



Grimsdyke School

Long Term Curriculum Overview

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 <i>(consolidation term)</i>
English: Whole class reading and text focus	<i>Oi Frog/Oi Dog – 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.	PSD – Fundamentals Running	PSD - Sending and Receiving Health and Well-Being	PSD - Ball Skills – Team Building	PSD - Net and Wall Gymnastics	PSD – Athletics Dance - The Zoo	PSD – Target Games Ball skills - Feet 1
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	No Art & Design this half term as ART focus	No Art & Design this half term as ART focus	Sculpture Working with clay, Papier Mache and Modroc Painting Patterns, Mixing colours (Secondary colours and tones) Exploring different kinds of classroom paint	No Art & Design this half term as ART focus	Collage and Drawing Textures and Patterns Observational drawing Collage
Design and Technology	No DT this half term as ART focus	Making Party Treats for celebrations	Designing and making moving toys with simple mechanisms -	No DT this half term as ART focus	Textiles Designing an African animal puppet and	No DT this half term as ART focus



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		<i>Food – where does it grow and where does it come from?</i>	<i>Robots moving toys/pop up toys/playground toys</i>		<i>joining Kente cloth fabrics together. Printmaking Creating different lines, shapes and textures in prints to create a t-shirt</i>	
Music	<i>Understanding beat and pulse in music and responding through movement.</i>	<i>Singing development. Beat competency – gross motor movement Rhythm skills and patterns.</i>	<i>Singing Voice development with focus on accurate pitching Beat competency Rhythm skills. Musical Opposites</i>	<i>Singing Voice development with focus on accurate pitching Beat competency Rhythm skills Bamboo Tamboo</i>	<i>Telling a story through music.</i>	<i>Composition project</i>
R.E	<i>What makes buildings special? Sikhism B/F</i>	<i>What can we learn from the Diwali story about good and evil in our lives? Hinduism A/E</i>	<i>Is it important to have a day that is different to other days? Christianity & Judaism</i>	<i>What can Christians learn from the teachings of Jesus? Christianity C/E</i>	<i>How do we respond when we hear certain sounds? Islam C/D</i>	<i>How do holy books teach religious people about being close to God? Christianity & Zoroastrianism A/F</i>



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<p>Curriculum enrichment</p>	<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>Valuing the wider home experiences each child brings to our school</p>	<p>Christmas production</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>CREW workshop to learn and explore toys from long ago</p> <p>Opportunities to handle and play with a variety of toys from the past.</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 Hertfordshire Zoo</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 Crew workshops</p> <p>Opportunities</p> <p>Carnival performance</p>
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