



Grimsdyke School

Long Term Curriculum Overview (2023 – 2024)

Year 1

	Autumn Term		Spring Term		Summer Term	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Theme	Home sweet home	Bright Sparks	Let's Play	How Does Your Garden Grow?	Africa is not a country	Oh, I do like to be beside the Seaside (consolidation term)
English: Whole class reading and text focus	<i>Oi Frog – Rhyming words and rhyming phrases (science)</i>	<i>Izzy Gizmo – Instructions and descriptions (Science)</i>	<i>The Naughty Bus - story telling/story writing (history)</i>	<i>Jaspers beanstalk – story telling/writing (science)</i>	<i>The Ugly Five - Non-fiction reports (science)</i>	<i>The storm Whale – instructions</i>
Writing focus and text types	<i>Peace at Last – Repetitive story retelling (history/Science-senses)</i> <i>'Crew' experience– instructions/time adverbials (history)</i>	<i>Kippers birthday – invitations/party lists (R.E)</i> <i>The tiger who came to tea – invitations/letter writing (R.E)</i> <i>Christmas advert - Whole school unaided (R.E)</i>	<i>Traction Man – story telling and descriptions (history)</i> <i>Chalk – Wordless book - creating writing to match the image (history)</i> <i>Toy Poetry (history)</i>	<i>The extraordinary Gardener – story telling/writing (science)</i> <i>The Tiny Seed – diary entries (science)</i> <i>Supertato – character descriptions (science)</i>	<i>Meerkat Mail – non-fiction reports and storytelling/writing (science)</i> <i>We're going on a lion hunt – story telling/writing (science)</i>	<i>Lighthouse keepers lunch - lists and instructions</i> <i>Clem and Crab - story telling/writing (science)</i> <i>Seaside Poetry – now and then (history)</i>
Maths	<i>Place value (to 20)</i> <i>Number bonds to 20</i> <i>Addition & Subtraction</i>	<i>Addition & Subtraction</i> <i>Money</i> <i>Geometry/Shape</i> <i>Time</i>	<i>Place Value (to 20)</i> <i>Addition & Subtraction</i>	<i>Place Value (to 50)</i> <i>Measures – length, mass & capacity</i>	<i>Multiplication & Division</i> <i>Fractions</i> <i>Geometry/Shape</i> <i>Position & movement</i>	<i>Place value (to 100)</i> <i>Money</i> <i>Time</i> <i>Problem solving</i> <i>Statistics & Data Handling</i>



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Science	Seasonal Changes (Autumn)	Everyday Materials	Seasonal Changes (Winter)	Seasonal Changes (Spring) Plants	Animals including humans	Seasonal Changes (Summer) Consolidation term – Materials (plastic pollution), animals and habitats
Computing	Technology around us	Digital Painting	Moving robots	Grouping data	Digital writing	Coding
History	Home sweet home		Let's Play – Toys in the past and present			Oh I do like to be beside the seaside
Geography		What is in my local area?		The United Kingdom	Continents of the world	
P.E.	Locomotion - Running	Ball Skills – Feet	Attack v Defence – Games for Understanding	Gymnastics	Health and Wellbeing	Dance
PSHE (Jigsaw)	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships (SRE) – following Grimsdyke's SRE curriculum	Changing Me (SRE) – following Grimsdyke's SRE curriculum
Art and Design	Drawing and Painting Charcoal Drawings Wax Resist Squiggles and spirals Autumn art Exploring different kinds of classroom paint	Drawing and Making Drawing techniques Finger/hand & shadow puppets Printmaking Creating different lines, shapes and textures in prints	Drawing Representing different shapes, sizes, proportions Painting Patterns, Mixing colours (Secondary colours and tones)	Sculpture Working with clay, Papier Mache and Modroc		Sculpture Making sculptures using different materials Construction and deconstruction Paper craft (making paper 3D)
Design and Technology	No DT this half term as ART focus	Making Party Treats for celebrations Shadow puppets linked to R.E Diwali story.	Designing and making moving toys with simple mechanisms - Robots moving toys/pop up toys/playground toys	Food – where does it grow and where does it come from?	Textiles Designing an African animal puppet and joining Kente cloth fabrics together.	Making Lighthouses and sea-creatures: Stabilise, strengthening sculptures and structures



Music	Sing Up – ‘Menu Song’ - <i>Musical focus: Active listening, beat and echo singing</i>		Sing Up – ‘Football’ – <i>Musical focus: Beat, ostinato, pitched/unpitched patterns and mi-re-do</i>		Sing Up – ‘Come Dance with me’ – <i>Musical focus: Call-and-response, echo singing and playing, playing percussion, developing beat skills, crotchet, quavers and crotchet rest.</i>	
R.E	What makes buildings special? Sikhism B/F	What can we learn from the Diwali story about good and evil in our lives? Hinduism A/E	Is it important to have a day that is different to other days? Christianity & Judaism	How do we respond when we hear certain sounds? Islam C/D	What can Christians learn from the teachings of Jesus? Christianity C/E	How do holy books teach religious people about being close to God? Christianity & Zoroastrianism A/F
Curriculum enrichment	<p>Visit from ‘Crew’ workshop – Victorian homes</p> <p>Interviewing members from the older generation. Awareness of the world around us and what a ‘home’ represents to other groups of people</p> <p>Walk in the local area to recognise the different homes</p> <p>Home corner – Role Play area (multicultural resources)</p> <p>Valuing the wider home experiences each child brings to our school</p>	<p>Cooking /preparing and handling food</p> <p>Pupils share own experiences of their celebrations</p> <p>Handling/viewing real religious artefacts with respect</p> <p>Valuing the wider home experiences each child brings to our school</p> <p>Celebrating different family units, cultures and religions</p> <p>Stories from different cultures and religions</p> <p>Listening and responding to music from different cultures.</p> <p>Christmas production</p>	<p>Trip to local park to look at playground equipment for history/DT topic links.</p> <p>CREW workshop to learn and explore toys from long ago</p> <p>Opportunities to handle and play with a variety of toys</p> <p>Valuing the wider home experiences each child brings to our school</p> <p>Talking to older family members and friends to question them about childhood toys</p> <p>Science investigations (materials and Toys) give opportunities for technical vocabulary</p>	<p>School gardening/planting potatoes</p> <p>Nature walk</p> <p>Different fruits and vegetables and what they look like before arriving on your plate</p>	<p>Visit to Paradise Wildlife park</p> <p>Ranger Stu - real animal workshop</p> <p>Stories from Africa</p> <p>Celebrating different family cultures and religions</p> <p>Stories from different cultures and religions</p> <p>Listening and responding to music from different cultures.</p>	<p>Science in Action workshops</p> <p>Outdoor learning Opportunities</p> <p>Carnival performance</p>

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