Long Term Curriculum Overview – Willow Class (Year 1) – 2019-2020

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**All about me and dinosaurs**	**Into the woods**	**Journeys**		**A bugs life**	**A gardeners world**
Hook	Find a dinosaur egg in the class room. Where has it come from? Who does it belong to?	The children receive a letter from the Hawk Conservancy Trust asking them to come and meet the owl babies.	Discover an old suitcase. What is inside? Who does it belong to?		Caterpillars arrive in the classroom. What will happen to the caterpillars?	Discover some magic beans. What will they grow into? How can we help them grow?
Outcome	Create a dinosaur museum in class	Create a class information book about Owls	Set up a motor museum and invite Maple class to come and see our vehicles		Create a bug hotel and grow vegetables in Willow class garden	
Text Drivers	All kinds of people (Emma Damon) God knows all about me (Kate Toms) See inside your body (Kate Doynes) Harry and his bucketful of dinosaurs (Ian Whybrow) Harry and the dinsoaurs go to school (Ian Whybrow)	Owl babies (Martin Waddell) WOW said the owl (Tim Hopgood) The owl who was afraid of the dark (Jill Tomlinson) Little Owl's night (Divya Srinivasan) White Owl, Barn Owl (Nicola Davis) Big, Bad Owl (Steve Smallman)	Up and Down (Oliver Jeffers) Emma Jane's Aeroplane (Katie Haworth & Daniel Rieley) Amelia Earhart (Little People, Big Dreams) Mrs Armitage on Wheels (Quentin Blake) The Great Balloon Hullaballoo (Peter Bently) Journey (Aaron Becker) How to catch a star		Superworm (Julia Donaldson) The Bad Tempered ladybird (Eric Carl) The Very Hungry Caterpillar (Eric Carle) Bug Hotel (Libby Walden) Mad about Mini beasts (Giles Andrea)	Jasper's Beanstalk (Nick Butterworth) Titch (Pat Hutchens) Jack and the Beanstalk (Various Authors) Tree (Britta Teckentrup)

			(Oliver Jeffers) The way back home (Oliver Jeffers) Dr Xargles book of Earthlets (Jenne Willis) Whatever next (Jill Murphy) Moon Landing (Jill McDonald)		
English	WRITING TO INFORM • I can write labels (human skeleton and features of an owl) • I can write facts (about humans, dinosaurs and owls) • I can write an information text (human bodies, our senses and owls) WRITING TO DISCUSS • I can write a recount (summer holidays and school trip) • I can write a letter (responding to Hawk Conservancy trust) WRITING TO ENTERTAIN • I can sequence and retell a story (Funny Bones and Owl babies) • I can write instructions (How to look after a dinosaur.)		WRITING TO DISCUSS • I can write a recount (about a journey) WRITING TO INFORM • I can write an information text (about Planet Earth, Sparsholt, the moon) • I can write facts (about different types of vehicles) • I can write a report (Moon landing) • I can write labels (for the continents and oceans of the world)	WRITING TO INFORM • I can write an information text (All about caterpillars) • I can write instructions (How to grow beans) WRITING TO ENTERTAIN • I can learn and retell a story (Jack and the beanstalk) • I can learn and perform a poem (Mad about Mini beast) • I can write a poem about mini beast	
Maths	**White Rose Maths** **Hants Maths Phase Model**		**White Rose Maths** **Hants Maths Phase Model**	**White Rose Maths** **Hants Maths Phase Model**	

	Place value (numbers to 10) • I can count, read and write numbers to 10 • I can count forwards and back • I can find one more or less • I can represent numbers to 10 in different ways Addition and subtraction • I can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • I can add and subtract one digit numbers to 10 • I can represent and use number bonds and related subtraction facts to 10 • I can solve 1 step problems which involve addition and subtraction Multiplication • I can count in 2s, 5s and 10s Shape • I can recognise and name common 2D and 3D shapes	Place value (numbers to 20) • I can count, read and write numbers to 20 • I can count forwards and back • I can find one more or less • I can represent numbers to 20 in different ways Addition and subtraction • I can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • I can add and subtract one and two digit numbers to 20 • I can represent and use number bonds and related subtraction facts to 20 • I can solve 1 step problems which involve addition and subtraction Multiplication • I can solve 1 step problems which involve multiplication Length and Height • I can compare and describe length and height • I can measure and begin to record length and height Weight Volume • I can compare and describe weight and volume • I can measure and begin to record weight and volume	Place value • I can count, read and write numbers to 50 • I can count forwards and back • I can find one more or less Multiplication and division • I can count in 2s, 5s and 10s • I can group and share to divide • I can solve 1 step problems involving multiplication and division Position and direction • I can describe position, direction and movement Time • I can recognise and use language relating to dates (for example days of the week and months of the year) • I can compare and describe time (for example quicker and slower) • I can tell the time to the nearest hour and half past hour • I can draw the hands on a clock face to show o'clock and half past times Money • I can recognise and know the values of different coins and notes.
Science	**Animals including humans** **Why do we need to exercise?** • I can identify, name, draw and	**Materials and their properties** **Why are most forms of transport made from metal?**	**Animals including humans** **Is a caterpillar an insect?**

	label the basic parts of the human body and say which part of the body is associated with each sense. • I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **Why are humans different to Owls?** • I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • I can identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) I can identify that most living things live in habitats to which they are suited and describe how different habitats.	• I can distinguish between an object and the material from which it is made • I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • I can describe the simple physical properties of a variety of everyday materials • I can compare and group together a variety of everyday materials on the basis of their simple physical properties. • I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	• I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) **Seasonal changes** **Why are there so many plants in the summer?** • I can observe changes across the four seasons • I can observe and describe weather associated with the seasons and how day length varies. • I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • I can identify and describe the basic structure of a variety of common flowering plants, including trees.

Computing	(1.1) Programming: We are treasure hunters: Beebots and programmable toys	(2.1) Programming: We are astronauts: Scratch	(1.3) Creativity: Illustrate an e-book: Paint and Word	(1.4) Collectors: Finding images using the web- Computer networks	(2.6) Productivity: Record Bug Hunt Data- Excel and Google Maps	(2.5) Communication/ collaboration: Email systems and the VLE
Geography	• I can name and locate the world's seven continents and five oceans • I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		• I can identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • I can identify key human features including: Port, harbour • I can name and locate the world's seven continents and five oceans		• I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	
History	I can recount significant historical events, people and places. • The Nativity / Christmas • Diwali • Guy Fawkes		**How did Neil Armstrong leave a lasting impact on our lives today?** • I understand changes within living memory and how these events reveal aspects of change in national life • I know about events beyond living memory which are significant nationally or globally: **first man on the moon.** • I can learn about Neil Armstrong and his contributions to international achievements.			

Art	**Artist Study: Pablo Picasso** I can explore the work of Pablo Picasso I can develop a wide range of techniques. (Exploring the colour, line, shape and form used in Picasso's abstract art). I can use drawing and painting to create a self-portrait in the style of Picasso	**Printing** I can use a variety of natural objects to create and Autumn picture Artist Study: Piet Mondrian I can explore the work of Piet Mondrian I can use prime colours to mix new colours	**Collage** I can create a spring senses collage (using items and ideas collected on a Spring walks) I can explore the work of Vincent Van Gogh (Sunflowers) I can make a vehicle I can make an instrument to create weather/nature sounds.	**Drawing and sketching** I can learn about Robert T. McCall (Illustrator and space-scene painter. Official NASA artist) Junk modelling space station / space goo / making rockets and planets	**Sculpture** I can explore the work of sculpture artists Henry Moore I can develop a wide range of techniques (use clay tools to create texture, shape and line) I can create a sculpture of an insect	**Weaving** I can weave paper to create a summer flower Sculpture I can use natural materials to create a class sculpture (Possible visit to Roche Court a sculpture park)
DT	• I can design, make and evaluate a moving dinosaur		• I can design, make and evaluate a mode of transport.		• I can make a healthy dish and understand where the ingredients come from	
RE (Understanding Christianity and Living Difference)	Who made the world? God's Creation Diwali	Why does Christmas matter to Christians? I can name and explore a range of	I can ask and answer questions about religion and culture	Why does Easter matter to Christians? I can name and explore a range of	Children taught to reflect on and consider religious and spiritual feelings.	What is a belief? I know about my own cultures and beliefs and those of other people.

	Children taught about religious stories.	celebrations. The Nativity story and why Christmas is celebrated.		celebrations.		
PE	Invasion Games • I can throw underarm • I can move and stop safely • I can throw and catch with both hands • I can throw and kick in different ways	Health and Exercise (ABC) Indoor • I can balance along a range of equipment • I can move and stop safely • I can throw and catch with both hands • I can raise and lower my heart rate	Invasion Games • I can throw underarm • I can move and stop safely • I can throw and catch with both hands • I can throw and kick in different ways	Dance and Movement with Intergr8 • I can move to music • I can copy dance moves • I can perform my own dance moves • I can make up a short dance • I can move safely in a space	Invasion Games (Strike and Fielding- rounders) • I can throw underarm • I can move and stop safely • I can throw and catch with both hands • I can throw and kick in different ways	Health and Exercise- Athletics • I can run for a short distance and improve my time • I can throw and catch accurately with two hands • I can throw in a variety of ways • I can warm up and cool down appropriately
Music	I can use instruments and voices with increasing accuracy, fluency, control and expression		I can improvise and compose music for a range of purposes		I can play and perform in solo and ensemble contexts	
PSHE (SCARF)	Me and My relationships	Valuing difference	Keeping myself safe	Rights and Responsibilities	Being my Best	Growing and Changing
French	Greetings	Colours	Describing me	Songs and celebrations	Animals	School equipment