

Chipping Hill Primary School Year 1

Long Term Plan - Curriculum Overview 2024-2025

	AUTUMN 1 8 weeks	AUTUMN 2 7 weeks	SPRING 1 6 weeks	SPRING 2 6 weeks	SUMMER 1 5 weeks	SUMMER 2 7 weeks + 2 days
Topic Overview	Me, Myself and I	Where We Live	Antarctica	The Great Fire	Plants	Dinosaurs
English	CH English unit sequence: <ol style="list-style-type: none"> Establishing purpose and audience/creating toolkit + success criteria Grammar focus lesson - practising using their tools Scaffolded task Generating ideas/researching Planning Independent writing Reviewing and editing Publishing 					
	Narrative Transition text: The Professional Crocodile 4 part picture stories	Narrative 5 part pictures stories Dogger Stanley's Stick	Narrative 6 part picture stories The Emperor's Egg Recount - Antarctica and The Emperor's Egg	Narrative 8 part picture story Recount - Great Fire of London, diary entry	Narrative Where The Wild Things Are The Way Back Home Jim and The Beanstalk Instructions - how to plant a seed	Narrative Katie and The Dinosaurs Harry and The Dinosaurs Non-chronological report - dinosaurs Recount - science
Phonics	ELS Year 1 Autumn 1	ELS Year 1 Autumn 2	ELS Year 1 Spring 1	ELS Year 1 Spring 2	ELS Year 1 Summer 1	ELS Year 1 Summer 2

<p style="text-align: center;">Maths</p>	<p>White Rose Maths</p> <ol style="list-style-type: none"> 1. ELG Consolidation 2. Place Value within 10 3. Place Value within 10 4. Place Value within 10 5. Place Value within 10 6. Part Whole 7. Addition 8. Consolidation and targeted KPI's <p>Maths Meetings to reflect the needs of the class</p>	<p>White Rose Maths</p> <ol style="list-style-type: none"> 1. Addition 2. Subtraction 3. Subtraction 4. Shape 5. Addition and subtraction 6. Assessment week 7. Consolidation and targeted KPI's <p>Maths Meetings to reflect the needs of the class</p>	<p>White Rose Maths</p> <ol style="list-style-type: none"> 1. Place Value within 20 2. Place Value within 20 3. Place Value within 20 4. Addition and Subtraction with 20 5. Addition and Subtraction with 20 6. Addition and Subtraction with 20 <p>Maths Meetings to reflect the needs of the class</p>	<p>White Rose Maths</p> <ol style="list-style-type: none"> 1. Place Value to 50 2. Place Value to 50 3. Length and Height 4. Length and Height 5. Mass and Volume 6. Mass and Volume <p>Maths Meetings to reflect the needs of the class</p>	<p>White Rose Maths</p> <ol style="list-style-type: none"> 1. Multiplication and Division 2. Multiplication and Division 3. Multiplication and Division 4. Fractions 5. Fractions <p>Maths Meetings to reflect the needs of the class</p>	<p>White Rose Maths</p> <ol style="list-style-type: none"> 1. Position and Direction 2. Place Value to 100 3. Place Value to 100 4. Money 5. Time 6. Time 7. Assessment and Consolidation
<p style="text-align: center;">Science</p>	<p>The Human Body and Senses</p> <p>Overarching big question: How do our bodies work?</p> <ol style="list-style-type: none"> 1. Parts of the body 2. Sight 3. Hearing 4. Taste 5. Touch 6. Smell 7. Growth 	<p>Materials</p> <p>Overarching big question: How are different materials used?</p> <ol style="list-style-type: none"> 1. Materials in our classroom 2. Describe materials 3. Properties of materials 4. Testing materials 5. What are different objects made from? 6. Make an umbrella 	<p>Animals including humans</p> <p>Overarching big question: What are some common types of animal?</p> <ol style="list-style-type: none"> 1. Antarctic animals 2. Common animals 3. Features of animals 4. Animal diets 5. Animal groups 6. Invertebrates 	<p>Seasonal change</p> <p>Overarching big question: How do the seasons change across the year?</p> <ol style="list-style-type: none"> 1. Winter to Spring 2. Spring to Summer 3. Observing the Weather 4. Spring Walks 5. Daylight hours 6. The Four Seasons 	<p>Plants</p> <p>Overarching big question: How do plants grow?</p> <ol style="list-style-type: none"> 1. Observing plants 2. Parts of a plant 3. Garden and wild plants 4. Terrific trees 5. Fruit and vegetables 6. Comparing plants 	<p>Animals including humans</p> <p>Overarching big question: What are some different types of pets?</p> <ol style="list-style-type: none"> 1. Ask questions 2. Simple tests 3. Record data 4. Use data 5. Looking after pets 6. Design a pet
<p style="text-align: center;">Computing</p>	<p>Computing Systems</p> <p>Overarching big question: What is technology</p> <ol style="list-style-type: none"> 1. Technology in our Classroom 2. Using computer technology 3. Developing mouse skills 4. Using a computer keyboard 5. Developing keyboard skills 6. Using a computer responsibly 	<p>Digital Painting</p> <p>Overarching big question: How can we paint without paints?</p> <ol style="list-style-type: none"> 1. How can we paint using computers/ipads 2. Using shapes and lines 3. Making careful choices 4. Why did I choose that? 5. Painting all by myself 6. Comparing computer art and painting 	<p>Programming</p> <p>Overarching big question: How can I make a robot move</p> <ol style="list-style-type: none"> 1. Buttons 2. Directions 3. Forwards and Backwards 4. Combine Four directions 5. Getting there 6. Routest 	<p>Data and Information</p> <p>Overarching big question: How can I record information?</p> <ol style="list-style-type: none"> 1. Label and Match 2. Group and Count 3. Describe and object 4. Making different groups 5. Comparing groups 6. Answering questions 	<p>Creating Media Digital Writing</p> <p>Overarching big question: How can I use a keyboard?</p> <ol style="list-style-type: none"> 1. Exploring the keyboard 2. Adding and removing text 3. Exploring the toolbar 4. Making changes to text 5. Explaining my choices 6. Pencil or Keyboard? 	<p>Programming</p> <p>Overarching big question: How do we make pictures move?</p> <ol style="list-style-type: none"> 1. Comparing tools 2. Joining blocks 3. Make a change 4. Adding sprites 5. Project design 6. Following my design

<p style="text-align: center;">Humanities</p>	<p>Geography Comparing Towns and Countries</p> <p>Overarching big question: How can I compare different places?</p> <ol style="list-style-type: none"> 1. Town and Country 2. Welcome to the UK 3. Up Up and Away 4. Let's explore the UK 5. Travelling Ted Tours London 6. How is Brasilia different from London 	<p>History Witham in the Past</p> <p>Overarching big question: How has Witham changed?</p> <ol style="list-style-type: none"> 1. What was the High Street like before? 2. How has the High Street changed? 3. What was in these shops before? 4. What was it like to shop for food? 5. How was the food packaged/stored? 6. How could I pay for my purchases? <p>What have I learnt about how shopping has changed?</p>	<p>Geography Maps</p> <p>Overarching big question: How do climates affect places?</p> <ol style="list-style-type: none"> 1. Identify hot and cold places on a map 2. Recognise the features of a hot and cold place 3. Explore a hot of cold place 4. Identify animals that live in hot and cold places 5. Describe an animal that lives in a hot or cold place 6. Compare a pack list 	<p>History</p> <p>Overarching big question: What do we know about The Great Fire of London?</p> <ol style="list-style-type: none"> 1. Fact finding knowledge of the past 2. Sequence events into order 3. Make comparisons of artefacts 4. How did people live through TGFOL 5. Discuss life in the past and how it is similar/different to their own 6. Design a new London after TGFOL 	<p>History</p> <p>Overarching big question: Has technology changed over the last 60 years?</p> <ol style="list-style-type: none"> 1. Understand how historians find out about 2. Suggest a change that has happened as a result of an event 3. Identify a way that something has stayed the same and changed within living memory. 4. Timeline a sequence of events 5. Know there are causes and events 6. Discuss ways of life in the past. 	<p>Geography</p> <p>Overarching big question: How do you read a map?</p> <ol style="list-style-type: none"> 1. Where do I live? 2. What is our classroom like? 3. What is a map symbol? 4. Where is our school 5. What does our school look like on a map? 6. How do I get to school?
<p style="text-align: center;">Art</p> <p><i>Drawing focus: flowers - drawing from observation</i></p>	<p>Painting Focus: Surrealism</p> <p>Overarching big question: What is Surrealism</p> <p>Focus artist: Joan Miro</p> <p>Stage 1- Make secondary colours</p> <p>Stage 2- Tints and tones</p> <p>Stage 3- Surrealism features</p> <p>Stage 4- Using shape in artwork</p> <p>Stage 5- Creating my own surrealist inspired artwork</p>		<p>Sculpture Focus: Clay Modelling Arctic/Antarctic Animal</p> <p>Focus artist: Yolanda van der Gaast</p> <p>Stage 1- Colour neatly</p> <p>Stage 2- Show pattern and texture</p> <p>Stage 3- Use rolling, cutting and moulding techniques</p> <p>Stage 4- Use a combination of shapes</p> <p>Stage 5- Make an animal from clay</p> <p>Stage 6- Evaluate the clay animal</p>		<p>Collage Focus: Flowers</p> <p>Focus artist: Vincent Van Gogh</p> <p>Stage 1- Describe the work of notable artists Looks at flower images/artist work</p> <p>Stage 2- Flower collage</p> <p>Stage 3- Flower painting</p> <p>Stage 4- Bumpy and smooth textures flowers</p> <p>Stage 5- Sunflowers Collage</p> <p>Stage 6 - Evaluate</p>	

DT		<p>Using equipment safely</p> <p>Project title: Design, make and evaluate a pasta salad for us to enjoy</p> <ol style="list-style-type: none"> 1. Investigate salads and dressings 2. Practise using simple tools 3. Practise using simple tools 4. Plan and design a pasta salad 5. Measure, weigh and create a pasta salad 6. Evaluate 		<p>Moving picture books</p> <p>Project title: Design, make and evaluate a moving picture book about the GFOL</p> <ol style="list-style-type: none"> 1. Investigate moving picture books 2. Practise making moving picture books parts 3. Plan and design a moving picture book 4. Make a moving picture book 5. Continue making a moving picture book 6. Evaluate 		<p>Structures</p> <p>Project title: Design, make and evaluate an enclosure for an dinosaur</p> <ol style="list-style-type: none"> 1. Build walls and investigate brick patterns 2. Strengthening structures 3. Plan and design an enclosure 4. Make a proto type 5. Make the enclosure 6. Evaluate
RE	<p>Hinduism (Philosophy)</p> <p>Overarching big question: What do my senses tell me about the world of religion and belief?</p> <ol style="list-style-type: none"> 1. Explore items 2. Identify religious artefacts 3. Explain how artefacts are used 4. Sensory experience 	<p>Christianity and Islam (Human and social science)</p> <p>Overarching big question: How does a celebration bring a community together?</p> <ol style="list-style-type: none"> 1. Describe Christmas and Eid 2. Discuss Christmas 3. Explain Eid 4. Investigate Christmas 5. Compare and contrast 	<p>Judaism (Theology)</p> <p>Overarching big question: What do Jewish people remember on Shabbat?</p> <ol style="list-style-type: none"> 1. Creation story (Jewish) 2. Shabbat artefacts 3. Shabbat traditions 4. Shabbat and creation 5. Significance of Shabbat 	<p>Christianity (Theology)</p> <p>Overarching big question: What does the cross mean to christians?</p> <ol style="list-style-type: none"> 1. Easter story 2. Different crosses 3. Importance of Easter 4. Create a cross 5. Messages of hope 	<p>Christianity and Hinduism (Philosophy)</p> <p>Overarching big question: How did the universe come to be?</p> <ol style="list-style-type: none"> 1. Creation story (Hindu) 2. Creation story (Christian) 3. Compare and contrast 4. Compose a creation story 	
PSHE	<p>Identity, society and equality</p> <p>Overarching big question: How can we get along together?</p> <ol style="list-style-type: none"> 1. What makes me special? 2. What makes others special? 3. Roles and responsibilities at home 4. Roles and responsibilities at school 5. Being a good friend 6. Mindfulness 	<p>Keeping safe and managing risk</p> <p>Overarching big question: How can I keep myself and others safe?</p> <ol style="list-style-type: none"> 1. <i>Remembrance Day</i> 2. Personal safety 3. People who keep us safe at home 4. People who keep us safe outside home 5. Keeping secrets 6. Mindfulness 	<p>Mental health and emotional wellbeing</p> <p>Overarching big question: How...</p> <ol style="list-style-type: none"> 1. Types of feelings 2. Managing feelings 3. Managing feelings 4. Change or loss 5. Change or loss 6. Mindfulness 	<p>Drug, alcohol and tobacco education</p> <p>Overarching big question: What can we put into and onto our bodies?</p> <ol style="list-style-type: none"> 1. What goes into our body? 2. What goes onto our bodies? 3. Rules about what goes into and onto our body 4. Mindfulness 	<p>Physical health and wellbeing</p> <p>Overarching big question: what is wellbeing?</p> <ol style="list-style-type: none"> 1. Food associated with special times 2. Playground games 3. Playground games 4. Sun safety 5. Mindfulness 	<p>Money</p> <p>Overarching big question: Where does money come from?</p> <ol style="list-style-type: none"> 1. Different jobs 2. Looking after money 3. Spend or save 4. Want or need 5. Transition to year 2 6. Memories

<p style="text-align: center;">PE (Outdoor)</p>	<p>Fundamentals</p> <p>Overarching big question: What are fundamental skills?</p> <ol style="list-style-type: none"> Balance, stability and landing Running Direction Jumping, hopping, skipping Jumps Jumping and skipping 	<p>Ball skills</p> <p>Overarching big question: How can we use a ball?</p> <ol style="list-style-type: none"> Dribbling (hands) Rolling Throwing Catching Dribbling (feet) Tracking 	<p>Invasion games</p> <p>Overarching big question: What is a team?</p> <ol style="list-style-type: none"> Defenders and attackers Passing Goals Supporting teammates Defenders Defending 	<p>Striking and fielding games</p> <p>Overarching big question: What is striking and fielding?</p> <ol style="list-style-type: none"> Underarm Overarm Hitting Collecting Batting Scoring 	<p>Athletics</p> <p>Overarching big question: How...</p> <ol style="list-style-type: none"> Move at speed Balance Direction Hopping, jumping, leaping Throwing 	<p>Fitness (Coach James)</p> <p>Overarching big question: What is fitness?</p> <ol style="list-style-type: none"> Fitness Fitness Fitness Fitness Fitness Fitness
<p style="text-align: center;">PE (Indoor)</p>	<p>Team building</p> <p>Overarching big question: How can we work together?</p> <ol style="list-style-type: none"> Working with a partner Work as a team Talking, listening, sharing Speaking and listening Small group Challenges 	<p>Gymnastics</p> <p>Overarching big question: What is gymnastics?</p> <ol style="list-style-type: none"> Travelling Travelling Performing Shapes Control Control 	<p>Gymnastics</p> <p>Overarching big question:</p> <ol style="list-style-type: none"> Performing shape jumps Performing shape jumps Rolling Rolling Sequencing Sequencing 	<p>Dance</p> <p>Overarching big question: How...</p> <ol style="list-style-type: none"> Weather Weather Weather Pirates Pirates Pirates 	<p>Dance</p> <p>Overarching big question: How...</p> <ol style="list-style-type: none"> The Lost Toy The Lost Toy The Lost Toy On Safari On Safari 	<p>Yoga</p> <p>Overarching big question: How...</p> <ol style="list-style-type: none"> Yoga and mindfulness Copy poses Hold poses Balance Hoop yoga Yoga Flow
<p style="text-align: center;">Music</p>	<p>Senses</p> <p>Overarching big question: How can we make rhythmic music ?</p> <ol style="list-style-type: none"> To find the pulse and follow simple instructions when performing To sing and play exploring pulse and tempo. To explore dynamics and the length of notes. To explore how sounds can be changed. To explore pulse and rhythm. 	<p>Super Heroes</p> <p>Overarching big question: How do we link sounds and words to music?</p> <ol style="list-style-type: none"> To compose, perform and notate a sequence of sounds to create descriptive music. To compose a piece of music inspired by words. To create a soundscape To perform music as a class To compose music based on a theme. 	<p>Carnival of the Animals</p> <p>Overarching big question: How can music represent different animals?</p> <ol style="list-style-type: none"> To identify how music can represent different moods or characters. To identify changes in the music representing the mood or character of a piece. To create a soundscape showing an awareness of tempo. 	<p>Great Fire of London</p> <p>Overarching big question: How can we identify a beat?</p> <ol style="list-style-type: none"> To explore dynamics through listening and performing. To explore dynamics through composition and performance. To perform with a steady pulse with a partner. To identify beat groupings. 	<p>Fantasy and Adventure</p> <p>Overarching big question: How can we compose a piece of music that tells a story</p> <ol style="list-style-type: none"> To listen to music and make comparisons. To create and perform from written symbols with an awareness of pitch. To add accompanying sounds to a melody. To respond to music showing an awareness of pitch, dynamics and tempo. 	<p>Dinosaurs</p> <p>Overarching big question: What is a graphic score?</p> <ol style="list-style-type: none"> To move to the pulse thinking about dynamics. To compose a piece of music with different sounds. To explore and understand how pitch can change. To gain an understanding of tempo. To follow a graphic score.

	6.To perform as a class ensemble.	6. To compose and perform music based on a theme	4. To recognise changes in pitch and play a repeating rhythm. 5. To understand pitch and play different notes on an instrument. 6. To use and identify musical elements to convey different animals.	5. To create and perform rhythms using notation. 6. To perform a rhythm using notation as part of a whole class ensemble.	5. To explore stick notation with a good awareness of a steady pulse. 6. To compose and perform a piece of music that tells a story.	6. To compose and perform music using a graphic score.
MFL – Spanish “La Jolie Rond”	La jolie ronde Lessons 1-5 1. Celebrating birthdays 2. Recognising Similarities 3. Short Story 4. Reacting to food items 5. Reacting to food item 6. Observing preparation of a simple dish 7. Reacting to food items	Lessons 6-14 1. Learning everyday language through song (8) 2. Celebrating other languages (9) 3. Recognising previously learned language (10) 4. Christmas (13) 5. Christmas (14)	Lessons 15-18 1. Emotions (11) 2. Emotions (12) 3. New Year (15) 4. Enjoying a short story (16) 5. Watching a finger rhyme (17) 6. Number 1-3 (18)	Lessons 19-23 1. Exploring the sound of some words (19) 2. Action song (20) 3. Exploring an aspect of culture (21) 4. Exploring an aspect of culture (22) 5. Emotions revisited (23)	Lessons 24-30 1. Emotions revisited (24) 2. Playground game (25) 3.Vowel sound (26) 4. Action song (27) 5. Imitating accents (28) 6. Recognising and applying patterns (30)	Lessons 24-30 1. Emotions revisited (24) 2. Playground game (25) 3.Vowel sound (26) 4. Action song (27) 5. Imitating accents (28) 6. Recognising and applying patterns (30)