



Featherstone All Saints CofE Academy
Long-term curriculum overview

Year: 1 - Autumn term

Theme: Superheroes

Subject:	Breadth of study:	Cross curricular links:
Science	Animals and Humans <ul style="list-style-type: none"> Identify, classify and observe. Look at growth, basic needs, exercise, food and hygiene. 	<ul style="list-style-type: none"> Label the Superhero body. Identifying senses and comparing them to superhero powers. What exercise would a superhero need to do? P.E c.c.link
Computing	<u>Botley the Robot/ Daisy Dinosaur</u> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> Maths c.c.link: position and direction. How can we rescue Supertato? Introduce online safety rules: circle time. How to keep personal information safe and what not to share. Stranger Danger. This should be a continued theme throughout the year that is continually reviewed and discusses.
Religious Education	<u>1:1 What do Christians believe God is like?</u> Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which	<ul style="list-style-type: none"> How can the veggies forgive the evil pea? Circle time: to discuss how we have forgiven someone or how we could have forgiven someone better.

	<p>Christians show their belief in God as loving and forgiving; for example, by saying sorry, by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p><u>1:3 Why does Christmas matter?</u></p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Decide what they personally have to be thankful for at Christmas.</p>	<ul style="list-style-type: none"> English writing task - prayer writing. Godly Play. Story sequencing. Kindness Elves: a task each week to promote kindness within the class. Thankful prayer tree.
History	<p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements - Samuel Peeps. Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Who were the superheroes of the Great Fire of London? Why was Samuel Pepys important? Who rescued the people? Who stopped the fire? English c.c.link: write a factfile on Samuel Pepys. Write a diary.
Geography	<p><u>London</u></p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to and describe key physical and human features of locations. 	<ul style="list-style-type: none"> Look at maps of London to locate famous features of TGFL. Compare London to Featherstone.
Physical Education	<p>Team Building: To listen to and follow instructions. To co-operate and communicate with a partner to solve challenges.</p>	<ul style="list-style-type: none"> Working together as superheroes. Working out ways to save people using P.E equipment (GFL).

	<p>Dance: To explore travelling actions. To be able to use counts of 8 to move in time with music. To respond imaginatively to a stimulus.</p> <p>Yoga: To develop controlled movement and flexibility. To develop an understanding of yoga. To show control when copying and repeating yoga poses.</p>	<p>History c.c.link</p> <ul style="list-style-type: none"> • Superhero fitness plans. • Joe Wicks - 5 min HIIT • Follow GETSET4PE
Design & Technology	<p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable. • explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. <p><u>Design</u></p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria. • generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 	<ul style="list-style-type: none"> • Building houses for GFL display. • Design and build superhero vehicles.
Art & Design	<ul style="list-style-type: none"> • Use experiences and ideas as the inspiration for artwork. • Share ideas using drawing, painting and sculpture. • Explore a variety of techniques. 	<p>Painting/print focus.</p> <ul style="list-style-type: none"> • Design and draw a super hero. • Repeating printing patterns. • Numicon printing to create a scene from the GFL.
Music	<ul style="list-style-type: none"> • Play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> • Putting music to the Supertato story. • Body percussion links to science. • Carnival of animals (science links)



Featherstone All Saints CofE Academy
Long-term curriculum overview

Year 1: Spring term

Theme: All Around the World (India, China, Scotland, Australia)

Subject:	Breadth of study:	Cross curricular links:
Science	<u>Plants/Spring</u> <ul style="list-style-type: none"> • Identify, classify and describe their basic structure. • Observe and describe growth and conditions for growth. 	<ul style="list-style-type: none"> • Compare plants from different countries. • Grow plants from different countries.
Computing	<u>Augmented Reality</u> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content (also DL) • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> • Make a factfile about a plant - the animated plant can explain all its features (stem, roots etc). • Continually revising online safety.
Religious Education	<u>1:2 Who made the world?</u> Retell the story of creation from <i>Genesis</i> 1:1-2:3 simply. Say what the story tells Christians about God, creation and the world. Give at least two examples of what Christians do to look after the world of God. Think, talk and ask questions about living in an amazing world. <u>1:5 Why does Easter Matter to Christians?</u> Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.	<ul style="list-style-type: none"> • Look at amazing Godly creations from around the world - link to art and recreate them for display? • How do people celebrate Christians around the world - food, dress, traditions etc.

	Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.	
History	<ul style="list-style-type: none"> • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. 	<ul style="list-style-type: none"> • Diwali • Chinese New Year • Hogmanay
Geography	<p><u>Countries and Oceans</u></p> <ul style="list-style-type: none"> • Investigate the world's continents and oceans. • Compare and contrast a small area of the United Kingdom with that of a non-European country. • Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • • Use fieldwork and observational skills. • Explore weather and climate in the United Kingdom and around the world. 	<ul style="list-style-type: none"> • Talking about the weather in the uk and comparing it to the climate in the different hemispheres. • Looking at why certain plants/vegetables/fruits grow in certain countries. • Exploring the school garden. • Using maps to find landmarks in the local area.
Physical Education	<ul style="list-style-type: none"> • Gymnastics • Fundamentals • Ball Skills • Invasion 	<ul style="list-style-type: none"> • Learn dances from around the world: Hogmanay dance/ Traditional Indian dances etc. • Joe Wicks 5 min Hiit
Design & Technology	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes. • understand where food comes from. 	<ul style="list-style-type: none"> • Making Diwali sweets. • Growing vegetables/fruit and then cooking with them. • Sampling different fruits and vegetables from around the world. • Sampling different dishes from around the world. • Chinese New Year •
Art & Design	<p>Sculpture</p> <ul style="list-style-type: none"> • Use experiences and ideas as the inspiration for artwork. • Share ideas using drawing, painting and sculpture. • Explore a variety of techniques. 	<p>Sculptor focus.</p> <ul style="list-style-type: none"> • Making Diwali clay lamps • Look at famous sculptors from different countries. • Visit Hepworth?
Music	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and 	<ul style="list-style-type: none"> • Listen to music from around the world.

	<p>speaking chants and rhymes.</p> <ul style="list-style-type: none">• Listen with concentration and understanding to a range of high-quality live and recorded music.	<ul style="list-style-type: none">• Learn songs from different countries - songs sung at Easter around the world. R.E c.c.link.
--	--	---



Featherstone All Saints CofE Academy
Long-term curriculum overview

Year 1: Summer term

Theme: Seaside

Subject:	Breadth of study:	Cross curricular links:
Science	<p><u>Materials</u></p> <ul style="list-style-type: none"> Identify, name, describe, classify, compare properties and changes. Look at the practical uses of everyday materials. 	<ul style="list-style-type: none"> Investigating swim suit materials. Sort natural beach materials. Describing materials found on holiday.
Computing	<p><u>Lego Mindset</u></p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Create and debug simple programs 	<ul style="list-style-type: none"> Use the class email to send virtual postcards. Online safety - circle time. Use the lego mindset kit - build, construct and programme.
Religious Education	<p><u>1:6 Who is Jewish and how do they live?</u> Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot). Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like. Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). Make links between Jewish ideas of God found in the stories and how people live. Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). Ask some questions about what Jewish people celebrate and why. Talk about what they think is good about reflecting, thanking, praising and remembering for</p>	<ul style="list-style-type: none"> Visit the local synagogue or invite a rabbi or a member of the congregation in to talk about the Jewish faith. Godly play. Roleplay Make Jewish celebration food. DT C.C.link

	<p>Jewish people. Give a good reason for their ideas about whether any of these things are good for them too.</p> <p><u>1:8 Who am I? What does it mean to belong?</u> Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people. Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious), Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. Talk about they have learned and how their ideas have changed.</p>	<ul style="list-style-type: none"> • Buddha - views on love (unconditional love). • Visit church to talk about baptism being a welcome ceremony. • Role play wedding. • Invite Sam Hill to come and talk about her wedding (pictures etc).
History	<p><u>History of the Seaside</u></p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. 	<ul style="list-style-type: none"> • Compare and contrast seaside towns and traditions to the modern day version. • Planning what to take on holiday in the past and now. • Look at traditional seaside festivals (vintage). • Seaside funday.
Geography	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use aerial photographs. 	<ul style="list-style-type: none"> • Scarborough v Pontefract • Aerial photos
Physical Education	<ul style="list-style-type: none"> • Athletics • Striking and Fielding • Net and Wall • Athletics 	<ul style="list-style-type: none"> • Joe Wicks 5 min Hiit • Sports Day • Playing sporting activites that are typically done at the seaside (volleyball, Frisbee)

Design & Technology	<p><u>Make and Evaluate</u></p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • explore and evaluate a range of existing products. • evaluate their ideas and products against design criteria. 	<ul style="list-style-type: none"> • Puppets • Punch and Judy
Art & Design	<p><u>Collage</u></p> <ul style="list-style-type: none"> • Learn about the work of a range of artists, artisans and designers. • Explore a variety of techniques. 	<p><u>Collage Focus.</u></p> <ul style="list-style-type: none"> • Design a modern day swim suit and one from the past.
Music	<p><u>Class percussion</u></p> <ul style="list-style-type: none"> • Use their voices expressively & creatively by singing songs & speaking chants & rhymes. • Play tuned and un-tuned instruments musically. • Listen with concentration & understanding to a range of high quality live & recorded music. • Experiment with, create, select & combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Seaside songs/chants • Use instruments to depict seaside sounds (walking on sand, waves crashing, seagulls etc).