

## Year 1 Long Term Curriculum Overview

	1	2	3	4	5	6
Concepts	<b>Identity, Explorers</b> <b>Environment, Changes, community</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</b> Within 10	<b>Number: Place Value within 20</b> Counting, comparison of quantities and part-whole relationship  <b>Number: Addition and Subtraction</b> Within 20  <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.						



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History		<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>
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Geography	<p><b>What is it like here?</b>  <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Use basic geographical language to refer to key physical and human features (L1)</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (L1, 2, 3, 4, 5, 6)</li> <li>Devise a simple map and use and construct basic symbols in a key (L2, 3, 4, 5, 6)</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 (L3)</li> <li>Use simple compass directions and locational and directional language (near/far, left/right, to describe the location of features and routes on a map (L3)</li> </ul>		<p><b>What is the weather like in the UK?</b>  <b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (L1)</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (L2, 4, 5, 6)</li> <li>Use basic geographical language to refer to key physical features, including season and weather (L2, 4)</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>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 (L1, 5)</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 (L2, 4)</li> <li>Use simple compass directions and locational and directional language (near/far, left/right, to describe the location of features and routes on a map (L3, 4, 5)</li> </ul>			<p><b>What is it like to live in Shanghai?</b>  <b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Use basic geographical language to refer to key physical and human features (L1, 2, 4)</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use simple compass directions and locational and directional language (near/far, left/right, to describe the location of features and routes on a map (L2)</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (L2)</li> <li>Devise a simple map and use and construct basic symbols in a key (L2)</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans (L3)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country (L5, 6)</li> </ul>
	<p><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></p>	<p><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></p>	<p><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></p>	<p><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></p>		

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<b>Science</b>	<p><b>Forces and Space: seasonal change.</b></p> <ul style="list-style-type: none"> <li>To identify how the weather changes across the four seasons. (L1)</li> <li>To identify how the weather changes across the four seasons. (L2)</li> <li>To recognise how trees change across the four seasons. (L3)</li> <li>To recognise how trees change across the four seasons.(L4)</li> <li>To observe changes across the four seasons. (L5)</li> <li>To observe changes across the four seasons. (L6)</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>To record data in a pictogram. (L4)</li> <li>To observe changes across the four seasons. (L5)</li> </ul>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>To identify everyday materials. (L1)</li> <li>To recognise the difference between objects and materials. (L2)</li> <li>To describe the properties of materials. (L3)</li> <li>To describe the properties of materials. (L4)</li> <li>To group materials based on their properties (waterproofness). (L5)</li> <li>To plan a test and suggest what might happen. (L6)</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>To sort objects into groups based on the materials they are made from. (L1)</li> <li>To describe the properties of materials. (L4)</li> <li>To plan a test and suggest what might happen. (L5)</li> <li>To plan a test and suggest what might happen. (L6)</li> </ul>	<p><b>Animals, sensitive bodies</b></p> <ul style="list-style-type: none"> <li>To plan a test and suggest what might happen. (L1)</li> <li>To name the body parts used for each sense. (L2)</li> <li>To spot patterns in data. (L3)</li> <li>To spot patterns in data. (L4)</li> <li>To recognise that scientists are always making new discoveries. (L5)</li> <li>To recognise how the senses are used in everyday life. (L6)</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>To sort body parts into groups. (L1)</li> <li>To spot patterns in data. (L2)</li> <li>To spot patterns in data. (L3)</li> <li>To recognise that scientists are always making new discoveries. (L4)</li> <li>To recognise that scientists are always making new discoveries. (L5)</li> <li>To recognise the importance of the senses in certain jobs. (L6)</li> </ul>	<p><b>Animals; comparing animals</b></p> <ul style="list-style-type: none"> <li>To identify and group animals. (L1)</li> <li>To identify and group animals. (L2)</li> <li>To compare the features of animals. (L3)</li> <li>To compare the features of animals. (L4)</li> <li>To recognise animals that make suitable pets. (L5)</li> <li>To gather and record data to help in answering questions. (L6)</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>To research using non-fiction texts. (L1)</li> <li>To gather and record data to help in answering questions. (L5)</li> <li>To gather and record data to help in answering questions. (L6)</li> </ul>	<p><b>Plants: Introduction to plants</b></p> <ul style="list-style-type: none"> <li>To gather and record data to help in answering questions. (L1)</li> <li>To identify parts of a flowering plant. (L2)</li> <li>To identify and name wild and garden plants. (L3)</li> <li>To identify and name deciduous and evergreen trees. (L4)</li> <li>To recognise that new plants come from seeds and bulbs. (L5)</li> <li>To recognise the importance of a scientist's role. (L6)</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>To plan an investigation (L1)</li> <li>To identify parts of a flowering plant. (L2)</li> <li>To sort flowers into groups. (L3)</li> <li>To identify and name deciduous and evergreen trees. (L4)</li> <li>To recognise that new plants come from seeds and bulbs. (L5)</li> <li>To recognise the importance of a scientist's role. (L6)</li> </ul>	<p><b>Making connections: investigating science through stories</b></p> <ul style="list-style-type: none"> <li>To observe changes across the seasons. (L1)</li> <li>To describe and compare the features of animals. (L2)</li> <li>To identify differences in animal features. (L3)</li> <li>To describe the properties of everyday materials. (L4)</li> <li>To plan how to carry out a test. (L5)</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>To spot patterns in data. (L1)</li> <li>To carry out research to find specific information. (L2)</li> <li>To use a ruler to measure (L3)</li> <li>To plan how to carry out a test. (L4)</li> </ul>
	<b>Autumn (Sept/Oct/Nov) Seasonal Changes</b>	<b>Winter (Dec/Jan/Feb) Seasonal Changes</b>	<b>Spring (Mar/Apr/May) Seasonal Changes</b>	<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>	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>	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>	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>

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<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>
<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>