




LONG TERM PLANNING – CURRICULUM OVERVIEW



The Avenue Primary

Year Group: 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Wriggle & Crawl	Splendid Skies	Superheroes	Towers, Tunnels and Turrets	Beachcombers	Beat, Band and Boogie
Science	<p><u>Animals including humans</u></p> <p>Identify different groups of animals and classify them.</p> <p>Label body parts of a variety of fish, amphibians, reptiles, birds and mammals, including pets and compare them.</p> <p>Children to sort animals into carnivores, herbivores and omnivores and identify how aspects of their body (eg. teeth) are adapted to suit.</p> <p><u>Plants</u></p> <p>Identify deciduous and evergreen trees.</p> <p><u>Seasonal Changes</u></p> <p>Observe seasonal changes in Autumn</p>	<p><u>Seasonal Changes</u></p> <p>Children to create a weather forecast suited to each season.</p> <p><u>Everyday Materials</u></p> <p>Design and evaluate kites based on strength of different materials.</p>	<p><u>Animals including humans</u></p> <p>Identify different parts of human bodies and the five senses.</p> <p><u>Seasonal Changes</u></p> <p>Observe seasonal changes in Winter</p>	<p><u>Everyday Materials</u></p> <p>Investigating appropriate materials to build a tower based on the three little pigs.</p> <p>Investigate how the transporter bridge was made and which materials would be best.</p> <p><u>Seasonal Changes</u></p> <p>Observe changes in Spring Describe weather associated with Spring</p>	<p><u>Plants</u></p> <p>Growing a plant and understanding the structure.</p> <p><u>Animals including humans</u></p> <p>Identify and classifying sea creatures</p>	<p><u>Seasonal Changes</u></p> <p>Observe changes in Summer Describe weather associated with Summer</p> <p><u>Everyday Materials</u></p> <p>Make a musical instrument using appropriate materials.</p>
Geography		<p><u>Locational Knowledge</u></p> <p>Identifying different weather climates around the world and extreme weathers in different places.</p> <p>Daily weather report focusing on different types of weather (rain, wind, temperature, clouds)</p>		<p><u>Locational Knowledge</u></p> <p>Identify and locate significant castles in London, Edinburgh, Cardiff and Belfast and the nearest seas.</p> <p>Identify and locate significant castles in different continents around the world, looking at their different features</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>Create a map of Whitby and labelling the key physical and human features.</p>	<p><u>Place Knowledge</u></p> <p>Looking at an aerial photograph to create a map of Australian harbour town and labelling the key physical and human features.</p> <p>Compare the features of Whitby and Australia using the maps created.</p>

History		<p><u>Beyond living memory</u> Know the history of how aeroplanes were created by the Wright brothers and how they have progressed since then.</p> <p><u>Lives of significant people</u> Know about the achievements of Amelia Earhart and how she was the first female to fly solo over the Atlantic Ocean.</p> <p><u>Beyond living memory</u> Guy Fawkes and the Gunpowder Plot</p>	<p><u>Within living memory</u> <u>Beyond living memory</u> <u>Lives of significant people</u> Know how Florence Nightingale influenced our understanding of hygiene and improved hospitals.</p>	<p><u>Beyond living memory</u> Identifying and understanding different parts of a castle. Comparing castles from different periods, ordering them by age and comparing their differences (materials). Learning about the rooms of a castle and who lives there Create a coat of arms by carefully choosing significant symbols.</p>		<p><u>Within living memory</u> Know how music devices have evolved throughout the decades - LPs, tapes, CDs, digital etc.</p>
Art	<p><u>Artist Study: Lucy Arnold</u></p>  <p><u>Drawing</u> Studying Lucy Arnold are her drawings of insects. Using pencils/charcoal/pastels to create our drawings in her style</p>	<p><u>Drawing</u> Children will be creating umbrella drawings where they will explore different lines and patterns to decorate their umbrella.</p> <p><u>Painting</u> Bonfire Night artwork using chalks on black paper. Learning how to blend chalk and the effect that this creates.</p>	<p><u>Drawing: People</u> Children will be taught how to draw facial features when they draw themselves are superheroes. Children will also design costumes for themselves.</p>	<p><u>Artist Study: Paul Klee</u></p>  <p>We will be painting/printing castles and towers in the style of Paul Klee. Children will be mixing their own colours together.</p> <p><u>Painting</u> Children will be thinking about their own personality and designing/making their own coat of arms to represent themselves. Drawing the outline and painting it.</p> <p><u>Sculpture</u> Make a pinch pot bowl, using tools to create texture and pattern. Children will be pressing, rolling, rubbing and stamping to create designs.</p>	<p><u>Artist Study: Milly Dyer</u></p>  <p>Studying local artist Milly Dyer and drawing a beach landscape inspired by her work. Thinking about here, near and far and which items are in which positions within the landscape.</p>	<p><u>Geometric Patterns</u> Children will be using geometric 2D shapes/cutting 2D shapes from paper. Children will be arranging them to form musical instruments.</p>

DT		<p><u>Materials</u></p> <p>Design, make and evaluate a kite using paper, tape and wooden sticks. Testing them by flying them outside and evaluating them.</p>	<p><u>Designer Study: Stella McCartney</u></p>  <p>Learn about the style of fashion designer, Stella McCartney's, Team Great Britain Olympic outfits.</p> <p><u>Textiles</u></p> <p>Design, make and evaluate an outfit for a superhero in the style of Stella McCartney.</p> <p><u>Materials</u></p> <p>Children will be learning about Florence Nightingale, the Lady with the Lamp. Creating lamps in response to this learning using crepe paper.</p> <p><u>Food Technology</u></p> <p>Design, make and evaluate a healthy smoothie. Cutting the fruit safely and exploring the textures of the fruit that they use. Make a list of ingredients and explain how to keep clean when preparing food.</p>		<p><u>Designer Study: James Walker</u></p>  <p>Study the architect, James Walker and his design of the Whitby Lighthouse.</p> <p>Design, make and evaluate a lighthouse structure, including an aspect that moves e.g. door, gate, flag and windmill.</p>	<p><u>Materials</u></p> <p>Design, make and evaluate a musical instrument. Children choose a musical instrument or make out of two options (shaker or a drum). Children given a choice of materials to choose from.</p>
Computing	<p><u>Online safety and Exploring Purple Mash:</u></p> <p>To learn how to access and use technology (software and hardware) safely and responsibly, in line with their appropriate age and year group</p>	<p><u>Grouping and Sorting:</u></p> <p>To use technology purposefully to create, sort and organise using 2Quiz.</p>	<p><u>Pictograms/Lego Builders:</u></p> <p>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</p>	<p><u>Maze Explorers</u> <u>Animated Story Books:</u></p> <p>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</p>	<p><u>Coding:</u></p> <p>To create and debug simple programs (using 2Code) , understanding how manipulation of instructions changes behaviour of the program in the process</p>	<p><u>Spreadsheets</u> <u>Technology outside of school:</u></p> <p>To use technology with a purpose to design and create spreadsheets using the 'speak' and 'count' tools in 2Calculate</p>

Music	<p><u>Charanga – Hey You!</u> <u>Singing tuition</u> Study the inter-related dimensions of music through singing.</p> <p><u>Harvest festival</u> To play and perform in an ensemble to celebrate the Harvest festival.</p>	<p><u>Charanga – Rhythm in the way we walk/Banana Rap</u> <u>Singing tuition</u> Study the inter-related dimensions of music through singing.</p> <p><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</p>	<p><u>Charanga – In the groove</u> <u>Singing tuition</u> Study the inter-related dimensions of music through singing.</p>	<p><u>Charanga – Round and round</u> <u>Singing tuition</u> Study the inter-related dimensions of music through singing.</p> <p><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</p>	<p><u>Charanga – Your Imagination</u> <u>Singing tuition</u> Study the inter-related dimensions of music through singing.</p>	<p><u>Charanga – Reflect, Rewind, Replay</u> <u>Singing tuition</u> Study the inter-related dimensions of music through singing.</p> <p><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.</p>
PE	<p><u>Team Building</u> Take turns, work collaboratively and lead each other.</p>	<p><u>Yoga</u> Strength, flexibility and balance.</p>	<p><u>Dance</u> Count to music and use this in their dances. Copy and repeat actions linking them together to make short dance phrases.</p>	<p><u>Fundamental Skills</u> Balancing, running, changing direction, jumping, hopping and skipping Observe and recognise improvements for their own and others' skills.</p>	<p><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.</p>	<p><u>Athletics</u> Basic movements - running at different speeds, changing direction, jumping, catching and throwing.</p>
PSHE	<p><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</p>	<p><u>Celebrating difference</u> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p><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</p>	<p><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</p>	<p><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</p>	<p><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</p>
RE	<p><u>Who is a Christian and what do they believe?</u> 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> 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> 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> 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>