Year 1 Long Term Curriculum Overview

TITLE	Autumn 1 (7+2)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (4+3)	Summer 1 (8)	Summer 2 (5+2)
Religion	**Lighting the Path** Creation and Covenant	**Lighting the Path** Prophecy and Promise	**Lighting the Path** Galilee to Jerusalem	**Lighting the Path** Desert to Garden	**Lighting the Path** To the ends of the Earth	**Lighting the Path** Dialogue and encounter
Phonics	Read, Write Inc	Read, Write Inc	Read, Write Inc	Read, Write Inc	Read, Write Inc	Read, Write Inc
English Genre Coverage	What makes me a ME! Incredible You Super Duper You Toys in Space The Leaf Thief Lost in the Toy Museum	Ellie's Magic Wellies Jolly Christmas Postman Santa Post The Birth of Jesus	I hear a pickle/Noises off The Disgusting Sandwich Spider Sandwiches	The Night Pirates Grandad's Secret Giant The Titanic	Katie Morag The Queen's Hat	Vlad & Florence Nightingale Big Dreams -Florence Nightingale/Mary Seacole Monkey Puzzle
	Labels & captions Fact file Speech bubble Narrative retell	Poem – (Bonfire) Character description Narrative retell Letter to Santa	Poem (senses) Narrative – new ending Instructions (sandwiches)	Persuasive letter Character description Narrative Fact file/Info page	Letter of complaint Narrative – new story	Fact file/Info page Instructions (Florence) Narrative – new story (descriptions) Poem (animals)
Maths – White Rose	Place value within 10 Geometry - shape	Addition and subtraction within 10 Geometry - Position & Direction	Place value within 20 Addition and subtraction within 20	Place value Within 50 Length and height Mass and volume	Multiplication and division Fractions.	Place value within 100 Money Time
Science	Seasonal changes: Autumn/Winter	Everyday Materials	Animals Inc. humans: Senses	Plants	Seasonal Changes: Spring/Summer	Animals Inc Humans: Animals
History	Changes within living memory: The History of me/toys.			Events beyond living memory that are significant nationally: Titanic		The lives of significant individuals in the past who have contributed to national achievements: Florence Nightingale Mary Seacole
Geography		Geographical Skills & field work;	Location Knowledge:		Human & Physical geography:	

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		Our School	Geography skills & fieldwork: Our Local Area		Our Country	
Art	Drawing (Exploring line and shape)		Painting and mixed media (Colour Splash)		Sculpture and 3D (Paper Play)	
Design and Technology	.	Mechanisms (Slider game)		Structures (Windmills)		Textiles (Simple stitches)
Cooking & Nutrition	Fruit & Veg smoothies					
Computing	Introduction to Purple Mash (3) Creative computing (4)	Data Explorers (6)	Creating and Following Instructions (3) Animated stories (6)	Animated stories continued (6)	Technology around us (4) Making Beats (4)	Coding (6)
PE	Fundamental skills baseline skills testing travelling forwards, backwards, side to side	Fundamental skills running, jumping balancing & finding space	Fundamental skills hopping, skipping & throwing underarm	Fundamental skills throwing overarm, catching & throwing to targets	Fundamental skills rolling, dribbling & kicking	Fundamental skills striking 1/2 hands, striking with equipment 2 hands *baseline skills testing
Music	Unit 1: Keeping the Pulse (My Favourite Things)	Nativity Songs	Sound Patterns (Fairy tales)	Pitch (Superheroes)	Musical Symbols (Under the Sea)	Musical Traditions: 1) Nigeria, Drumming 2) South Africa, Choral 21st June: World Music Day: Popular Music: Blues/ Jazz

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PSHE			**Health and Wellbeing and Relationships are covered by:** The Ten:Ten 'Life to the Full' scheme of work. **Living in the Wider World is covered through:** Shared Responsibilities – Caritas in Action (Stewardship and Rights & Responsibilities), school rules and Eco Schools. Needs of caterpillars / butterflies. Media Literacy and Digital Resilience – E-Awareness lessons and E-safety week. Economic Wellbeing: Aspirations, Work and Career – Career day assemblies' / guest speakers from the community and from charities / Celebration Assemblies.					
RSE			Let the Children Come. (1.1 -1) I am Unique (1.2-1) Clean and Healthy (1.2 – 3)	Feelings, likes and Dislikes. (1.3 – 1) Feeling inside out. (1.3 – 2) Super Suzy Gets Angry (1.3 – 3)	God Loves You (2.1 – 1) Real life Online (2.3 – 1)	Good and Bad secrets (2.4 – 1) Physical Contact (2.4 – 2)	Three in One (3.1 – 1) Who is my neighbour (3.1 – 2)	The Communities We Live In (3.2 – 1)
British Values and Diversity						Windrush		Mary Seacole
Curriculum in Action			Topic box from Touchstones Visit to St Gabriel's Church for Baptism St Gabriel's Feast Day TT Rockstar's launch Health and Nutrition week	Remembrance Parliament week Anti-Bullying week Bedtime stories Pantomime Nativity Christmas jumper day Carols around the tree Visit from Father Christmas	Children's Mental health week Storytelling week E-safety	World Book Day Odd Socks day Neurodiversity awareness Passion Play	ST Gabriel's got Talent May Procession – Mary Fieldwork week Sports Day	Phonics Screening Summer Fair Gabrielbury School trip
Careers	Grow Throughout Life		Being confident to request help Recognising their successes in learning Being willing to challenge themselves					
	Explore Possibilities		Exploring what people do whose jobs involve caring for children and keeping them safe			Being able to give examples of jobs in different sectors		Being aware that jobs are made up of tasks

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	Manage Career		Being proactive about trying different approaches to solving challenges					Looking forward to what they are going to learn next
	Career Opportunities		Being able to describe what their needs are		Thinking about questions they would like to ask a visitor about their job Choosing what they want to achieve and the way they go about it			
	Balance Life & Work		Being aware of what volunteers do and how they can be a volunteer Recognising how they can help keep themselves safe at school	Recognising the contribution, they make to the work that is done in the home				
	See the Big Picture		Being aware of how work is portrayed differently in different stories Recognising that the way that work is shown is not always accurate/ reliable Exploring the jobs that people do to help each other					
Oracy	Physical		To use body language to show listening.				To experiment with adjusting tone, volume and pace.	
	Linguistic		To take opportunities to try out new language.	To use vocabulary specific to the topic at hand.	To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...')			To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.

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	Cognitive			To offer reasons for opinions.	To explain ideas and events in chronological order.	To disagree with someone else's opinion politely.	To consider the merits of different viewpoints.	
	Social and Emotional		Listen carefully to others.					To participate in group discussions independently of an adult.