

**Curriculum Long Term Overview Map  
(Staff Shared Overflow-New Curriculum 15-16)  
Spring Term January-March 2015  
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><b>Author Study/Link:</b></p> <p><b>Moon Landings Apollo Missions and texts about Neil Armstrong</b></p>	<p><b>Genre Coverage:</b></p> <p><b><u>Non- Fiction Information texts</u></b></p> <p><b><u>Speaking and listening-</u></b>            Speak audibly and fluently and participate in role play.            Gain and maintain interest of listeners.            Give well structured explanations.</p> <p><b><u>Reading/Comprehension-</u></b>            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><b><u>Writing</u></b>            Compose a sentence orally before writing it, rereading to check it makes sense.  <b><i>Handwriting</i></b>            Pupils should be taught to:            b. begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>

	<p><b>Q Pootle Series</b>  <b>Aliens in underpants</b>  <b>Taking flight.</b></p>	<p>c. 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><b><u>Stories about fantasy worlds</u></b></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><b>Hairy Maclary from Donaldson's Dairy</b></p> <p><b>Hairy Maclary's bone</b> <b>By Lynley Dodd</b></p> <p><b>My cat likes to hide in boxes</b> <b>By Eve Sutton</b></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><b><u>Poetry with repeating patterns</u></b></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. Write sentences by: saying out loud what they are going to write about,</p>
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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.

<b>Mathematics</b>	Counting and Sequences	<ul style="list-style-type: none"> <li>• Count reliably up to 20 objects.</li> <li>• Recognise that rearranged number of objects stays the same.</li> <li>• Say number before/after any 2 digit number.</li> <li>• Find 1 more or less than any 2 digit number.</li> <li>• Make a sensible estimate up to 100</li> <li>• Count in 10's from 10 to 100 forward and back and find any missing multiples in a sequence.</li> <li>• Find 10 more or 10 less than a given number.</li> <li>• Identify patterns on a number grid.</li> <li>• Give a number between two neighbouring multiples of 10.</li> </ul>
	Mental addition	<ul style="list-style-type: none"> <li>• Understand addition as combining two sets and record the related addition sentences. Relate counting on to addition. Partition two digit numbers and know the value of each.</li> </ul>
	Money and Time	<ul style="list-style-type: none"> <li>• Recognise and know the value of each coin up to £1.</li> <li>• Find totals of two and three coins from 1p, 2p, 5p and 10p.</li> <li>• Begin to find all possibilities of coins to make a total by making a list.</li> <li>• Add 10 and 20p to 2 digit prices within a pound.</li> <li>• Find change by counting on and finding the difference.</li> </ul>
	Measures and shape	<ul style="list-style-type: none"> <li>• Use vocabulary related to time; read the time to the hour (o'clock) and half past the hour.</li> <li>• To be able to tell the time half an hour later.</li> <li>• Estimate, measure and compare weights.</li> <li>• Estimate and find objects that are heavier and lighter.</li> <li>• Choose and use suitable uniform non-standard or standard units.</li> <li>• Create and find symmetrical patterns.</li> <li>• Estimate, measure and compare lengths and height.</li> <li>• Estimate, measure and compare capacities and understand the vocabulary.</li> </ul>
	Addition and subtraction	<ul style="list-style-type: none"> <li>• Understand subtraction as 'take away'. Count what's left and record the related subtraction</li> </ul>

	<p>Sequences and shape.</p> <p>Doubling and halving.</p> <p>Shape and data</p> <p>Addition and subtraction</p>	<p>sentences. Relate counting on 1 or 2 to addition. Understand a word problem and decide what action is needed to solve it.</p> <ul style="list-style-type: none"> <li>• Know number bonds up to 9 and be able to write as a number sentence.</li> <li>• Know that addition can be done in any order.</li> <li>• Add 3 small numbers spotting pairs to 10.</li> </ul> <ul style="list-style-type: none"> <li>• Count to 100 in ones and tens from zero. Count on/back starting from any number up to 20. Order numbers to 20 on a track, then a beaded line. Mark on numbers just before and after 5, 10, 15, and 20. Compare two numbers less than 20: say which is more or less. Recognise fractions of shapes <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</li> <li>• Know how to double a number and record doubles to 10 as additions.</li> <li>• Count in 2's from different starting numbers.</li> <li>• Recognise and continue a sequence.</li> <li>• Recognise odd and even numbers.</li> </ul> <ul style="list-style-type: none"> <li>• Find doubles to double 20. Try to share numbers to 20 to find which are even and which are odd. Find odd and even numbers on a 1–20 track.</li> <li>• Count in twos from 1 and 2 to find odd and even numbers to 20.</li> <li>• Use vocabulary related to time. Order days of the week and months.</li> </ul> <ul style="list-style-type: none"> <li>• Understand how to read a pictogram and create a pictogram.</li> <li>• Create a block graph and analyse results.</li> </ul> <ul style="list-style-type: none"> <li>• Visualise and name common 2D shapes, describe their features, use them to make patterns, pictures and models. Answer a question by recording information in lists and tables, using practical resources</li> </ul>
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|  |  | <ul style="list-style-type: none"><li>• Find one more/less than any number up to 20. Find two more/less than any number up to 20, recording the hops on a beaded line. Relate counting on to addition and counting back to subtraction. Find one more/less than any two-digit number, including one more than 29, 39, etc. Partition 10 into different pairs.</li><li>• Partition 8, 9 and 10 and record the related addition sentences; continue to find the corresponding subtraction facts. Relate counting on to addition; Add 2, 3 or 4 by counting on. Add a pair of numbers by putting the larger number first.</li><li>• Count from 1 to 100, count to 100 from any given number. Find one more and one less than a number up to 100. Know number bonds to 6 and 7. Use ordinal numbers in context. Know number bonds to 10 and finding matching number pairs quickly.</li><li>• Relate addition and subtraction number bonds.</li><li>• Work out near doubles.</li><li>• Add and subtract 10, 20 and 30 to any 2 digit number.</li><li>• Use pairs to 10 to bridge 10's.</li></ul> |
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<b>History</b>	Significant people in history.	<ul style="list-style-type: none"> <li>• To use words and phrases like: <i>old, new and a long time ago</i></li> <li>• To recognise that a story that is read to them may have happened a long time ago.</li> <li>• To know that some objects belonged to the past.</li> <li>• To retell a familiar story set in the past. To appreciate that some famous people have helped our lives 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 a artefact/ photograph provided.</li> <li>• To give a plausible explanation about what an object was used for in the <i>past</i>.</li> </ul>
<b>Geography</b>	Out and about – the weather and climates	<ul style="list-style-type: none"> <li>• To answer questions about the weather.</li> <li>• To keep a weather chart.</li> <li>• To explain how the weather changes with each season.</li> <li>• To explain why they would wear different clothes at different times of year.</li> <li>• To explain what people who live in very hot or very cold places would wear.</li> <li>• To know something about people who live in hot and cold places.</li> <li>• To explain the main features of a hot and a cold place.</li> <li>• To find the warmest and coldest parts of the school environment.</li> </ul>

<b>Art</b>	Space collage	<ul style="list-style-type: none"> <li>• To create artistic effects and pieces in mixed media based on their fantasy characters and settings and fantasy stories.</li> <li>• <b>Drawing:</b> To be able to draw using pencil and crayon.</li> <li>• To be able to draw and add detail on different surfaces (3D, collage and colour wash) using different thicknesses and grades of drawing tool.</li> <li>• <b>Painting:</b></li> <li>• To be able to create a mood using colour in paint/a wash.</li> <li>• To be able to choose to use thin or thick brushes as appropriate.</li> <li>• To be able to work on different scales.</li> <li>• To be able to use paint to add colour and detail to modified 3D surfaces or collage.</li> <li>• To be able to create different textures in paint by adding eg. sand, plaster, glitter etc.</li> <li>• To be able to name the primary and secondary colours. (ongoing through the year)</li> <li>• <b>Collage:</b></li> <li>• To be able to gather and sort suitable materials to create an effect.</li> <li>• To be able to cut and tear, fold, crumple and overlap paper and card for their collages.</li> <li>• To be able to arrange and glue materials effectively and securely.</li> <li>•</li> <li>• <b>3D (low relief):</b></li> <li>• To be able to add texture and depth to surfaces by moulding materials with their fingers or cutting and shaping with tools.</li> <li>• To be able to make different kinds of shapes.</li> <li>• To be able to arrange and glue materials effectively and securely.</li> <li>• <b>Knowledge:</b></li> <li>• 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)</li> </ul>

<b>D and T</b>	Construction-moon buggies	<ul style="list-style-type: none"> <li>• To work safely with equipment and tools.</li> <li>• To use pictures and words to convey what they want to make.</li> <li>• To be able to discuss their ideas and intentions.</li> <li>• To measure and cut materials as accurately as possible.</li> <li>• To join materials in a variety of ways.</li> <li>• To solve a problem from a given set of criteria.</li> <li>• To choose and use suitable materials for a model of a moon landing buggy.</li> <li>• To use their knowledge of materials to create a model fit for purpose.</li> <li>• To be able to research on the internet moon landing vehicles.</li> <li>• To talk about their design as they develop and identify good and bad points.</li> <li>• To note changes made during the making process as annotation to plans/drawings.</li> <li>• To be able to say what they like and do not like about what they have made and say why.</li> <li>• To be able to discuss how closely their finished product meets their design criteria and how well it meets the needs of the consumer.</li> </ul>
<b>PE</b>	<p>Gymnastics</p> <p>Net Games</p> <p>Dance</p>	<ul style="list-style-type: none"> <li>• Slide- push and pull, travel on short and long pathways.</li> <li>• Travel under, through, along and across apparatus.</li> <li>• Balance and travel on body parts.</li> <li>• Combine rocking and rolling to travel across mats.</li> <li>• Throw accurately and choose the type of throw.</li> <li>• Intercept and defend space.</li> <li>• Throw quickly to a target.</li> <li>• Use a variety of sending skills.</li> <li>• Move towards and away from- stimulus country dance music.</li> </ul>





		<ul style="list-style-type: none"><li>• Answer basic questions related to their findings. To give the graph a title and label each axis.</li></ul>