





**YEAR 1 Bournmoor Primary School Curriculum Grid 2019/20**

		<b>Autumn</b> 	<b>Spring</b> 	<b>Summer</b> 
<b>Subject</b>		<b>HAPPILY EVER AFTER</b>	<b>LET'S GO EXPLORING</b>	<b>I DO LIKE TO BE BESIDE THE SEASIDE</b>
<b>Writing</b>	<b>Transcription</b>	Spelling: see National Curriculum Appendix 1		
	<b>Composition</b>	Writing: narrative and non-narrative see National Curriculum Programme of Study Page 22-25		
	<b>VGP</b>	Vocabulary, Grammar and Punctuation: see National Curriculum Appendix 2		
<b>Reading</b>	<b>Word reading</b>	See National Curriculum Page 20 and 21		
	<b>Comprehension</b>	Texts include a range of fiction i.e. myths and legends and stories from other cultures, plays, poetry non-fiction texts and information books plus dictionaries		
<b>Phonics</b>		Daily phonics sessions using <b>Letters and Sounds</b>		
<b>Speaking and Listening</b>		12 statutory statements: see National Curriculum page 17		
<b>Maths</b>		Place Value, Addition and Subtraction, Multiplication and Division, Geometry – Shape, Time, Graphs, Money, Fractions, Length and Height, Weight and Volume, Capacity/Volume/Mass and Temperature and 3-D Shape		
<b>Science</b>		<p align="center"><b>Plants</b> (linked to seasonal change)</p> <ul style="list-style-type: none"> <li>Identify and describe the basic structure of a flowering plant</li> <li>Identify and name a variety of common plants including deciduous and evergreen trees</li> </ul>	<p align="center"><b>Animals</b> (linked to Seasonal Change)</p> <ul style="list-style-type: none"> <li>Identify and name common animals that are fish, birds, amphibians, reptiles, mammals and invertebrates</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul> <p align="center"><b>Humans</b></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<p align="center"><b>Materials</b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>
		<b>Working scientifically should underpin every lesson – PLAN, DO and REVIEW</b>		
		<p><b>Seasonal change:</b> Observing the apparent movement of the sun during the day Observing changes across the four seasons Observing and describing weather associated with the seasons and how day length varies</p>		
<b>History</b>		<b>Significant historical events, people and places</b>	<b>Lives of significant individuals</b> in the past who have contributed to national and international achievements	<b>Changes within living memory</b>

<b>Geography</b>	<b>Our Local Area</b> Fieldwork and observational skills - use these to study the geography of school and its grounds and features of the locality		<b>Exploring</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom		<b>Seaside Study</b> Look at physical features of the local seaside and use key vocabulary	
<b>PSHE</b>	<b>A New Adventure and Team</b> Classroom charters, rights & responsibilities <b>Turn that Frown Upside Down</b> Managing my feelings Positive thinking	<b>Be Friendly, Be Wise</b> Making and Staying Friends <b>We've Got Rights!</b> What do all children need? Wants and needs	<b>Living Long, Living Strong</b> Hygiene, including dental hygiene <b>Drugs</b> <b>Education</b> Medicines and people who help us	<b>Safety First</b> Safety at home – inside and out  Stranger danger  <b>Celebrate Diversity</b>	<b>Our World</b> School protectors – our school environment and community	<b>Lucinda and Godfrey</b> Exploring trust and friendship <b>Money, Money, Money!</b> Looking after my money Spend or save?
	<b>PSHE includes: 'Value of the Month' and whole school events</b>					
<b>RE</b>	What can we learn about Christianity from visiting a church?	Why are gifts given at Christmas?	Why is Jesus special to Christians?	What is the Easter story?	How do Buddhists express their beliefs?	
	<b>R.E. is based upon the Durham Agreed Syllabus</b>					
<b>Music</b>	<b>Charanga Unit</b> Hey You!	<b>Charanga Unit</b> Rhythm in the way we walk and the Banana Rap	<b>Charanga Unit</b> In the groove	<b>Charanga Unit</b> Round and round	<b>Charanga Unit</b> Your imagination	<b>Charanga Unit</b> Reflect, remind and replay
<b>DT</b>	<b>Structures</b> A home for a story character	<b>Food Technology</b> Healthy Celebration food snack	<b>Textiles</b> Making a Puppet		<b>Control and Mechanisms</b> A Rescue Lifeboat	
<b>PE</b>	SAQ Outdoor and Adventurous	Net and Wall Dance	Gymnastics Attack and Defence		Striking and Fielding	Athletics Striking and Fielding
<b>Art</b>	<b>Sketching and Painting</b> Create work based on one artist e.g. Kandinsky		<b>Collage and Patterns</b> Focus on finger painting and sponge printing to look at an artist e.g. Picasso		<b>Sculpt and Create</b> Use clay and paint to make sea/beach creatures	
<b>Computing</b>	<b>Digital Literacy</b> E-safety <b>Computer Science</b> Programming bee-bots and coding <b>IT - Word documents</b>		<b>Digital Literacy</b> E-safety <b>Computer Science</b> Programming bee-bots and coding <b>IT - Word documents</b>		<b>Digital Literacy</b> E-safety <b>Computer Science</b> Programming bee-bots and coding <b>IT - Word documents</b>	