

LONG TERM PLANNING – CURRICULUM OVERVIEW

The Avenue Primary

Year Group: 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Enchanted Woodland	Memory Box	Moon Zoom	Street Detectives	Muck, Mess and Mixture	Rio de Vida
Science	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> • Woodland animals • Carnivore, omnivores and herbivores • Structure of common animals • Diet and habitat of woodland animals <p><u>Plants</u></p> <ul style="list-style-type: none"> • Identify and name common plants in the school woodland <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> • Observe changes in Autumn • Describe weather associated with Autumn 	<p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> • Observe changes in Winter • Describe weather associated with winter 	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> • Five senses • Basic parts of the human body <p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> • Identify and name materials • Properties and uses of everyday materials to make a space rocket <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> • Observe changes in Spring • Describe weather associated with Spring 	<p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> • Identify and name materials • Properties of materials • Compare and group different materials (recycling) 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Structure of plants and trees 	<p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> • Observe changes in Summer • Describe weather associated with Summer
Geography	<p><u>Geographical Skills and Fieldwork</u></p> <p>Look at aerial photographs of a local area and make a key to label the features.</p>	<p><u>Human and physical Geography</u></p> <p>Identify the following physical features when creating a map of a local town: mountain, lake, island, valley, river, cliff, forest and beach</p> <p>To create a map that identifies human and physical features.</p>	<p><u>Locational Knowledge</u></p> <p>Identify land masses from space in Moon Zoom. Name the continents from above.</p> <p><u>Place Knowledge</u></p> <p>Compare human/physical features that can be identified from space.</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>Know which is N, E, S and W on a compass when creating and interpreting maps</p> <p>Track Captain Cooks voyage on a map of the world. Identify the continents and the oceans he travels through.</p> <p><u>Human and physical Geography</u></p> <p>To be able to understand the purpose of a simple key when using a map.</p>		<p><u>Location Knowledge</u></p> <p>Know the names of the four countries that make up the UK when comparing the UK with Brazil.</p> <p>Compare the UK's capital cities with the capital city of Brazil.</p> <p><u>Place Knowledge</u></p> <p>Know the main differences between a place in England and that of a non-European country by comparing features of Brasilia to London</p>
	<p><u>Geographical Skills and Fieldwork</u></p> <p><u>My Classroom</u></p> <ul style="list-style-type: none"> • Follow directions (Up, down, left/right, forwards/backwards) • Draw picture maps of imaginary places and from stories • Use own symbols on imaginary map • Draw around objects to make a plan 					

History		<p><u>Historical event</u> Guy Fawkes and the Gun Powder Plot</p> <p><u>Within living memory</u></p> <ul style="list-style-type: none"> • Order significant events in their own life. • Look at pictures or artefacts of toys from the past and present. • Look at pictures or artefacts of everyday household items from the past and consider what they might be • Look at pictures and models of forms of transport, placing them in chronological order 	<p><u>Lives of significant people</u> Learn about the lives of</p> <ul style="list-style-type: none"> • Laika (first dog in space) • Yuri Gagarin (first human in space) • Neil Armstrong (first human on the moon) • Buzz Aldrin (second human on the moon) • Helen Sharman (first British woman in space) • Tim Peake (first Britain on the ISS) • Create a time line of their achievements. 	<p><u>Local History</u> Learn about the history of Nunthorpe</p> <ul style="list-style-type: none"> • Look at pictures of old and modern homes in Nunthorpe, identifying differences, including materials from which they were built. <p><u>Lives of significant people</u> Learn about the life and achievements of local explorer Captain James Cook.</p>		
Art	<p><u>Drawing Landscapes:</u> Observational landscape drawings of woodland</p> <p><u>Sculpture and Painting:</u> Make a clay woodland creature</p>		<p><u>Drawing:</u> Drawings of the solar system and planets using chalk</p> <p><u>Sculpture and Painting:</u> Create models of planets using paper mache</p>		<p><u>Painting:</u> Creating local landscape paintings in the style of <i>Lucy Pittaway</i></p> <p><u>Drawing:</u> Drawing silhouettes of figures and objects in the style of <i>Kara Walker</i></p> <p><u>Drawing Landscapes:</u> Drawing foods to create landscape features in the style of <i>Carl Warner</i></p> <p><u>Drawing People:</u> Using mirrors to draw self-portraits and painting using Pointillism in the style of <i>Georges Seurat</i></p>	<p><u>Geometric Pattern:</u> Using bright colour and patterns to fill solid lines in drawings in the style of Brazilian artist <i>Romero Britto</i></p>
DT	<u>Materials:</u> Design, make and evaluate a hedgehog house		<u>Materials:</u> Design, make and evaluate a space rocket,	<u>Mechanisms:</u> Design, make and evaluate a bridge. Learn about the designer of the Transporter Bridge, <i>Sir William Arrol</i>	<u>Textiles:</u> Design, make and evaluate a puppet	<p><u>Materials:</u> Design, make and evaluate Christ the Redeemer statue by <i>Paul Landowski</i>.</p> <p><u>Food Technology:</u> Design a healthy fruit salad</p>

Computing	<u>Online safety and Exploring Purple Mash:</u> To learn how to access and use technology (software and hardware) safely and responsibly, in line with their appropriate age and year group	<u>Grouping and Sorting:</u> To use technology purposefully to create, sort and organise using 2Quiz.	<u>Pictograms/Lego Builders:</u> To use various Simple software (2Quiz, 2Count, 2Connect, Paint) in order to manipulate and retrieve digital content by grouping and sorting data and presenting in a pictogram	<u>Maze Explorers</u> <u>Animated Story Books:</u> To create and debug simple programs, and understand their behaviour, by using 2Go and 2Create A Story in order to set instructions and challenges for other children	<u>Coding:</u> To create and debug simple programs (using 2Code) , understanding how manipulation of instructions changes behaviour of the program in the process	<u>Spreadsheets</u> <u>Technology outside of school:</u> To use technology with a purpose to design and create spreadsheets using the 'speak' and 'count' tools in 2Calculate
Music	<u>Charanga – Hey You! Singing tuition</u> Study the inter-related dimensions of music through singing. <u>Harvest festival</u> To play and perform in an ensemble to celebrate the Harvest festival.	<u>Charanga – Rhythm in the way we walk/Banana Rap Singing tuition</u> Study the inter-related dimensions of music through singing. <u>Carol concert</u> To sing and perform as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged	<u>Charanga – In the groove Singing tuition</u> Study the inter-related dimensions of music through singing.	<u>Charanga – Round and round Singing tuition</u> Study the inter-related dimensions of music through singing. <u>Motivation assembly</u> To sing and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged	<u>Charanga – Your Imagination Singing tuition</u> Study the inter-related dimensions of music through singing.	<u>Charanga – Reflect, Rewind, Replay Singing tuition</u> Study the inter-related dimensions of music through singing. <u>Rio de Vida</u> Listen to Brazilian music. Pick out the beat and rhythm to carnival music. Make up own movements. Compose simple rhythms with crotchets and quavers using Boom Whackers. Children to perform their rhythms to LS playing a simple samba on the piano.
PE	<u>Team Building</u> Take turns, work collaboratively and lead each other.	<u>Yoga</u> Strength, flexibility and balance.	<u>Dance</u> Count to music and use this in their dances. Copy and repeat actions linking them together to make short dance phrases.	<u>Fundamental Skills</u> Balancing, running, changing direction, jumping, hopping and skipping Observe and recognise improvements for their own and others' skills.	<u>Ball Skills</u> Throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball- applying in a range of activities.	<u>Athletics</u> Basic movements - running at different speeds, changing direction, jumping, catching and throwing.
PSHE	<u>Being Me in My World</u> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	<u>Celebrating difference</u> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	<u>Dreams and Goals</u> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	<u>Healthy Me</u> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	<u>Relationships</u> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	<u>Changing Me</u> Life cycles – animal and human Changes in me Changes since being a baby Differences between female/ male bodies (correct terminology) Linking growing and learning Coping with change Transition

RE	<p><u>Who is a Christian and what do they believe?</u></p> <p>What do Christians believe about God? What does the Bible teach us about God? Why is Jesus important to Christians? What do the miracles of Jesus teach us about what is important to Christians? Why do Christians pray? Who is a Christian?</p>	<p><u>What makes some places sacred?</u></p> <p>Where do I feel safe? Where is a sacred place for believers to go? Which place of worship is sacred for Christians? Which place of worship is sacred for Jewish people? Which place of worship is sacred for Muslims? How are places of worship similar and different? Why are places of worship important to our community?</p>	<p><u>How and why do we celebrate special and sacred times?</u></p> <p>What do you celebrate and why? What stories do your family tell? What happened at Easter and how does it make people feel? How do Christians celebrate Easter? What matters most at Easter? Why do Jewish people tell the story of Passover (Pesach) every year? What do Muslims celebrate at Id-ul-Fitr?</p>	<p><u>What does it mean to belong to a faith community?</u></p> <p>Do we all belong to something? How do Christians show they belong? How do Muslims know that they belong? How do Jewish people show they belong together as a community? How do Christians welcome a new baby? How do Muslims welcome a new baby? How do some people show they belong to one another?</p>
----	---	--	--	--