









Dream Believe Achieve

Year 1

Curriculum Long Term Overview

Rationale: The Why	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Referring back to our training on sticky learning/Curiosity</i>	Key Question	 I wonder what makes me special?	 I wonder why the Great Fire of London spread so quickly?	 I wonder why we need to eat lots of Vegetables?	 I wonder where Beatrix Potter got her inspiration?	 I wonder what it would be like to go camping?	 I wonder how we can look after a class pet?
<i>Framing learning in real & meaningful contexts</i>	Key events in the calendar	26 th September European Day of Language 27 th September Macmillan Coffee Morning October Week 1 – 5 th October: Poetry Day Parents Evening Census Week 2- Care and share Harvest Festival Cauliflower Cards Halloween Disco	November- Friendship Week 13 th Invisible String Book Link Enterprise December 1 st : Advent/ Christingle Decorations Week 2: Santa Dash Week 3- Nativity Week 3- Christmas Party Day Jumper Day	January: Spelling Bee Round 1 7 th Feb Online Safety February Math's week	March 2 nd - World Book Day Book Fair 8-10 th March 13-17 th - STEM Science week 31 st Easter Bunny and Egg Hunt	School Council Elections 4 th May Kings Coronation 5 th School performance and celebration SATS Week 9-12 th May KS1 SATS 15-25 th May	12 th June – Phonics Burnley Sing 12-16 th Healthy Living Week/ Sports Day 19 th -25 th June- Assessment week/ Art Week PM New Starters 20 th June 27-30 th June Y6 residential 4 th July Transition 1 PM 7 th July 10 th July Year 6 Leavers 11 th July Transition 2 PM 13 th July Summer enterprise 18 th July Transition 3 PM
<i>Making memories/ Experiences that elicit an emotional response</i>	Enrichment opportunities/ WOW moments/ memorable experiences	Autumn welly walk Roll down a big hill Have a story outside	Building Tudor houses for home learning. Fire fighter Visit (link to y2 Fire talk) Christmas Nativity Put on a performance Class Assembly song	Making super veg for Home Learning. Jo in the Kitchen and jelly to trap evil Pea. Make a snowman/ Play in the snow Fruit kebabs Grow a plant	Family Tree and generational chronology Home Learning Victorian Teddy (Edward) History project loan box	Maps to school Home Learning Use a map Duck Days (Eggs) Camping Day in the school Grounds with Nature walk and BBQ/ S'mores Den building	TRIP?? Trains@ Thompson Park South Ribble Railway? East Lancs Railway? go on a train
	<i>Theme</i>	Percy the Park-Keeper	The Great Fire of London	Eat Them to Defeat Them!	The wonderful world of Beatrix Potter	Let's Go Camping!	All Aboard!
	English	Non-Fiction All about me! Stories by the same author. <u>Nick Butterworth</u> The Rescue Party	Fiction Vlad and The Great Fire of London Non-Fiction Non-Cron Report on The Great fire of London	Integrated Teaching Unit. (TALK ONE) Supertato by Sue Hendra Poetry <u>Verb Poems</u> Non-Fiction	Information Text Beatrix Potter Classic Stories The tale of Peter Rabbit Poetry <u>Repeated rhyme</u> Little Peter Rabbit	Poetry <u>Poems by heart:</u> Camping poems Stories with familiar settings Boris Goes Camping Information booklet	Integrated Teaching Unit How to train a Train by Jason Carter Eaton.

				Instructions to capture evil Pea		on Ducks? Or camping?	
	Maths	Number and Place Value 1 - 10, Addition and Subtraction within 10 Geometry Shape		Number and Place Value 11 – 20 Addition and Subtraction within 20 Number and Place Value within 50 Length, Height, Mass and Volume		Multiplication and Division, Fractions Position and Direction Number and Place Value within 100, Money Time	
	Science	Working Scientifically					
		Human body and Senses Weather & Seasons Autumn	Materials	Weather & Seasons Winter Plants		Weather & Seasons Spring Animals Weather & Seasons Summer And seasons evaluation.	
	History & Geography	Geography The UK Countries, capital Cities, Geographical Features towns and countryside.	History The Great Fire of London 1666 Events beyond living memory.		History Changes within Living memory Chronology: celebrations and toys	Geography Field Work: Maps of class and school. Study maps and symbols Basic directions	Geography Continents and Oceans. Geographical features of British seas and coast. Compass directions
	Art & D&T	ART Self Portraits looking at a range of different artists	D&T Moving picture/ Pop up pictures. Great Fire of London	D&T Fruit Kebabs	ART Painting Artist study Arcimboldo Giuseppe	D&T Tents & Den Buildings (Structures)	ART Artist study Trains and Train Sculptures (Mod Roc)
	Computing	Unit 1.1 Online Safety Correct use of iPads in class.		Unit 1.2 Grouping and Sorting Unit 1.3 Pictograms Unit 1.4 Lego Builders	Unit 1.5 Maze Explorers	Unit 1.6 Animated Stories Unit 1.7 Coding	Unit 1.8 Spreadsheets Unit 1.9 Tech Outside School
	Music	Hey You!	School Nativity + Performance	Round And Round		Your Imagination	Reflect, Rewind and Replay
	RE	Christianity – God Why do Christians say that God is a ‘Father’?	Christianity – Jesus Why is Jesus special to Christians?	Islam How might beliefs about creation affect the way people treat the world?	Judaism Why might some people put their trust in God?	Hindu Dharma What do Hindus believe about God?	Christianity – Church How might some people show that they ‘belong’ to God?
	PSHE	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
	PE						

Five Ways to Wellbeing



Connect with others



Be physically active



Learn new skills-



Take notice/ Mindfulness

Give to others/ service-

A young person who is physically active and plays sport on a regular basis will have better...



PHYSICAL HEALTH

- > Cardio-vascular fitness
- > Healthy weight
- > Strength
- > Co-ordination
- > Energy levels



MENTAL HEALTH

- > Happiness
- > Resilience
- > Equipped to tackle anxiety and stress
- > Improved mood through release of 'feel good' endorphins



SOCIAL WELLBEING

- > Less lonely
- > More trusting
- > Improved communication and teamwork skills



BRAIN FUNCTION

Evidence shows being physically active impacts on progress and achievement. It **improves the brain** by stimulating growth in the part of the brain responsible for **learning** and **memory**. Young people's **ability to concentrate** also improves after physical activity.