

## Home Farm Primary School long-term curriculum overview - Year 1

Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
	Once upon a time		Amazing Animals	Footprints in the snow	Fabulous Food	Beside the sea
<b>English</b>	<p><b>Little Red Riding hood</b> Handwriting</p> <ul style="list-style-type: none"> <li>- letter formation/ presentation</li> <li>- holding a pencil</li> <li>- sitting correctly/ posture.</li> </ul> <p>Punctuation</p> <ul style="list-style-type: none"> <li>- full stops</li> <li>- capital letters</li> </ul> <p>Retelling traditional tales Sequencing sentences <b>DERIC skills</b> <b>Three Little Pigs</b></p> <ul style="list-style-type: none"> <li>• sentence structure</li> <li>• Re-write the tale</li> <li>• Form lower case and capital letters (focus on long ladders and one armed robots)</li> <li>• Finger spaces</li> <li>• Capital letters to start a sentence</li> </ul> <p><b>The 3 Little Pigs The True story</b> Character description of the wolf prior to reading, drawing on what they already know. Shared reading- focus on patterns and characteristics of the story, making predictions based on what has happened so far. DERIC.</p> <ul style="list-style-type: none"> <li>• Retell traditional tales.</li> <li>• Form lower case and capital letters (focus on long ladders and one armed robots)</li> <li>• Finger spaces</li> <li>• Capital letters to start a sentence/ full stops</li> </ul> <p><b>Zog by JD</b></p> <ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives.</li> <li>• Form lower case and capital letters (focus on long ladders and one armed robots)</li> <li>• Finger spaces</li> <li>• Capital letters to start a sentence/ full stops</li> <li>• Finger spaces</li> </ul> <p><b>DERIC</b> <b>Jim and the beanstalk- DERIC</b> Making magical bean stew</p> <ul style="list-style-type: none"> <li>- Ordering instructions.</li> <li>- Writing about magical powers</li> <li>- Interviewing the giants gardener</li> </ul> <p><b>Pupil chosen text.</b> <b>3 Billy goats gruff/ the ginger bread man</b> Character description of the troll prior to reading, drawing on what they already know. Shared reading- focus on patterns and characteristics of the story, making predictions based on what has happened so far.</p> <ul style="list-style-type: none"> <li>- Text structure</li> <li>- Planning framework</li> </ul>		<p><b>Dear Zoo DERIC</b> Sequence the story using pictures; add captions for working wall. Act out the story in groups. Animal descriptions- which character am I describing? (using 'er' and 'est') Letter writing <b>POETRY:</b> <b>Animal poems</b> <b>NON-FICTION TEXTS:</b> <b>Animals that hunt at night:</b> <b>Hedgehogs-</b> Cracking writing. Focus on plurals, adjectives, verbs and adverbs, grouping ideas and sentence structure. Apply to writing: <b>Animals that hunt at night: Owls.</b></p> <p><b>Introduce NC:</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss what is read.</li> <li>• Discuss word meanings and link to those already known.</li> <li>• Making inferences</li> <li>• Adding -er and -est to words</li> <li>• Form lower case and capital letters (focus on curly caterpillar letters).</li> <li>• Capital letters for names</li> <li>• Exclamation marks</li> </ul> <p><b>Class reader: The owl who was afraid of the dark.</b></p>	<p><b>Letter to Jade the explorer</b> Letter writing punctuation sentence structure handwriting</p> <p><b>Diary of an explorer - recount</b> DERIC alter model create own</p> <p><b>lost and found</b> review plans writing short narratives edit and improve</p> <p><b>Polar animal fact sheets.</b> DERIC. Use learning to help interview polar bears (role play).</p> <p><b>Poetry</b> <b>I am a Polar Bear</b> DERIC planning rhyming words write</p> <p><b>Introduce NC:</b></p> <ul style="list-style-type: none"> <li>- Adding -ing and -ed</li> <li>- Form lower case and capital letters (focus on zig-zag monster).</li> <li>- Contractions</li> <li>- Conjunctions</li> </ul> <p><b>Class reader: Little Nose</b></p>	<p><b>FICTION TEXTS:</b> <b>Eat your greens Goldilocks!</b> Write a persuasive text to use in our adverts encouraging chn to eat their greens.</p> <p><b>The Enormous Turnip</b> red, sequence, retell</p> <p><b>Charlie and the chocolate factory.</b> Create and describe a new character from the book (focus on word meanings and adjectives).</p> <p><b>NON-FICTION TEXTS:</b> Instructions. Use learning to write instructions to make a potato salad.</p> <p><b>POETRY:</b> My favorite food is broccoli- Ken Nesbitt. Jelly on a plate</p> <p><b>Introduce NC:</b></p> <ul style="list-style-type: none"> <li>- Form lower case and capital letters (focus on capitals).</li> <li>- Using the pre-fix un-</li> <li>- Discussing work with peers using grammatical terminology for Y1.</li> </ul> <p><b>Class reader: Charlie and the chocolate factory.</b></p>	<p><b>FICTION TEXTS:</b> <b>Mrs Armitage and the big wave</b> Write an extra page to the book in which Mrs Armitage come up with another wonderful gadget to add to her surfboard. Character descriptions based on inferences; shared and independent writing. Complete a book review.</p> <p><b>NON-FICTION TEXTS:</b> <b>Grace Darling.</b> Learn, recite and write. Apply learning to help write a report.</p> <p><b>Letter writing – to my new teacher</b></p> <p><b>POETRY-</b> Brenda Williams, reading and adapting/writing.</p> <p><b>Class reader: Charlie and the chocolate factory.</b></p>

	<ul style="list-style-type: none"> <li>- Re-write the tale</li> <li>- Improving and editing (pre-marking/feedback)</li> <li>- Learning from the writing</li> </ul> <p><b>NON-FICTION:</b> Report writing: The Colchester Ridgeback</p> <ul style="list-style-type: none"> <li>- Learn text with actions</li> <li>- Alter text to create own version</li> <li>- Produce new plan featuring fantasy creature of choosing</li> <li>- Write a report for the school newsletter.</li> </ul> <p><b>POETRY:</b> Poor Cinderella by Ken Nesbitt Fireworks poetry- writing. The night before Christmas- learn, recite.</p> <p><b>Introduce NC:</b></p> <ul style="list-style-type: none"> <li>• Retell traditional tales.</li> <li>• Joining in with predictable phrases</li> <li>• Recite rhymes and poems by heart.</li> <li>• Making inferences</li> <li>• Asking questions</li> <li>• Form lower case and capital letters (focus on long ladders and one armed robots)</li> <li>• Finger spaces</li> <li>• Capital letters to start a sentence</li> <li>• Full stops and question marks</li> <li>• Adding 's' and 'es' to make words plural.</li> </ul> <p><b>Class reader: Dr Seuss Books or Julia Donaldson books</b></p>	<p><b>Class reader: Children's recommendations</b></p>				
<b>Maths</b>	<p>Number- Place value (within 10)</p> <p>Number- addition and subtraction (within 10)</p> <p>Topic link: All maths stories/problems to include a character from a traditional tale eg. Riding hood has dropped some apples, how many flowers is she bringing to Granny altogether etc.</p>	<p>Number- addition and subtraction (within 10)</p> <p>Geometry: shape</p> <p>Number: place value (within 20)</p> <p>Topic link: identify shapes from a page in a story we have read. Use shapes to make a scene from a story.</p>	<p>Number: Addition and Subtraction (within 20)</p> <p>Number: Place Value (within 50; multiples of 2, 5 and 10 to be included)</p> <p>Topic link: counting clusters of stars/ adding groups of nocturnal animals/how many animals left/</p>	<p>Number: Place Value (within 50; multiples of 2, 5 and 10 to be included)</p> <p>Measurement: Length and Height</p> <p>Measurement: Weight and Volume</p> <p>Topic link: comparing arctic animals height and length/weighing equipment for our expedition/measuring for glove and boot fitting. Counting boot, gloves and keys/animals in 2s, 5s and 10s.</p>	<p>Number: Multiplication and Division (multiples of 2, 5 and 10 to be included)</p> <p>Number: Fractions</p> <p>Geometry: position and direction</p> <p>Topic link: harvesting food in groups/ bagging the crops into sets/</p>	<p>Number: Place Value (within 100)</p> <p>Measurement : money</p> <p>Time</p> <p>Topic link- buying souvenirs, ice-creams etc. Problem solving: a day out time table</p>

<p><b>Science</b></p>	<p><b>Distinguish between an object and the material from which it is made. Describe and compare the properties of materials. Identify and classify</b>  <b>Use their observations and ideas to suggest answers to questions</b></p> <ul style="list-style-type: none"> <li>Build a house for the Three Little Pigs to keep them safe, warm and dry x DT.</li> </ul> <p><b>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</b></p> <p><b>Observe changes across the 4 seasons</b></p> <p><b>Senses – say which part of the body is associated with each sense</b></p>	<p><b>Say which part of the human body is associated with each sense</b></p> <ul style="list-style-type: none"> <li>Compare to human bodies and senses.</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Observe changes across the 4 seasons</b></p>	<p>Switched on Science- Polar explorers.</p> <p><b>Identify describe and compare fish, amphibians, reptiles, birds and mammals.</b></p> <ul style="list-style-type: none"> <li>Group animals according to their characteristics.</li> </ul> <p><b>Describe and compare the properties of materials. Perform simple tests</b></p> <ul style="list-style-type: none"> <li>The Big Easter Egg Drop- Design a carrier to stop any eggs the Easter bunny drops from breaking.</li> </ul> <p><b>Perform simple tests</b>  <b>Observe closely, using simple equipment</b></p> <ul style="list-style-type: none"> <li>Making frost</li> </ul> <p><b>Observe changes across the 4 seasons</b></p> <p><b>Materials</b></p>	<p><b>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</b></p> <ul style="list-style-type: none"> <li>Healthy eating and effects of diet on the body</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Coin and cola experiment.</li> </ul> <p><b>Ask simple questions and recognise that they can be answered in different ways. Gather and recording data to help in answering questions.</b></p> <ul style="list-style-type: none"> <li>Survey to find Class 1's favorite food.</li> </ul> <p><b>Identify and describe the basic structure of a variety of common flowering plants, including trees.</b></p> <p><b>Observe changes across the 4 seasons</b></p>	<p><b>Identify describe and compare fish, amphibians, reptiles, birds and mammals.</b></p> <ul style="list-style-type: none"> <li>Group animals according to their characteristics.</li> <li>Create an animal from clay making sure it has the characteristics of one animal group and can be classified by the class.</li> </ul> <p><b>Describe and compare the properties of materials.</b></p> <ul style="list-style-type: none"> <li>Sinking &amp; Floating properties. How can we prevent items from falling off the boat in a storm and polluting the sea?</li> </ul> <p><b>Perform simple tests</b>  <b>Observe closely, using simple equipment</b></p> <ul style="list-style-type: none"> <li>Making ice-cream</li> </ul> <p><b>Observe changes across the 4 seasons</b></p>
<p><b>Computing</b></p>	<p><b>Purple mash:</b>  Online Safety &amp; Exploring Purple Mash  Animated Story Books- 2create a story</p> <p><b>Switched on Computing:</b>  1.5 We are storytellers- Producing a talking book</p>	<p><b>Switched on Computing:</b>  1.1 We are treasure hunters Using programmable toys</p>	<p><b>Purple mash:</b>  Maze Explorers- 2go  Coding- 2code</p> <p>Factfiles</p>	<p><b>Switched on Computing:</b>  1.2 We are TV chefs Filming the steps of a recipe</p>	<p><b>Switched on Computing:</b>  1.4 We are collectors- Finding images using the web</p>
<p><b>Art</b></p>	<p><b>Use a range of materials creatively to design and make products</b></p> <ul style="list-style-type: none"> <li>wrapping paper for Christmas presents using printing</li> <li>Christmas cards and decorations</li> </ul> <p><b>Develop a range of art and design techniques using colour, pattern,</b></p>	<p><b>Jimmy Iqalug (polar bear sculptures)</b></p> <p><b>study artist</b></p> <ul style="list-style-type: none"> <li>Becomes aware of form, feel, texture, pattern and weight</li> </ul>	<p>Pointillism George Seurat  Sponge landscape with 'pointillism' polar animal</p> <ul style="list-style-type: none"> <li>Explores mark-making using thick brushes, foam and sponge brushes</li> <li>Experiments with and enjoys colour</li> </ul>	<p><b>Learn about the work of a range of artists</b></p> <ul style="list-style-type: none"> <li>Still life fruit drawings</li> <li>Arcimboldo</li> </ul>	<p><b>Learn about the work of a range of artists</b></p> <ul style="list-style-type: none"> <li>Stormy Sea in Étretat, Claude Monet</li> </ul> <p>Photography</p>

**Comment [MDK1]:** Need a variety of paint brushes

	<p><b>shape , form and space</b></p> <ul style="list-style-type: none"> <li>- Create a scaly dragon using salt dough.</li> <li>- Create giant characters from the stories we have read to go on the wall- collage.</li> <li>- Create our own dragon eggs using papier mache.</li> </ul> <p><b>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</b></p> <ul style="list-style-type: none"> <li>- Firework etching. Colour the paper then cover with black crayon. Scratch out the fireworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments with basic tools on rigid and plastic materials</li> <li>• <b>Compares and recreates form and shape to natural and made environments</b></li> </ul>	<ul style="list-style-type: none"> <li>• Creates pattern using different tools and colours</li> </ul>		<ul style="list-style-type: none"> <li>• Is aware that there are famous or specialist photographers</li> <li>• Develops an awareness of scale, perspective, movement and colour in photography</li> <li>• Develops an awareness of mood, emotions and feelings in photography</li> </ul> <p><b>Beach collage</b></p> <ul style="list-style-type: none"> <li>• Sorts according to specific qualities, e.g. warm, cold, shiny, smooth</li> <li>• Engages in more complex activities, e.g. cutting and sewing a variety of materials <ul style="list-style-type: none"> <li>• Has experience of adhesives and decides on the most effective for a given task</li> </ul> </li> </ul>
<b>Design and technology</b>	<p><b>Select from and use a range of tools and equipment to perform practical tasks.</b></p> <p><b>Build structures, exploring how they can be made stronger, stiffer and more stable.</b></p> <ul style="list-style-type: none"> <li>- Build a house for the Three Little Pigs to keep them safe, warm and dry - x Science</li> </ul> <p><b>Explore and use mechanisms</b></p> <ul style="list-style-type: none"> <li>- Look at design, structure, mechanisms, uses, etc. of castles. Design our own, select materials and build.</li> </ul> <p><b>Design purposeful, functional, appealing products for themselves and other users based on design criteria</b></p> <ul style="list-style-type: none"> <li>- Design and make a Christmas present for a character in a fairytale complete with wrapping paper.</li> </ul> <p><b>Make gingerbread men</b></p>	<p><b>Design purposeful, functional, appealing products for themselves and other users based on design criteria</b></p> <ul style="list-style-type: none"> <li>- Hedgehog house</li> </ul>	<p><b>Making Mittens</b></p> <p>Developing, planning and communicating. Working with tools, materials and components to make quality products. Evaluating processes and products</p> <p><b>Design purposeful, functional, appealing products for themselves and other users based on design criteria</b></p> <ul style="list-style-type: none"> <li>- Design and make a mother's day gift.</li> </ul>	<p><b>Food and Nutrition</b></p> <p><b>Making potato salad.</b></p> <ul style="list-style-type: none"> <li>- Understand that food comes from plants or animals.</li> <li>- Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> <li>- Start to understand how to name and sort foods into the five groups in 'The Eat well plate'</li> <li>- Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</li> <li>- Know how to prepare simple dishes safely and hygienically, without using a heat source.</li> <li>- Know how to use techniques such as cutting, peeling and grating.</li> </ul> <p><b>Design purposeful, functional, appealing products for themselves and other users based on design criteria</b></p> <ul style="list-style-type: none"> <li>- Design and make a treat for Wonker's new healthy range.</li> </ul>	<p><b>Design purposeful, functional, appealing products for themselves and other users based on design criteria</b></p> <ul style="list-style-type: none"> <li>- Design and make a kite.</li> <li>- Design and make some Punch and Judy style puppets.</li> </ul> <p><b>Evaluate their ideas and products against design criteria</b></p> <ul style="list-style-type: none"> <li>- Making kites</li> </ul>
<b>Humanities</b>	<p>Geography:</p> <ul style="list-style-type: none"> <li>• Name and locate the local town.</li> <li>• Observe and describe the human and physical geography of a small area of the United Kingdom.</li> <li>- Comparison of Colchester and small rural village.</li> </ul> <p><b>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</b></p> <p><b>Use simple fieldwork and observational skills to study the geography of their school and its grounds</b></p> <ul style="list-style-type: none"> <li>- Use simple maps and a key- Plot where we find dragon paraphernalia on a prepared map of the school.</li> </ul>	<p>Geography:</p> <p><b>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</b></p> <p><b>Use simple fieldwork and observational skills to study the geography of their school and its grounds</b></p> <ul style="list-style-type: none"> <li>- Devise a simple map and</li> </ul>	<p>Geography:</p> <p><b>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</b></p> <ul style="list-style-type: none"> <li>- Some explorers have lost their suitcases. Have a look at what they have packed. Where could they be traveling to?</li> </ul> <p><b>Understand geographical</b></p>	<p>Geography:</p> <p><b>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</b></p> <ul style="list-style-type: none"> <li>- Different foods need different growing conditions. Where would be the best place to grow these foods?</li> <li>- Locate where our food comes from on a map.</li> <li>- Locate hot and cold regions of Earth.</li> </ul>	<p>Geography-</p> <p><b>Making a treasure map</b></p> <ul style="list-style-type: none"> <li>• Making maps</li> <li>• Draw basic maps, including appropriate symbols and pictures to represent places or features</li> </ul> <p>History :</p> <ul style="list-style-type: none"> <li>- Seaside Now &amp; Then (100 years ago)</li> </ul> <p><b>The lives of significant individuals in the past</b></p> <ul style="list-style-type: none"> <li>- Grace Darling- cross</li> </ul>

	<p>History: The royal family <b>Events beyond living memory that are significant nationally or globally</b> <b>The lives of significant individuals in the past</b></p> <ul style="list-style-type: none"> <li>- Guy Fawkes</li> </ul> <p><b>Significant historical events, people and places in their own locality.</b></p> <ul style="list-style-type: none"> <li>- Castles: who built them and why; who lived there and what their life was like.</li> </ul>		<p>key- identify the areas nocturnal animals could be found.</p> <ul style="list-style-type: none"> <li>• Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</li> <li>• Use maps to locate the four countries and its surrounding seas</li> </ul> <p>History: <b>The lives of significant individuals in the past</b> <b>Events beyond living memory that are significant nationally or globally</b></p> <ul style="list-style-type: none"> <li>- Dian Fossey</li> </ul>		<p><b>similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</b></p> <ul style="list-style-type: none"> <li>- Compare the lives of children living in the Arctic with living in Colchester.</li> </ul> <p>History: <b>The lives of significant individuals in the past</b></p> <ul style="list-style-type: none"> <li>- Polar explorers.</li> </ul>		<p>History: <b>Significant historical events, people and places in their own locality.</b> <b>Events beyond living memory</b></p> <ul style="list-style-type: none"> <li>- Explore the history of supermarkets using <a href="http://sainsburys.lgfl.org.uk/exploreframeset.htm">http://sainsburys.lgfl.org.uk/exploreframeset.htm</a> x computing x English</li> <li>- Use the resource to help you find information to answer the quiz.</li> </ul>		<p>curricular/music- re-tell the story using percussion instruments. <b>The lives of significant individuals in the past</b></p> <ul style="list-style-type: none"> <li>- Queen Victoria's bathing machine.</li> </ul>	
<b>RE</b>	<p>Special people Additional focus: Judaism, Harvest Special words and stories Additional focus: Hinduism, Christmas</p>		<p>Special symbols and objects. Additional focus: Sikhism</p>		<p>Special things in nature Additional focus: Islam</p>		<p>Special ways of living. Look at how food is used as part of religious rituals and celebrations.  Additional focus: Buddhism</p>		<p>Special places and the role water plays in religious rituals. Additional focus: Islam, Noah's Ark</p>	
<b>Music</b>	<p>Scheme – Charanga Hey You!</p>	<p>Scheme – Charanga Little angel gets her wings Christmas carols</p>	<p>Scheme – Charanga In the groove</p>	<p>Inuit Throat singing</p> <ul style="list-style-type: none"> <li>• Use voices in different ways such as speaking, singing and chanting</li> </ul>	<p>Food Glorious Food</p>		<p>Oh I do like to be beside the seaside Lets go fly a kites</p>			
<b>PE</b>	<p>Fencing  General games skills</p>	<p>Gym/ Dance  General games skills</p>	<p>Gymnastics/ Dance  General games skills</p>	<p>Gym/ Dance  Athletics / general games skills</p>	<p>Athletics / general games skills  Swimming lessons</p>		<p>Athletics / general games skills  Swimming lessons</p>			
<b>RSC</b>	<p>Feelings Keeping Safe</p>	<p>Relationships</p>	<p>Positive contribution</p>	<p>Growing and changing</p>	<p>Keeping Safe</p>		<p>Medicine and drugs</p>			
<b>Visits / visitors experiences / meaningful outcomes</b>	<p>Project learning- Look at design, structure, mechanisms, uses, etc. of castles. Design our own, select materials and build.</p>		<p><i>Colchester Zoo</i>  Project learning- Making mittens</p>		<p><i>Beach trip</i>  Project learning- Design, make, test and improve a kite.</p>					