



THE HARMONY TRUST
Believe · Achieve · Succeed
Westwood Academy
Year 1 Long term plan



Subject/Term	Autumn Term	Spring Term	Summer Term		
Mathematics	In Maths, we follow the White Rose Curriculum, which is a small step, mastery-based scheme of learning.				
	<p>Place value (within 10) Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as word Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line</p> <p>Addition/Subtraction (within 10) Introduce parts and wholes Part-whole model Write number sentences Fact families - addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition - add together Addition - add more Addition problems Find a part Subtraction - find a part Fact families - the eight facts Subtraction - take away/cross out (How many left?) Subtraction - take away (How many left?) Subtraction on a number line Add or subtract 1 or 2</p> <p>Geometry: Shape Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shapes</p>	<p>Place value (within 20) Step 1 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20 Step 9 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20</p> <p>Addition/Subtraction (within 20) Step 1 Add by counting on within 20 Step 2 Add ones using number bonds Step 3 Find and make number bonds to 20 Step 4 Doubles Step 5 Near doubles Step 6 Subtract ones using number bonds Step 7 Subtraction – counting back Step 8 Subtraction – finding the difference Step 9 Related facts Step 10 Missing number problems</p>	<p>Place value (within 50) Step 1 Count from 20 to 50 Step 2 20, 30, 40 and 50 Step 3 Count by making groups of tens Step 4 Groups of tens and ones Step 5 Partition into tens and ones Step 6 The number line to 50 Step 7 Estimate on a number line to 50 Step 8 1 more, 1 less</p> <p>Length and height Step 1 Compare lengths and heights Step 2 Measure length using objects Step 3 Measure length in centimetres</p> <p>Mass and volume Step 1 Heavier and lighter Step 2 Measure mass Step 3 Compare mass Step 4 Full and empty Step 5 Compare volume Step 6 Measure capacity Step 7 Compare capacity</p>	<p>Multiplication and division Step 1 Count in 2s Step 2 Count in 10s Step 3 Count in 5s Step 4 Recognise equal groups Step 5 Add equal groups Step 6 Make arrays Step 7 Make doubles Step 8 Make equal groups – grouping Fractions Step 9 Make equal groups – sharing</p> <p>Fractions Step 1 Recognise a half of an object or a shape Step 2 Find a half of an object or a shape Step 3 Recognise a half of a quantity Step 4 Find a half of a quantity Step 5 Recognise a quarter of an object or a shape Step 6 Find a quarter of an object or a shape Step 7 Recognise a quarter of a quantity Step 8 Find a quarter of a quantity</p> <p>Geometry: Position and direction Step 1 Describe turns Step 2 Describe position – left and right Step 3 Describe position – forwards and backwards Step 4 Describe position – above and below Step 5 Ordinal numbers</p>	<p>Place value (within 100) Step 1 Count from 50 to 100 Step 2 Tens to 100 Step 3 Partition into tens and ones Step 4 The number line to 100 Step 5 1 more, 1 less Step 6 Compare numbers with the same number of tens Step 7 Compare any two numbers</p> <p>Money Step 1 Unitising Step 2 Recognise coins Step 3 Recognise notes Step 4 Count in coins</p> <p>Time Step 1 Before and after Step 2 Days of the week Step 3 Months of the year Step 4 Hours, minutes and seconds Step 5 Tell the time to the hour Step 6 Tell the time to the half hour</p>
English	In English, we teach over a two-week cycle, using quality texts to inspire our writing.				
	<p>Eleanor's Eyebrows: Week 1: Narrative Cold write (Non-fiction label a face) (<i>cold write</i>) Week 2: Narrative Description of myself</p> <p>The Colour Monster Week 1: Narrative Description of their own monster (<i>cold write</i>) Week 2: Narrative Feelings Jar</p> <p>Ruby's Worries Week 1: Narrative Writing a caption</p> <p>Boris Starts School Week 1: Non-Fiction (Cold Write narrative wanted poster)</p>	<p>Vlad& the Great Fire of London Week 1: Poetry Week 2: Narrative - description</p> <p>Dinosaur Firefighters Week 1: Fact on London Week 2: Narrative – retell</p> <p>Toby and the Great fire of London Week 1: Newsflash report Week 2: Diary entry</p> <p>Re-count of fire station visit.</p>	<p>Pussy Cat, Pussy Cat, Where Have You Been? Poetry</p> <p>The Queen's Handbag Week 1: Description Week 2: Narrative – Alternative setting/plot ('The Queen's Handbag in Oldham')</p> <p>No, Nancy, No! Week 1: Letter (Labelling a Map?) Week 2: Non-fiction information booklet</p> <p>Queens knickers – Week 1: Fact file Week 2: Diary entry</p>	<p>Dinosaurs that pooped a princess Week 1: Instructions – gingerbread men Week 2: Alternative ending</p> <p>Dear Dinosaur: Week 1: Fact file about dinosaurs Week 2: Letter</p> <p>How to grow a dinosaur. Week 1: Description Week 2: Instruction</p>	<p>Mama Panya's Pancakes Week 1: Description Week 2: Narrative – re-tell</p> <p>A is for Africa Week 1/ 2: postcard Week 3: Non-chronological report - Africa Week 6: Recount from Zoo trip</p>

	Week 2: Non-Fiction Instruction How to be a be a perfect pupil					
Science	The children in year 1 look at the body . They label the different body parts and put a body back together. The children make observations about their senses and their sensory organ. The children look at what the similarities and differences are between us.	In year 1 the children look at the four seasons and the changes in each season . They observe, discuss, draw and write about the changes in each of the 4 seasons. The children will learn how the day length varies and make observations and use that information to create data.	The children in year 1 look at the different groups of animals and make comparisons . They compare pet animals to wild animals. They will learn what mammals, fish and birds are and describe them. The children will learn about amphibians and reptiles and compare them.	Carnivores, herbivores, omnivores The children make links to the topic-Dinosaurs and animals by discussing what animals eat. They sort and classify the animals/dinosaurs into the 3 different categories. The children visit Blackpool Zoo.	In year 1 the children keep a plant growth diary and record their observations daily. They plant seeds and help look after the plant by watering it. The children go on a plant hunt around the school. They label a plant and a tree and name some flowering plants and trees. They use their knowledge from EYFS of 'how do flowers grow. Their learning in Year 1 gives them the basis to build on in Year 2 when they look at how plants grow.	The children look at the different types of materials and describe their properties. They also look at the best materials for a structure and discuss why. The children then use different materials to make a structure for DT- Castle to link with the topic.
Working scientifically – Taught throughout all topics in science Asking questions, setting up enquiries, making observations gathering information, recording and reporting findings, drawing conclusions pattern identification, using evidence to answer questions						
History		In year 1, pupils learn about the events surrounding the Great Fire of London . They timeline the events of the fire and look at Samuel Pepys' diary to solidify the key facts and concepts within History. London's Burning, London's Burning is a fun and engaging topic where they can compare 2 time periods. We build on skills from EYFS and use key concepts to understand the past and present by comparing a fire fighter, equipment and roles. Then we finish this topic by reporting the events by using Green Screen to be a news reporter.		Digging for Dinosaurs is a topic in year 1 in which children gain a greater understanding of pre-historic times. During this topic, we research a person from the past (Mary Anning) and why she is important, we discover why the dinosaurs died and look at evidence to see if they existed. We link this history topic to many other strands of learning, PE: in which we create a dinosaur dance and Science: in which we further develop our knowledge of Common Animals and focus on herbivores, omnivores and carnivores. To finish this topic, the children will write a newspaper report on dinosaurs coming to our school		In summer 2, year 1 use knowledge of the royal family when participating in Castles . This topic focusses on knowing what Castle life was like, knowing the purpose of a castle/why they were built and learn about the different types of castles and how they evolved. It will start with the children being transported back to the past when they visit Skipton Castle and dress up in medieval clothing and tour around the castle and dungeons. The children complete a timeline, compare castles and to finish this topic, they will use Green Screen to create a background for a castle battle.
Geography	Me and my world is a topic that focuses on ourselves and Oldham. Children use their knowledge of 'Me and my family' from EYFS and use key concepts to extend their knowledge of houses and who lives in houses. We begin this learning with a local area walk which children will look for key geographical features and building and		During Great Britain Now , children look at local landmarks within Great Britain. This topic has a focus on identifying the 4 countries within the United kingdom and some focus on Capital cities, with landmarks. The children identify physical and human features in the UK. This topic links to Art, where children create and build their		In Year 1, A is for Africa is a Geography topic which looks at comparing Africa to the town of Serengeti and how people live. This topic starts with some traditional African dancing, making flags and tasting some traditional food. We look at what life is like in Africa, discover where it is on a map, describe the climate and compare it to	

	describe what it is like. Another key concept children learn is how to draw an aerial map and what objects look like from an aerial view. To finish this topic, the children create a model of a geographical feature from around the local area.		own local landmark to create a memorable 'statue' for Westwood Academy . To finish this topic we create an information leaflet about visiting the UK.		England. This links to Me and my world in Autumn 1 and Great Britain now in Spring 1. To finish this topic the children will write a letter to a linking school in Africa.	
Art	Children in year 1 look at using a range of materials and techniques to create a self-portrait of themselves. The children develop a wide range of techniques when considering colour, pattern, textile, line, shape, form and space. They will look at artists work (Pablo Picasso) The children work on showing emotions through their art work with aspects of IT used throughout.		Children begin by learning about observational drawings and artists. This builds upon self-portraits in Autumn 1. Sculptures are then used when the children design a sculpture of their own, using artist impressions. The children then make their own sculpture. This topic has links to art, DT and their geography topic of Local landmarks.		Children in Year 1 look at different types of prints , mono, block and potato and with this, use skills learnt to design and create simple potato prints using African colours. They will create repeating patterns and prints and animals. This links to Science (animals)	
DT		Children in year 1 use their knowledge from History when they follow instructions and use ingredients to make bread in the Pudding Lane bakery. They will taste different bread, design their own make and taste it and then evaluate it.		When the children learn about dinosaurs, year 1 complete their learning on Mechanisms when they design and make moving dinosaurs. The children learn about different mechanisms and what is needed to build one.		Structures is a topic that is learnt once children have an understanding of mechanisms and sculptures. This topic has a focus on buildings (links to me and my world, and EYFS) when the children look at what is needed to keep buildings in place. The children design and build their own structure and then evaluate their work.
Computing	iPad key skills In year 1 the children learn how to log on and off as consolidating their learning from the EYFS. They begin to use the Ipad to access set tasks on Purple Mash.	The children practice typing their name and drawing themselves using the tools on 2 Paint .	Animated stories The children use the story from English to create their own E-books based on the story.	Un-plugged Coding The children will learn the basic skills in coding such as what an algorithm is, how to debug and to create a program.	In year 1 the children follow a set of simple instructions to programme using the Beebots.	The children will learn how to give a character instructions, move, change speed/direction and back*ground using Scratch Jnr .
RE	<u>Where do I belong?</u> In this unit children learn about belonging. They discuss and focus on different ways that we can belong, whether to a place, person, religion or a community. Children learn the importance of belonging and look at different ways you can show and represent your belonging. Children also develop a prayer together.	<u>Celebrations</u> In this unit, children learn about different religious celebrations, with links to Diwali and making Diwali lamps, with first hand experiences to enjoy the festivals and celebrations. Children also learn about the importance of Christmas and advent to Christians.	<u>Places of worship</u> In this unit, children will learn about different places. Children will learn and discuss about special places that different religions may have. Children learn about Churches and Mosques and how they can be special to people.	<u>Religious stories</u> In this unit, children will learn about Christianity. Throughout the unit they will focus on important stories and the important meanings we learn from them.	<u>I wonder... God</u> In this unit, children move on to asking questions to God, the importance of asking questions and how that can help comfort those who seek guidance.	<u>Caring for our world</u> In this unit, children learn about the wider world and are given fantastic opportunities to learn about other religions around the world and why it is important we look after our wider world and how we look after our it.
PSHE	Rules and responsibilities	Feelings	Keeping safe	Communication	Healthy Lifestyle	Communities

	In year 1 the children learn the importance of rules and make a class charter. They know that there are consequences when rules are broken. They will learn how to share and take turns.	In year 1 the children learn about the different feelings through Zippy's Friend Module 1.	In year 1 the children learn about dental hygiene, road safety, keeping clean and looking after their skin in the sun.	In year 1 the children learn about how to express their feelings. To speak clearly and ask for help when they feel lonely or isolated. The children learn through Zippy's Friend Module 2.	In year 1 the children look at having a healthy diet (having a balanced diet) alongside learning about the importance of exercise.	In year 1 the children look at belonging to different families and communities. They learn that belonging to a family or community needs stability, love and security.
PE – Indoor	In Gymnastics, children will learn how to travel in different ways by jumping, skipping and galloping. They will learn different controlled rolls, shapes and balances and how to use apparatus safely by jumping. They will also learn how to perform by using a range of different actions.	In Dance, children will learn how to perform, structure and sequence a range of actions and movements during individual and group performances. They will develop their awareness of space and use their imagination and creativity to create different dance styles. The children will also begin to name and understand the importance of their bodies and why exercise is healthy for their bodies and minds.	In Gymnastics, children will learn how to travel in different ways by jumping, skipping and galloping. They will learn different controlled rolls, shapes and balances and how to use apparatus safely by jumping. They will also learn how to perform by using a range of different actions.	In Dance, children will learn how to perform, structure and sequence a range of actions and movements during individual and group performances. They will develop their awareness of space and use their imagination and creativity to create different dance styles. The children will also begin to name and understand the importance of their bodies and why exercise is healthy for their bodies and minds.	In Team games children will learn and develop their skills in striking and hitting a ball, learn how correctly to throw and catch a ball. They will also learn how to travel with a ball using different body parts and techniques. They will develop their spatial awareness skills whilst learning to pass the ball, attack and defend whilst moving with the ball and playing different games. Children will learn and understand different rules and tactics that come with different games.	During Tennis, children will learn the rules and tactics of tennis. They will learn how to correctly strike and hit the ball, throwing the ball up to allow the children to strike it, hitting the ball after bouncing and also hitting the ball in the direction they want it to go. They will learn to pass the ball to another player in the game, and learn how to travel around the pitch in order to react and hit the ball back to their opponent.
PE – Outdoor	In Multi-skills, children will learn different types of skills throughout the unit. Children will learn how to use their bodies to throw, catch, run, hop, and move their bodies to suit different games by following the rules and tactics. Children will learn how to jump at distance and height by learning different techniques. Children will learn to take and give advice to their fellow peers and begin to evaluate their own and others performances.	In Multi-skills- Agility, children will learn how to use their bodies to throw, catch, run, hop, and move their bodies to suit different games by following the rules and tactics. Children will learn how to jump at distance and height by learning different techniques. Children will learn to take and give advice to their fellow peers and begin to evaluate their own and others performances.	In Multi-skills- Coordination, children will learn different types of skills throughout the unit. Children will learn how to use their bodies to throw, catch, run, hop, and move their bodies. Children will learn and develop the importance of spatial awareness and how to use multiple body parts at once to achieve different skills.	During multi-skills - Sending and Receiving children will learn and develop their abilities to throw and catch the ball. They will learn new and develop on previous skills to throw the ball in various methods. They will also learn how to pass the ball to others in different methods and using different body parts. Children will learn how to use accurately and precisely move the ball in the direction specified.	In striking activities children will learn how to hit, throw and receive the ball in multiple ways. During this unit children will learn to hit the ball using multiple techniques. Children will learn to focus on a target and drive the ball in their wanted direction.	In Athletics, children will learn to run at various speeds using different techniques over long and short distances and be able to maintain their balance whilst running straight and changing directions. They will also learn different types of jumping techniques, when to use them and how to safely land and control their jumps. Children will develop on their throwing techniques and practice their accuracy over distance and power. Children will begin to use their techniques during different games.
Music <i>Delivered by Oldham Music Service</i>	In Autumn 1, children begin to explore sounds by copying and creating simple rhythms based on words. The children begin to experiment with their voices in different ways and copy short melodic phrases. They also learn the common names of common percussion instruments.	In Autumn 2, children begin to explore instruments and symbols. Children begin to create their own symbols for fireworks and arrange them, to create their own piece of music. Children choose appropriate instruments to play their music and record their own music so they can listen back to it.	In Spring 1, children begin to explore composition and music technology. They create their own compositions for each season by choosing instrument sounds to match the weather from each season. They notate the music by drawing symbols to show the different sounds and they record the music. Children combine it in Audacity to create our own Y1 Seasons music.	In Spring 2, children sing songs about dinosaurs. We tap out the names of different dinosaurs and arrange them in order to make a dinosaur parade	In Summer 1, children sing simple African songs and explore different rhythm patterns based on the songs. The children begin to see rhythm patterns written down and recognise them to play. They perform ostinato (short, rhythmic patterns) whilst keeping in time with the beat. They create and play their own rhythm patterns based on simple phrases.	In summer 2, children listen to the Hairy Scary Castle song and create their own sounds to match the different parts of the castle. They listen to Royal music and sing songs about castles. The children learn about musical words for loud (forte) and quiet (piano).