

Millfields Curriculum Long Term Overview						Year 1
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b><i>Fiction: Traditional and Fairy Tales</i></b> This unit on traditional stories and fairy tales builds on pupils' experiences in the Foundation Stage and continues to develop the art of storytelling. Good quality picture books are used throughout this unit to enrich pupils' imaginations and vocabulary. The stories also provide excellent text models for developing pupils' own story writing.</p>	<p><b><i>Non Fiction: Reading and Writing for Information</i></b> This unit teaches pupils some of the features and conventions associated with reading and writing for information. Pupils' experiences and interests are used to inform the selection of texts for exploration so that they appeal to and engage pupils' right from the start!</p>	<p><b><i>Fiction: Cumulative Stories</i></b> Cumulative stories are ideal stories to teach younger pupils to build stamina and engagement at an early stage in reading and writing. They follow easily recognisable patterns and refrains that are fun and enjoyable for pupils to join in with.</p>	<p><b><i>Non Fiction: Recounts and Instructions</i></b> This unit on recounts explores two elements of the genre: chronological recount and instructions. This will be linked to other curriculum areas, where appropriate, so that pupils have the opportunity to speak, read and write within relevant and meaningful contexts.</p>	<p><b><i>Fiction: Author Study</i></b> The author study provides opportunities for pupils to explore in more depth the work of a particular author. Pupils find out about the work and life of the author. They read a selection of books with opportunities to develop their reading fluency and comprehension skills.</p>	<p><b><i>Poetry: Word Play On 3 Themes</i></b> This unit encourages pupils to listen to, read and appreciate rhythm, rhyme and pattern. The poems engage pupils in poetry 'performance' on their own and collaboratively, including singing, adding music, rhythms or sounds, doing actions and acting out. These simple rhyme and pattern structures and frames are used to support their own poetry writing.</p>
Maths	<p><b>Place Value -</b> Count to 20 and estimate quantities Partition teen numbers; compare</p>	<p><b>Addition and Subtraction -</b> Add by counting on (numbers to 20) Number bonds to 10</p>	<p><b>Place Value -</b> 1 more and 1 less than 2-digit number</p>	<p><b>Fractions -</b> Understand halves and quarters Find half and quarter of amounts</p>	<p><b>Addition and Subtraction -</b> Add 10s and near 10s to a 2-digit number Subtract 10s/nr 10s</p>	<p><b>Addition and Subtraction -</b> Number facts to add and subtract money</p>

	<p>Count to 100 in 1s/10s; compare Say 1/10 more or less up to 100</p> <p><b>Addition and Subtraction -</b> Adding by counting on Partitioning to create number bonds Subtraction: count back/take away</p> <p><b>Shape and Data -</b> Explore shapes; do line symmetry Understand/identify 2-D shapes Sort 2-D shapes according to properties Understand/identify 3-D shapes Find half a shape</p>	<p>Say one more/one less up to 100</p> <p><b>Multiplication -</b> Even and odd numbers and doubles Counting in 2s; even/odd numbers Doubling and halving</p> <p><b>Time –</b> O'clock times and sequence events Days of the week, months of the year</p>	<p>Count in 10s; say numbers 10 more/less Place value in 2-digit numbers Counting in 5s</p> <p><b>Money -</b> Coins to 10p: identify and exchange Make amount/find possibilities</p> <p><b>Addition and Subtraction -</b> Number bonds to 8 and 9; doubles Use facts and doubles to add 3 numbers Find 10 more/less than 2-digit number Relate adding/subtracting using facts Add and subtract 10, 20, 30</p> <p><b>Place Value -</b></p>	<p><b>Measures and Data -</b> Measure using a uniform unit Compare and measure weights Measure lengths in cubes Find differences between lengths</p> <p><b>Money –</b> Use coins to pay amounts and find totals Find change; differences between amounts</p> <p><b>Time –</b> Analogue time to half/hour; sequencing Analogue and digital time to half/hour Units of time and ways of showing times</p>	<p>from 2-digit numbers Add/subtract 10, 11, 12</p> <p><b>Measures and Shape -</b> Compare and measure capacities Explore container capacities Recognise/describe 3-D shapes and turns</p> <p><b>Addition and Subtraction -</b> Number bonds to 10; add to next 10 Add by bridging 10 using number bonds Bridge 10 to subtract with number bonds</p> <p><b>Money –</b> Find totals of coins using number facts Change/differences in amounts of money Totals of amounts; change from 10p, 20p</p>	<p>Patterns to add/subt 1-digit numbers Patterns to add 1-digit to 2-digit numbers</p> <p><b>Multiplication, Division, Fractions -</b> Counting in 2s, 5s and 10s Division by finding how many sets Doubling and halving Multiplication and division as sets</p> <p><b>Data –</b> Measure time using different units Time data: graphs and pictograms</p>
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			Compare, order 2-digit numbers using PV Place value to order 2-digit no's; say 10 more/less			
Science	Materials and their properties – distinguishing between objects and the material they are made from. Identifying a variety of everyday materials and describing their properties.	Animals including humans – Identify and name a variety of common animals. Explore whether animals are carnivores, herbivores or omnivores.	Seasonal changes – Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Biology- Animals including humans – Identify and name parts of the human body and say which part of the body is associated with each sense.	Plants - Identify and name a variety of common wild and garden plants. Identify and describe the basic structure of common flowering plants.	Animals including humans - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).
History	Isambard Kingdom Brunel - Who was he? Where was he from? What did he do? How long ago? When was he born? When did he die?	The Gunpowder Plot - What was it? When did it happen? Why did it happen? Who was part of it? What was the consequence? What was Robert Catesby's involvement? Robert Catesby – Who? Where? What? Why? Consequence?	The First Aeroplane Flight - What did the first aeroplane look like? When was it invented? When did it first fly? Who invented it? Where did it fly from and where to (how far)? What was it made from? How many people did it hold?	Amelia Earheart - Who was she? Where was she from? When was she born? Why is she famous? Where did she go? The First Aeroplane – What did it look like?	The Titanic - What was it? When and where was it built? What was it made from? Who built it? Where was it going? What happened to it?	Seaside Holidays in the Past - Where do people go now? Where did they go in the past? How long for? Clothing? Activities? Food?

Geography	Human and Physical Geography - Identify Key features of a city, town, village, farm, house, port, harbour. What do people do here? What will they see? How many people live here? Religions etc.	Continents and Oceans - Name and locate the world's seven continents and five oceans.	Human and Physical Geography - Explore key human Identify Key features of a city, town, village, farm, house, port, harbour.	Use a Compass - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right].	Name and Locate the Four Countries of the UK - Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.	Human and Physical Geography - Explore key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
Computing	Connect – Recognise different feelings, identify trusted adults and ways to keep ourselves safe. Coding – Identify that instructions must be followed in order, create simple instructions and using vocabulary: forwards, left, right and backwards.	Communication – Take photographs, edit images and share photographs. Connecting – Log into laptops and Purple Mash safely and recognise the importance of keeping passwords private.	Connecting – Log into laptops and Purple Mash safely, recognising the importance of keeping passwords private, describe and record examples of technology. Communicate – Explore e-books, access previously saved work. Add pictures, sounds and animations to a story.	Coding – Create and follow algorithms, debug and problem solve. Communicate – Record learning, take photos and upload to a story, use voice recordings or add text to provide descriptions to your audience.	Collect – Use tables and Venn diagrams to sort objects according to a range of criteria. Code – Follow and create simple instructions and consider how the order of instructions affects the outcome.	Code – Recognise what coding means, create clear instructions to be used by a computer, control events and when they happen. Communicate – Discuss online risks and strategies to deal with them and recognise the importance of age ratings on sites, films and games.
RE	Explore the beliefs of Christians and the	Further discuss the beliefs of	Exploring a variety of faiths, non-religious	Take time to reflect and explore	Develop an understanding of	Develop an understanding of

	question - Who do Christians say made the world?	Christians and explore the question – What does Christmas mean to Christians?	and worldviews, answer the question - What does it mean to belong to a faith community?	the importance of Holy week and the Easter Story - Why does Easter matter to Christians?	the similarities and differences between faiths. Explore Jewish festivals and celebrations and discuss - Who is Jewish and how do they live? (Unit 1)	the similarities and differences between faiths. Explore Jewish festivals and celebrations and discuss - Who is Jewish and how do they live? (Unit 2)
Art		Mark Marking – Use a variety of tools, resources and materials to create different marks, including lines of varying lengths, thicknesses and shapes, creating patterns and rubbings.		Colour creations – Know the primary colours and how to use them to create secondary colours. Know how to make lighter and darker shade of a colour. Use collage and mixed media to create artwork inspired by famous artists.	Self portraits – Recall knowledge of mark making and the different techniques, resources and media available. Use clay to create a self portrait and show basic clay skills. Create a self portrait using collage. Explore a selection of portraits by famous artists.	
DT	Moving Pictures – Mechanics and Materials: Observing and investigating sliding mechanisms, following a design to create a picture with a moving mechanism		Flying Kites - Structures/ Construction/ Materials: Understanding that some materials are better than others to make kites, observing			Seaside Snacks – Food: Designing products and refining them, using tools effectively and safely, and selecting

	and evaluating own product.		tests and making predictions, construct a kite and evaluate.			appropriate ingredients, and exploring how existing products have been made.
Music	<p>Ourselves – Exploring sounds – Children explore ways of using their voices expressively. They develop skills of singing whilst performing actions, and create an expressive story.</p> <p>Number – Beat – Children develop a sense of steady beat through using movement, body percussion and instruments.</p>	<p>Animals – Pitch – Children develop an understanding of pitch through using movement, voice and instruments. They identify contrasts of high and low pitches, and create animal chants sounds and sequences.</p> <p>Weather – Exploring sounds – Children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p>	<p>Machines – Beat – Children explore beat through using movement, body percussion and instruments. They combine steady beat with word rhythms, and explore changes in tempo.</p> <p>Seasons – Pitch – Children develop further understanding of pitch movements. They explore pitch through singing, pitched percussion and listening games.</p>	<p>Our school – Exploring sounds – Children explore sounds found in their school environment. They investigate ways to produce and record sounds, using ICT to stimulate musical ideas related to geography.</p> <p>Our Bodies – Beat – Children explore a sense of steady beat using their own bodies. They respond to music and play rhythm patterns on body percussion.</p>	<p>Travel – Performing – Children develop their performance skills and learn songs about travel and transport from around the world.</p> <p>Pattern – Beat – Children develop an understanding of metre – groupings of steady beat – through counting, body percussion and reading scores.</p>	<p>Water – Pitch – Children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p> <p>Storytime – Exploring sounds – Children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p>
PE	Develop personal skills; working on simple tasks independently and	Build social skills; working sensibly with others, offering praise and	Improve cognitive skills; understanding and following simple rules, and naming	Develop creativity; exploring and describing different	Build physical skills; linking two movements together with some	Improving health and fitness; developing an awareness of why

	asking for help when needed, whilst improving co-ordination and static balance.	encouragement, whilst improving dynamic balance to agility and static balance.	some things that you are good at, whilst improving dynamic and static balance.	movements, whilst improving ball skills and co-ordination, as well as counter-balances with a partner.	control, whilst improving reaction and response skills, as well as the co-ordination to send and receive.	exercise is important for good health, whilst building agility through ball chasing and static balance through floor work.
PHSE	Being me in my world – Understand my rights and responsibilities in class, know that my views are valued, make choices and understand their consequences.	Celebrating differences – Celebrate the difference between ourselves and others, understand the importance of friendship and kindness, and understand the concept of bullying.	Dreams and goals - Set goals and workout how to achieve them, take on new challenges and understand how this can stretch my learning, recognise feelings of success and ways to celebrate.	Healthy me – Understand the difference between healthy and unhealthy and know how to make the right choices to maintain a healthy lifestyle.	Relationships – Identify the importance of special relationships, recognise how these relationships help us to feel safe and good about ourselves, and show an appreciation for others.	Changing me – Explore the lifecycles of animals and humans, respect the changes seen in oneself and others and correctly name body parts that make girls and boys different.
Visits/trips/ experiences		Pantomime Trip	Amelia Earhart theatre group in school	Local park visit to explore all senses	Visit to a Synagogue	Trip to West Midlands Safari Park to identify animals and their groups