

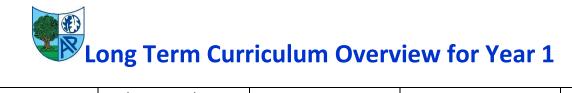


| Half Term | Autumn 1 | | Autumn 2 | | Spr | ing 1 | Spi | ring 2 | Sumi | mer 1 | Sum | mer 2 |
|---------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Value | Belonging | | Peace | | Aspi | ration | Comp | bassion | Resil | ience | Chal | llenge |
| Literacy Tree | Cave | Astro Girl | Billy and | The | The Odd | Beegu | Lost and | Leo and | Yeti and | Pig the | The Sea | Julian is |
| text | Baby | | the Beast | Snowman | Egg | | Found | the Octopus | the Bird | Pug | Saw | a mermaid |
| Science | Identify an variety of materials their properties compare the mater | Materials nd name a everyday , describe simple s and then and group rials based properties. | Observe t across seasons and red weather and win discuss ho length va about th the scient | I Changes he changes the four , describe cord the in autumn nter and ow the day ries. Learn he work of tist George Symons. | hur Identify a variety o animals, those carni herbivo omnivore about th Jane G Descri comp structo variety o anin Name b and ident | including mans nd name a f common identifying that are vores, ores and s and learn te work of Goodall . ibe and are the ure of a f common mals. ody parts tify senses d with each art. | Identify a variety o wild an plants, decidu evergreet describe th of commo plants a Study th Beatrix F botanist a | ants and name a of common ad garden including ious and in trees and he structure on flowering and trees. he work of Potter as a and natural entist. | Obser changes a four se describe a the we spring and and discus | Changes ve the across the easons, and record ather in d summer ss how the th varies. | Compare everyday based prop Learn a work of Macintos out o investiga | Materials and group materials on their erties. bout the f Charles h and carry ur own tion based s work. |

Long Term Curriculum Overview for Year 1

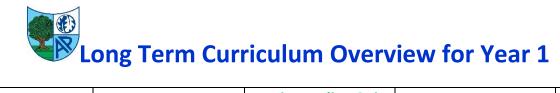


| History | Air and Space Travel Discover who Neil Armstrong and Amelia Earheart were and why they are significant figures in the history of air and space travel. | | Toys Over Time Changes within living memory, look at the similarities and differences between ways of life in different periods of our history. | | Victorian Times Discover what life was like for children during the Victorian era. What was school life like? What jobs did people do? Did Victorians go on holiday? Who was Queen Victoria? | |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Geography | | United Kingdom and our weather We will be exploring further the place in which we live in. Identifying and learning about the countries that make up the United Kingdom. We will use maps to further develop our confidence when locating the different places. We will explore the different capital cities and make comparisons | | Fieldwork Use aerial photos to recognise landmarks and basic human and physical features of Ashford, including the River Thames. Create a simple map with a key. Use simple fieldwork and observational skills to study the geography of the school and its grounds. | | Place Knowledge Name and locate the world's seven continents using world maps and atlases. Comparison of an area of the UK and non- European country- South Africa. |



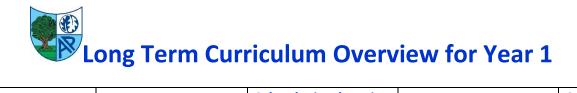


| | | between the 4 countries. We will identify seasonal and daily weather patterns in the UK. | | | | |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Art and Design | | Painting Name primary and secondary colours and experiment with different brushes, brushstrokes and painting tools. | | | Drawing Explore different techniques when drawing with pencils and other materials. Study the artist Yayoi Kusama and create artwork in her style. | Printing Experiment with pattern, using repeated patterns and different materials. Study the artist Orla Kiely and create prints in her style of art. |
| Design and Technology | Mechanisms Experiment with mechanisms, including wheels and axels to design and build a model of a moving vehicle. | | Textiles Join different materials to create puppets, including using a running stitch. | Cooking and Nutrition Find out where food comes from. Learn about healthy eating and plan and make fruit and vegetable smoothies. | | |
| Computing | We are treasure hunters | We are TV chefs | We are digital artists We will be taking inspiration from Mark Rothko, Wassily Kandinsky, Pablo Picasso, Henri | We are publishers | We are rhythmic | We are detectives |





| | | | Matisse, Julian Opie and Piet Mondrian. | | | |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Religious Education | Key Question: Why do Christians believe that God wants them to look after the world? | Key Question: If Jesus had been born in Ashford rather than Bethlehem, what gifts might Christians have given him? | Key Question: Was it always easy for Jesus to show friendship? | Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | Key Question: Why is Shabbat important to Jewish children? | Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? |
| | Religion: Christianity | Religion: Christianity | Religion: Christianity | Religion: Christianity | Religion: Judaism | Religion: Judaism |
| Physical Education | Ball skills | Gymnastics | Dance | Sending and Receiving | Striking and Fielding | Target Games |
| Personal, Social, Health and Emotional | Being me in my world | Celebrating difference | Dreams and goals | Healthy Me | Relationships | Changing Me |
| Music | In Year 1, we wil | be learning the found | ations of musical skills a | and knowledge by learn | ing how to play percuss | ion instruments. |
| Safety | E-Safety Using programmable toys safely and sensibly. | E-Safety Using digital cameras safely, recognising the need for consent. | E-Safety Using the internet to search for images safely. | E-Safety Keeping personal information private online. | E-Safety Using audio recording software safely and sensibly | E-Safety Dangers of giving personal information online, know where to go |
| | Online relationships | Online reputation | Managing online information | Privacy and security | Copyright and Ownership | for help and support when they have |
| | Fire safety | Road safety | | Using cooking equipment safely | | concerns. |





| | | | School trip - keeping safe when we are out and about | Medicine safety Road safety | School trip - keeping safe when we are out and about | Healthy, well-being and lifestyle |
|------------------------|-------------------|------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------|------------------------------------------------------------|-------------------------------------------------|
| Visits and visitors | Brooklands Museum | St Hilda's Church visit | Zoo trip Chertsey Museum workshop - Toys from the past | Local fieldwork | Victorian School day- Milestones Museum | Online call with a school in South Africa |
| Special events | Harvest | Anti-Bullying week Interfaith week Nativity performance | | Easter | | Sports Day Celebration of Learning |