



**Long Term Curriculum Overview Key Stage One
2025-2026 BLUE CYCLE**

KS1 2 year cycle 3 x mixed year1/year 2 classes Red/blue	Autumn 1 Non-Fiction/Fiction	Autumn 2 Fiction	Spring 1 Non-Fiction	Spring 2 Familiar tales	Summer 1 Author Study	Summer 2 Traditional Tales
Theme	Superheroes/My Magical World		Superheroes/My Magical World		Let's go to storyland	
	To Infinity and Beyond!		Food Glorious Food		Let it Grow!	
	FIRE! FIRE!		Save our planet/planet superheroes		Knights, dragons and castles	
Texts	First moon landing recount The First Hippo on the Moon Whatever Next!	Dr Xargle's book of Earthlets Bob the Man on the Moon, Beegu Christmas performance	See Inside, Where Food Comes From and other non-fiction food texts, The World Came to My Place Today , Chapatti Moon Recipe, The Lighthouse Keeper's Lunch	Papaya that spoke- T4W Recipes Mary Seacole Non fiction	Julia Donaldson – texts from the same author The Ugly Five A Squash and a Squeeze Fly, Pigeon, Fly Follow the Swallow	Chick text Jack and the Beanstalk The Enormous Turnip
	Diaries Recount	Fire story Instructions – bread making	Earth's Amazing Environments Meerkat Mail	Lost and Found	Zog, How to catch a Dragon	Non-fiction castles Rapunzel
Question	What do you think makes a superhero? How do you know times have changed?		Where does food come from? How will you save the planet?		What character would you like to be and why? What character would you like to be and why?	
Hooks and Experiences PLACE OF WORSHIP – further investigation required.	Adam Pepper - Space film – screening in school Christmas Performance Library Visit PE Day Harvest – church Christingle -church		Field to Fork trip – Brackenhurst Cooking event World Book Day Library Visit PE Day		Chicks Jack and the Beanstalk – arrival in Carlton/ Enormous turnip hole in grass Whole School – Author Study whole school share. Library Visit PE Day Sports Day	
	Adam Pepper - Great Fire of London film – screening at the cinema Fire Service Visit Library Visit PE Day Christmas Performance Harvest - Church Christingle - Church		Orchard Visit Iceland advert Animal Dress Up Day World Book Day Library Visit PE Day		Castle trip Whole School – Author Study whole school share. Library Visit PE Day Sports Day	
English	Genres: Information text, stories from different cultures, instructions, narrative, non-chronological report, information text, descriptive writing, film narrative, poetry.		Genres: Recount, Information text, Diary entry, Newspaper article, Descriptive writing, Narrative, Explanation text, Letter, Poetry		Genres: Stories from the same author, information text, narrative, non-chronological report, letter, newspaper, diary entry, instructions, play script, advertisement, recount.	
English opportunities						
Maths	Y1: Place Value (within 10)		Y1: Place Value (within 20)		Y1: Multiplication and Division	



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Following White Rose Maths Schemes of Learning.	Addition and Subtraction (within 10) Geometry (Shape) <u>Y2:</u> Place Value Addition and Subtraction Shape	Addition and Subtraction (within 20) Place Value (within 50) Length and Height Mass and Volume <u>Y2:</u> Money Multiplication and Division Length and Height Mass, Capacity and Temperature	Fractions Geometry (Position and Direction) Place Value (within 100) Measurement (Money) Time <u>Y2:</u> Fractions Time Statistics Position and Direction
Maths opportunities			
Science	<u>Materials</u> On both cycles begin by identifying and naming a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties NC Links Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties Skills Perform simple tests to explore questions (& <u>Seasonal Changes</u>) Throughout the year. Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies NC Links Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies Skills Make tables / charts and displays	<u>Living things and their habitats</u> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. NC Links Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food Skills Sorting / classifying / record findings using charts / exploring questions (& <u>Seasonal Changes – See Autumn</u>)	<u>Plants</u> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (germination / growth & survival) NC Links Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Skills Observation / measuring / recording / comparative testing (& <u>Seasonal Changes – See Autumn</u>)
	<u>Materials</u> On both cycles begin by identifying and naming a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials	<u>Animals, including humans</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	<u>Plants</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees – compare and contrast / keep records of how plants change over a period of time Identify and describe the basic structure of a variety of common flowering plants, including trees NC Links



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	<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching People who developed useful new materials</p> <p>NC Links Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Skills Observations / compare / contrast / videos and photographs / describing / grouping / measurement / asking questions / finding answers to questions (& Seasonal Changes) Throughout the year. Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies</p>	<p>Identify the basic parts of the human body and say which part of the body is associated with each sense Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>NC Links Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Skills Comparing / observing / identifying / recording</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Skills Observation / comparing & contrasting / identification & grouping / drawing diagrams / keeping records.</p>
Science opportunities			
History	<p>Moon Landing Neil Armstrong Tim Peake Valentina Tereshkova/Helen Sharman Recalls some facts about people/events before living memory Identifies different ways in which the past is represented Knows about the lives of significant individuals from the past Understands how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Knows key points from events from beyond living memory that are significant globally</p> <p>NC links The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Great Fire of London The Plague Samuel Pepys Can order a set of events or objects Recounts the main points from a significant event in history Looks at objects from the past and ask questions i.e., "What were they used for?" and try to answer.</p>	<p>Changes in food and cooking over time How food is transported – transportation Look at books, videos, photographs, pictures and artefacts to find out about the past. Describes the differences between then and now Look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"</p> <p>NC links Events beyond living memory that are significant nationally or globally</p> <p>Extreme explorers David Attenborough Looks at evidence to give and explain reasons why people in the past may have acted in the way they did Describes things that happened to themselves and other people in the past. Knows that evidence can be found from different sources</p>	<p>Sherwood forest Robin Hood Local history Author biography Understands and uses the words past and present when telling others about an event Recounts changes in their own life over time Knows about significant events, people and places in own locality Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past</p> <p>NC links Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Castles Significant monarchs & their castles Nottingham Castle Uses words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young Understands how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p>



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	<p>Understands the difference between things that happened in the past and the present Knows key points from events from beyond living memory that are significant nationally Can say why people may have acted the way they did NC links Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p>Uses a range of information sources to answer questions NC links Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Uses information to describe the past Uses a timeline to place important events NC links Significant historical events, people and places in their own locality</p>
History opportunities			
Geography	<p>Understands geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Seasonal changes - ongoing NC Links: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>Understands how some places are linked to other places e.g. roads, trains Uses world maps, atlases and globes Names, describes and compares familiar places Knows address Is able to link home with other places in the local community Knows about some present changes that are happening in the local environment e.g. at school Seasonal changes – ongoing NC Links: use basic geographical vocabulary to refer to human and physical features</p>	<p>Asks simple geographical questions e.g. What is it like to live in this place? Uses simple observational skills to study the geography of the school and its grounds Suggests ideas for improving the school and the surrounding area Uses simple maps of the local area e.g. large scale print, pictorial etc. Uses locational language (e.g. near and far, left and right) to describe the location of features and routes Makes simple maps and plans e.g. pictorial place in a story Seasonal changes – ongoing NC Links: Use locational and directional language to describe the location of features and routes on a map use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
	<p>Names and locates the four countries and capital cities of the United Kingdom Uses aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Is able to devise a simple map and use and construct basic symbols in a key Uses simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment NC Links: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Names and locates the world's seven continents and five oceans Names and locates the seas surrounding the United Kingdom Identifies the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Uses basic geographical vocabulary to refer to key physical features Uses basic geographical vocabulary to refer to key human features Identifies and describes seasonal weather patterns in the United Kingdom NC Links: name and locate the world's seven continents and five oceans identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Uses world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Uses simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map NC Links: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West)</p>



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Geography opportunities						
Computing	<p>E-Safety: Using the internet safely. Understand why the internet isn't always a safe space. Understand what personal information I need to keep safe Safely search for images online. Apply my online safety knowledge to help others make good choices online. NC links: 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.</p>	<p>Digital Literacy: Using a computer Identify computers in everyday lives Safely use a device, logging on/off Safely use a device, using age-appropriate software. NC links: Recognise common uses of information technology beyond school.</p>	<p>Coding with Beebots Understand that a computer follows precise commands and will respond to those commands consistently Predict the behaviour of simple programs Plan, test and debug simple programs. NC links: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instruction</p>	<p>Digital Literacy Use a search engine to find images. Take pictures or save images from the internet Present my image gallery NC links: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>E-Safety & Digital Literacy: Media Makers (Revisiting e-safety for Be Safe and Healthy Week) Plan an illustration Create and save an illustration Edit an illustration NC links: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Coding: Scratch Jnr - introduction and fundamentals. Write an algorithm and program a sprite Add sprites Make a sprite move To use speech in a program NC links: Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs</p>
	<p>E-Safety: Using the internet safely. Understand why the internet isn't always a safe space. Understand what personal information I need to keep safe Safely search for images online. Apply my online safety knowledge to help others make good choices online. NC links: 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.</p>	<p>Digital Literacy: Using a computer Identify computers in everyday lives Safely use a device, logging on/off Safely use a device, using age-appropriate software. NC links: Recognise common uses of information technology beyond school.</p>	<p>Coding with Beebots Understand that a computer follows precise commands and will respond to those commands consistently Predict the behaviour of simple programs Plan, test and debug simple programs. NC links: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instruction</p>	<p>Digital Literacy Use a search engine to find images. Take pictures or save images from the internet Present my image gallery NC links: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>E-Safety & Digital Literacy: Media Makers (Revisiting e-safety for Be Safe and Healthy Week) Plan an illustration Create and save an illustration Edit an illustration NC links: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Coding: Scratch Jnr - introduction and fundamentals. Write an algorithm and program a sprite Add sprites Make a sprite move To use speech in a program NC links: Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs</p>
Computing opportunities	iPads during continuous provision. Laptops during continuous provision. Using Active Learn at home and in class.		iPads during continuous provision. Laptops during continuous provision. Coding after school club. Using Laptops/iPads to search for facts within other topics. Using Active Learn at home and in class.		iPads during continuous provision. Laptops during continuous provision. Using iPads to take pictures and record video within other topics. Using Active Learn at home and in class.	
Art	<p>Explore different textures. Carve Make simple joins – clay Shape and form from direct observation Replicate patterns and textures in a 3-D form Begin to select tools and materials; use vocabulary to name them.</p>		<p>Sketch to make quick records Name all the colours. Begin to describe colours Mixing of colours. Apply colours with a range of tools. Experiment by overlapping, regular and irregular patterning.</p>		<p>Make simple drawings and label parts. Evaluate their art work by identifying strengths and possible changes. Evaluate their work as it develops, identifying strengths and possible changes they might make. Explore making repeating patterns</p>	



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	<p>Explain what went well with their work. Experiment by arranging, folding, repeating. Artist study: Peter Thorpe – SPACE</p> <p>NC links: Know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>NC links: Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Explore symmetrical patterns Artist study: Sarah Taylor - ANIMALS</p> <p>NC links: Know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>
	<p>Suggest ideas and explain what they are going to do. Discuss use of shadows, use of light and dark Darken colours without using black Choose appropriate resources and tools Use tools e.g. scissors and a hole punch safely. Assemble, join and combine materials together using a variety of temporary methods e.g. glues or masking tape. Choose tools and materials and explain why they have chosen them. Artist study: Wassily Kandinsky</p> <p>NC links: Know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Draw on their own experience to help generate ideas. Extend the variety of drawings tools. Observe anatomy (faces, limbs). Draw as a way of recording experiences and feelings. Experiment with the scratching technique. Make as many tones of one colour as possible (using white). Artist study: Hokusai - SEA</p> <p>NC links: Know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Observe and draw landscapes. Create patterns when printing. Relief printing. Print with a growing range of objects. Natural and manmade patterns. Collage Use colour on a large scale Overlapping and overlaying to create effects Artist study: Alex Scheffler – illustrator of Julia Donaldson texts</p> <p>NC links: Know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>
Art opportunities			



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<p>D&T</p>	<p>Suggest ideas and explain what they are going to do. Talk about their ideas, saying what they like and dislike about them. Explain to someone else how I want to make my product. Shape and form from direct observation (clay). Carve, construct, make simple joins. Replicate patterns and textures in a 3-D form Choose tools and materials and explain why I have chosen them. Explain what went well with my work. Explain why specific textiles were chosen. Evaluate their products as they are development, identifying strengths and possible changes they might make. NC Links: select from and use a range of tools and equipment to perform practical tasks [for example, 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</p>		<p>Use basic food handling, hygienic practices. Cut food safely. Know how to prepare simple dishes safely and hygienically, without using a heat source. Know and demonstrate how to use techniques such as cutting, peeling and grating. Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. Evaluate work by discussing how well it works in relation to the purpose. Evaluate their product by asking questions about what they have made and how they have gone about it. Explore and evaluate a range of existing products. Choose appropriate resources; use vocabulary to name them. NC Links: explore and evaluate a range of existing products</p>		<p>Develop design ideas through discussion, observation, drawing and modelling. Measure, mark out, cut and shape a range of materials. Use hand tools safely and appropriately. Use tools e.g. scissors and a hole punch safely. Assemble, join and combine materials together, in order to make a product, using a variety of temporary methods e.g. glues or masking tape. NC links: select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	
	<p>Make a product that moves. Make simple drawings and label parts (plan). Join materials and components in different ways. Use a range of materials. Describe the ingredients I am using. Describe how something works. To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. NC Links: select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p>Understand how to identify a target group for what they intend to design and make based on a design criteria. Identify a purpose and target group for what they intend to design and make. Use materials to make known objects for a purpose. Use large eyed needles – running stitches. Cut, shape and join fabric. Use basic sewing techniques. Measure materials required. Evaluate against design criteria. NC Links: design purposeful, functional, appealing products for themselves and other users based on design criteria Evaluate their ideas and products against design criteria</p>		<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make a simple plan before making. Make design using appropriate techniques. Choose appropriate resources, tools and materials; use vocabulary to name them. Make a structure stronger/ stiffer/ more stable. Describe the differences and similarities between different practices and disciplines, and making links to own work. NC Links: generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] build structures, exploring how they can be made stronger, stiffer and more stable.</p>	
<p>D and T opportunities</p>						
<p>P.E. Teachers following Leap into Life (published scheme of work).</p>	<p>Multiskills Explore the concept of bases. Combine a number of co-ordination drills using upper and lower body movements. Aim a variety of balls and equipment accurately. Travel showing clear transitions of movement. Travel in different directions – with control and fluency. Practise ABC's at circuit stations.</p>	<p>Game Skills To develop basic sending and receiving techniques. To use hand-eye coordination to control a ball To master basic sending and receiving skills. To catch a variety of objects. To make use of coordination, accuracy and weight transfer. To vary types of throw. To develop receiving skills. To kick and travel with a ball</p>	<p>Gymnastics Explore movements with actions. Explore ways of travelling. Remember and repeat movements. Use simple shapes and balances. Balance on isolated parts of the body. Choose simple shapes and balances to perform a sequence. To repeat and link combinations of movements. To explore ways of travelling around on large apparatus.</p>	<p>Dance Change direction during travelling. Explore different levels and speeds. Link moves together and use a variety of moves. Compose and sequence simple dance sequences. Use a variety of moves that change speed and direction. To link moves together. To show contrasts in simple dances. Develop a range of dance movements and improve timing.</p>	<p>Athletics Use various speeds when running. To run with confidence. Explore footwork patterns. To learn the best jumping techniques. Explore different methods of throwing. To throw different objects in a variety of ways. Practise short distance running. To run for distance.</p>	<p>Athletics/ Striking and Fielding To practise basic striking, sending and receiving. To develop an effective striking technique. To explore different methods of throwing. To further develop throwing and catching skills. To use throwing and catching skills in a game. To practise accuracy of throwing and consistent catching. To strike with a racket or bat.</p>



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	<p>Leap into life progression.</p> <p>NC links: Participate in team games, developing simple tactics for attacking and defending</p>	<p>To use ball skills in game-based activities To develop catching and dribbling skills</p> <p>Leap into life progression.</p> <p>NC links: Develop balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Leap into life progression.</p> <p>NC links: Develop balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Create movements that show rhythm and control.</p> <p>Leap into life progression.</p> <p>NC links: Perform dances using simple movement patterns.</p>	<p>Develop jumping and throwing techniques. Practise hurdling objects. Practise longer distance running. Complete an obstacle course using control and agility.</p> <p>Leap into life progression.</p> <p>NC links: Master basic movements including running, jumping, throwing and catching</p>	<p>To develop racket or bat skills. To play a game fairly and in a sporting manner. To use fielding skills to play a game.</p> <p>Leap into life progression.</p> <p>NC links: Participate in team games, developing simple tactics for attacking and defending</p>
	<p>Multiskills Explore the concept of bases. Combine a number of co-ordination drills using upper and lower body movements. Aim a variety of balls and equipment accurately. Travel showing clear transitions of movement. Travel in different directions – with control and fluency. Practise ABC's at circuit stations.</p> <p>Leap into life progression.</p> <p>NC links: Participate in team games, developing simple tactics for attacking and defending</p>	<p>Game Skills To develop basic sending and receiving techniques. To use hand-eye coordination to control a ball To master basic sending and receiving skills. To catch a variety of objects. To make use of coordination, accuracy and weight transfer. To vary types of throw. To develop receiving skills. To kick and travel with a ball To use ball skills in game-based activities To develop catching and dribbling skills</p> <p>Leap into life progression.</p> <p>NC links: Develop balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Gymnastics Explore movements with actions. Explore ways of travelling. Remember and repeat movements. Use simple shapes and balances. Balance on isolated parts of the body. Choose simple shapes and balances to perform a sequence. To repeat and link combinations of movements. To explore ways of travelling around on large apparatus.</p> <p>Leap into life progression.</p> <p>NC links: Develop balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Dance Change direction during travelling. Explore different levels and speeds. Link moves together and use a variety of moves. Compose and sequence simple dance sequences. Use a variety of moves that change speed and direction. To link moves together. To show contrasts in simple dances. Develop a range of dance movements and improve timing. Create movements that show rhythm and control.</p> <p>Leap into life progression.</p> <p>NC links: Perform dances using simple movement patterns.</p>	<p>Athletics Use various speeds when running. To run with confidence. Explore footwork patterns. To learn the best jumping techniques. Explore different methods of throwing. To throw different objects in a variety of ways. Practise short distance running. To run for distance. Develop jumping and throwing techniques. Practise hurdling objects. Practise longer distance running. Complete an obstacle course using control and agility.</p> <p>Leap into life progression.</p> <p>NC links: Master basic movements including running, jumping, throwing and catching</p>	<p>Athletics/ Striking and Fielding To practise basic striking, sending and receiving. To develop an effective striking technique. To explore different methods of throwing. To further develop throwing and catching skills. To use throwing and catching skills in a game. To practise accuracy of throwing and consistent catching. To strike with a racket or bat. To develop racket or bat skills. To play a game fairly and in a sporting manner. To use fielding skills to play a game.</p> <p>Leap into life progression.</p> <p>NC links: Participate in team games, developing simple tactics for attacking and defending</p>
PE Opportunities	<p>Yoga with YogaBeamz Next Level sports enrichments – Christmas races, Team event Gedling School's competitions Ice-Hockey Day Football and Dodgeball after school clubs. Playtime and Lunchtime activity boxes.</p>		<p>Yoga with YogaBeamz Next Level sports enrichments – Multi-skills circuit, Dodgeball Gedling School's competitions Race for Life charity run. Gymnastics and Multi-skills after school clubs. Playtime and Lunchtime activity boxes.</p>		<p>Yoga with YogaBeamz Next Level sports enrichments - Circuit training, Clubbercise. Gedling School's competitions Sports Day Tennis and Cricket after school clubs. Playtime and Lunchtime activity boxes.</p>	
Music Sing Up Music Scheme Phase 2 (KS1) Year A Phase 2 (KS1) Year B	<p><u>Sing Up Units:</u> 1) 'Menu Song': Musical focus: Active listening (movement), beat, progression snapshot 1 (echo singing, showing pitch moving). 2) 'Colonel Hathi's March': Musical focus: Beat, march, timbre, film music. 3) 'Magical Musical Aquarium':</p>		<p><u>Sing Up Units:</u> 1) 'Football' Musical focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2. 2) 'Who Stole My Chickens and My Hens?': Musical focus: 4-beat patterns, rests, dotted quaver – semiquaver rhythm ('skipty' rhythm), clapping games.</p>		<p><u>Sing Up Units:</u> 1) 'Dancing and Drawing to Nautilus': Musical focus: Active listening (musical signals, internalising beat, draw to music, movement /actions), electronic music. 2) 'Cat and Mouse': Musical focus: Mood, tempo, dynamics, rhythm, timbre, dot notation.</p>	



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	<p>Musical focus: Timbre, pitch, structure, graphic symbols, classical music</p> <p>NC links: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>		<p>NC links: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>		<p>3) 'Come Dance With Me': Musical focus: Call-and-response, echo singing and playing, playing percussion, developing beat skills, crotchet, quavers and crotchet rest, progression snapshot 3.</p> <p>NC links: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	
	<p><u>Sing Up Units:</u> 1) 'Tony Chestnut': Musical focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned, progression snapshot 1. 2) 'Carnival of the Animals': Musical focus: Timbre, tempo, dynamics, pitch, classical music. 3) 'Musical Conversations': Musical focus: Question-and-answer, timbre, graphic score NC links: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>		<p><u>Sing Up Units:</u> 1) 'Grandma Rap': Musical focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2. 2) 'Swing-a-Long With Shostakovich': Musical focus: 2- and 3-time, beat, beat groupings, 20th century Classical music. 3) 'Charlie Chaplin': Musical focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft). NC links: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>		<p><u>Sing Up Units:</u> 1) 'The Rockpool Rock': Musical focus: 2-part singing, rock 'n' roll, structure, timbre. 2) 'Tanczomy Labada': Musical focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3. NC links: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music</p>	
<p>Music opportunities</p>	<p>Whole class Music lessons Whole school singing assemblies Christmas performance Harvest – church Christingle -church</p>		<p>Whole class Music lessons Whole school singing assemblies</p>		<p>Whole class Music lessons Whole school singing assemblies Leavers Assembly</p>	
<p>RE Following Nottinghamshire agreed syllabus/Discovery RE Scheme of Work</p>	<p>Theme Creation story Key Question: Does God want Christians to look after the world? Religion: Christianity</p>	<p>Theme Christmas Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity</p>	<p>Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity</p>	<p>Theme: Easter - Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity</p>	<p>Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism</p>	<p>Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism</p>
	<p>Theme: What did Jesus teach? Key Question:</p>	<p>Theme: Christmas - Jesus as gift from God</p>	<p>Theme: Passover Key Question:</p>	<p>Theme: Easter - Resurrection Key Question:</p>	<p>Theme: The Covenant Key Question:</p>	<p>Theme: Rites of Passage and good works</p>



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	Is it possible to be kind to everyone all of the time? Religion: Christianity	Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	How important is it for Jewish people to do what God asks them to do? Religion: Judaism	How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	How special is the relationship Jews have with God? Religion: Judaism	Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism
PSHE Following Jigsaw (published scheme of work)	Being Me in My World To feel safe in my new class and to understand the rights and responsibilities of being a class member.	Celebrating Difference To identify some ways in which my friend is different from me. To tell you why I value this difference about him/her.	Dreams and Goals To explain some of the ways I worked cooperatively in my group to create the end product. To express how it felt to be working as part of this group.	Healthy Me To make some healthy snacks and explain why they are good for my body. To express how it feels to share healthy food with my friends.	Relationships To identify some of the things that cause conflict between me and my friends. To demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.	Changing Me To recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl.
	Being Me in My World To feel safe in my new class and to understand the rights and responsibilities of being a class member.	Celebrating Difference To tell you some ways I am different to my friends and to understand these differences make us all special and unique.	Dreams and Goals To tell you how I felt when I succeeded in a new challenge and how I celebrated it. To know how to store the feeling of success in my internal treasure chest.	Healthy Me To tell you why I think my body is amazing and identify some ways to keep it safe and healthy. To recognise how being healthy helps me to feel happy.	Relationships To tell you why I appreciate someone who is special to me and express how I feel about them.	Changing Me To recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. To respect my body and understand which parts are private.