

**Curriculum Long Term Overview Map  
(Staff Shared Overflow-New Curriculum)**

**Autumn Term**

**Year Group 1**

**Overall Theme:**

**(Each of the aspects below will have a comprehensive medium term plan)**

SUBJECT	SUMMARY THEME	PROGRAMME OF STUDY
Literacy	<p>The Tiger Who Came to Tea.</p> <p>We're going on a Bear Hunt.</p> <p>Paper Dolls</p>	<p><b>Genre Coverage:</b></p> <p><b>Non fiction- labels, lists and captions</b></p> <p><u>Speaking and listening-</u>            Speak audibly and fluently and participate in role play.            Gain and maintain interest of listeners.            Give well structured explanations.</p> <p><u>Reading/Comprehension-</u>            Understand books by discussing the significance of events.            Explain clearly their understanding of a story read to them.            Participate in a discussion about a story read to them.            Become familiar with key stories.            Recognise and join in with predictable phrases.            Read accurately by blending sounds in unfamiliar words.            Read other words of more than one syllable.            Use simple spelling rules and guidelines, using knowledge of phonemes and graphemes already taught.            Read words with contractions.</p> <p><u>Writing-</u>            Form upper and lower case letters correctly.            Compose a sentence orally before writing it, rereading to check it makes sense.</p>

Grammar

Use capital letters for names of people and places.

Use capital letters and full stops correctly in a sentence.

**Stories with familiar settings/stories with repeating patterns**

Speaking and Listening

Listen and respond appropriately to their peers.

Give well structured descriptions.

Speak audibly and fluently.

Maintain attention and participate in conversations.

Ask relevant questions to extend their knowledge.

Reading/Comprehension

Develop pleasure in reading and motivation to read.

Link what they hear or read to their own experiences.

Understand the books they can already read by checking it makes sense and correcting mistakes.

Discuss the significance of the title and events.

Make inferences on the basis of what is being said and done.

Predict what might happen next.

Read words containing each of the 40+ phonemes already taught.

Writing

Respond speedily with the correct sound to graphemes for all 40+ phonemes.

Apply simple spelling rules.

Form lower and upper case letters correctly.

Discuss what they have written with the teacher or other pupils.

Read aloud to peers or the teacher.

Sequence sentences to form short narratives.

Compose a sentence orally before writing it, rereading to check it makes sense.

Grammar

Use capital letters for the names of people and the personal pronoun I.  
Begin to punctuate sentences by using a capital letter and full stops.

Poetry with repeating patterns- The Senses

Speaking and listening-

Speak audibly and fluently.

Develop pleasure in reading and motivation to read by:

listening to/discussing a wide range of poems and stories at a level beyond that which they can read independently,

recognising and joining in with predictable phrases,

read common exception words, noting unusual correspondences between spelling and sound.

Listen and respond appropriately to peers.

Give well-structured descriptions and explanations.

Use spoken language to imagine things and explore ideas.

Participate in discussions.

Learn to recite some poems by heart.

Reading/Comprehension

To read accurately by blending sounds in unfamiliar words containing GPCs taught.

To read aloud accurately books which closely match their growing word-reading knowledge.

To name the letters of the alphabet.

To use letter names to distinguish between alternative spellings of the same sound.

Writing

To spell words containing each of the 40+ phonemes already taught.

Write sentences by:

saying out loud what they are going to write about,

composing a sentence orally before writing it,

re-reading what they have written to check it makes sense.

		<p><u>Grammar</u></p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>To begin to punctuate sentences using a capital letter and a full stop and leave spaces between words.</p>
<b>Mathematics</b>	<p>Numbers to 10</p> <p>Number bonds</p> <p>Addition within 10</p>	<ul style="list-style-type: none"> <li>• Understand numbers from 0 – 10.</li> <li>• Compare numbers to 10.</li> <li>• Ordering numbers to 10.</li> <li>• Finding patterns using numbers to 10.</li> </ul> <ul style="list-style-type: none"> <li>• Adding 2 or more numbers to make number bonds.</li> <li>• Ways to add.</li> <li>• Making addition stories.</li> <li>• Solving word problems.</li> <li>• Adding is associated to Part Part Whole</li> </ul>

	<p>Subtraction within 10</p> <p>Problem solving</p>	<ul style="list-style-type: none"> <li>• Ways to subtract.</li> <li>• Making subtraction stories.</li> <li>• Solving word problems.</li> <li>• Applying Part Part Whole.</li> <li>• Making a family of number sentences from 3 related numbers.</li> </ul> <ul style="list-style-type: none"> <li>• Related to the above.</li> </ul>
<b>Science</b>	<p>Ourselves (Animals inc humans)</p> <p>Senses</p> <p>Seasonal Changes</p>	<ul style="list-style-type: none"> <li>• To recognise similarities and differences between themselves and others and treat others with sensitivity</li> <li>• To group humans/animals according to observable similarities and differences</li> <li>• To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length changes.</li> </ul>
<b>History</b>	<p>Changes within living memory. When parents were young. Aspects of change in national life.</p>	<ul style="list-style-type: none"> <li>• To appreciate that some famous people have helped our lives to be better today.</li> <li>• To ask and answer questions about old and new objects.</li> <li>• To spot old and new things in a picture.</li> <li>• To answer questions using artefacts and photographs provided.</li> </ul>

		<ul style="list-style-type: none"> <li>To give a plausible explanation about what an object was used for in the past.</li> </ul>
<b>Geography</b>	Ourselves and our local area	<ul style="list-style-type: none"> <li>Can they tell someone their address?</li> <li>Can they describe a locality using words and pictures?</li> <li>Can they name the key features of town, village, church, farm, shop, house.</li> <li>Can they name key features associated with a town or village, eg factory, detached house, semi, terrace.</li> <li>Can they think of a few good questions to ask about locality?</li> <li>Can they say what they like about their locality?</li> <li>Can they sort what they like and don't like?</li> <li>Can they ask good questions about a locality?</li> </ul>
<b>Art including focused artist</b>	Ourselves- Portraits/Self Portraits  Andy Warhol-Artist Study	<ul style="list-style-type: none"> <li>To understand the nature of a portrait and self portrait</li> <li>To make close observational drawings of themselves and each other</li> <li>To select drawing and painting media and appropriate colours to paint a self portrait</li> <li>To develop an understanding of the work of Andy Warhol, discussing medium used, colour, textures and content.</li> <li>To develop an understanding of pop-art, exploring a range of processes and materials to recreate pop-art themes.</li> <li>To develop skills in collecting visual information from famous art (pop-art) as a stimulus for further work.</li> <li>The skill of combining shape and colour to create patterns for different purposes</li> <li>The skills and understanding of how to create collage at different levels of complexity</li> </ul>
<b>D T</b>	Houses and homes	<ul style="list-style-type: none"> <li>Fold, tear and cut paper and card.</li> <li>Roll paper to create tubes.</li> <li>Cut along lines, straight and curved.</li> <li>Curl paper.</li> <li>Use a hole punch.</li> </ul>

		<ul style="list-style-type: none"> <li>• Insert paper fasteners for card linkages.</li> </ul>
<b>PE</b>	<p>Invasion Games Gymnastics Dance Lessons</p> <p>Sports Hall athletics</p>	<p>Throw accurately over increasing distances, throw and send using basic fielding tactics, retrieve, catch. Travel high and low on hands and feet Balance on hands and feet Narrow and wide shapes Travel under, over, through towards and away, quickly and slowly Long continuous movements Slide</p>
<b>Music</b>	<p>Ourselves and our Bodies</p> <p>Stories with familiar settings</p> <p>Nativity</p>	<ul style="list-style-type: none"> <li>• During the topic children will learn to use their voices to speak, chant, sing and create different sounds. They will be encouraged to choose sounds to represent different things and record the sounds as pictures.</li> <li>• To sing and perform songs confidently with a specific focus on performance due to the nativity in December. The children will also get the opportunity to discuss how music makes them feel and acknowledge different moods in music.</li> <li>• Using voices to sing and perform.</li> </ul>
<b>PHSE</b>	<p>Growing and Changing</p> <p>My family.</p>	<ul style="list-style-type: none"> <li>• To develop understanding about how the body changes as we grow older.</li> <li>• To become familiar with the ways in which people's needs and responsibilities change as they get older</li> <li>• To introduce language associated with the human life cycle</li> <li>• To develop pupil's understanding of the kinds of relationships that exist within families</li> <li>• To build a word bank of "family" relationships.</li> </ul>

		<ul style="list-style-type: none"> <li>• To make children aware that there are many different kinds of families</li> <li>• To recognise and respect difference</li> </ul>
	The senses.	
<b>Computing</b>	<p>Write an accurate algorithm (sequence of instructions) so that the sandwich bot will make a jam sandwich. Know that all computer programs are sequences of instructions.</p> <p>Programming and control</p>	<ul style="list-style-type: none"> <li>• Sandwich making algorithm.</li> <li>• Outline the LO and must, should, could expectations.</li> <li>• Pupils write instructions on whiteboards or paper or use the SEN joined words sheets.</li> <li>• Pupils take it in turns to give the robot instructions.</li> <li>• Fun with Fish</li> <li>• Bubbles</li> <li>• Air Traffic Control</li> </ul>