

| Long Term Curriculum Overview – Year 1 | Autumn 1 | Autumn 2 | Spring 1 and Spring 2 | | Summer 1 | Summer 2 |
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| Topic Name | I spy | Polar Explorers | Bright lights, big city! | | I do love to be by the seaside | Jurassic Grill |
| Key Texts | Dogger Giraffes can't dance (ASSESSMENT – description) Autumn poetry | The Great Explorer Lost and Found (ASSESSMENT – letter) | Katie goes to London Pojo blows the gunpowder plot (ASSESSMENT – newspaper report) | The Queen's hat (story retell) Vlad and the Florence Nightingale adventure (ASSESSMENT – biography) | *speak to EYFS as they also do a seaside topic The Snail and the whale | Dinosaurs love underpants How to grow a dinosaur |
| English | Poetry -Autumn Sentence structure Phonics knowledge Adjectives Letter formation | Sentence structure Phonics knowledge Adjectives Verbs Letter formation | | | Non chronological report ASSESSMENT – story retell Instructions (link to DT) | ASSESSMENT – trip recount Persuasive writing ('My dinosaur is the best because...') |
| Cross Curricular writing | Sentence structure across all subjects | Geography, History | Geography, History | | DT | |
| Maths | Numbers to 10 <ul style="list-style-type: none"> Writing and reading numbers to 10 One more/less Ordinal numbers | Addition and subtraction within 10 <ul style="list-style-type: none"> PPW model Number bonds | <ul style="list-style-type: none"> Addition and subtraction Related number facts 2D and 3D shapes | Numbers to 20 <ul style="list-style-type: none"> Ordering numbers Addition and subtraction | | |
| Science Seasonal Change <ul style="list-style-type: none"> To observe changes across the four seasons To observe and describe weather | Animals, Including Humans <ul style="list-style-type: none"> To identify name, draw and label basic parts of the human body and say which part of the body is | Everyday Materials <ul style="list-style-type: none"> To distinguish between an object and the material from which it is made. To identify and name a variety of | Plants <ul style="list-style-type: none"> To identify and name a variety of common wild and green plants, including deciduous and evergreen trees. | Plants: Working Scientifically <ul style="list-style-type: none"> To ask simple questions and recognise that they can be answered in different ways. | Animals, including Humans <ul style="list-style-type: none"> To identify and name a variety of common animals including fish, amphibians, | Seasonal Change <ul style="list-style-type: none"> To observe changes across the four seasons. To observe and describe weather associated with the seasons and |

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| <p>associated with the seasons and how day length varies</p> <p>(across the year but with a focus in Summer 2)</p> | <p>associated with each sense.</p> | <p>everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <ul style="list-style-type: none"> To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties. | <ul style="list-style-type: none"> To identify and describe the basic structure of a variety of common flowering plants, including trees. Focus on Winter – observe changes across the seasons, describe weather <p>Visit to the park</p> | <ul style="list-style-type: none"> To observe closely, using simple equipment. To perform simple tests To identify and classify using their observations and ideas to suggest answers to questions To gather and record data to help in answering questions. <p>Plant a seed and observe closely over the half term – put one in light/dark room, predict what will happen.</p> | <p>reptiles, birds and mammals.</p> <ul style="list-style-type: none"> To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare a variety of common animals. | <p>how day length varies.</p> |
| <p>History</p> | <p>Changes within living memory</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be | <p>Lives of significant individuals (The Race to the North Pole – Scott and Amundsen)</p> <ul style="list-style-type: none"> To study the lives of significant | <p>Events beyond living memory (The Gunpowder plot)</p> <ul style="list-style-type: none"> To study events beyond living memory that are significant | <p>Lives of significant individuals (Mary Seacole/Florence Nightingale)</p> <ul style="list-style-type: none"> To study the lives of significant | | |

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| | used to reveal aspects of change in national life. (Pleasure Park?) | individuals who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. | nationally or globally | individuals who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. | | |
| <p>Geography Throughout KS1</p> <p>identify seasonal and daily weather patterns in the United Kingdom (across the year but with a focus in Summer 2)</p> <p>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.</p> <p>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.</p> | <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> To use basic geographical vocabulary to refer to:- <ul style="list-style-type: none"> ➤ Key physical features ➤ Key human features of the school environment | | <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> To use world maps, atlases and globes simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map. <p>Locate different landmarks on a map of London</p> | <p>Understanding the UK</p> <ul style="list-style-type: none"> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> To 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. | <p>Place Knowledge</p> <ul style="list-style-type: none"> To 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. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> To identify seasonal and daily weather patterns in the UK. |
| RE | | | | | | |

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| | <ul style="list-style-type: none"> • <i>Begin to suggest meanings and some religious and moral stories</i> • <i>Either ask or respond to questions about what individuals and faith communities do</i> • <i>Express their own ideas creatively</i> | <ul style="list-style-type: none"> • <i>Begin to suggest meanings and some religious and moral stories</i> • <i>Either ask or respond to questions about what individuals and faith communities do</i> • <i>Express their own ideas creatively</i> | <ul style="list-style-type: none"> • <i>Begin to suggest meanings and some religious and moral stories</i> • <i>Either ask or respond to questions about what individuals and faith communities do</i> • <i>Express their own ideas creatively</i> | <ul style="list-style-type: none"> • <i>Begin to suggest meanings and some religious and moral stories</i> • <i>Either ask or respond to questions about what individuals and faith communities do</i> • <i>Express their own ideas creatively</i> | <ul style="list-style-type: none"> • <i>Begin to suggest meanings and some religious and moral stories</i> • <i>Either ask or respond to questions about what individuals and faith communities do</i> • <i>Express their own ideas creatively</i> | <ul style="list-style-type: none"> • <i>Begin to suggest meanings and some religious and moral stories</i> • <i>Either ask or respond to questions about what individuals and faith communities do</i> • <i>Express their own ideas creatively</i> |
| Art | Portraits <ul style="list-style-type: none"> • To develop a wide range of art and design techniques using colour and pattern. • To know about the work of a range of artists. | | <ul style="list-style-type: none"> • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Firework pictures (link to History) <ul style="list-style-type: none"> • Chinese new year – 1st February 2022 | Materials – Sculpture Andy Goldsworthy – leaf Art and Paul Klee in the style of Florence Nightingale (artist comparison)  <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing to develop and share their | | |

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| | | | | <p>ideas, experiences and imagination.</p> <ul style="list-style-type: none">• To use painting to develop and share their ideas, experiences and imagination.• To use sculpture to develop and share their ideas, experiences and imagination.• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.• To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and | | |
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| | | | | disciplines, and making links to their own work. | | |
| DT | | <p>Design, make, test and evaluate:</p> <p>To design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> | <p>Parent workshop – junk modelling – create a London landmark</p> <ul style="list-style-type: none"> To use sculpture to develop and share their ideas, experiences and imagination. | | <p>Mechanisms</p> <p>Design and make a moving dinosaur.</p> <p>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>To select from and use a range of tools and equipment to perform practical tasks.</p> <p>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> | <p>Food Technology/Cooking and Nutrition</p> <p>Seaside Snacks</p> <p><i>To design purposeful, functional, appealing products for themselves and other users based on design criteria.</i></p> <p><i>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.</i></p> <p><i>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</i></p> <p><i>To evaluate their ideas and products</i></p> |

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| | | <p>To evaluate their ideas and products against design criteria.</p> <p>To build structures, exploring how they can be made stronger, stiffer and more stable.</p> | | | <p>To evaluate their ideas and products against design criteria.</p> <p>To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> | <p><i>against design criteria.</i></p> <p><i>To use the basic principles of a healthy and varied diet to prepare dishes.</i></p> |
| Music - Charanga | <p>Hey You!</p> <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes. • To play tuned and untuned instruments musically. • To listen with concentration and understanding to a range of high-quality live and recorded music. • To experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p>Rhythm in the Way we Walk</p> <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes. • To play tuned and untuned instruments musically. • To listen with concentration and understanding to a range of high-quality live and recorded music. • To experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p>In the Groove</p> <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes. • To play tuned and untuned instruments musically. • To listen with concentration and understanding to a range of high-quality live and recorded music. • To experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p>Round and Round</p> <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes. • To play tuned and untuned instruments musically. • To listen with concentration and understanding to a range of high-quality live and recorded music. • To experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p>Your Imagination</p> <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes. • To play tuned and untuned instruments musically. • To listen with concentration and understanding to a range of high-quality live and recorded music. • To experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p>Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes. • To play tuned and untuned instruments musically. • To listen with concentration and understanding to a range of high-quality live and recorded music. • To experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| PE – Get set PE | <p>Team Building</p> <ul style="list-style-type: none"> • Participate in team games, developing simple tactics | <p>Fundamentals</p> <ul style="list-style-type: none"> • Master basic movements including running and jumping and | <p>Gymnastics</p> <ul style="list-style-type: none"> • Master basic movements including running and jumping and | <p>Dance</p> <ul style="list-style-type: none"> • Perform dances using simple movement patterns (NC) | <p>Ball Skills</p> <ul style="list-style-type: none"> • Master basic movements including throwing and | <p>Athletics</p> <ul style="list-style-type: none"> • Master basic movements including running and jumping, |

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| | <p>for attacking and defending (NC)</p> <ul style="list-style-type: none"> • Pupils develop their communication and problem solving skill • They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. • They are given the opportunity to discuss and plan their ideas. | <p>developing balance, agility and co-ordination, and begin to apply these in a range of activities (NC)</p> <ul style="list-style-type: none"> • Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. | <p>developing balance, agility and co-ordination, and begin to apply these in a range of activities (NC)</p> <ul style="list-style-type: none"> • Pupils learn to use space safely and effectively. • They explore and develop basic gymnastic actions on the floor and using low apparatus. • Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. • Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. • Pupils begin to understand the use of levels, directions and | <ul style="list-style-type: none"> • Pupils will explore travelling actions, movement skills and balancing. • They will understand why it is important to count to music and use this in their dances. • Pupils will copy and repeat actions linking them together to make short dance phrases. • Pupils will work individually and with a partner to create ideas in relation to the theme. | <p>catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (NC)</p> <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending (NC) • Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. • Pupils will have the opportunity to work independently, in pairs and small groups. • Pupils will be able to explore their own ideas in response to tasks. | <p>throwing and catching, and developing balance, agility and co-ordination, and begin to apply these in a range of activities (NC)</p> <ul style="list-style-type: none"> • Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. • In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and a • They are given opportunities to work collaboratively as well as independently. |
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| | | | shapes when travelling and balancing. | | | |
| Computing | <p>Computing systems and networks – technology around us</p> <p><u>National curriculum links</u></p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the | <p>Creating media – digital painting</p> <p><u>National curriculum links</u></p> <p>KS1 Computing</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate, and retrieve digital content <p>KS1 Art and Design Pupils should be taught:</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space About the work of a range of artists, craft makers, and designers, | <p>Creating media – digital writing</p> <p><u>National curriculum links</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Use technology safely and respectfully, keeping personal information private | <p>Data and information – grouping data</p> <p><u>National curriculum links</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Use technology safely and respectfully | <p>Programming A – moving a robot</p> <p><u>National curriculum links</u></p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Recognise common uses of information technology beyond school | <p>Programming B – introduction to animation</p> <p><u>National curriculum links</u></p> <ul style="list-style-type: none"> Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of |

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| | internet or other online technologies. | describing the differences and similarities between different practices and disciplines and making links to their own work | | | | simple programs |
| PSHE | <p>Jigsaw</p> <ul style="list-style-type: none"> • Being Me in My World | <p>Jigsaw</p> <ul style="list-style-type: none"> • Celebrating Difference (Anti-Bullying Week) | <p>Jigsaw</p> <ul style="list-style-type: none"> • Dreams and Goals | <p>Jigsaw</p> <ul style="list-style-type: none"> • Healthy Me | <p>Jigsaw</p> <ul style="list-style-type: none"> • Relationships | <p>Jigsaw</p> <ul style="list-style-type: none"> • Changing Me |
| LOTC/Visitors | Mental health Day | Nativity HL dressing as Scott Amundson Life Education Bus Anti bullying week | Children's mental health week Visit from the fire service Phonics workshop – Thursday 3 rd February Visit to the park – Science Parent workshop – junk modelling making London landmarks | Sweet shop visit – link to Maths HL dress up as Florence Nightingale Number day National Science week WOW day at the end of the topic – banquet and rotation of activities in class | WOW day – seaside activities in the playground | Gulliver's land trip – dinosaur farm |