

Curriculum Long Term Overview Map
(Staff Shared Overflow-New Curriculum)
Summer Term
Year Group 1

Overall Theme: Houses and homes/seasides
(Each of the aspects below will have a comprehensive medium term plan)

SUBJECT	SUMMARY THEME	PROGRAMME OF STUDY
Literacy	<p>Author Study/Link:</p> <p>Handa’s Surprise by Eileen Brown</p> <p>Mama Panya’s pancakes By M Chamberlin</p> <p>The runaway Chapatti By S Price</p>	<p>Genre Coverage:</p> <p><u>Stories from other cultures.</u></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 the books they can already read accurately and fluently by: a. drawing on what they already know or on background information and vocabulary provided by the teacher b. checking that the book makes sense to them as they read and correcting inaccurate reading 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> Compose a sentence orally before writing it, re-reading to check it makes sense.</p> <p><i>Handwriting</i> Pupils should be taught to:</p>

	<p>The Gingerbread Man and other Traditional Tales.</p>	<p>a. begin to form lower-case letters in the correct direction, starting and finishing in the right place. b. form capital letters.</p> <p><u>Grammar</u> Use capital letters for names of people and places. Leave spaces between words. Continue to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p><u>Traditional Tales</u></p> <p><u>Speaking and Listening</u> 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.</p> <p><u>Reading/Comprehension</u> 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.</p> <p><u>Writing</u> 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.</p>
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	<p>My cat likes to hide in boxes By Eve Sutton</p>	<p>Sequence sentences to form short narratives. Compose a sentence orally before writing it, rereading to check it makes sense.</p> <p><u>Grammar</u> Use capital letters for the names of people and the personal pronoun I. Punctuate sentences by using a capital letter and full stops.</p> <p><u>Poetry with repeating patterns</u></p> <p><u>Speaking and listening-</u> 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, 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.</p> <p><u>Reading/Comprehension</u> 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.</p> <p><u>Writing</u> To spell words containing each of the 40+ phonemes already taught. Write sentences by:</p> <ul style="list-style-type: none"> • 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.
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Grammar

To use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.

To continue to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark and leave spaces between words.

Non-fiction-Recounts

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 and answer relevant questions to extend their knowledge.

Explain their views to others in a small group.

Identify main events and characters in a story.

Retell stories ordering events.

Identify the main events in stories.

Convey information and ideas in non-narrative forms.

Tell stories and describe incidents from their own experience.

Listen with sustained concentration.

Ask and answer questions, make relevant contributions.

Reading/Comprehension

Develop pleasure in reading and the motivation to read with understanding.

Link what they hear or read to their own experiences.

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

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.

Visualise/comment on events & characters, make imaginative links to own experiences.

		<p><u>Writing</u> Convey information & ideas in non-narrative forms (diary entries). Write chronological texts using simple structures. Recognise the main elements that shape different texts. Use key features of narrative in own writing. Independently choose what to write about and plan it. Compose and write simple sentences/Use capital letters & full stops. Write most letters correctly formed. Write with spaces between words Find and use new and interesting words & phrases. Create short simple texts on paper that combine words with images. Group sentences together in chunks of meaning. Spell words using phonetically plausible spellings until correct spellings are embedded. Write legibly, with gaps between words.</p> <p><u>Grammar</u> Find & use new, interesting words and phrases.</p>
Mathematics	<p>Multiplication</p> <p>Division</p> <p>Time</p> <p>Numbers to 100</p>	<ul style="list-style-type: none"> • Adding the same number. • Making multiplication stories. • Solving word problems. <ul style="list-style-type: none"> • Sharing equally. • Finding the numbers of groups. <ul style="list-style-type: none"> • Telling the time to the hour. • Counting.

Money

- Place value.
- Comparing order and pattern.
- Simple addition.
- More addition.
- Simple subtraction
- More subtraction.

- Getting to know money.

- Exchanging money.

- Working out the amount of money.

- Adding and subtracting in pence.

- Adding and subtracting in pounds.

- Solving word problems..

Science	Growing plants	<ul style="list-style-type: none"> ▪ Seeds need water and light to grow well. ▪ Most seeds will germinate without light. ▪ Seeds will not germinate without water. ▪ The shoot needs light to turn green and grow into a healthy plant. ▪ Plants grown without light are often tall, thin and pale. ▪ They are not strong plants. ▪ Without water, plants droop or wilt. If they are not watered they will die. ▪ On the windowsill plants' leaves turn towards the light. ▪ The shape of the leaves relates to the species. ▪ Leaves can be simple or compound. ▪ Single leaves, e.g. oak and sycamore, are called simple leaves. ▪ Leaves which are made up of leaflets, e.g. horse chestnut and ash are called 'compound' leaves. ▪ Trees can be identified by their leaves. ▪ All flowering plants have roots, stems, leaves and flowers. ▪ Roots, stems, leaves and flowers are similar on plants that are alike e.g. all dandelions. There are differences between roots, stems, leaves and flowers on different kinds of plants e.g. buttercup and dandelion. ▪ Seeds develop when petals fall. ▪ Seeds can grow to form new plants. ▪ The flower grows first as a bud and then opens up into a flower. ▪ When the petals fall the seed pod is left. The pod will continue to grow and the seeds will ripen. ▪ Some plants grow flowers to attract insects. ▪ Insects when taking nectar from the flower brush against the stamen and pollen sticks to them. ▪ The insects take the pollen to another flower of the same type so the plant can make seeds.

	Everyday Materials	<ul style="list-style-type: none"> ▪ Seeds can be different shapes and sizes. ▪ New plants grow from seeds. ▪ The plants produce flowers. ▪ Parts of the flower become a fruit. ▪ The fruits contain the seeds. ▪ Plants usually grow in soil - they also need light and water. • To use their sense to explore and recognise the similarities and differences between materials • To sort objects into groups on the basis of simple material properties – <i>for example: roughness, hardness, shininess, ability to float, transparency and whether they are magnetic or non magnetic</i> • To recognise and name common types of material – <i>for example: metal, plastic, wood, paper and rock</i> – and recognise that some of them are found naturally • To find out about the uses of a variety of materials and how these are chosen for specific uses on the basis of their simple properties – <i>for example: glass, wood and wool</i>
History	Seasides in the past	<ul style="list-style-type: none"> • To use words and phrases like: <i>old, new and a long time ago</i> • To recognise that a story that is read to them may have happened a long time ago. • To know that some objects belonged to the past • To ask and answer questions about old and new objects. • To spot old and new things in a picture. • To answer questions using a artefact/ photograph provided. • To give a plausible explanation about what an object was used for in the <i>past</i>.
Geography	Houses and homes	<ul style="list-style-type: none"> • To name and identify the four countries of the UK and some of their characteristics. • To name some of the towns and cities of the UK. • To use maps to answer simple questions about the UK. • To be able to find Blackburn on a map of the UK.

		<ul style="list-style-type: none"> To use atlases and globes to locate the UK, North Pole, South Pole and the equator.
Art		<ul style="list-style-type: none"> Linked to the Seaside topic: <ul style="list-style-type: none"> Investigate how to choose, mix and experiment with a range of colours and textured media to create a seascape. In the African topic: <ul style="list-style-type: none"> Investigate African prints and explore the processes used to create a repeating pattern in print. Make their own printing tools to create their own print During Scientific investigation of plant growth: <ul style="list-style-type: none"> In observing changes in plant structure, learn how to record the changes carefully using detailed observational drawing skills.
DT	Sheet materials	<ul style="list-style-type: none"> Fold, tear and cut paper and card. Roll paper to create tubes. Cut along lines, straight and curved. Curl paper. Use a hole punch. Insert paper fasteners for card linkages.
PE	Gymnastics	<ul style="list-style-type: none"> Travel on apparatus using a variety of actions. Travel under, through, along and across apparatus. Jump from 1 foot to 2 feet on the floor and apparatus. Jump, travel, balance combining all 3 actions with variations of speed/shape/level.

	<p>Net Games</p> <p>Striking and fielding</p> <p>Dance</p>	<ul style="list-style-type: none"> • Throw accurately and choose the type of throw. • Intercept and defend space. • Throw quickly to a target. • Use a variety of sending skills. • Throw and send implementing simple fielding tactics. • Retrieve implementing simple fielding tactics. • Throw, catch place a simple field. • Use a variety of sending skills. • Throw, catch release quickly. • Bounce a ball, bounce pass. • Jump from 1 to 2 feet- jump the ropes. • Gesture with body parts combined with actions- stimulus playground and pattern. • Rock and sway –stimulus strong winds. • Balance on a combination of body parts- stimulus Trees in the forest.
<p>RE</p>	<p>Jesus is special.</p> <p>Saints. Including life of St Paul</p>	<ul style="list-style-type: none"> • Emphasise that Jesus was a man but also God. • Explore the stories of Jesus meeting and healing people. • Special events in our lives. • Conversion and life of St Paul. • Stories about his travels. • Pauls teaching about love. • Stories of the lives of Saints and Jesus’ followers.

