

**Year 1 Curriculum long Term Overview**

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>National &amp; School Events</b>		Black History Month Harvest Celebration	Anti-Bullying Week Road Safety Awareness Week Remembrance Day Christmas Children in Need	Number Day Safer Internet Day Children's Mental Health Week	Science Week Book Week Autism Awareness Week Red Nose Day	Mental Health Awareness Cultural Diversity Week	Sports Week Summer Fair
<b>Core Learning values:</b>		<i>Excellence</i>	<i>Resilience</i>	<i>Respect</i>	<b>British Values:</b> <i>Democracy</i> <i>Mutual Respect</i> <i>Individual Liberty</i>	<i>The Rule of Law</i> <i>Tolerance of those of different</i>	<i>Faiths &amp; Beliefs</i>
<b>Reading</b>	<b>Reading Threshold Concepts:</b> Reading widely and often Developing fluency Construct meaning Reading discussions Wider world	<b>Phonics</b>  End of Autumn term ARE:  Know Set 2, read some Set 3, be on orange books	<b>Phonics</b>  End of Autumn term ARE:  Know Set 2, read some Set 3, be on orange books	<b>Phonics</b>  End of spring term ARE:  Know Set 2, read most Set 3, be on yellow books	<b>Phonics</b>  End of spring term ARE:  Know Set 2, read most Set 3, be on yellow books	<b>Phonics</b>  End of summer term ARE:  Know Set 2, read and spell all Set 3, work through blue books (Books 1-6)	<b>Phonics</b>  End of summer term ARE:  Know Set 2, read and spell all Set 3, work through blue books (Books 1-6)
<b>Writing</b>	<b>Writing Threshold Concepts:</b> Organise information and ideas Vary sentence structures Revise and evaluate Communicate Handwriting Spelling	<b>Creative Writing</b> – Information Text	<b>Creative Writing</b> – Traditional Tales	<b>Creative Writing</b> – Instructions	<b>Creative Writing</b> – Stories with familiar setting	<b>Creative Writing</b> – Chronological Reports	<b>Creative Writing</b> – Fantasy World
<b>Maths</b>	<b>Threshold Concepts:</b> Fluency Reasoning Problem Solving	<b>Number:</b> Place Value up to 20 <b>Number:</b> Addition and Subtraction within 20 <b>Geometry:</b> Position and direction		<b>Number:</b> Addition and Subtraction within 20 <b>Geometry:</b> Properties of shape; shapes and pattern <b>Measurement:</b> Length and height <b>Numbers:</b> Place Value up to 40 <b>Numbers:</b> Multiplication		<b>Numbers:</b> Multiplication and division <b>Fractions:</b> Fraction <b>Number</b> and place value up to 100 <b>Measurement:</b> Time, money, volume, mass, capacity <b>Geometry:</b> Shapes	
<b>Science</b>	<b>Threshold Concepts:</b> Structures and function Cause and effect Variation, diversity and change Scientific processes and methods	<b>Humans</b> <b>Animals including humans</b> <b>Seasonal changes – Autumn</b> <b>Structure and function</b> – Identify and name body parts <b>Cause and effect</b> – Effect of autumn on animals, plants and weather <b>Variation, diversity and change</b> – Variation in humans Seasonal changes <b>Scientific processes and methods</b> – Record sunset and recognise patterns (observation over time) – explore using the senses	<b>Animals</b> <b>Animals including humans</b> <b>Structure and function</b> – Identify and name animal body parts <b>Variation, diversity and change</b> – Know invertebrates from each of animal groups <b>Scientific processes and methods</b> – Identify and classify animals - research	<b>Everyday Materials</b> <b>Seasonal changes – Winter</b> <b>Cause and effect</b> – Effect of winter on animals, plants and weather <b>Variation, diversity and change</b> – Identification of everyday materials <b>Scientific processes and methods</b> – Record the temperature using a thermometer and observe changes	<b>Plants</b> <b>Seasonal changes – Spring</b> <b>Structure and function</b> – Plant parts <b>Variation, diversity and change</b> – Identification of different types of flowering plants <b>Cause and effect</b> – Effect of spring on animals, plants and weather <b>Scientific processes and methods</b> – Identifying plants and drawing labelled diagrams – measure rainfall (observation over time)	<b>Everyday materials</b> <b>Variation, diversity and change</b> – Exploring a variety of properties of everyday materials <b>Scientific processes and methods</b> – Comparing and grouping materials in different ways (comparative test)	<b>Seasonal changes – Summer</b> <b>Cause and effect</b> – Effect of summer on animals, plants and weather <b>Variation, diversity and change</b> – Look at changes over the year to the weather, animals, plants and daylight hours. <b>Scientific processes and methods</b> – Using data to answer questions and see patterns
<b>Art</b>	<b>Threshold Concepts:</b> Develop ideas- Media Master techniques - Visual Element Take inspiration from the greats	<b>Skill: Painting</b> <b>Expressionism</b>  Developing ideas in mixing colour to produce light and dark tones Master techniques of using a brush to mix colour to create light and dark and layering colours Take inspiration from the greats- Artist – Monet 'Water Lilies'		<b>Skills: Collage/Drawing</b> <b>Paper, Rock and Scissors</b>  Developing ideas to use different textures and techniques Developing ideas about thin, thick lines, patterns and shapes Master techniques of arranging, tearing, and overlapping Master techniques i.e. ink, oil pastels on different textural surface Take inspiration from the greats- Artist – Jo Hummel		<b>Skills: Sculpture</b> <b>Growth</b>  Developing ideas in joining and constructing Master techniques of exploring particular material using appropriate techniques Take inspiration from the greats- Artist – Gustav Klimt 'Tree of life'	
<b>DT</b>	<b>Threshold Concepts:</b> Health & Well-being Master process of design and be Innovative Take inspiration from design throughout history and draw upon core disciplines	<b>Mechanisms - Design a moving picture</b> <b>MASTER PROCESS OF DESIGN AND BE INNOVATIVE</b> <b>Designing</b> - Generate ideas based on simple design criteria and their own experiences, Develop, model and communicate ideas through drawings and mock-ups <b>Making</b> - Select and use tools, explaining their choices <b>Evaluating</b> – Discuss how well it works in relation to the purpose and the user and whether it meets design criteria. <b>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES</b> Explore a range of existing books and everyday products that use simple sliders and levers. Understand that different mechanisms produce different types of movement.		<b>Cooking and Nutrition – Making fruit kebab</b> <b>MASTER PROCESS OF DESIGN AND BE INNOVATIVE</b> <b>Design</b> based on past experiences and images pupils may have looked at <b>Making</b> - Producing a fruit kabab that is aesthetically pleasing using seasonal fruits <b>Evaluating</b> – Describe the taste, texture and explain combination of fruits chosen <b>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES</b> Look through cookbook and recipes of different fruit kababs Explore and understand which fruits are seasonal Book inspiration - Handa's Surprise <b>HEALTH &amp; WELL-BEING</b> Use appropriate tools to cut the fruit Hygiene- why clean hands before food prep. Discussion of food allergies and intolerances.		<b>Textiles- Our fabric faces</b> <b>MASTER PROCESS OF DESIGN AND BE INNOVATIVE</b> <b>Design- Think of ideas based upon investigations of products and experience of working with</b> <b>Materials.</b> Describe the design by using pictures, diagrams, models and words <b>Make</b> - Join materials together in different ways to make the product. Use a range of materials and techniques to create a face shape <b>Evaluate</b> - - What went well? <b>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES</b> • Explore and learn about the running stitch – Why is it named the running g stitch? Where does it originate from?	

<b>Computing</b>	<b>Threshold Concepts:</b> <b>Code</b> <b>Connect</b> <b>Communication</b> <b>Collect</b>	<b>We are Treasure Hunters (1.1)</b> <b>Programming</b> <b>Code:</b> Begin to explore algorithms <b>Connect:</b> Use of devices safely <b>Communicate:</b> Explain end goal <b>Collect-</b> Explain different ways in which information can be displayed	<b>We are Collectors (1.4)</b> <b>Communication/Collaboration</b> <b>Code-</b> Predict what will happen in short sequences <b>Connect-</b> Explore copyright <b>Communicate-</b> Organise text <b>Collect-</b> Save data	<b>Safer Internet Day activities</b> <b>(Digital Literacy)</b> <b>Connect-</b> What is personal information? How keep my password safe <b>Communicate-</b> Importance of kindness online Identify different platforms of communication	<b>We are Painters (1.3)</b> <b>Creativity</b> <b>Connect-</b> Keep my password safe <b>Communicate-</b> Identify different platforms of communication <b>Collect-</b> Basic understanding of how domain names are converted to numerical IP addresses	<b>We are Chefs (1.2)</b> <b>Computational Thinking</b> <b>Connect-</b> Working in a team <b>Communicate-</b> Collecting information using various devices <b>Collect-</b> Create cohesive flow of ideas	<b>We are Celebrating (1.6)</b> <b>Creativity</b> <b>Connect-</b> Use keyboard or word bank on device to enter text <b>Communicate-</b> Manipulate text <b>Collect-</b> Present ideas
<b>History / Geography</b>	<b>History Threshold Concepts:</b> <b>Contribution to the Wider World Achievements</b> <b>Civilisation</b> <b>Education</b> <b>Medicine</b> <b>Hierarchy</b> <b>Technology</b> <b>Empire</b>  <b>Geography Threshold Concepts:</b> <b>Investigate Space &amp; Location</b> <b>Investigating Patterns &amp; Changes</b> <b>Investigating Scale &amp; Size</b> <b>Investigating Sustainability</b>	<b>Geography</b> <b>Where do I live (Our School and our local area)</b> <b>Investigating Space and location-</b> Use maps and plan a route Begin to recognise familiar places in their local area <b>Investigating Patterns and Change</b> Make simple observations about the geography of the classroom and school (some using description) <b>Investigating scale and size</b> Use simple fieldwork skills to study the geography of the school <b>Investigating Sustainability</b> Ask simple geographical questions Use aerial photographs to recognise basic human and physical features Make comparisons between features of different places	<b>History</b> <b>Remember, Remember the 5th of November</b> <b>Civilisation</b> - Key features of this period. <b>Contribution to the wider world/ Britain</b> – How Gun Powder Plot has shaped our lives today? <b>Beliefs &amp; religion</b> - What part did religion have in it? <b>Hierarchy</b> - Parliament, monarchy and democracy	<b>Geography</b> <b>Wonderful Weather</b> <b>Investigating Space and location</b> Use world maps and globes to identify the UK and begin to locate other countries. Locate hot and cold countries of the world. <b>Investigating Patterns and Change</b> Name weather types in the UK. Identify daily changes in weather. Make comparisons between different types of weather Identify seasonal changes across a year. Use basic subject specific vocabulary. Ask simple geographical questions. <b>Investigating scale and size</b> Use world maps and globes to identify a range of countries, the Equator and the North and South Poles. <b>Investigating Sustainability</b> Explain some dangers of the weather. Make comparisons between different places studied. Make simple observations about the weather in the UK.	<b>History</b> <b>May I Play</b> <b>Civilisation</b> - Key features of this period <b>Contribution to the wider world/ Britain</b> - How has this changed our lives? <b>Achievements</b> - What new toys have been created? <b>Technology</b> - How has the technology of toys changed?	<b>Geography</b> <b>Our Country</b> <b>Investigating Space and location</b> Use world maps and globes to begin to locate some continents and countries Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. <b>Investigating Patterns and Change</b> Describe human and physical features of the capital city London. Make simple observations about the geography of London compared to another capital city (Brasilla) <b>Investigating scale and size</b> Name the four countries of the UK, capital cities and surrounding seas. <b>Investigating Sustainability</b> Ask simple geographical questions Use aerial photographs to recognise basic human and physical features.	<b>History</b> <b>Where to next? Let's go on an Adventure.</b> <b>Civilisation</b> - Key features of this period <b>Contribution to the wider world - Britain</b> <b>Achievements</b> - What did each person achieve through exploration <b>Technology</b> - that allowed exploration
<b>Music</b>	<b>Threshold Concepts:</b> <b>Performing</b> <b>Composing</b> <b>Notating</b> <b>Appreciation</b>	<b>Rhythm &amp; Pulse</b> <b>Composing</b> by organising sound and rhythm as a class to a pulse. <b>Performing</b> songs in different voice styles. <b>Appreciating</b> and describing music with a strong pulse	<b>Pitch &amp; Percussion</b> <b>Composing</b> by organising music using pitched instruments and patterns of body percussion sounds <b>Performing</b> for an audience	<b>Stop and Play</b> <b>Duration</b> <b>Performing</b> as a class giving directions for others to follow. <b>Composing</b> a sequence of sounds. <b>Appreciating</b> and describing programme music	<b>Timbre</b> <b>Composition</b> <b>Appreciating</b> and describing music by quality of sound <b>Composing</b> by using sounds to imitate other things or moods <b>Performing</b> in a group giving directions for others to follow.	<b>Tempo</b> <b>Appreciation</b> <b>Appreciating</b> and describing music according to fast or slow pace and getting faster or slower. <b>Performing</b> or singing music that gets faster or slower	<b>Performing Musically – Moods &amp; Music</b> <b>Appreciating</b> and describing music according to the emotion it makes us feel. Describing how music makes us feel and explaining using descriptive language what we like or don't like about it. <b>Performing</b> in a singing competition as a class

<p><b>PSHE</b></p>	<p><b>Threshold Concepts:</b>  <b>Identity</b>  <b>Relationships</b>  <b>Wellbeing</b></p>	<p><b>Being Me in My World</b>  <b>Identity</b> -Set simple goals  <b>Wellbeing</b>-Develop confidence and responsibility and make the most of their abilities  <b>Relationship</b>- Understand their role within a class setting</p>	<p><b>Celebrating Difference</b>  <b>Identity</b> -Explain why they are special  <b>Wellbeing</b>-Explore types of bullying and how it makes others feel  <b>Relationship</b>- Learn to appreciate others despite their differences</p>	<p><b>Dreams and Goals</b>  <b>Identity</b>- Identify &amp; explain things which make them successful  <b>Wellbeing</b>- Explore positive feelings</p>	<p><b>Healthy Me</b>  <b>Identity</b> -To recognise what they like &amp; dislike, how to make real, informed choices that improve their physical &amp; emotional health, to recognise that choices can have good and not so good consequences  <b>Wellbeing</b>-To know rules for and ways of keeping physically &amp; emotionally safe - Road safety (Including safety in the environment)  <b>Relationship</b>-To know about people who look after them, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</p>	<p><b>Relationships</b>  <b>Identity</b> -Explore what it means to be part of a family  <b>Wellbeing</b>- To identify &amp; respect the differences &amp; similarities between people and recognise acceptable and unacceptable behaviour in others  <b>Relationship</b>- Understand types of relationship with various people and how it keeps them safe</p>	<p><b>Changing Me</b>  <b>Wellbeing</b>- Learn how to cope through change  <b>Identity</b> - Discuss the correct names for the private parts</p>
<p><b>RE</b></p>	<p><b>Threshold Concepts:</b>  <b>Belonging and Identity</b>  <b>Self-Reflection</b>  <b>Change</b>  <b>Celebration</b>  <b>Tolerance</b></p>	<p><b>How do you live well with family and friends?</b>  <b>Belonging and Identity</b>- To understand what it means to belong in a family or a set group. To also understand the importance of identity and being our own person even when we belong within  <b>Tolerance</b>- To understand that forgiveness is important a group</p>	<p><b>How do Christians celebrate Christmas?</b>  <b>Celebration</b>- Explore what Christians do to celebrate the birth of Jesus  <b>Place of Worship- Church</b></p>	<p><b>What does it mean to be a Christian?</b>  <b>Belonging and Identity</b>- To understand what it means to belong in a religion and relate this to what Christians from different traditions understand about belonging.  <b>Celebration</b>- To understand that each religion has its own set of traditions and rituals that are followed</p>	<p><b>What does it mean to be a Hindu?</b>  <b>Belonging and Identity</b>- Look at how the daily life and actions of a Hindu are influenced by the religion they belong to.  <b>Celebration</b>- To understand that each religion has its own set of traditions and rituals that are followed</p>	<p><b>What does it mean to be a Muslim?</b>  <b>Belonging and Identity</b>- Respond to some of the key ideas and values of Islam, and to develop their understanding of importance for those who belong to the religion.  <b>Celebration</b>- To understand that each religion has its own set of traditions and rituals that are followed</p>	<p><b>What does it mean to be a Sikh?</b>  <b>Belonging and Identity</b>- To draw on their understanding of belonging and then relate it to how children are given a sense of belonging in Sikhism.  <b>Celebration</b>- To understand that each religion has its own set of traditions and rituals that are followed</p>
<p><b>PE</b></p>	<p><b>Threshold Concepts:</b>  <b>Movement</b>  <b>Tactics &amp; Strategies</b>  <b>Personal &amp; Social Skills</b>  <b>Leadership</b>  <b>Healthy Life Style</b></p>	<p><b>Gymnastics</b>  <b>Movement</b> – Using simple movement patterns and to vary the rhythm, speed, level and direction of their movements. Being able to find and use space safely, with an awareness of others.  <b>Personal &amp; Social Skills</b> – Developing communication skills and vocabulary.  <i>Being creative, individually, with partners and in large and small groups.</i>  <b>Healthy Lifestyle</b> – Children recognising their emotions and how their body feels when still and when exercising.</p> <p><b>Multi Skills: Invasion</b>  <b>Movement</b> - show awareness of opponents and teammates when playing games by moving into space.  <b>Personal &amp; Social Skills</b> - work well with a partner and in a small group to improve their skills.  <b>Healthy Lifestyle</b> - Describe how their bodies work and feel when playing games.  <b>Tactics &amp; Strategies</b> - Make choices about appropriate targets, space and equipment. Using a variety of simple tactics.</p>		<p><b>Dance (The Gunpowder Plot) History Curriculum Link</b>  <b>Movement</b> – Using simple movement patterns and to vary the rhythm, speed, level and direction of their movements.  <b>Personal &amp; Social Skills</b> – Developing communication skills and vocabulary. Being creative, individually, with partners and in large and small groups.  <b>Healthy Lifestyle</b> – Children recognising their emotions and how their body feels when still and when exercising.</p> <p><b>Multi Skills: Ball Skills</b>  <b>Movement</b> – Developing good awareness of space and the movements and actions taking place around them.  <b>Personal &amp; Social Skills</b> – Understanding how to play as part of a team. Knowing sport has a winner and a loser.  <b>Healthy Lifestyle</b> – Describe what they and others are doing. Describe how their body feels during games.  <b>Tactics and Strategies</b> - Decide where to stand to make it difficult for their opponent.</p>		<p><b>Athletics</b></p>	<p><b>Sports Day events practice</b></p> <p><b>Games: Performances and skill related games</b>  <b>Movement</b> – Understanding the different ways of how the body moves.  <b>Personal &amp; Social Skills</b> – Being part of a team and building resilience.  <b>Healthy Lifestyle</b> - Describe what they and others are doing. Describe how their body feels during games  <b>Leadership</b> – Taking responsibility for their own performance and trying their best.  <b>Tactics &amp; Strategies</b> – Making choices about how to improve and how their decisions will determine how well they perform.</p>