

Year 1 Long Term Curriculum Overview

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| Unit | Me and My Environment (6 weeks) | Castles (6 weeks) | Explorers (6 weeks) | Carnival of the Animals (6 weeks) | Time Travellers (6 weeks) | Our Town (6 weeks) |
| 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 cl . fs and focus on spelling and using correct letter sounds. Description of characters/ setting List writing poster | Sentence writing – hold and build sentences with cl . 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 cl . 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 cl . fs and focus on spelling and using correct letter sounds. Instruction writing Recount of chicks | Sentence writing – hold and build sentences with cl . 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 cl . fs and focus on spelling and using correct letter sounds. Setting/ character descriptions Own story Leaflet about Burton |
| Maths | Number: Place Value within 10 Counting, comparison of quantities and part-whole relationships Geometry: Shape Recognise, compose, decompose and manipulate 2D and 3D shapes | Number: Addition and Subtraction Within 10 | Number: Place Value within 20 Counting, comparison of quantities and part-whole relationship Number: Addition and Subtraction Within 20 Number: Place Value within 50 | Number: Place Value within 50 Measurement: Length and Height Measurement: Mass and Volume | Geometry: Position and Direction Place Value within 100 Measurement: Money Measurement: Time | Measurement: Mass and Volume Multiplication and Division Fractions |
| | Retrieval Practice 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. <div></div> | | | | | |

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| History | | Knowledge and Interpretation (Significant historical place within the locality) <ul style="list-style-type: none"> To know about a significant place in their local area (<i>Tutbury / Tamworth Castle</i>) To know why castles were built and explain some of the different roles of people who lived in them Chronological Understanding <ul style="list-style-type: none"> Use historical vocabulary, relating to the passing of time Order events on a timeline Recognise that an event may have happened a long time ago Historical Enquiry <ul style="list-style-type: none"> Observe and use pictures, photographs and artefacts to find out about the past Compare photos and pictures from the past and the present Answer questions using pictures, photographs and artefacts | Knowledge and Interpretation (Famous individual from the past) <ul style="list-style-type: none"> 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>) To compare Matthew Henson's experience of polar exploration with British polar explorer, Felicity Aston (<i>Within living memory</i>) Chronological Understanding <ul style="list-style-type: none"> Use vocabulary, relating to the passing of time Order events on a timeline retell a familiar story from the past Retell, in chronological order, four key events of a significant individual Historical Enquiry <ul style="list-style-type: none"> Observe and use pictures, photographs and artefacts to find out about the past Compare photos and pictures from the past and the present Answer questions using pictures, photographs and artefacts Ask and answer questions about a famous person from the past | | Knowledge and Interpretation - Victorians (Events beyond living memory / Life of a significant individual) <ul style="list-style-type: none"> Identify some similarities and differences between old and new objects Identify objects from the past Know what school life was like in Victorian times and compare to their own experience of school Know about the life of Queen Victoria Recall information about the life of someone famous from Britain who lived in the past (Queen Victoria) Chronological Understanding <ul style="list-style-type: none"> Use vocabulary, relating to the passing of time To order events on a timeline To sequence events of Queen Victoria's life Historical Enquiry <ul style="list-style-type: none"> Observe and use pictures, photographs and artefacts to find out about the past Ask and answer questions about old and new objects To ask and answer questions about a famous person from the past | Knowledge and Interpretation - Local history (changes within living memory) <ul style="list-style-type: none"> Know about a significant individual with links to Burton (LS Lowry (painting of Burton)) 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>) To know about a significant individual who has links to Burton (<i>LS Lowry – painting of Burton</i>) and compare with Van Gogh Chronological Understanding <ul style="list-style-type: none"> To use vocabulary, relating to the passing of time To order events on a timeline To recognise that an event may have happened a long time ago To recognise a story read to them may have happened a long time ago Historical Enquiry <ul style="list-style-type: none"> Observe and use pictures, photographs and artefacts to find out about the past Compare photos and pictures from the past and the present |
| Geography | Human and Physical Geography <ul style="list-style-type: none"> Know the names of the four different seasons in the UK Know that, as the seasons change so does our outside environment and what we wear Know how weather patterns change according to the season in the UK Recognise the main weather symbols and their meaning Use weather symbols to identify and discuss daily weather patterns | | Place Knowledge <ul style="list-style-type: none"> Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Human and Physical Geography <ul style="list-style-type: none"> Use vocabulary related to physical features and human features when describing North and South poles Compare weather (physical feature) in UK with North Pole and describe suitable clothing for each place Geographical Skills and Fieldwork <ul style="list-style-type: none"> Know where the equator, South Pole and North Pole are on a globe Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features | Geographical Skills and Fieldwork <ul style="list-style-type: none"> Introduce concept of maps – map of their imaginary place Know where North, South, East and West are on a compass and begin to use these terms when reading and creating maps Use photographs to recognise basic human and physical features; devise a simple map; and begin to use basic symbols in a key Human and Physical Geography <ul style="list-style-type: none"> Use vocabulary related to human features and physical features when describing a place 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>) Devise a simple map and use and construct basic symbols in a key | | Locational knowledge <ul style="list-style-type: none"> 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) Geographical Skills and Fieldwork <ul style="list-style-type: none"> Find the United Kingdom and its countries and surrounding seas on a globe and atlas 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 Know their own address and postcode 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) Place Knowledge <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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| | Autumn (Sept/Oct/Nov) 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> | | Winter (Dec/Jan/Feb) 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> | Spring (Mar/Apr/May) 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> | Summer (June/July/August) 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> | |
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| Science | Plants <ul style="list-style-type: none">Identify and name a variety of common wild and garden plants, including deciduous and evergreen treesIdentify and describe the basic structure of a variety of common flowering plants, including trees | Everyday Materials <ul style="list-style-type: none">Distinguish between an object and the material from which it is madeIdentify and name a variety of everyday materialsDescribe the simple physical properties of a variety of everyday materialsCompare and group together a variety of everyday materials on the basis of their simple physical properties | Animals, including humans <ul style="list-style-type: none">Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Animals, including humans <ul style="list-style-type: none">Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammalsIdentify and name a variety of common animals that are carnivores, herbivores and omnivoresdescribe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | Everyday Materials <i>Revisit materials when comparing old and new objects</i> <ul style="list-style-type: none">Distinguish between an object and the material from which it is madeIdentify and name a variety of everyday materialsDescribe the simple physical properties of a variety of everyday materials | Plants <i>Revisit plants when learning about school environment and local community</i> <ul style="list-style-type: none">Identify and name a variety of common wild and garden plants, including deciduous and evergreen treesIdentify and describe the basic structure of a variety of common flowering plants, including trees |
| | Autumn (Sept/Oct/Nov) Seasonal Changes 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> | | Winter (Dec/Jan/Feb) Seasonal Changes 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> | | Spring (Mar/Apr/May) Seasonal Changes 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> | |
| Art and Design | 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) Running Stitch How To - Basic Sewing | Lowry and Van Gogh – Cityscapes and landscapes - Art inspired by a famous artist 3D art using a range of materials |
| Design and Technology | 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 | |
| Music | Rock It! Harvest Songs | Rock It! Christmas Songs | Rock It! Mother’s Day Wild Rumpus instruments | Rock It! | Rock It! | Rock it! performance |
| BB PE | Swimming | Swimming | Health Related Exercise | Gymnastics – floor and small apparatus | Dance | Athletics |
| D PE | Health Related Exercise | Gymnastics – floor and small apparatus | Swimming | Swimming | Dance | Athletics |
| L PE | Health Related Exercise | Gymnastics – floor and floor apparatus | Dance | Athletics | Swimming | Swimming |
| Computing | Online Safety and introducing Purple Mash | Animated Story Books | Maze Explorers Grouping and Sorting | Spreadsheets | Technology outside of school | Coding |

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| PSHE | Being Me in My World Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences | Celebrating Difference Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone | Dreams and Goals Setting goals, identifying successes and achievements Working well and celebrating achievement Tackling new challenges Identifying and overcoming obstacles Feelings of success | Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Safety: Medicines, household items, road Linking health and happiness | Relationships 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 | Changing Me 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): Social, Moral, Spiritual and Cultural development and British Values (Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance), Emotional Literacy - self-awareness, social skills, empathy, motivation and managing feelings | | | | | |
| RE | Creation Story Christianity | Christmas Christianity | Jesus as a Friend Christianity | Easter – Palm Sunday Christianity | Celebrations Christianity | Celebrations Islam |
| Special Events Celebrations to note | <ul style="list-style-type: none"> September – Harvest Festival (Christianity) October – Divali (Hindism) October – Sukkot (Jewish) | <ul style="list-style-type: none"> November – Remembrance Sunday November – Kindness day UK December – Christmas (Christianity) December –Hanukah (Jewish) | <ul style="list-style-type: none"> January – New Year Jan/Feb – Chinese New Year February – Children's mental health week February – Safer Internet Day | <ul style="list-style-type: none"> Feb/Mar – Shrove Tuesday (Christianity) March – Holi (Hinduism) March – World Book Day, Mother’s Day, World Poetry Day, World Down Syndrome Day, Autism Awareness week April - Easter Sunday (Christianity) Eid (Islam) | <ul style="list-style-type: none"> May – Ramadan (Islam) May - Eid al Fitr (Islam) May – World Cultural Diversity Day, Walk to school week | <ul style="list-style-type: none"> June – World Environment Day, Father’s Day July – Eid al Adha (Islam) |