

## Year 1 Long Term Curriculum Overview

	1	2	3	4	5	6
Unit	<b>Me and My Environment (6 weeks)</b>	<b>Castles (6 weeks)</b>	<b>Explorers (6 weeks)</b>	<b>Carnival of the Animals (6 weeks)</b>	<b>Time Travellers (6 weeks)</b>	<b>Our Town (6 weeks)</b>
Experience	Visit to a local working farm	Castle Trip  Presentation of castles	Explorer day  Questions for a British Explorer (video link)	Eggs in school  Visit from a Vet (in person / virtual visit)	Victorian Day	Walk / tour of Burton  Grandparents to share memories of Burton
Suggested Texts	Ruby's Worry (transition) Stickman – Julia Donaldson What the Lady Bird Heard – Julia Donaldson	George and the Dragon by Christopher Wormell  Castles (non-fiction)	Lost and Found by Oliver Jeffers  Where the Wild Things Are?	The Emperor's Egg  Chicken Licken Animal Poems	A day in the life of a Victorian child The Lion Inside (transitional text)	On the Way Home (Jill Murphy)
English	Sentence writing – hold and build sentences with c.l. fs and focus on spelling and using correct letter sounds.  Description of characters/ setting List writing poster	Sentence writing – hold and build sentences with c.l. fs and focus on spelling and using correct letter sounds.  Recount sentences of castle visit Description of characters/ setting	Sentence writing – hold and build sentences with c.l. fs and focus on spelling and using correct letter sounds.  Retell of story – sentence for beginning, middle and end Non chronological report about penguins	Sentence writing – hold and build sentences with c.l. fs and focus on spelling and using correct letter sounds.  Instruction writing Recount of chicks	Sentence writing – hold and build sentences with c.l. fs and focus on spelling and using correct letter sounds.  Explanation of objects Non chronological report of Victorian Life	Sentence writing – hold and build sentences with c.l. fs and focus on spelling and using correct letter sounds.  Setting/ character descriptions Own story Leaflet about Burton
Maths	<b>Number: Place Value within 10</b> Counting, comparison of quantities and part-whole relationships  <b>Geometry: Shape</b> Recognise, compose, decompose and manipulate 2D and 3D shapes	<b>Number: Addition and Subtraction Within 10</b>	<b>Number: Place Value within 20</b> Counting, comparison of quantities and part-whole relationship  <b>Number: Addition and Subtraction Within 20</b>  <b>Number: Place Value within 50</b>	<b>Number: Place Value within 50</b>  <b>Measurement: Length and Height</b>  <b>Measurement: Mass and Volume</b>	<b>Geometry: Position and Direction</b> <b>Place Value within 100</b>  <b>Measurement: Money</b>  <b>Measurement: Time</b>	<b>Measurement: Mass and Volume</b>  <b>Multiplication and Division</b>  <b>Fractions</b>
<b>Retrieval Practice</b> The children undertake a daily Flashback 4 task, which is a daily starter activity consisting of one question, each from a topic covered either last lesson, last week, two or three weeks ago and/or last term, or last year. <hr style="border: 1px solid purple; margin-top: 10px;"/>						

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<b>History</b>	<p><b>Knowledge and Interpretation (Significant historical place within the locality)</b></p> <ul style="list-style-type: none"> <li>To know about a significant place in their local area (<i>Tutbury / Tamworth Castle</i>)</li> <li>To know why castles were built and explain some of the different roles of people who lived in them</li> </ul> <p style="text-align: center;"><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Use historical vocabulary, relating to the passing of time</li> <li>Order events on a timeline</li> <li>Recognise that an event may have happened a long time ago</li> </ul> <p style="text-align: center;"><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Observe and use pictures, photographs and artefacts to find out about the past</li> <li>Compare photos and pictures from the past and the present</li> <li>Answer questions using pictures, photographs and artefacts</li> </ul>	<p><b>Knowledge and Interpretation (Famous individual from the past)</b></p> <ul style="list-style-type: none"> <li>To know and recall key events in the life of a famous individual from the past (<i>Matthew Henson 1866-1955 Beyond living memory</i>)</li> <li>To compare Matthew Henson's experience of polar exploration with British polar explorer, Felicity Aston (<i>Within living memory</i>)</li> </ul> <p style="text-align: center;"><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Use vocabulary, relating to the passing of time</li> <li>Order events on a timeline</li> <li>retell a familiar story from the past</li> <li>Retell, in chronological order, four key events of a significant individual</li> </ul> <p style="text-align: center;"><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Observe and use pictures, photographs and artefacts to find out about the past</li> <li>Compare photos and pictures from the past and the present</li> <li>Answer questions using pictures, photographs and artefacts</li> <li>Ask and answer questions about a famous person from the past</li> </ul>		<p><b>Knowledge and Interpretation - Victorians (Events beyond living memory / Life of a significant individual)</b></p> <ul style="list-style-type: none"> <li>Identify some similarities and differences between old and new objects</li> <li>Identify objects from the past</li> <li>Know what school life was like in Victorian times and compare to their own experience of school</li> <li>Know about the life of Queen Victoria</li> <li>Recall information about the life of someone famous from Britain who lived in the past (Queen Victoria)</li> </ul> <p style="text-align: center;"><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Use vocabulary, relating to the passing of time</li> <li>To order events on a timeline</li> <li>To sequence events of Queen Victoria's life</li> </ul> <p style="text-align: center;"><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Observe and use pictures, photographs and artefacts to find out about the past</li> <li>Ask and answer questions about old and new objects</li> <li>To ask and answer questions about a famous person from the past</li> </ul>	<p><b>Knowledge and Interpretation - Local history (changes within living memory)</b></p> <ul style="list-style-type: none"> <li>Know about a significant individual with links to Burton (<i>LS Lowry (painting of Burton)</i>)</li> <li>To know about some things that are different in their life from that of their grandparents when they were young (<i>How has Burton changed?</i>)</li> <li>To know about a significant individual who has links to Burton (<i>LS Lowry – painting of Burton</i>) and compare with Van Gogh</li> </ul> <p style="text-align: center;"><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>To use vocabulary, relating to the passing of time</li> <li>To order events on a timeline</li> <li>To recognise that an event may have happened a long time ago</li> <li>To recognise a story read to them may have happened a long time ago</li> </ul> <p style="text-align: center;"><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Observe and use pictures, photographs and artefacts to find out about the past</li> <li>Compare photos and pictures from the past and the present</li> </ul>
<b>Geography</b>	<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Know the names of the four different seasons in the UK</li> <li>Know that, as the seasons change so does our outside environment and what we wear</li> <li>Know how weather patterns change according to the season in the UK</li> <li>Recognise the main weather symbols and their meaning</li> <li>Use weather symbols to identify and discuss daily weather patterns</li> </ul>	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Use vocabulary related to physical features and human features when describing North and South poles</li> <li>Compare weather (physical feature) in UK with North Pole and describe suitable clothing for each place</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Know where the equator, South Pole and North Pole are on a globe</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>	<p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Introduce concept of maps – map of their imaginary place</li> <li>Know where North, South, East and West are on a compass and begin to use these terms when reading and creating maps</li> <li>Use photographs to recognise basic human and physical features; devise a simple map; and begin to use basic symbols in a key</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Use vocabulary related to human features and physical features when describing a place</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human features (<i>buildings, bandstand, trim trail</i>) and physical features (<i>woodlands, grassed areas, hill</i>)</li> <li>Devise a simple map and use and construct basic symbols in a key</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Revisit - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (and recognising flags of UK and 4 countries)</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Find the United Kingdom and its countries and surrounding seas on a globe and atlas</li> <li>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</li> <li>Know their own address and postcode</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (Burton journey / school map)</li> </ul> <p><b>Place Knowledge</b></p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Burton compared to Rolleston)</p>	

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	<b>Autumn (Sept/Oct/Nov)</b> Identify seasonal and daily weather patterns in the UK (links to Science objectives on seasonal change) <i>Covered in Forest Schools and daily weather</i>	<b>Winter (Dec/Jan/Feb)</b> Identify seasonal and daily weather patterns in the UK (links to Science objectives on seasonal change) <i>Covered in Forest Schools and daily weather</i>	<b>Spring (Mar/Apr/May)</b> Identify seasonal and daily weather patterns in the UK (links to Science objectives on seasonal change) <i>Covered in Forest Schools and daily weather</i>	<b>Summer (June/July/August)</b> Identify seasonal and daily weather patterns in the UK (links to Science objectives on seasonal change) <i>Covered in Forest Schools and daily weather</i>		
<b>Science</b>	<b>Plants</b> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees	<b>Everyday Materials</b> • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties	<b>Animals, including humans</b> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	<b>Animals, including humans</b> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	<b>Everyday Materials</b> <i>Revisit materials when comparing old and new objects</i> • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials • Describe the simple physical properties of a variety of everyday materials	<b>Plants</b> <i>Revisit plants when learning about school environment and local community</i> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees
	<b>Autumn (Sept/Oct/Nov) Seasonal Changes</b> Observe and describe weather associated with the seasons and how day length varies. Gather data on weather: temperature, wind, length of day, changes to woodland (Geography links) <i>Covered in Forest Schools and daily weather class chart</i>	<b>Winter (Dec/Jan/Feb) Seasonal Changes</b> Observe and describe weather associated with the seasons and how day length varies. Gather data on weather: temperature, wind, length of day, changes to woodland (Geography links) <i>Covered in Forest Schools and daily weather class chart</i>	<b>Spring (Mar/Apr/May) Seasonal Changes</b> Observe and describe weather associated with the seasons and how day length varies. Gather data on weather: temperature, wind, length of day, changes to woodland (Geography links) <i>Covered in Forest Schools and daily weather class chart</i>	<b>Summer (June/July/August) Seasonal Changes</b> Observe and describe weather associated with the seasons and how day length varies. Gather data on weather: temperature, wind, length of day, changes to woodland (Geography links) <i>Covered in Forest Schools and daily weather class chart</i>		
<b>Art and Design</b>	Stickman sculpture in Woodlands and Natural Art (inspired by Andy Goldsworthy)  Pattern in the natural world Leaf rubbings and leaf printing	Castle painting – Tamworth/Tutbury (line, form)	Landscape – Arctic landscape – (Exploring tints)	Animal patterns - Relief Printing  Create ‘Wild Things’ masks (colour and texture)	Sketch a picture of Queen Victoria (observe and draw faces)  Sewing – pastimes in the past (running stitch) <a href="#">Running Stitch How To - Basic Sewing</a>	Lowry and Van Gogh – Cityscapes and landscapes - Art inspired by a famous artist  3D art using a range of materials
<b>Design and Technology</b>	Design / Make /Evaluate: Healthy salad (nutrition and cooking)  Focus: Understand and apply the principles of nutrition and learn how to cook (cold food - salad)	Design / Make /Evaluate: Castle with moving drawbridge  Focus: Cutting battlements, door with a hinge, safely putting a hole through card, threading string to create moving drawbridge		Design / Make /Evaluate: Pizza (nutrition and cooking)  Focus: Understand and apply the principles of nutrition and learn how to cook (hot meal - pizza)	Design / Make /Evaluate: Victorian toy - Peg doll or soldier  Focus: Design a Victorian toy, selecting materials based on characteristics	
<b>Music</b>	<b>Rock It!</b>  <b>Harvest Songs</b>	<b>Rock It!</b>  <b>Christmas Songs</b>	<b>Rock It!</b> <b>Mother’s Day</b> <b>Wild Rumpus instruments</b>	<b>Rock It!</b>	<b>Rock It!</b>	<b>Rock it! performance</b>
<b>BB PE</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Health Related Exercise</b>	<b>Gymnastics – floor and small apparatus</b>	<b>Dance</b>	<b>Athletics</b>
<b>D PE</b>	<b>Health Related Exercise</b>	<b>Gymnastics – floor and small apparatus</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Dance</b>	<b>Athletics</b>
<b>L PE</b>	<b>Health Related Exercise</b>	<b>Gymnastics – floor and floor apparatus</b>	<b>Dance</b>	<b>Athletics</b>	<b>Swimming</b>	<b>Swimming</b>
<b>Computing</b>	<b>Online Safety and introducing Purple Mash</b>	<b>Animated Story Books</b>	<b>Maze Explorers</b>  <b>Grouping and Sorting</b>	<b>Spreadsheets</b>	<b>Technology outside of school</b>	<b>Coding</b>

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<b>PSHE</b>	<b>Being Me in My World</b> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences	<b>Celebrating Difference</b> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	<b>Dreams and Goals</b> Setting goals, identifying successes and achievements Working well and celebrating achievement Tackling new challenges Identifying and overcoming obstacles Feelings of success	<b>Healthy Me</b> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Safety: Medicines, household items, road Linking health and happiness	<b>Relationships</b> Belonging to a family Making friends and being a good friend Physical contact preference People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	<b>Changing Me</b> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
	Taught through our Jigsaw Curriculum, and Discovery RE (refer to schemes): <b>Social, Moral, Spiritual and Cultural development and British Values</b> (Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance), <b>Emotional Literacy</b> - self-awareness, social skills, empathy, motivation and managing feelings					
<b>RE</b>	<b>Creation Story</b> Christianity	<b>Christmas</b> Christianity	<b>Jesus as a Friend</b> Christianity	<b>Easter – Palm Sunday</b> Christianity	<b>Celebrations</b> Christianity	<b>Celebrations</b> Islam
<b>Special Events</b> <b>Celebrations to note</b>	<ul style="list-style-type: none"> <li>• September – Harvest Festival (Christianity)</li> <li>• October – Divali (Hindism)</li> <li>• October – Sukkot (Jewish)</li> </ul>	<ul style="list-style-type: none"> <li>• November – Remembrance Sunday</li> <li>• November – Kindness day UK</li> <li>• December – Christmas (Christianity)</li> <li>• December – Hanukah (Jewish)</li> </ul>	<ul style="list-style-type: none"> <li>• January – New Year</li> <li>• Jan/Feb – Chinese New Year</li> <li>• February – Children’s mental health week</li> <li>• February – Safer Internet Day</li> </ul>	<ul style="list-style-type: none"> <li>• Feb/Mar – Shrove Tuesday (Christianity)</li> <li>• March – Holi (Hinduism)</li> <li>• March – World Book Day, Mother’s Day, World Poetry Day, World Down Syndrome Day, Autism Awareness week</li> <li>• April - Easter Sunday (Christianity)</li> <li>• Eid (Islam)</li> </ul>	<ul style="list-style-type: none"> <li>• May – Ramadan (Islam)</li> <li>• May - Eid al Fitr (Islam)</li> <li>• May – World Cultural Diversity Day,</li> <li>• Walk to school week</li> </ul>	<ul style="list-style-type: none"> <li>• June – World Environment Day, Father’s Day</li> <li>• July – Eid al Adha (Islam)</li> </ul>