

# Year 1

## Long Term Curriculum Overview

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Year 1 A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Hold sentences Sentence structures Short narrative about a setting Change context Poems that follow a pattern - oral		Instructional narrative Retell narrative (beginning) Recount narrative fiction Recount narrative real life Settings within narrative Character narrative Retell narrative (end) Narrative poem - oral		Instructional narrative Retell narrative (beginning) Recount narrative fiction Recount narrative real life Settings within narrative Character narrative Retell narrative (end) Poem in the style of... - oral	
Maths	Place Value (within 10)  Addition and Subtraction (within 10)	Geometry: Shape  Place Value (within 20)	Addition and Subtraction (within 20)  Place Value (within 50)	Measurement: Length and Height  Measurement: Weight and Volume	Multiplication and Division  Fractions  Geometry: Position and Direction	Place Value (within 100)  Measurement: Money  Measurement: Time
Science	<b>Physics and Biology:</b>  <i>(Season changes throughout the year at relevant times)</i>	<b>Biology:</b> <u>Animals including humans</u>  (Y1 statutory requirements)	<b>Biology:</b> <u>Plants</u>  (Y2 observation and describe seeds, Y1 5 trees and 5 flowers with features)		<b>Biology:</b> <u>Living things and their habitats</u>	<b>Chemistry:</b> <u>Everyday Materials</u> name and identify suitability – stretchy/stiff, rough/smooth, waterproof/not waterproof, opaque/transparent

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## Long Term Curriculum Overview

**Working Scientifically (procedural knowledge) is taught throughout each unit**

History			<u>Lives of significant individuals</u>  (Monarchs- comparison and contribution to national and international achievement – Queen Victoria then Elizabeth I)		<u>Changes within living memory</u>  (Toys)
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**Working Historically (procedural knowledge) is taught throughout each unit**

Geography	<u>Simple fieldwork and observational skills of school and the grounds</u>  (mapping and compass directions)	<u>A study of a small area of the UK</u>  (Silverstone)		<u>Continents and Oceans</u>  (repeat unit)	<u>Silverstone and Kenya Village</u>  (similarities and differences of human and physical features)	
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**Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units**

Computing	<u>Programming Toys Algorithms</u>		<u>Computing skills</u> Painting		<u>Programming for Scratch</u> Laptops	
Art		<u>Sketching and Painting Landscape</u>  (John Constable)	<u>Drawing Portraits</u> Amedeo Modigliani/ Frica Kahlo		<u>Sketching and Printing</u>  (Stamp printing – Joseph Turner)	

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DT	<u>Wheels and Axles</u>  (Make an F1 Racing Car)			<u>Cooking and nutrition – Fruit Salad/Fruit Kebabs</u>  (cutting)		<u>Textiles – Gift</u>  (Running stitch)
RE	<u>Thematic (including non-religious worldviews)</u>  (Who am I? What does it mean to belong?)	<u>Incarnation</u>  (Why does Christmas matter?)	<u>Judaism</u>  (Who is Jewish and how do they live?)	<u>Salvation</u>  (Why does Easter matter?)	<u>Gospel</u>  (What is the good news that Jesus brings?)	<u>Thematic (including non-religious worldviews)</u>  (What makes some places sacred to believers?)
Music	<u>Hey You!</u>  Historical Context/Genre: Old-School Hip Hop  <u>Classical Study:</u> Bernstein: La Bonne Cuisine	<u>Rhythm in the Way We Walk and Banana Rap</u>  Historical Context/Genre: Reggae and Hip Hop  <u>Classical Study:</u> Tchaikovsky: Dance of the Sugar Plum Fairy (V)	<u>In the Groove</u>  Historical Context/Genre: Blues, Latin, Folk, Funk, Baroque, Bhangra  <u>Classical Study:</u> Copland: Hoedown	<u>Round and Round</u>  Historical Context/Genre: Latin, Bossa Nova, Film Music, Big Band Jazz, Mash-up, Latin fusion  <u>Classical Study:</u> Beethoven: 6 <sup>th</sup> Symphony (Pastoral) (V)	<u>Your Imagination</u>  Historical Context/Genre: Film Music, Pop, Musicals  <u>Classical Study:</u> Respighi: Pines of Rome (V)	<u>Reflect, Rewind and Replay</u>  Historical Context/Genre: Western Classical Music and Teacher's Choice from this year.  <u>Classical Study:</u> Bach: Toccata and Fugue (V)

## Long Term Curriculum Overview

PSHE (SCARF)	Me and My Relationships:	Valuing Difference:	Keeping Myself Safe:	Rights and Responsibilities:	Being my Best:	Growing and Changing:
	<ul style="list-style-type: none"> <li>Why we have classroom rules</li> <li>Thinking about feelings</li> </ul>	<ul style="list-style-type: none"> <li>Inside my wonderful body!</li> <li>Taking care of a baby</li> <li>Then and now</li> <li>Who can help? (2)</li> <li>Surprises and secrets</li> <li>Keeping privates private</li> </ul>	<ul style="list-style-type: none"> <li>Inside my wonderful body!</li> <li>Taking care of a baby</li> <li>Then and now</li> <li>Who can help? (2)</li> <li>Surprises and secrets</li> <li>Keeping privates private</li> </ul>	<ul style="list-style-type: none"> <li>Inside my wonderful body!</li> <li>Taking care of a baby</li> <li>Then and now</li> <li>Who can help? (2)</li> <li>Surprises and secrets</li> <li>Keeping privates private</li> </ul>	<ul style="list-style-type: none"> <li>I can eat a rainbow</li> <li>Eat well</li> <li>Catch it! Bin it! Kill it!</li> <li>Harold learns to ride his bike</li> <li>Pass on the praise!</li> <li>Harold has a bad day</li> </ul>	<ul style="list-style-type: none"> <li>Inside my wonderful body!</li> <li>Taking care of a baby</li> <li>Then and now</li> <li>Who can help? (2)</li> <li>Surprises and secrets</li> <li>Keeping privates private</li> </ul>
	<ul style="list-style-type: none"> <li>Our feelings</li> <li>Feelings and bodies</li> <li>Our special people</li> <li>balloons</li> <li>Good friends</li> </ul>					
	<ul style="list-style-type: none"> <li>How are you listening?</li> </ul>					
PE	<b>Pirate Fitness</b>	<b>Winter Dance</b>	<b>Gymnastics</b>	<b>Fairy-tale Dance</b>	<b>Yoga</b>	<b>Kwik Cricket</b>
	<b>Social Dodgeball</b>	<b>Nativity Practise</b>	<b>Multi-Skills</b>	<b>Ball Skills</b>	<b>Tennis</b>	<b>Athletics</b>

# Year 1

## Long Term Curriculum Overview

YEAR 1 B						
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Maths	Place Value (within 10)  Addition and Subtraction (within 10)	Addition and Subtraction (within 10)  Geometry: Shape  Place Value (within 20)	Addition and Subtraction (within 20)  Place Value (within 50)	Measurement: Length and Height  Measurement: Weight and Volume	Multiplication and Division  Fractions Geometry: Position and Direction	Place Value (within 100)  Measurement: Money  Measurement: Time
Science	<b>Physics and Biology:</b>  <i>(Season changes throughout the year at relevant times)</i>	<b>Biology</b> <u>Animals including humans</u> (Y2 statutory requirements)	<b>Chemistry</b> <u>Everyday Materials</u>  (name and identify suitability – hard/soft, shiny/dull, absorbent/not absorbent, bendy/not bendy)		<b>Biology</b> <u>Plants</u>  (Y2 how plants grow, Y1 5 trees and 5 flowers with features)	
Working Scientifically (procedural knowledge) is taught throughout each unit						

## Long Term Curriculum Overview

History		<u>Events before our living memory</u>  (The Great Fire of London)	<u>Lives of significant individuals</u>  (Christopher Columbus and Neil Armstrong)		<u>Significant historical events, people and places in our own locality</u>  (The Circuit – The event of building the circuit, The people linked to village street names and drivers)
Working Historically (procedural knowledge) is taught throughout each unit					
Geography	<u>Understanding the UK</u>  (England and Scotland)		<u>Continents and Oceans</u>  (Hot and cold areas of the world)		<u>Understanding the UK</u>  (N. Ireland and Wales)
Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units					
Computing	<u>Scratch jr Programming</u> I pads		<u>Computer Art</u>		<u>Presentation Skills</u>
Art	<u>Sketching and 3D Sculpture</u>  (Natural resources – Andy Goldsworthy)		<u>Multimedia</u>  (Kerry Darlington)		<u>Sketching and Collage</u>  (Pop Art – Andy Warhol)
DT		<u>Levers and Slides</u>  (Moving Christmas Card)		<u>Cooking and nutrition – Salad/Vegetable/ Sandwich</u>  (cutting and spreading)	<u>Building Structures</u>  (Bridges – strong, stiff, stable, Wales)

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RE	Thematic (including non-religious worldviews)  (Who am I? What does it mean to belong)?	Creation  (Who made the world)?	Islam  (Who is Muslim and how do they live)?	Salvation  (Why does Easter matter)?	God  (What do Christians believe God is like)?	Thematic (including non-religious worldviews)  (How should we care for the world and for others, and why does it matter)?
Music	<u>Hands, Feet, Heart</u>  Historical Context/Genre: South-African styles including Freedom Songs  <u>Classical Study:</u> Chopin: Nocturne op. 9 No' 1 in B flat minor	<u>Ho Ho Ho</u>  Historical Context/Genre: Christmas, Big Band, Motown, Elvis, Freedom Songs  <u>Classical Study:</u> Tchaikovsky: Russian Dance (V)	<u>I Wanna Be in a Band</u>  Historical Context/Genre: Rock  <u>Classical Study:</u> Berlioz: Symphonie Fantastique	<u>Zootime</u>  Historical Context/Genre: Reggae  <u>Classical Study:</u> Rachmaninov: Piano Concerto No' 2	<u>Friendship Song</u>  Historical Context/Genre: Soul, Film Music, Pop, Musicals  <u>Classical Study:</u> Puccini: Dance of the Hours (V)	<u>Reflect, Rewind and Replay</u>  Historical Context/Genre: Western Classical Music and Teacher's Choice from this year.  <u>Classical Study:</u> Brahms: Piano Quartet No' 1 in G minor
PSHE (SCARF)	<b>Me and My Relationships:</b> <ul style="list-style-type: none"><li>Harold's wash and brush up</li><li>Around and about the school</li><li>Taking care of something</li><li>Harold's money</li></ul>	<b>Valuing Difference:</b> <ul style="list-style-type: none"><li>Same or different?</li><li>Unkind, tease or bully?</li><li>Harold's school rules</li><li>Who are our special people?</li><li>It's not fair!</li></ul>	<b>Keeping myself safe:</b> <ul style="list-style-type: none"><li>Healthy me</li><li>Super sleep</li><li>Who can help? (1)</li><li>Harold loses Geoffrey</li><li>What could Harold do?</li><li>Good or bad touches?</li><li>Sharing pictures</li></ul>	<b>Rights and Responsibilities:</b> <ul style="list-style-type: none"><li>Harold's wash and brush up</li><li>Around and about the school</li><li>Taking care of something</li></ul>	<b>Being my Best:</b> <ul style="list-style-type: none"><li>I can eat a rainbow</li><li>Eat well</li><li>Catch it! Bin it! Kill it!</li><li>Harold learns to ride his bike</li><li>Pass on the praise!</li><li>Harold has a bad day</li></ul>	<b>Growing and Changing:</b> <ul style="list-style-type: none"><li>Inside my wonderful body!</li><li>Taking care of a baby</li><li>Then and now</li><li>Who can help? (2)</li><li>Surprises and secrets</li></ul>

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	<ul style="list-style-type: none"> <li>How should we look after our money?</li> <li>Basic first aid</li> <li>Our special people balloons</li> <li>Good friends</li> <li>How are you listening?</li> </ul>			<ul style="list-style-type: none"> <li>Harold's money</li> <li>How should we look after our money?</li> <li>Basic first aid</li> </ul>		<ul style="list-style-type: none"> <li>Keeping privates private</li> </ul>
PE	<b>Pirate Fitness</b>	<b>Winter Dance</b>	<b>Gymnastics</b>	<b>Fairy-tale Dance</b>	<b>Yoga</b>	<b>Kwik Cricket</b>
	<b>Social Dodgeball</b>	<b>Nativity Practise</b>	<b>Multi-Skills</b>	<b>Ball Skills</b>	<b>Tennis</b>	<b>Athletics</b>