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| **OLIVER’S BATTERY LONG TERM CURRICULUM PLANNING – Year 1** | | | | | | |
| **Year Group: 1** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Project title | Once Upon a Time | The Land of Ice of Snow | Toys | How Does Your Garden Grow? | Fossil Hunters | Location, Location  Location |
| Key question | What’s it like where you live? | Are Polar Bears white? | Do we play with the same toys as our parents/grandparents? | What shall we grow today? | What have I found? | Where do they live? |
| Driver | DT / SCIENCE | Science/Geography | History/D.T | Science / Art | History /Art | Geography/Science |
| Hook | Letter from the giant tell them about the character Jack. | Antarctic expedition/role play | Parents/grandparent talk about toys  Science Trip  (Planetarium Winchester) | Hillier Garden’s  visit | Archaeology dig | Local area trip – Oliver’s Battery shop/park |
| Outcome | Puppet show with characters from Once Upon A Time Stories/share with year 2 children | Exhibition to year R children to show their project about Antarctica /ice experiments | Create Toy museum and  Non-stop animations | Show year 2 children our project work on gardening/art work | Fossil museum  Fact file about dinosaurs | Leaflet about the local area  Why come to Oliver’s Battery? |
| Key texts | The Three Little Pigs  Gingerbread man,  Cinderella, Three Billy Goats Gruff | Lost and Found by Oliver Jeffers  Non fiction books  About Artic/Antarctica | That Rabbit Belongs to Emily Brown by Cressida Cowell  Toys in Space | Eddie’s Garden and how to make things grow by Sarah Garland.  Oliver’s Vegetables  The tiny seed | Stone girl to Bone girl.  Harry and his bucket of dinosaurs. | Non fiction – Oliver’s Battery  Percy the Park Keeper stories |
| English genre and form | Sequenced story maps, oral retelling  Narrative- Story writing, letter to characters | Non fiction text, fact file, persuasive writing | Diary writing, newspaper report | Narrative- story writing, poster, speech bubbles | Fact files, non fiction text, diary | Newspaper report,  Letter writing, non fiction text |
| NC objectives | D.T-  Design products that have a clear purpose and intended user  Cut materials safely using tools provided.  Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling.)  Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen.)  **Science**  **Describing Materials unit**  Describe the simple physical properties of a variety of everyday materials.  There are many different materials that have different observable properties.  Materials that have similar properties are grouped into metals, rocks, fabrics, wood and ceramics.  The properties of a material determine whether they are suitable for a purpose.  **Art-**  Respond to ideas and starting points.  Use a combination of shapes to create a piece of art e.g. junk modelling.  Choose the appropriate brush e.g thick or thin  Know the Primary colours  **P.E**  **Gym – Basic Shapes**  Children demonstrate the basic shapes and show control.  Children travel with a chosen shape.  **Basic ball skills**  To explore and have an awareness of space.  To become familiar with balls, large and | Geography-  Ask and answer geographical questions (such as: what is this place like? What or who will I see in this place?)  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.  Devise a simple map, and use and construct basic symbols in a key.  **Science-**  **Animal Survival unit**  Identify and name a variety of types of animals.  Identify, name, draw and label the basic parts of the human body.  Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).  Art- Choose the appropriate brush e.g thick or thin  Know the Primary colours  Use a combination of shapes to create a piece of art e.g. junk modelling.  P.E  **Dance**  Perform a simple movement pattern and improvise in response to music.  **Basic ball skills**  To practice a push (chest) pass, focus on body position and technique for receiving the ball and catching. | History-  Recount changes that have occurred in their own lives.  Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time  Label time lines with words or phrases such as past, present, older and newer.  D.T-  Design products that have a clear purpose and intended user Colour and decorate textiles using a number of techniques (such as dying, adding sequins or printing)  Explore objects and designs to identify like and dislikes of the designs.  Art- Use a combination of materials that they have cut, torn and glued to create a piece of art.  Sort and arrange materials.  **Science-**  **Materials linked to Toys unit**  Identify suitable materials for toys.  Identifying the independent variable within an enquiry question.  **P.E-**  **Gym – Apparatus**  To explore apparatus using different shapes, directions, levels and speeds. To be aware of the risks when using and moving around apparatus.  **Invasion Games**  In this unit children develop basic game-playing skills, in particular throwing and catching. They play games based on net | D.T-  Measure or weigh using measuring cups or electronic scales.  Assemble or cook ingredients.  Music-  Take part in singing, accurately following the melody.  Follow instructions on how and when to sing or play an instrument.  Clap rhythms.  Create a mixture of different sounds (long and short, loud and quiet, high and low).  Choose sounds to create an effect.  **Science-**  **Plants unit**  Ask simple questions.  Observe closely, using simple equipment and discuss their findings.  Identify and name a variety of common plants.  Observe and describe how seeds and bulbs grow into mature plants.  Art-  Use repeating or overlapping shapes.  Use objects to create prints (e.g. fruit, vegetables or sponges).  P.E-  **Dance**  Children learn to copy and repeat movements and perform in a large group. Children learn about timing and synchronization.  **Throwing and catching**  To throw a ball with one hand (underarm) and two hands (overhead). To aim for a target and throw accurately. | History-  Ask questions such as: What was it like for people? What happened? How long ago?  Recognise that there are reasons why people in the past acted as they did.  Label time lines with words or phrases such as past, present, older and newer.  Art- To add lines and texture to mouldable material e.g. clay.  Draw lines of different sizes and thickness.  Colour (own work) neatly following the lines.  **Science**  **Seasons unit-**  There are four **seasons**, **Spring**, **summer**, **autumn** and **winter**  Animals and plants have adapted ways of surviving the changing seasons.  These include **hibernating**, storing food, fattening up, **migration**, loss of leaves  Trees can be either **evergreen** or **deciduous**.  **Evergreen** trees keep their green leaves all year round.  **Deciduous** trees lose their leaves every autumn.  **P.E-**  **Net/Wall**  Children become familiar with a bat and ball. Children will use the bat to roll a ball and hit a ball into a space.  **Athletics**  Children will develop agility and co-ordination in running, jumping and throwing activities. | Geography  Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features.  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.  Identify land use around the school grounds.  Use basic language vocabulary to refer to:  - Key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.  - Key human features, including: city, town, village, factory, farm, house, office and shop.  **Science**  **Habitats unit**  There is **variation** in all living things  Animals and plants live in a variety of different places called **habitats**  Animals and plants have **adapted** to survive in different habitats  **Wild plants** such as ferns, daisies, nettles and dandelions grow randomly.  **Garden plants** such as roses, tulips, poppies, daffodils are planted intentionally.  Art- Use weaving to create a pattern Join material using glue  Use a combination of materials that they have cut, torn and glued to create a piece of art.  Sort and arrange materials.  P.E-  **OAA**  Children will recognise where they are on a plan or diagram of the school hall/playground/field. They will travel successfully to and from objects and locations on the ground.  **Striking and fielding** |
| RE | Theme/Unit: Harvest  Key concept:  Celebration | Theme/Unit: *Creation stories*  Key concept: *Creation* | Theme/Unit:  *Easter*  Key concept: *Sad and happy* | Theme/Unit: *Nativity journeys*  Key concept: *Journey’s end* | Theme/Unit: *Passover*  Key concept: *Remembering* | Theme/Unit: *Special places (church)*  Key concept: *Specialness* |
| PSRE | **Year 1**  Colour Monsters text – feelings.  Feelings and Emotions (first few days settling in to new class)    **Rights and responsibilities (LWW)**  • know that rules contribute to the life of the classroom and the school  • know that we use rules to ensure we are respecting the needs of ourselves and others  • know that as a group of people that we can make rules together  • know that when we don’t adhere to rules there are sometimes consequences  • know responsibility (in a school context) means that children are equipped and ready to learn, following the school rules | **Year 1**  Rights and Responsibilities  **Anti-bullying (R)**  **•** Know that our behaviour affects how others feel eg recognising what fair / unfair, kind / unkind, right / wrong  **•** Know the difference between secrets and nice surprises  **•** Know that tensions can be caused through not listening to others and that negotiation is a way to resolve tensions  **•** Know who the special people in our lives are and how we care for each other  **•** Know what is appropriate / inappropriate touch eg cuddles, kicks and recognise there is a choice about how we are touched  **•** Know where to get help from eg a friend, trusted adult | **Year 1**  Exploring feelings and keeping safe    •Know that feelings can be good and not so good  • Know that feelings can be shown on our faces and felt in our bodies  • know that some medicines and household products can be harmful  • know that we have a right to be safe outside and inside eg crossing roads and identifying adults who help to keep us safe eg parents, carers, teachers  • know that they have choices to keep safe including when to say yes, no, I’ll ask or tell…  • know what is meant by private and respecting others’ privacy | **Year 1**  Diversity  • Know that we are all unique  • Know that we are all similar in some way, we have things in common  • Know that we are all different to each other  • Know that diversity means a ‘range/mix’ of the things that make us different from each other and that these differences should be respected | **Year 1**  Growing and changing  • Know that we need to keep our bodies healthy ie what constitutes and how to maintain a healthy body eg physical activity, rest, healthy eating and dental health  •know that personal hygiene is important to stay healthy eg the spread of coughs and colds, personal hygiene routines  • know how we have changed since birth and consider how we will change in the future  •know that boys/girls are different and be able to name body parts  • Know the things that we are good at and celebrate strengths and qualities | **Year 1**  Community  **Community – (LWW)**  • Know that we belong to different groups such as family and school  • know what improves and harms our local, natural and built environments  • Know that money comes from different sources and is used for different purposes |
| Music | Charanga  Music – settings and sound scrapes.  Take part in singing, accurately following the melody.  Follow instructions on how and when to sing or play an instrument.  Clap rhythms.  Create a mixture of different sounds (long and short, loud and quiet, high and low).  Choose sounds to create an effect. | Charanga  Take part in singing, accurately following the melody.  Follow instructions on how and when to sing or play an instrument. | Charanga  Create a sequence of long and short sounds.  Clap rhythms. | Charanga  Create a sequence of long and short sounds.  Clap rhythms.  Create a mixture of different sounds (long and short, loud and quiet, high and low).  Choose sounds to create an effect.  Sequence sounds to create an overall effect. | Charanga  Take part in singing, accurately following the melody.  Follow instructions on how and when to sing or play an instrument.  Make and control long and short sounds, using voice and instruments. | Charanga  Choose sounds to create an effect.  Sequence sounds to create an overall effect.  Take part in singing, accurately following the melody.  Follow instructions on how and when to sing or play an instrument. |