [for example, near and far; left and right].	Human and physical geography Name four seasons. Names and describe changes. Comparing weather differences across the UK. How does the weather forecast help us? Record weather in school grounds. Location Knowledge Geographical skills and fieldwork Know the four countries in the UK, and where they are, characteristics and the surrounding seas. British Values Mutual respect and tolerance of cultural differences.
We aim to arouse an interest in the past and develop an understanding of other times. We encourage children to develop the ability to acquire evidence from historical sources and understand interpretations of history.			
H I S T O R Y	Autumn	Spring	Summer
	VISIT - Blackburn Museum Myself and others Looking at family life and changes. Photo's from home How family members have grown up. Looking at toys from the past. British Values Respect fro different family situations / individual liberty. PSHE Relationships link		VISIT - Houghton Tower Castles Look at UK castles. Why build here? Geography link Look at castles in different UK countries British Values British values and heritage.
Children are given opportunities to perform and compose music, from simple sound making to reading from simple notation. They are encouraged to develop concentrated listening skills and to appraise the music of others. We enjoy close links with Lancashire Music Service, Broughton Music Service and Chorley Silver Band where many of our children take up on the opportunity of learning a musical instrument.			
M U S I C	Autumn	Spring	Summer
	Developing Music Skills Beat Christmas Production	Singing Sherlock Singing Skills 1 Zoo Time Reggae British Values Respect other cultures.	Sounds Interesting Exploring Sounds In the Groove Exploring different styles of music

P E & S P O R T	PHYSICAL EDUCATION & SPORT Children enjoy indoor and outdoor facilities and the emphasis is on dance, games and gymnastics. Pupils in Key Stage One and Two attend the local swimming pool for lessons and presently Year 5 and 6 children have the opportunity to experience outdoor pursuits during two activity holidays. Through the year groups, children are also able to take part in a wide range of extra-curricular sporting activities and to compete throughout the year in district Football, High Fives, Golf, Rugby, Rounders, Cricket, Athletics, Cross-Country Running and Swimming.		
	Autumn	Spring	Summer
	Swimming	Swimming	Swimming
	Baseline unit Lost and Found. Core task rolling and kicking.	Core task - gymnastics Dance - The three little pigs / Mr Men	Core task - catching and balancing. Core task - overarm and underarm throw.
P S H E	PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION At Primrose Hill, personal and social development is seen as central to the education of our children, and permeates the whole curriculum. Personal and social development is concerned with acquiring attitudes and values, knowledge and understanding, abilities and skills necessary for the development of the self, the self in relation to others, social responsibility and morality. “We will encourage self-reliance, self-confidence and self-discipline in our children so that they may become responsible and responsive members of society.” The cross-curricular elements contribute to personal and social development as do pastoral care, the organisation of the school and the quality of relationships between all members of the school community. Our philosophy of emphasising the talents and positive achievements of children does much to develop self-confidence and a positive self-image essential to learning and to personal growth. “We will emphasise the positive achievements of children in school, and in their outside activities.		
	Autumn	Spring	Summer
	Enjoy and achieve Staying safe	Emotional health Relationships	Being healthy Positive contribution
	Prevent Responsible for own safety.	Prevent Kindness in relationships.	Prevent Responsibility for a healthy lifestyle.
R E	RELIGIOUS EDUCATION In R.E. the Lancashire Syllabus is followed. The focus of this is exploring:- Shared human experiences, Religious traditions, Beliefs and values, Personal meaning. <i>Parents may withdraw children from these lessons if they wish.</i>		
	Autumn	Spring	Summer
	What do people say about God? Islam Where is God? Christianity - God How do some people behave / feel because they believe in God? British Values Show kindness and respect for differing religious beliefs.	What do people say about God? Judaism What do some people do because they believe in God? Christianity - Jesus What stories are told about God? Why are they told? British Values Show kindness and respect for differing religious beliefs.	What do people say about God? Christianity - The Church What do some people do because they believe in God? Hindu Dharma What is God like? British Values Show kindness and respect for differing religious beliefs.