

Year 1
Yearly Overview Long Term Plan 2021-2022

Subject	Autumn 1 Was Robin Hood a true KingEdWINNER?	Autumn 2 What is weather?	Spring 1 Who was Mary Seacole?	Spring 2 What were toys like in the past?	Summer 1 What do you know about Edwinstowe?	Summer 2 What is it like to be beside the seaside?
Key Questions	Who was Robin Hood? Where did Robin Hood live? What type of plants grow in Sherwood Forest? What is Edwinstowe? What was Robin Hood known for?	What types of weather do we have? Is the weather the same all over the world? How many seasons are there? How does the weather, plants and hours of daylight change with the seasons? What is your favourite season? What is your favourite type of weather?	Who was Mary Seacole? Why did she become famous? Where was Mary Seacole from and when was she alive? What can we learn from Mary Seacole?	What kind of toys did play with when I was a baby? How have toys changed over time? What's in the box? What did my grandparents play with? What is my favourite toy? Who has come to our picnic?	Where is Edwinstowe in the UK? What is Edwinstowe? What facilities does Edwinstowe have? Which seas and oceans that surrounded the UK? Which continent IS Edwinstowe in?	What was the seaside like 100 years ago? Who went to the seaside 100 years ago? Where is the nearest seaside town? What features would I find at the seaside today? How is Cleethorpes different to Edwinstowe?
Quality text	Rapunzel by Bethan Woollvin	Beegu Winter Sleep a Hibernation story.	Look up! Julia Donaldson poems/stories	Traction Man Dogger	Man in the moon a day in the life of Bob	The Storm Whale Traction man and the beach odyssey
Geography/History	History. To learn about significant historical events, people and places in their own locality.	Geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in	History Study the lives of significant individuals in the past who have contributed to national and international	History Observe changes within living memory.	Geography Use simple compass directions (North, South, East and West) and locational and directional language to	Geography Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill,

	<p>Geography To use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>relation to the Equator and the North and South Poles</p>	<p>achievements. Some should be used to compare aspects of life in different periods Learn about events beyond living memory that are significant nationally or globally.</p>		<p>describe the location of features and routes on a map To use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geography Name and locate the world's 7 continents and 5 oceans</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a</p>	<p>mountain, sea, ocean, river, soil, valley, vegetation, season and weather 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>History Events beyond living memory</p>
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Art/DT	<p>Art To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Think 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</p>	<p>Design and Technology Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Evaluate their ideas and products against design criteria</p>	<p>Art To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Art To use a range of materials creatively to design and make products</p> <p>Design and Technology To explore and evaluate a range of existing products</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate their ideas and products against design criteria</p>	<p>Design and Technology Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate their ideas and products against design criteria</p>	<p>Art 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.</p>
Music	Hey You!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Rewind and Replay

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Science	<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Texts: Eddie's Garden: and How to Make Things Grow The Tiny Seed Gruffalo</p>	<p>Seasonal Changes Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Study a famous scientist</p> <p>Texts: Shirley Hughes – out and about Tree – seasons come, seasons go</p>	<p>Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Texts: Once there were giants Funnybones</p>	<p>Everyday Materials Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Texts: Three Little Pigs</p>	<p>Animals including humans Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Scientific Literacy – honey bees</p>	<p>Plants Identify and describe the basic structure of a variety of common flowering plants, including trees</p>
PZAZ	Identifying plants	The seasons Day length Weather around the world	The human body Eyesight/hearing Touch/smell	Introduction to materials Testing materials	Zoology Animal diets	Planting

Computing Purple Mash scheme of work	Online safety and exploring Purple Mash	Grouping and sorting Pictograms	Spreadsheets Technology outside school	Lego Builders Maze Explorers	Coding	Animated story books
RE Notts syllabus and Focus challenge curriculum	How can we care for others?	What is important to you?	How do I know I'm being good?	What do Christians and Jews believe about creation?	How do religions welcome new members?	
PSHCE SCARF	<p>Health and Wellbeing Healthy Lifestyles Eat well Our feelings Catch it! Bin it! Kill it! I can eat a rainbow Healthy me Super sleep</p> <p>Health and Wellbeing Keeping Safe Who can help? School rules</p>	<p>Health and Wellbeing Growing and Changing Then and now Inside my wonderful body! Keeping privates private Taking care of a baby</p>	<p>Relationships Healthy Relationships Surprises and secrets Good or bad touches? Unkind, tease or bully? Who can help? How are you listening? Pass on the praise!</p>	<p>Relationships Feelings and Emotions Thinking about feelings Who are our special people? Feelings and bodies Relationships G Valuing Difference It's not fair! Good friends Same or different?</p>	<p>Living in the Wider World Rules, Rights and Responsibilities Why we have classroom rules Taking care of something Our special people balloons Basic first aid</p>	<p>Living in the Wider World Caring for the Environment Around and about the school Living in the Wider World Money How should we look after our money?</p>