

# 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

## Long Term Curriculum Overview

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

<b>History</b>			<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**

<b>Geography</b>	<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**

<b>Computing</b>	<u>Programming Toys Algorithms</u>		<u>Computing skills</u> Painting		<u>Programming for Scratch</u> Laptops	
<b>Art</b>		<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)	

## Long Term Curriculum Overview

DT	<u>Wheels and Axles</u>  (Make an F1 Racing Car)			<u>Cooking and nutrition</u> – Fruit <u>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: Copland:</u> 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: Bach:</u> Tocatta 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 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)	
<b>Working Scientifically (procedural knowledge) is taught throughout each unit</b>						

## Long Term Curriculum Overview

<b>History</b>		<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)
<b>Working Historically (procedural knowledge) is taught throughout each unit</b>					
<b>Geography</b>	<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)
<b>Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units</b>					
<b>Computing</b>	<u>Scratch jr Programming</u> I pads		<u>Computer Art</u>	<u>Presentation Skills</u>	
<b>Art</b>	<u>Sketching and 3D Sculpture</u>  (Natural resources – Andy Goldsworthy)		<u>Multimedia</u>  (Kerry Darlington)		<u>Sketching and Collage</u>  (Pop Art – Andy Warhol)
<b>DT</b>		<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)

## Long Term Curriculum Overview

RE	<u>Thematic (including non-religious worldviews)</u>  (Who am I? What does it mean to belong)?	<u>Creation</u>  (Who made the world)?	<u>Islam</u>  (Who is Muslim and how do they live)?	<u>Salvation</u>  (Why does Easter matter)?	<u>God</u>  (What do Christians believe God is like)?	<u>Thematic (including non-religious worldviews)</u>  (How should we care for the world and for others, and why does it matter)?
<b>Music</b>	<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> Ponce: 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
<b>PSHE (SCARF)</b>	<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>