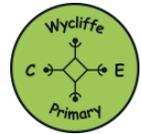


Year 1 Long Term Plan Curriculum Overview

Term	English	Maths	Science	History	Geography	DT – 6 weeks Art – 6 weeks	Music	P.E	R. E	French	Computing	PSHE
Autumn Who lives in a house like this? (G) 	Non-Fiction Labels, lists and captions Poetry Traditional Rhymes	Number and Place value within 10 Addition and subtraction Within 10	Animals including humans-body parts	Human and physical features Geography of Yorkshire Skipton area study Features of a castle Significant individuals who live in a castle Map drawing		DT: Design a meal fit for a banquet with a menu card.	Hey you!- Charanga	Dance Yogs	God	Basic greetings	Technology around us	Health and well being
	Non-Fiction Postcards/menus/posters Fiction Traditional tales	Number and Place value within 20 Shape	Day and night. Seasons			Art: Paul Klee – Castles and Sun – re-create as a collage Kadinsky- Fairy tales and mixed media Christmas Cards	Exploring sounds: untuned instruments	Gymnastics		French Christmas cards	Creating media digital painting	Relationships
Spring Which toy would be best to travel around the world with? (H) 	Non-Fiction Poems for learning by heart Fiction Fantasy	Addition and subtraction Within 20 Number: Place Value (within 50)	Working scientifically- floating and sinking	First aeroplane flight and moon landing Transport- how it has changed over time Titanic Beatrix Potter- toys Features of toys and how they have changed over time Four countries of the UK		DT: Make a moveable vehicle.	In the groove- Charanga	Ball skills (invasion games)	Other faiths	Basic greetings	Creating media- digital writing	Relationships
	Fiction (Emily Brown) Stories by the same author Non-Fiction Recounts of familiar events	Place Value Multiples of 2, 5 and 10 Measurement	Materials			Art: Vincent Van Gogh- Transport water colours Create an outfit for a toy- printing and stitching	Andrew Lloyd Webber- Composer study	Multi Skills Throwing Catching team games		Other faiths	Learn the name of one animal	Grouping data
Summer Go Wild!  (G)	Fiction (Zeraffa Giraffa) Stories from other cultures Non-Fiction Fact-files	Multiplication and division Fractions Time	Animals inc humans- identify different types of animals	Seven continents Five oceans Map work Hot and cold places Compare a non-european place to a place in the UK		DT: Create an animal habitat.	Your imagination - Charanga	Athletics	Creation	Count to three	Programming- moving a robot	Health and well being
	Poetry Poems on a theme Fiction Stories with repetitive patterns and structures	Geometry- position and direction Measurement- money Place value within 100	Plants			Art: Animal sketches and 3D sculptures Franz Marc animal inspired paintings	Instrument learning: ocarina	Outdoor adventurous		Je m'appelle ...	Programming- programming animations	Living in the wider world



Year 1 Long Term Plan Curriculum Overview

Autumn 1

English (See APL learning journey)

Text: Mixed up Fairytales
Shampoozel

Poetry

Traditional rhymes

Non-Fiction

Labels, lists and captions

Maths (See WRM)

Number and Place value within 10
Addition and subtraction within 10

Computing: Technology around us

See 'teach computing' scheme.

Science: Animals including humans (body parts)

- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes (use a dinosaur and a person)
- pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

History/Geography- Geography focus

- the lives of significant individuals in the past who have contributed to national and international achievements.- The Royal Family – locate London
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- 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
- 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.

DT Design a meal fit for a banquet with a menu card.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

PE

Master basic movements and begin to apply these in a range of activities.
Perform dances using simple movement patterns.



Castles/Queen Elizabeth

Who lives in a place like this?

PSHE

Health and Well-Being What helps us stay healthy?

- Being healthy
- Hygiene
- Medicine
- People who help us with health

Music Unit: Hey You! (Charanga)

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned and un tuned instruments musically

Listen with concentration and understanding to a range of high-quality live and recorded music

RE : Understanding Christianity Resources God

Big Question: What do Christians believe God is like?

Art

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination: Painting.

Year 1 Long Term Plan Curriculum Overview

Autumn 2

Maths (See WRM)

Number and Place value within 20
Shape

English (See APL learning journey)

Text: Mixed up Fairytales

There is no Dragon in this Story/Bethan Woolvin Hansel and Gretel

Non-Fiction

Postcards/menus/
posters

Fiction

Traditional tales

RE : Understanding Christianity Resources God

Big Question: What do Christians believe
God is like?

Science: Seasons

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.
- Pupils should observe and talk about changes in the weather and the seasons.
- Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

History/Geography

- See above

Computing: Creating media – digital painting

See 'teach computing' scheme.

Art: Paul Klee collage, Kadinsky mixed media fairytales

Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Use drawing and painting to develop and share their ideas, experiences and imagination.

About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



Castles/Queen Elizabeth

Who lives in a place like this?

Music Unit: Exploring Sounds: Un-tuned Instruments

Play tuned and un-tuned instruments musically

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

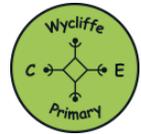
PE

Develop balance, agility and co-ordination:
Gymnastics.

PSHE

Relationships Who is special to us?

- Ourselves and others
- Similarities and differences
- Individuality
- Our bodies.



Year 1 Long Term Plan Curriculum Overview

Spring 1

English (See APL learning journey)

Text: Emily Brown

Non-Fiction

Poems for learning by heart

Fiction

Fantasy

Science: Working Scientifically (Focus on floating and sinking)

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

RE : Understanding Christianity Resources

Other Faiths

Big Question: Who am I? What does it mean to belong?

Maths (See WRM)

Addition and subtraction

Within 20

Number: Place Value (within 50)

Music Unit: In The Groove (Charanga)

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and un tuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

History/Geography:

- The lives of significant individuals in the past who have contributed to national and international achievements- first aeroplane flight, first moon landing
- changes within living memory – changes in transport and toys
- events beyond living memory that are significant nationally or globally (Titanic)
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Four countries of the UK

DT : Making a moveable vehicle

They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Make: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Evaluate: explore and evaluate a range of existing products, evaluate their ideas and products against design criteria



Transport with toys

Which toy would be best to travel around the world?

Computing: Creating media – digital writing

See 'teach computing' scheme.

PSHE

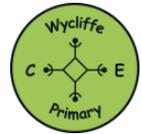
Relationships

What is the same and different about us?

- Ourselves and others
- Similarities and differences
- Individuality
- Our bodies.

PE

Master basic movements including throwing and catching and begin to apply these in a range of activities.



Year 1 Long Term Plan Curriculum Overview

Spring 2

English (See APL learning journey)

Text: Emily Brown

Fiction

Stories by the same author

Non-Fiction

Recounts of familiar events

Maths (See WRM)

Place Value

Multiples of 2, 5 and 10

Measurement

Science: Materials

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- 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

Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? Etc.

History/Geography:

See above

RE : Understanding Christianity Resources

Other Faiths

Big Question: Who is Jewish and how do they live?

Music Unit: Andrew Lloyd Webber: Composer Study

Listen with concentration and understanding to a range of high-quality live and recorded music

Art: Vincent Van Gogh transport water colours, outfit for a toy - printing

Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Use drawing and painting to develop and share their ideas, experiences and imagination.

About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



Transport with toys

Which toy would be best to travel around the world?

Computing: Grouping data

See 'teach computing' scheme.

PE

Master basic movements including throwing and catching and begin to apply these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

PSHE

Living in the Wider World

What can we do with money?

- Money
- Making choices
- Needs and wants



Year 1 Long Term Plan Curriculum Overview

English (See APL learning journey)

Text: Zeraffa Giraffa

Fiction

Stories from other cultures

Non-Fiction

Fact files

Summer 1

Maths (See WRM)

Geometry- position and direction

Measurement- money

Place value within 100

PSHE

Health and Well-being

Who helps to keep us safe?

- Keeping safe
- People who help us

RE : Understanding Christianity

Resources

Creation

Big Question: Who made the world?

Science: Animals including humans (part 2)

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

History/Geography: (Geography focus)

- 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
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- identify seasonal and daily 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 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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

DT: Create an animal habitat

They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Make: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Evaluate: explore and evaluate a range of existing products, evaluate their ideas and products against design criteria
- Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable, explore and use mechanisms.



Go Wild !

Can you have a monkey as a pet?

PE

Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

Computing: Programming – moving a robot

See 'teach computing' scheme.

Music Unit: Your Imagination (Charanga)

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and un tuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Year 1 Long Term Plan Curriculum Overview

Summer 2

English (See APL learning journey)
Text: Zeraffa Giraffa

Fiction
 Stories with repetitive patterns and structures

Non-Fiction
 Poems on a theme

Maths (See WRM)
 Geometry- position and direction
 Measurement- money
 Place value within 100

Science: Plants

- 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.
- Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds op.

History/Geography:

- See above

RE: Understanding Christianity Resources
Creation
 Big Question: Who made the world?

PSHE
Living in the Wider World
How can we look after each other and the world?

- Ourselves and others
- The world around us
- Caring for others
- Growing and changing



Go Wild!

Can you have a monkey as a pet?

Computing: Programming – programming animations
 See ‘teach computing’ scheme.

PE
 Master basic movements including throwing and catching and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.

Art: Animal sketches and sculptures. Franz Marc
 Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Use drawing and painting to develop and share their ideas, experiences and imagination.

About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Music Ocarina (Instrumental Learning)
 Play tuned and un tuned instruments musically.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.