










Long Term Curriculum Overview

Year group: Y1

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Families: Ourselves PSHCE	Light & Dark Fire & Heat	Traditional tales English	Animals Science	Journeys History	Countries and continents Geography
Key Question	What is a family? Who's in our family? Where do I live? Who lives in my house?	Why is it light in the day and dark at night? What is fire? Where does fire come from?	Which materials keep you dry? Which materials will keep you warm?	What do you call the young of various animals? What is it like where I live?	What are the different types of transport? How do people travel to different places? What is an explorer? What qualities do they have?	How does where we live differ from a country in Africa? What are homes and schools like? What is the weather like?
Text / stimulus	Peace at Last 5 minutes Peace Rosie's Walk The 3 little pigs	Owl Babies – Martin Waddell Gunpowder plot (ppt) Firebird Florence Nightingale: Usborne famous lives. I am Rosa Parks: Brad Meltzer	Traditional tales Goldilocks and the three bears Mufaro Beautiful Daughters Toys: Big Book What am I? riddles	Jaspers Beanstalk Titch	We're going on a bear hunt Instructional text: How to make a jam sandwich. Whatever Next: How to become an astronaut like Baby bear.	Merekat mail by Emily Gravett Letter of persuasion We're going on a lion hunt by David Axtell
Writing purpose	<u>Writing for myself -</u> Writing for pleasure. To write a Memoir/Diary.	<u>To discuss</u> Writing to present a balanced overview Book Review	<u>To entertain</u> independent stories Poetry and riddles	<u>To inform by</u> Fact finding and writing facts about animals	<u>To inform</u> Writing instructions for other children	<u>To persuade</u> Writing to give opinion on what it is like where we live
Grammar and Punctuation	Identify and write a past tense action verb. Identify and write a simple subject Use capital letters and full stops to demarcate sentences.	Consistent use of past tense Identify and write a direct object Revise use of: Capital letters/finger spaces/full stops in sentences.	Identify and write nouns Identify and write a compound subject Identify and write a compound object Use a capital letter for names	Identify and write personal pronouns as subjects Identify and write personal pronouns as objects Use a capital letter for the personal pronoun 'I'	Identify and write state of being verbs Identify and write an adjective after a state of being verb (was/is....)	Distinguish between statements and questions Identify and write questions Use full stops and question marks to demarcate statements and questions

	<p>Separate words with spaces.</p> <p>Sequencing sentences to form short narratives</p>	<p>Sequencing sentences to form short narratives</p>			<p>How the prefix un– changes the meaning of verbs and adjectives</p> <p>Identify and write lists of two adjectives after a state of being verb</p> <p>Use <i>and</i> to join words</p>	<p>Use exclamation marks to demarcate sentences</p>
Science	<p>Seasonal change- Autumn</p> <p><i>Two lessons per half term</i></p>	<p>Seasonal change- Autumn /Winter</p> <p><i>Two lessons per half term</i></p>	<p>Seasonal change Winter</p> <p><i>Two lessons per half term</i></p>	<p>Seasonal change Spring</p> <p><i>Two lessons per half term</i></p>	<p>Seasonal change Spring</p> <p><i>Two lessons per half term</i></p>	<p>Seasonal change Summer</p> <p><i>Two lessons per half term</i></p>
	<p>Animals incl. Humans (HUMANS)</p>	<p>Materials (1)</p>	<p>Materials (2)</p>	<p>Animals incl. Humans (ANIMALS)</p>	<p>Plants</p>	<p>Plants</p>
History		<p>What is the significance of this History maker?</p> <p>Events beyond living memory Lives of significant individuals Guy Fawkes, Florence Nightingale, Rosa Parks</p>	<p>What are the differences between toys now and in the past?</p> <p>Changes within living memory Lives of significant individuals</p>		<p>What does it take to be a great explorer?</p> <p>Changes within living memory Events beyond living memory Lives of significant individuals</p>	
Geography	<p>What is the geography of where I live like?</p> <p><u>Locational knowledge</u> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>			<p>How does the weather affect our lives?</p> <p><u>Locational knowledge</u> Name and locate the world's seven continents and five oceans <u>Human and physical geography</u> Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical and human features <u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the countries,</p>		<p>How does where we live differ from a country in Africa?</p> <p><u>Locational knowledge</u> Name and locate the world's seven continents and five oceans <u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country <u>Human and physical geography</u> Identify the location of hot and cold areas of the world in relation</p>

	<p><u>Human and physical geography</u> Use basic geographical vocabulary to refer to key physical and human features</p> <p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple observational skills to study key human and physical features of environments Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>			<p>continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple fieldwork and observational skills to study key human and physical features of environments</p>		<p>to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical and human geographical features <u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple observational skills to study key human and physical features of environments</p>
RE	Who made the world?	Why does Christmas matter to Christians?	Who is Jewish and how do they live?	What is God to you?	What does it mean to belong to a faith community?	How should we care for the world and for others, and why does it matter?
Music	 <p>Hey You! Old-School Hip Hop style Learn about the differences between pulse, rhythm and pitch and to learn how to rap.</p>	 <p>Rhythm In The Way We Walk and Banana Rap Learning is focused around two songs Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style)</p>	 <p>In The Groove A song arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk.</p>	 <p>Round and Round Builds on previous learning. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.</p>	 <p>Your Imagination A song about using your imagination. Close your eyes and see where your imagination takes you.</p>	 <p>Reflect, Rewind and Replay Consolidation of the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
Art	<p>Self Portraits Van Gogh, Picasso, Draw, paint, collage</p> 			<p>Animal 3D sculptures Louise bourgeois Sculpture, collage, 3D art</p>		<p>African Art Jasper Johns Edward Tingatinga Paint, pattern and texture</p>

						
PE - Indoors	Dance	Ball Skills	Dance	Net and Wall	Target Games	Athletics
PE - Outdoors	Fundamentals	Invasion	Gymnastics	Sending and Receiving	Fitness	Striking and Fielding
RSHE	RELATIONSHIPS -Family What makes a family? Fa1 Who's in my family? Fa2 Do Families always stay the same? Fa3 How should families treat each other?	RELATIONSHIPS -Family What makes a family? Fa4 When should I say no? Fa5 Who owns my body? I do! Fa6 Are all families the same?	LIVING IN THE WIDER WORLD -Community C1 How do we make a happy school?	HEALTH AND WELL BEING -Mental wellbeing Understanding my feelings M1) Where do feelings come from? M2) Who am I?	HEALTH AND WELL BEING -Physical health Staying healthy P1 How do I help my body stay healthy? P4 How can I stay safe?	LIVING IN THE WIDER WORLD -Online safety Os1 Screen time [L1] Os2 Personal information [S1]
DT		Textiles: Sewing - Pattern making Firebird puppets	Structures: Baby bear's chair 1. Exploring Stability 2. Strengthening materials 3. Making Baby Bear's Chair 4. Fixing and Testing Baby Bear's Chair		Mechanisms: wheels and axles - Design and make a moving vehicle 1. How do wheels move? 2. Fixing Broken Wheels 3. Designing a vehicle 4. Wacky Races	
Computing	Computing systems and Networks- Technology around us	Creating Media- Digital painting	Programming A- moving a robot	Data and information- Grouping data	Creating media- digital writing	Programming B- animations
Role Play area	Supermarket Home Corner	Fire Station How to keep safe in case of a fire.	Storytelling traditional tales role play area	Pets and vets	Space small world	Airport
Whole-class Reading Time	A quiet night in (Jill Murphy) Mr Large in Charge (Jill Murphy) My Dad is Brilliant (Nick Butterworth), What's my family tree? (Mick Manning) Picasso and the girl with the ponytail	Can't you sleep little bear? – Martin Waddell A dark, dark tale- Ruth Brown	Where's my teddy? Red riding hood	Jacob O'Reilly wants a pet. (Lynne Rickards) Bruno and Titch (Trish Cook) Monkey Puzzle	Look Up - Nathan Bryon Last Stop on Market Street by Matt de la Peña. Man on the moon- A day in the life of Bob. Baboon on the moon Claire Bates.	Tingatales Why giraffe has a long neck Nini at the Carnival- Errol Lloyd

