

Ladybridge Primary School Long Term Learning Challenge Curriculum Plan B- Year 1

| Year 1<br>Cycle B   | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
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| <b>Learning Challenge Question</b>  | What would Beegu think of life on Planet Earth?  | Who was to blame for the Great Fire of London?   | What would _____ find exciting about our home town?   | Why do we remember Florence Nightingale and Mary Seacole?                                 | Why are humans not like tigers?  | Where do and did the wheels on the bus go?   |
| <b>WOW</b>  | FX Guru clip   | Fireman visit  | Walk around our local area  | Visit from a Nurse  | Tea party (Chester/Blackpool) Zoo  | Transport museum (Bury)  |
| <b>Text suggestions</b>   | Beegu, Aliens love underpants  | The Great fire of London   |   | Hoorah for Mary Seacole   | The tiger who came to tea  | Follow that map  |
| <b>Science</b>  | Everyday Materials   |  |   |   | Animals, Including Humans  |  |
| <b>Humanities (Hist/Geog)</b>   |  | <u>History</u><br>Significant event beyond living memory   | <u>Geography</u><br>Human and physical<br>Fieldwork   | <u>History</u><br>Changes within living memory  |  | <u>History</u><br>A significant event beyond living memory   |
| <b>Creative Arts (Art/DT)</b>   | Art – Sculpture  |  | Art –painting   |   | Art – collage and painting<br>DT - cooking and nutrition   | DT – Moving vehicles<br>Design, make evaluate.   |
| <b>Music</b><br>Sunrise – Richard Strauss<br>Star Wars theme – John Williams<br>A Spaceman Came Travelling – Chris De Burgh<br>Rocket Man – Elton John<br>Earth Song – Michal Jackson | I can perform and compose using the following:<br>Cat Monkey Rest<br><b>Dynamics</b> = loud/soft | I can speak chants and rhymes.<br>I can sing questions.<br><b>Tempo</b> = fast/slow                          | I can perform using untuned percussion.<br>identify the male voice.<br>identify the female voice. | I can perform using untuned percussion.<br><b>Pitch</b> = high/low<br>Music appreciation. | I can perform using tuned percussion.<br><b>Duration</b> = long/short                                | I can perform using tuned percussion.<br>Select own instruments and create a short piece that reflects a certain mood and/or event |
| <b>Computing</b>  | <b>Hardware/Software:</b><br>Use technology purposefully – <b>Data handling</b>                  | <b>Hardware/Software</b><br>Use technology purposefully – <b>Data handling</b><br><br><b>Internet safety</b> | <b>Hardware/Software</b><br>Use technology purposefully – <b>animation</b>                        | <b>Hardware/Software</b><br>Use technology purposefully – <b>animation</b>                | <b>Hardware/Software</b><br>Use technology purposefully – <b>sound</b><br><br><b>Internet safety</b> | <b>Hardware/Software</b><br>Use technology purposefully – <b>sound</b>   |
| <b>PE</b>   | Gym  | Gym  | Gym   | Dance   | Dance  | Dance  |
| <b>PSHE</b>   | <b>Health and Wellbeing</b><br>BV – Democracy/Rule of law  | <b>Health and Wellbeing</b><br>BV – Individual liberty   | <b>Relationships</b><br>BV – Mutual respect & tolerance   | <b>Relationships</b><br>BV – Democracy/Rule of law  | <b>Living in the wider world</b><br>BV – Individual  | <b>Living in the wider world</b><br>Mutual respect and   |

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|                                   | HL – What helps keep bodies healthy (include DATE)<br>GC – Recognising what good at and setting goals<br>KS – Keeping safe around household products<br>E SAFETY: Digital footprint<br>RSE; Feelings and emotions – activity 1<br>DATE – What goes onto our bodies – what is safe/not safe | HL – Healthy hygiene routines (include DATE)<br>GC – Change and loss and how it feels<br>KS – How to ask for help if worried<br>ANTI BULLYING: Page 40 – To know what bullying is and how it feels.<br>RSE; Friends – activity 4<br>DATE – What goes into our bodies | FE – Recognising feelings in self and others<br>HR – Secrets and keeping<br>VD – Respecting similarities and differences in others<br>E SAFETY: Safer internet day<br>RSE; Friends – what makes a good friend activity 6<br>DATE – What’s inside our bodies – blood, bones, organs | FE – Sharing feelings<br>HR – Special people in their lives<br>VD – Sharing views and ideas<br>ANTI BULLYING: Homophobia – Page 77 – To know how to include others.<br>RSE; Growing up activity 8<br>DATE – What are medicines – when might I need them | liberty<br>RR – Group and class rules<br>E – Looking after local environment<br>M – Where money comes from and how to use money<br>E SAFETY: Staying safe on line and how to report<br>RSE; Growing up, activity 9<br>DATE – Using medicines with adult help – can be harmful if not used properly | tolerance, community work, working in the local environment, making good choices, money tracking, growing up, keeping safe around household products, anti-bullying (different cultures) |
| <b>RE</b>                         | Who is a Christian and what do they believe? (Believing)   | What makes some places sacred? (Expressing)  |  | What does it mean to belong to a faith community? (Living)  |  |  |
| <b>Genres covered for English</b> |  |  |  |   |  |  |

| <b>HLTA</b>               | <b>Autumn</b>   | <b>Spring</b>  | <b>Summer</b>  |
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| <b>Learning Challenge</b> | What are the differences between Stockport and the rainforests?   | How can we grow our own salad?   | What was it like when the Queen came to the throne in 1953?  |
| <b>Subjects covered</b>   | <b>KS1 Geography:</b><br><br>Locational knowledge (Seven continents and five oceans).<br>Place knowledge<br>Maps and fieldwork.<br>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United | <b>KS1 science:</b><br><br>Plants/Seasonal Changes/Living things and their habitats.<br>Design and technology - Cooking and Nutrition<br>Use technology purposefully<br>Science – Materials. How can we make a greenhouse to help our salads grow? | <b>KS1 History:</b><br><br>events beyond living memory that are significant nationally or globally.<br>Geography:<br>Children to use maps to find out about the location of countries within the British Empire and at the same time locate continents and oceans on their maps. |

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|  | Kingdom, and of a small area in a contrasting non-European country. |  |  |
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