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**Year 1 - Long Term Planning: Curriculum Overview**

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|  | **Term 1** | | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** | |
| **Writing** | **Leaf**  Purpose: writing to entertain  Outcome: setting description  **Stuck**  Purpose: writing to inform  Outcome: recount  Stuck: Oliver Jeffers: Amazon.co.uk ... | | **Bog Baby**  Purpose: writing to entertain  Outcome: character description  **Zog**  Purpose: writing to inform  Outcome: recount  Zog (Board Book) - Scholastic ShopThe Bog Baby : Willis, Jeanne, Millward ... | **Poles Apart**  Purpose: writing to entertain  Outcome: retell of story  **Dear Greenpeace**  Purpose: writing to inform  Outcome: non-chronological report    Dear Greenpeace – Books and YouPoles Apart!: Amazon.co.uk: Jeanne ... | **Beegu**  Purpose: writing to entertain  Outcome: story  **Paddington**  Purpose: writing to inform  Outcome: diary entry  Paddington: Amazon.co.uk: Bond, Michael ...Beegu: Amazon.co.uk: Deacon, Alexis ... | **Lost in the Toy Museum**  Purpose: writing to Entertain  Outcome: retell of story  **Tidy**  Purpose: writing to inform  Outcome: instructions  Lost in the Toy Museum: An Adventure ... | **Look Up**  Purpose: writing to entertain  Outcome: story  **Dragon Post**  Purpose: writing to inform  Outcome: letter  Dragon Post : Yarlett, Emma, Yarlett ...Bryon, Nathan, Adeola, Dapo: Amazon ... | |
| **Reading** | Book Talk around a planned range of High-Quality Texts | | | | | | | |
| **Maths** | Number and Place Value  Addition and Subtraction  Place Value to 50  Problem Solving  Space for Pace | | Addition and Subtraction: Facts of 7-10  Property of Shapes (2D and 3D)  Measurement and Length  Problem Solving  Space for Pace | Addition and Subtraction: Facts of 11-16  Place Value to 100  Problem Solving  Space for Pace | Addition and Subtraction: Facts of 17-20  Fractions  Position and Direction  Days and Months  Problem Solving  Space for Pace | Addition and Subtraction  Multiplication and Division  Problem Solving  Space for Pace | Time  Money  Mass and Capacity  Problem Solving  Space for Pace | |
| **Art and Design** | Painting - Concentric Circles  Artist: Wassily Kadinsky | |  | Textiles: Seaside Collage  Artist: Megan Coyal |  |  | Drawing – Observational drawing (fruit)  Artist: Claude Monet | |
| **Design and Technology (DT)** |  | | Materials and structures - Jam Jar Snow Globes |  | Cooking and nutrition - Marmalade Sandwich | Textiles – hand puppets |  | |
| **Physical Education (PE)** | Fundamentals | | Sending and Receiving | Gymnastics | Net and Wall Games | Dance | Team Building | |
| **Science** | Animals including humans – Animals | | Everyday Materials: Part 1 | Animals including humans – Humans | Everyday Materials: Part 2 | Plants: Part 1 | Plants: Part 2 | |
| 1 lesson on seasonal changes - Autumn | |  | 1 lesson on seasonal changes- Winter | 1 lesson on seasonal changes – Spring |  | 1 lesson on seasonal changes - Summer | |
| **Religious Education (RE)** | **Religion: Christianity**  Theme: Creation Story  Key Question: Does God want Christians to look after the world? | | **Religion: Christianity**  Theme: Christmas  Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem? | **Religion: Christianity**  Theme: Jesus as a friend  Key Question: Does God want Christians to look after the world? | **Religion: Christianity**  Theme: Easter - Palm Sunday  Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | **Religion: Judaism**  Theme: Shabbat  Key Question: Is Shabbat important to Jewish children? | **Religion: Judaism**  Theme: Rosh Hashanah and Yom Kippur  Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? | |
| **History** |  | | **My History**  How am I making history? |  | **Toys**  How have toys changed? |  | **Significant Individuals: Explorers**  How have explorers changed the world? | |
| **Geography** | **Local Study**  What is it like here? | |  | **Weather in the UK**  What is the weather like in the UK? |  | **Shanghai**  What is it like to live in Shanghai? |  | |
| **Computing** | **Digital Literacy**  Computing systems and networks: Technology around us | | **Computer Science**  NCCE Programming Unit A Moving a robot (Y1 unit) | **Information Technology**  Purple Mash Pictograms | **Computer Science**  NCCE Programming B – Moving a robot (currently a Y2 unit) | **Information Technology**  Animated Story Books on 2Createastory | **Digital Literacy**  Use searching to create a postcard on 2Publish | |
| **Online Safety** | Self Image and Identity | Privacy and Security | Online Bullying | Online Reputation | Health, wellbeing and lifestyle | Online Relationships | Managing Online Information | Copyright and Ownership |
| **Personal Development** | Being Me in My World | | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | |
| **Music** | African drumming | | African drumming | African drumming | **Unit 1 - Charanga**  ‘Hey You’ | **Unit 2: Charanga**  ‘Rhythm In The Way We Walk’ | **Unit 3 - Charanga** | |
| **Visits, visitors and experiences** |  | | Pantomime | Drumming performance to parents | Parent/grandparent to talk about the toys they played with when they were younger. | The Story Museum - Oxford |  | |