

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

Overall Theme: Ourselves and our Environment

(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>Moon Landings Apollo Missions and texts about Neil Armstrong</p>	<p>Genre Coverage:</p> <p><u>Non- Fiction Information texts</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, rereading to check it makes sense.</p> <p><i>Handwriting</i> Pupils should be taught to:</p>

- a. begin to form lower-case letters in the correct direction, starting and finishing in the right place
- b. form capital letters
- c. begin to learn letter joins

Grammar

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.

Stories about fantasy worlds

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.

	<p>Hairy Maclary from Donaldson's Dairy</p> <p>Commotion in the ocean</p> <p>Rumble in the Jungle</p>	<p>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.</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, 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.</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.</p>
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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.

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.

Writing

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.

Grammar

Identify the constituent parts of two & three syllable words to support application of phonic knowledge and skills.
Apply phonic knowledge and skills as prime approach to reading and spelling unfamiliar words.
Find & use new, interesting words and phrases.
Write legibly, with gaps between words.
Spell new words using phonics as prime approach.

Mathematics	<p>Shapes and Patterns</p> <p>Ordinal numbers</p> <p>Numbers to 20</p> <p>Addition and subtraction within 20</p> <p>Length</p> <p>Mass</p>	<ul style="list-style-type: none"> • Getting to know shapes. • Making pictures from shapes. • Seeing shapes in things around us. • Getting to know patterns. • Making repeated patterns. <ul style="list-style-type: none"> • Knowing ordinal numbers. • Naming left and right positions. <ul style="list-style-type: none"> • Counting to 20. • Place value. • Compare number to 20. • Order and pattern- numbers being arranged. <ul style="list-style-type: none"> • Ways to add. • Ways to subtract. • Solving word problems. <ul style="list-style-type: none"> • Comparing two things. • Comparing more things. • Using a start line. • Measuring things. • Finding lengths in units. <ul style="list-style-type: none"> • Comparing things.

	<p>Picture graphs.</p> <p>Numbers to 40</p> <p>Mental calculations.</p>	<ul style="list-style-type: none">• Finding the masses of things.• Finding mass in units.• Collect data to make simple picture graphs.• Make more picture graphs using symbols.• Counting to 40.• Place value.• Comparing order and patterns.• Simple addition.• More addition.• Simple subtraction.• More subtraction.• Adding 3 numbers.• Solving word problems.• Mental addition.• Mental subtraction.
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Art		<ul style="list-style-type: none"> • To create artistic effects and pieces in mixed media based on their fantasy characters and settings and fantasy stories. • Drawing: To be able to draw using pencil and crayon. • To be able to draw and add detail on different surfaces (3D, collage and colour wash) using different thicknesses and grades of drawing tool. • Painting: <ul style="list-style-type: none"> • To be able to create a mood using colour in paint/a wash. • To be able to choose to use thin or thick brushes as appropriate. • To be able to work on different scales. • To be able to use paint to add colour and detail to modified 3D surfaces or collage. • To be able to create different textures in paint by adding eg. sand, plaster, glitter etc. • To be able to name the primary and secondary colours. (ongoing through the year) • Collage: <ul style="list-style-type: none"> • To be able to gather and sort suitable materials to create an effect. • To be able to cut and tear, fold, crumple and overlap paper and card for their collages. • To be able to arrange and glue materials effectively and securely. • • 3D (low relief): <ul style="list-style-type: none"> • To be able to add texture and depth to surfaces by moulding materials with their fingers or cutting and shaping with tools. • To be able to make different kinds of shapes. • To be able to arrange and glue materials effectively and securely. • Knowledge: <ul style="list-style-type: none"> • To be able to say what they like most about their work, and decide how they could change one thing about their work which would improve it (May need some support with this)

	Dance	<ul style="list-style-type: none"> • Use a variety of sending skills. • Move towards and away from- stimulus country dance music. • Gesture with body parts towards and away from- stimulus clapping dance. • Travel on different body parts –stimulus funny walks. • Balance on a combination of body parts- stimulus letters of the alphabet.
RE	<p>God and Creation</p> <p>Easter-New Life</p>	<ul style="list-style-type: none"> • To experience the joy of creating something; • To explore the Creation story in Genesis 1 and 2; • To make a collection of objects and pictures of things that God has made; • To reflect upon how the environment should be cared for/can be spoilt and what our response to that should be. • To understand how our values effect our reactions and responses to changes in our world/actions of others. • To understand and compare the beliefs about Creation between Jewish people, Muslims and Christians. • To understand and retell the story of the events of Holy Week from Palm Sunday through to Good Friday and Easter. • To look closely at the re-awakening of nature at springtime, the miracle of new growth, life cycles and the pattern of decay and new life. • The creation of an Easter Garden using natural materials. • To understand how much new life should be valued and respected by all, and within all faiths.

		<p>into the body.</p> <ul style="list-style-type: none"> • Introduce the children to people in the community who deal with safety issues • To reinforce the rules for basic road safety • To develop awareness of our responsibilities towards the environment and personal safety • To realise that being out in the Summer sun without sun protection is detrimental to health • To realise the importance of keeping personal information private. • To show caution when sharing personal information.
Computing	Data Handling	<ul style="list-style-type: none"> • To learn how to pose appropriate questions. • To represent data using graphs and pictograms. • To interpret results. To understand the importance of appropriate labels. • Collect data and record using a tally. • Use software to organise data into groups e.g. pictogram / bar chart according to given criteria. E.g. A graph to show children's pets, food etc. E.g. 2Count and 2Graph • Answer basic questions related to their findings. To give the graph a title and label each axis.