



Year 1 Long-term Overview Curriculum Map

	Autumn			Spring			Summer		
Main Project	History Focus: Childhood (CS)			 Geography Focus: Bright Lights, Big city (CS) The UK and London Daily weather patterns in the UK			History Focus: School Days (CS)		
History/Geography	(CS) Our Wonderful World – locality. Bootle 			Our monarch : Queen Elizabeth II (London links as companion)			Maps Basic maps with symbols: Make simple maps, fieldwork sketches and plans of Bootle, London and other locations in the UK.		
Writing Genre Focus within Main Project	Autobiographies	Non-chronological reports	Riddles Letters	Information posters Poems	Directions	Narratives	List poems	Diaries	Letters
Reading	Bog Baby Lost and Found Detective Genius Where the wild things are. Beegu How to catch a star.			The last wolf The lighthouse keeper's lunch My hair Ruby's worry. Man on the moon Commotion on the ocean.			Grandad's secret giant. Shifty McGifty and slippery Sam. Star in the jar Paddington Perfectly Norman.		

Writing	Think big Little people, Big Dreams Purpose: Report, inform, enquire and entertain.	Room on the broom. Scarecrow's wedding, Dave's Christmas Cracker. Little Robin's Christmas. Purpose; Invite, describe, inform, reflect and explain.	Look up! The night box. Mole star. Star in a jar. Purpose explain, recount, inform and report.	Wolfie's Secret. Jeff and the jelly bean stalk. Wolf story. The three ninja pigs. Cinderfella. Purpose: describe, procedural, explain, entertain and inform.	Be and me. The big book of bees. Bumble Bear. Purpose: Report, recount and entertain.	The Queen's hat. The Queen's handbag. The Queen's lift-off. Purpose: Recount, Entertain, Sequence.
Science	<i>Everyday materials (CS)</i>	<i>Humans (CS)</i>	<i>Seasonal changes (CS)</i>		<i>Plants</i>	<i>Animals</i>
Maths	<i>Previous Reception experiences and counting within 100.</i> <i>Comparison of quantities and part-whole relationships.</i> <i>Comparing numbers</i> <i>Revision of numbers up to 20 with a minimum expectation of embedding 0-5.</i> <i>Counting forwards and backwards</i> <i>Fact families</i> <i>Number bonds</i>		<i>Recognise, compose, decompose and manipulate 2D and 3D shapes.</i> <i>Numbers 0 – 10</i> <i>Additive structures</i> <i>Addition and subtraction facts within 10.</i>		<i>Numbers 0-20</i> <i>Unitising and coin recognition</i> <i>Position and direction</i> <i>Time</i>	
Charanga music	<i>Hey You!</i>	<i>Rhythm in the way we walk</i>	<i>In The Groove</i>	<i>Round and Round</i>	<i>Your Imagination</i>	<i>Reflect, Rewind and replay</i>
Art and Design	<i>Landscape Art- Van Gogh</i>		<i>Sculpture</i>		<i>Collage</i>	
Design & Technology	<i>Shade and shelter (CS)</i>		<i>Taxi (CS)</i>		<i>Chop, slice, mash! (CS)</i>	

PE	<i>Fundamental movements</i>	<i>Fundamental movements</i>	<i>Fundamental movements</i>	<i>Teamwork</i>	<i>Dance/Athletics</i>	<i>Games-Hit/ catch</i>
	<i>Dance</i>	<i>Dance</i>		<i>Attacking and defending skills</i>	<i>Athletics</i>	<i>Games – Hit, catch and run</i>
Purple Mash Computing	<i>Exploring Purple Mash and online safety (wk 1-4)</i>	<i>Grouping and sorting (wk 5-6) 2DIY Pictograms (wks 7-9) 2count Lego builders (wks 10-12) 2DIY</i>	<i>Maze Exploreres (wks 13-15) 2Go</i>	<i>Animated story books (wks 16-20) 2Create a story</i>	<i>Coding (wks 23-26) 2Code Spreadsheets (wks (27-29) 2Calculate</i>	<i>Technology outside school (wks 30-31)</i>
<i>Optional Book Study</i>	<i>Wilfrid Gordon McDonald Partridge</i>		<i>Topsy and Tim Visit London</i>		<i>Whiffy Wilson: The wolf who wouldn't go to school</i>	
<i>PSHE</i>	<i>Families and Friendships</i>	<i>Anti-bullying week</i>	<i>Belonging to a community</i>	<i>Money and Work</i>	<i>Physical Health</i>	<i>Keeping Safe</i>
<i>RSHE</i>	<i>Safe Relationships</i>	<i>Respecting ourselves and Others</i>	<i>Media Literacy and Digital resilience</i>		<i>Growing and Changing</i>	
<i>Journey in Love ongoing throughout the year – We meet God's love in our Family</i>						
<i>Mental Wellbeing ongoing throughout the year – ROAR, keeping healthy, yoga, meditation, mindfulness</i>						

