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|  | AUTUMN | **SPRING** | **SUMMER** |
| Key texts/ authors | Little Red Riding HoodT4W textPersuasive Letter | The Three Little Pigs (journey) How to catch a wolf  | The Magical Bicycle(Berlie Doherty)The Dreamer(Il Sung Na) | The Hundred Decker Bus | St George and The Dragon | Various Fairy Tales(Cinderella, etc.)Non-Fiction books about Dragons |
| Literacy Focus |
| Fiction / Non Fic  | Fiction | Non-Fiction | Fiction | Fiction | Fiction | Fiction |
| Text Type | Narrative |  Instructions | Wishing Tales | Poetry | Defeating a Monster Story | Rags To Riches Tale |
| Context | Little Red Riding Hood | How to catch a wolf (The Three Little Pigs) | The Magical BicycleThe Dreamer | The Train RideVarious train-related poems | St George and the Dragon/Thakane | Cinderella, etc. |
| Fiction / Non Fic  | Non-Fiction |  | Non-Fiction | Non-Fiction | Non-Fiction | Non-Fiction |
| Text Type | Le |  | Recount | Non-chronological report | Discussion Text | Information Text |
| Context | Resolution in response to a Problem. |  | Magical journey | Explorers | Should knights kill dragons? | Castle Guidebook |
| Science Focus |
| All Year  | Seasonal changes |
| Topic(s) | Animals | Materials and Their Properties | Plants  |
| Knowledge Coverage | identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets)identify and name a variety of common animals that are carnivores, herbivores and omnivores**Sc2** Explore using senses and record findings in simple ways**Sc5** Identify and classify based on simple criteria**Sc4** Make simple comparisons through observation | **Sc1** Suggest what might happen and perform simple tests**Sc3** Collect evidence to try to answer a question | identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  Sc2 Explore using senses and record findings in simple ways |
| Working Scientifically | Classifying and groupingResearch using secondary sources | Fair testingClassifying and groupingPattern seeking | Observation over timeClassifying and groupingPattern seekingResearch using secondary sources |

Leedon Lower School LONG TERM OVERVIEW Year 1

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|  | AUTUMN | **SPRING** | **SUMMER** |
| Foundation Curriculum Overview – Links to National Curriculum |
| History | **Florence Nightingale –** lives of significant individuals.**Hi1** Use different sources of information to find out about the past **Hi2** Find out about the lives of significant people and events from the past and present**Hi3** Using episodes from stories about the past, identify the difference between past and present**Hi4** Place events in chronological order **Hi5** Use common words and phrases related to the passing of time **Hi6** Make a personal link to the past by exploring artefacts and images | **Electric cars** - Changes within living memory.**First plane flight** – changes beyond living memory**Explorers** – lives of significant individuals.-Emilia Airhart**Narrow Gauge Railway** – significant historical event | **Berkhamstead castle –** significant historical places in their own locality**Castle life** – events beyond living memory**Elizabeth II** – lives of significant individuals in the past who have contributed to national and international achievements.**Life in a medieval castle –** using different sources of information  |
| Geography | **Seasons** - Identify seasonal and daily weather patterns in the UK**Outdoor learning -** Use simple fieldwork & observational skills to study the geography of the school and its grounds.**Ge1** Explore and discover the interesting features of the local environment **Ge2** Explore and discover where different foods come from **Ge3** Recognise and observe main human and physical features **Ge4** Recognise different types of weather and climate**Ge5** Express their own views about features of the environment **Ge6** Communicate in different ways using simple geographical information and vocabulary **Ge7** Use simple field work skills**Ge8** Use globes, maps and plans **Ge9** Make simple plans | Use simple compass directions and locational and directional language.Name and locate the worlds 7 continents and 5 oceans**Narrow gauge railway** – use ariel photos and plan perspective to recognise landmarks and basic human and physical features. | **Castles** – use ariel photos and plan perspective to recognise landmarks and basic human and physical features.**key human features –** city, town, village, factory, farm, house, office, shop |
| Art and Design | **Sculpture - ANDY GOLDSWORTHY** – learn about the work of a range of artists, make links to own work, describe differences and similarities between different practices and disciplines. **Temporary Outdoor Sculpture** - To use sculpture to develop and share their ideas, experiences and imagination.**Art influenced by natural shapes and colours -** To use a range of materials to design and make products. To develop a wide range of art and design techniques in Using colour, shape, pattern, texture, form.**Ar1** **Drawing** Explore the use of line, shape and colour **Ar2 Painting** Explore a variety of tools and techniques including the use of different brush sizes and types **Ar3 Printing** Make marks in print with a variety of objects, including natural and made objects**Ar4 Textiles/Collage** Investigate using a wide variety of media, including card, fabric, plastic, tissue, magazines, crepe paper etc.**Ar5 3D-Form** Explore sculpture with a range of malleable media e.g. clay**Ar6** Recognise pattern in the environment**Ar7** Respond to ideas **Ar8** Make changes to their own work **Ar9** **Drawing** Use a variety of tools, including pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media**Ar10 Painting** Use different brush sizes and types **Ar11 Printing** Build a repeating pattern**Ar12 Textiles/Collage** Use a variety of techniques e.g. weaving, fabric crayons, sewing**Ar13 3D-Form** Manipulate clay in a variety of ways e.g. rolling, kneading and shaping | **Painting and drawing - Art deco-style block work (colours) and Landscapes (focusing on composition) -** To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.To use drawing to develop and share their ideas, experiences and imagination.**Ar2 Painting** Explore a variety of tools and techniques including the use of different brush sizes and types **Ar3 Printing** Make marks in print with a variety of objects, including natural and made objects**Ar9** **Drawing** Use a variety of tools, including pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media**Ar10 Painting** Use different brush sizes and types **Ar11 Printing** Build a repeating pattern | **Tapestry/Sewing -**  To use a range of materials to design and make products**Close observational drawing** - To use drawing to develop and share their ideas, experiences and imagination.To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space**Ar2 Painting** Explore a variety of tools and techniques including the use of different brush sizes and types **Ar4 Textiles/Collage** Investigate using a wide variety of media, including card, fabric, plastic, tissue, magazines, crepe paper etc.**Ar9** **Drawing** Use a variety of tools, including pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media**Ar10 Painting** Use different brush sizes and types **Ar11 Printing** Build a repeating pattern**Ar12 Textiles/Collage** Use a variety of techniques e.g. weaving, fabric crayons, sewing |
| Design and Technology | **Gingerbread Houses** – design, make, evaluate.**Dt1** Explore the sensory qualities of materials**Dt2** Explore ways to construct models**Dt3** Identify a target group for what they intend to design and make **Dt4** Recognise how structures can be made stronger, stiffer and more stable**Dt5** Generate and talk about their own ideas **Dt6** Follow safe procedures **Dt7** Take account of simple properties of materials when deciding how to cut, shape, combine and join them **Dt8** Use tools and materials with help  | **Vehicle** – design, make, evaluate.**Dt1** Explore the sensory qualities of materials**Dt2** Explore ways to construct models**Dt3** Identify a target group for what they intend to design and make **Dt4** Recognise how structures can be made stronger, stiffer and more stable**Dt5** Generate and talk about their own ideas **Dt6** Follow safe procedures **Dt7** Take account of simple properties of materials when deciding how to cut, shape, combine and join them **Dt8** Use tools and materials with help  | **Castle** – design, make, evaluate.**Medieval Banquet** – design, make, evaluate**Dt1** Explore the sensory qualities of materials**Dt2** Explore ways to construct models**Dt3** Identify a target group for what they intend to design and make **Dt4** Recognise how structures can be made stronger, stiffer and more stable**Dt5** Generate and talk about their own ideas **Dt6** Follow safe procedures **Dt7** Take account of simple properties of materials when deciding how to cut, shape, combine and join them **Dt8** Use tools and materials with help  |
| Computing | **E-Safety****I am kind and responsible****Muti media- Describing my toys****TIOL****Discovering my technology****Handling data- Counting my information** Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions  Create and debug simple programs  Use logical reasoning to predict the behaviour of simple programsExplore digital resources by using hyperlinks and simple menusUse the internet and other digital sources to find out about significant issues, events and people and explore real and imaginary locationsCollect, sort, record and represent information to inform investigations and designs Draw conclusions from data collected  | **E-Safety****I am safe****Programming-Move my Beebot****Programming- More than my Beebot****Programming- My moves on screen.** Identify common uses of information technology beyond schoolGive instructions to make things happen using programmable devicesUse technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content Try alternatives using a range of tools and techniques to alter text, images and sounds Combine written text with graphics, tables, sound and images and present work appropriately**I** | **E-Safety** **I am healthy****Muti media-Making my animated****TIOL- Sharing my learning****Handling data- showing my feelings****Programming- Debug my programmes**Use ICT to communicate with unknown audiences Use strategies to stay safe when using ICT and the internetPlan, discuss and review work developed using ICT in order to improve it  Use technology safely and respectfully, keeping personal information private  Identify when and where to go for help and support when they have concerns about material on the internet |
| Music | Autumn 1- **Hey you!****Find the pules****Clapping rhythms****Pitch****Singing****Perform and share****Autumn 2- Rhythm in the way you walk- Banana rap****Find the pulse****Clapping rhythms****Pitch****Singing****Perform and share****Playing instruments****Improvise/Compose.**  | Spring 1- In the grooveFind the pulseClapping rhythmsPitchSingingPerform and sharePlaying instrumentsImprovise/ Compose- a song melodySpring 2- Round and roundFind the pulseClapping rhythmsPitchSingingPerform and sharePlaying instrumentsImprovise | Summer 1- Your imaginationFind the pulseClapping rhythmsPitchSingingPerform and sharePlaying instrumentsImprovise/ComposeSummer2- Reflect, rewind and replayFind the pulseClapping rhythmsPitchSingingPerform and sharePlaying instrumentsImprovise/ Compose- a song melody |
| Drama | **Dr1** Use role play to explore and engage with characters, situations and events from known stories**Dr2** Reflect on the situation or character both in and out of role**Dr3** Respond to other characters in role**Dr4** Watch a performance and say why they like / dislike it**Dr5** Use different voices in acting **Dr6** Pretend to be a character, demonstrating emotion through actions and language **Dr7** Take turns speaking their parts and, in small groups, act out familiar stories, which they can communicate to friends **Dr8** Demonstrate their knowledge of the key differences between a play and a story | **Dr1** Use role play to explore and engage with characters, situations and events from known stories**Dr2** Reflect on the situation or character both in and out of role**Dr3** Respond to other characters in role**Dr4** Watch a performance and say why they like / dislike it**Dr5** Use different voices in acting **Dr6** Pretend to be a character, demonstrating emotion through actions and language **Dr7** Take turns speaking their parts and, in small groups, act out familiar stories, which they can communicate to friends **Dr8** Demonstrate their knowledge of the key differences between a play and a story | **Dr1** Use role play to explore and engage with characters, situations and events from known stories**Dr2** Reflect on the situation or character both in and out of role**Dr3** Respond to other characters in role**Dr4** Watch a performance and say why they like / dislike it**Dr5** Use different voices in acting **Dr6** Pretend to be a character, demonstrating emotion through actions and language **Dr7** Take turns speaking their parts and, in small groups, act out familiar stories, which they can communicate to friends **Dr8** Demonstrate their knowledge of the key differences between a play and a story |
| RE | * 1. – What do Christians believe God is like?
	2. Why does Christmas matter to Christians? How and why do we celebrate special times?
 | 1.6 – What makes some places significant? What makes some places sacred to believers?1.5 – Why does Easter matter to Christians | 1.4 – Who is a Muslim? What do they believe and how do they live? |
| PSHE | Families and Relationships  | Safe relationships | Respecting ourselves and others |
| MFL (Spanish) | Key vocabulary  | Key vocabulary  | Key vocabulary |
| Phonics  | Phase 4 Phase 5 | Phase 5 | Phase 5 |