



Greysbrooke Primary School Long Term Curriculum Plan

Our school curriculum provide an outline of core knowledge “around which teachers can develop exciting and stimulating lessons to promote the development of pupils knowledge, understanding and skills as part of the wider school curriculum.” An all-inclusive ‘curriculum paradigm’ is representative of Greysbrooke’s ethos, as we believe that everything that happens in school reflects our culture and hence everything that happens in school (including unstructured times such as breaks) or through school (e.g. residential experiences) is part of the curriculum. In addition to the delivery of subject knowledge and acquisition of skills, our curriculum also promotes wider elements such as visits, assemblies, and performances. Spiritual, moral, social and cultural experiences are maximised with ‘awe and wonder’ opportunities celebrated.

| Class: 1 | | | |
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| | Autumn | Spring | Summer |
| Literacy | <p>Children will be following the RWI Literacy programme</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words, re-read these books to build up their fluency and confidence in word reading <p>pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them <p>spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound | | |

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| | <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> • using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un- • using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <ul style="list-style-type: none"> • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these <p>write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher |
| <p>Maths</p> | <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and 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 • read and write numbers from 1 to 20 in numerals and words. • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, 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$. • 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. • recognise, find and name a half as one of 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: <ul style="list-style-type: none"> • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • 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] • time [for example, quicker, slower, earlier, later] • measure and begin to record the following: <ul style="list-style-type: none"> • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) • recognise and know the value of different denominations of coins and notes • 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. • recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. • describe position, direction and movement, including whole, half, quarter and three-quarter turns |

| Year: 1 <i>Headings in italic are Cornerstones topics</i> | | | | | | |
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| | Autumn | | Spring | | Summer | |
| | 1 | 2 | 1 | 2 | 1 | 2 |
| Geography/ History | <i>Paws, Claws and Whiskers</i> <i>Literacy focus</i> | <i>Rio de Vida Geography</i> <i>Focus</i> | <i>Moon Zoom Geography and History</i> <i>Focus</i> | <i>Moon Zoom Geography and History</i> <i>Focus</i> | Great fire of London History Focus | <i>Bright lights, big city</i> <i>Geography Focus</i> |
| Art/DT | <i>Paws, Claws and Whiskers</i> ART: Pet portraits, animal skins and furs. (Printmaking and collage). | <i>Rio de Vida</i> DT: Heathy foods. Making fruit kebabs. (Food and nutrition) | <i>Moon Zoom</i> ART: Alien sculptures. (3D modelling/sculpture) | <i>Moon Zoom</i> DT: Moon buggies (Moving vehicles) | Great fire of London ART: London's Burning (Model making -buildings) | <i>Bright lights, big city</i> DT: Zoo souvenirs (Design and make a product) |
| ICT | We are treasure hunters - using programmable toys. Focus - Programming | Keyboard skills | We are Painters - Illustrating an eBook. Focus - Creativity | We are collectors - Finding images using the web. Focus - Computer networks | We are storytellers - Producing a talking book/ PowerPoint Focus - Communication and collaboration. | We are celebrating - creating a card electronically. Focus - Productivity. |
| Music | Charanga: Hey You! Old School Hip Hop Cornerstones: Paws, Claws and Whiskers Mu 1 2 4 | GBS KS1 Christmas production Charanga: Rhythm in the way we walk Reggae, Hip Hop Cornerstones: Rio de Vida Mu 1 2 3 4 | Charanga: In the Groove Blues, Latin, Folk, Funk Baroque, Bhangra Cornerstones: Moon Zoom Mu 1 2 3 4 | GBS KS1 Easter production Charanga: Round and Round Latin Bossa Nova, Film music, Big Band Jaz, Mash-up, Latin fusion Cornerstones: Moon Zoom Mu 1 2 3 4 | Charanga: Your Imagination Curriculum links - Great Fire of London | Charanga: Reflect, Rewind and Replay Cornerstones : Bright Lights, Big City Mu 1 4 |
| RE | Caring Listen to examples of care and concern shown by believers and religious communities. | Belonging Find out about ceremonies in which special moments in the life cycle are marked. | Celebrations Explore the preparations for and find out about the celebration of festivals. | Families Listen to and ask questions about stories of individuals and their relationship with God. | Answers Engage with stories and extracts from religious literature and talk about their meanings. | Worship Find out about how and when people worship and ask questions about why this is important to believers. |
| PHSE/ Citizenship (Under Review) | Animals and us | Growing & changing | Me & my relationships | Going for goals | The world of drugs Good to be me | Keeping myself safe Changes |
| Science | Animals including humans | Everyday material | Seasonal Changes | Science Week and Investigations | Plants | Nature Studies |

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| PE | <i>Paws, Claws and Whiskers</i> | <i>Rio de Vida</i> | <i>Moon Zoom</i> | <i>Moon Zoom</i> | <i>Great fire of London</i> | <i>Bright lights, big city</i> |
| Sport | Multi-Skills Balancing, co-ordination drills, aiming, controlled movement, change in direction, agility | Story Time Dance Change in direction, gestures, linking movement, beats in music, movement in time to music, basic body patterns, jumping, flowing movement, fluency | Groovy Gymnastics Different speed, direction, level, linking 3 movements together, link isolated moves and shapes, tuck, pike, straddle, rolling movements, travelling on benches, travel on small apparatus, repeat and link combinations | Brilliant Ball Skills Anticipation and reactions when working with balls and beanbags, catch ball/beanbag on a bounce, catch from a throw, develop accurate throwing, underarm/overarm throws, stop/trap/catch a ball, playing small games | Throwing and Catching Throwing and catching, shark game, bean game, bouncing balls, batting with the hand, striking, retrieving a ball, fielding, numbers game, racket/bat striking, fair game play/sporting manner | Active Athletics Travel in different ways, change speed from slow to fast, hop, travel and land on two feet, jumping; take-off and landing, distance throwing, obstacle running, |
| Health | Body Parts and their functions Heads, shoulders, knees and toes, Simon says, locating bones, what makes bones move, naming organs, organ jobs, why we need to eat | Healthy Minds, emotions and Goals Emotions, different situations, turning negative into positive, aiming high, working towards goals, personal goals and honesty | Hygiene, Medicine and Exercise Staying clean and dry, preventing spread of germs, avoiding tooth decay, oral brushing, symptoms of illness, dangers of medicine, how exercise helps us | Body Protectors and body changes Revision of body parts and organs, senses to protect, fire safety, healing skin, people and humans, body changes | Relationships with others and opinions Friendships, parents/carers, Fair/unfair, Listening to others, treating others how we would like to be treated | Diet and Vitamins Food likes/dislikes, making sensible food choices, food for energy, vitamins to support activity, what is happening inside us, sun safety |
| Fitness | Boot Camp Warming up, raising heart rate, fitness, circuits, technique, patterns of movement, | Mighty Movers Running; speed, style, direction, control, relay, breathing, running circuits, | Skip to the beat! Hopping, jumping, step hop, skipping, different ways of skipping, skip with balance, control, | Gymfit circuits Simple movement patterns, flexibility, stretching, reach, spotting, lunges | Cool core (strength) Breathing control, supporting own body weight, core control, plank, maintain balance when running, wheelbarrow, supporting body weight on hands, good posture | Fitness Frenzy Agility and co-ordination, improving fitness scores, using arms to run, gait skills, skipping circuits, improving performance |