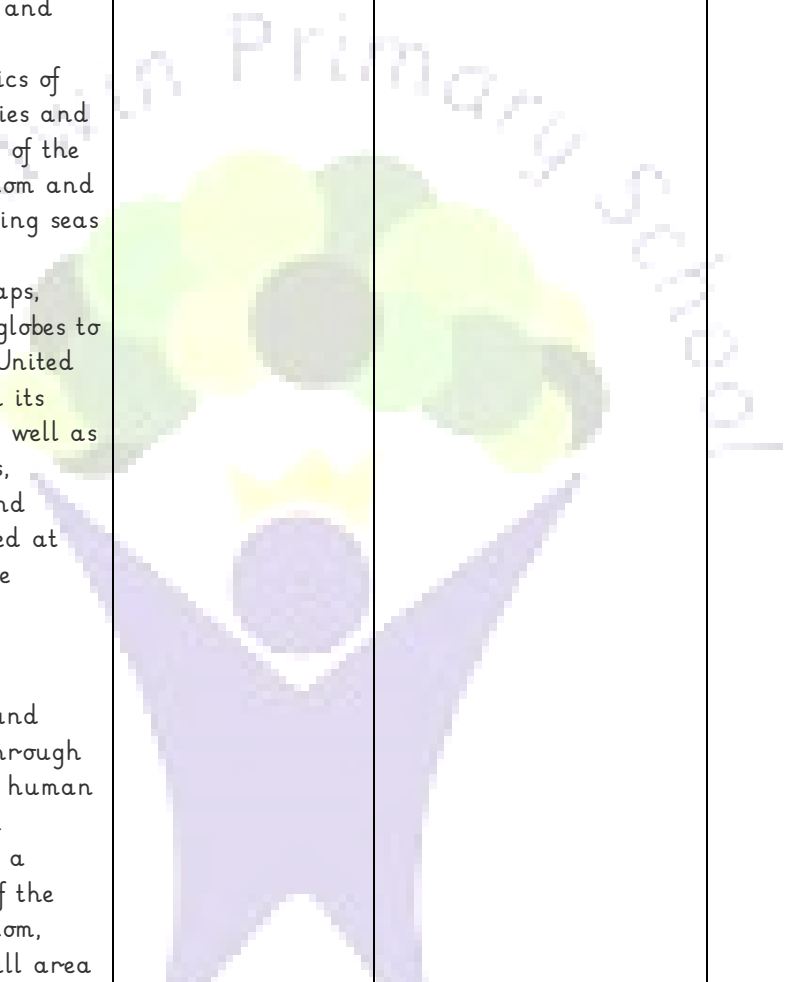


**Year 1**  
**Yearly Overview Long Term Plan 2022-2023**

Subject	Autumn 1 Was Robin Hood a true KingEdwinner?	Autumn 2 What do I know about the UK and where I live in Edwinstowe?	Spring 1 Why do we still talk about Florence Nightingale and Mary Seacole today?	Spring 2 How have toys changed over the years?	Summer 1 Why are some places in the UK always hot and others always cold?	Summer 2 Why is Cleethorpes so different to Edwinstowe?
<p><b>Quality text</b></p> <p><b>Writing outcomes</b></p>	<p>Rapunzel</p> <p><b>Recount</b> visit to the forest, why RH was a King EdWINNER.</p>	<p>Hodgeheg</p> <p><b>Report</b> about the Edwinstowe</p>	<p>Look up!</p> <p><b>Fiction</b> story about a heroine</p>	<p>Traction man</p> <p>Major Glad, Major Dizzy</p> <p><b>Explanation</b> of how a toy works</p>	<p>Beegu</p> <p><b>Report</b> about the weather</p>	<p>Storm Whale</p> <p><b>Recount</b> about the seaside</p>
<p><b>Maths</b></p>	<p>Place Value within 10. 4 weeks Addition and Subtraction within 10. 2weeks</p>	<p>Addition and Subtraction within 10. 1 weeks Shape. 1 week Place Value within 20. 2 weeks Assessment</p>	<p>Consolidation 1 week Addition and Subtraction within 20. 3weeks Place Value within 50. 2 weeks</p>	<p>Place Value within 50. 1 week Length and Height. 2 weeks Weight and volume. 2 weeks Assessment/ Consolidation 1 week</p>	<p>Consolidation 1 week Multiplication and Division. 3 weeks Fractions. 2 weeks</p>	<p>Position and Direction. 1 week Place Value within 100. 2 weeks Money. 1 week Time. 2 weeks Assessment 1 week</p>

<p><b>Geography/History</b></p> <p><b>Key Areas</b></p>	<p>Know who Robin Hood was.          Know about some of the stories associated with Robin Hood.          Know if all the stories associated with Robin Hood were true.          Know what Sherwood Forest would have been like when Robin was alive.          Know if there is enough evidence to say that Robin was from Edwinstowe.</p>	<p>Use maps to locate the four countries of the UK, their capital cities and the main seas.          Find out what an address and postcode is.          Use a local map to find the streets around the school.          Know what road signs tell us.          Know the names of their nearest towns and cities.</p>	<p>Know who Florence Nightingale was.          Know who Mary Seacole was.          Know what Florence Nightingale and Mary Seacole have in common.          Know how they both helped to change the way hospitals are run.          Know about another black person that helped to make the world a better place.</p>	<p>Know which toys are the oldest and youngest and put them in chronological order.          Know why toys have changed so much over time and link to inventions.          Know what toys were like when your grandparents were children.          Know what toys were like when your parents were children.          Know which toys you don't have today that you have liked.</p>	<p>Use maps and the globe to locate the equator, the North Pole and the South Pole.          Know how people have adapted to live in a very hot climate.          Know how people have adapted to live in a very cold climate.          Know that in the polar regions it can be dark or light all day.          Know how we keep a record of the weather in our locality and in other places in the world.</p>	<p>Use maps to locate the nearest seaside resorts to the school.          Know some of the key physical features associated with a seaside resort.          Know why people often visit seaside resorts for a short or long holiday.          Know why hotels, cafes and souvenir shops are often found in these resorts.          Know why some resorts have lighthouses and almost all have RNLI presence.</p>
<p><b>Geography/History</b></p> <p><b>Objectives</b></p>	<p>To learn about significant historical events, people and places in their own locality.</p>	<p>Use simple compass directions (North, South, East and West) and <b>locational and directional language</b> to describe the location of features and routes on a map          To use basic geographical vocabulary to refer to: key human features,</p>	<p>Study 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          Learn about events beyond</p>	<p>Observe changes within living memory.          Observe changes within living memory.</p>	<p>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>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather          Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</p>

		<p>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 continents and oceans studied at this key stage</p> <p>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</p>	<p>living memory that are significant nationally or globally.</p>			<p>features; devise a simple map; and use and construct basic symbols in a key</p> <p>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>Events beyond living memory</p>
						

		in a contrasting non-European country. area in a contrasting non-European country.				
Art/DT	Use textiles to make a logo related to Edwinstowe	Hot and cold colours painting	Portraits drawing and printing	Create a similar pop up toy similar to one children will have played with in the past.	Create a house for Beegu (structure)	Land art 3D sculpture
Key areas	<p>Find out about Edwinstowe and explore initial ideas</p> <p>Design an initial idea, which focuses on gluing different textiles</p> <p>Gather resources and make the product</p> <p>Evaluate the final product against the original brief.</p>	<p>To use a range of materials creatively to design and make products</p> <p>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>Find out about toys in the past, especially those before batteries, etc.</p> <p>Design an initial idea, which has one moving part</p> <p>Ensure that the moving part is strong enough when the making stage begins</p> <p>Evaluate the final product against the original brief</p>	<p>Read the book Beegu and talk about initial ideas</p> <p>Design an initial idea, has to be strong and big enough to include a bed</p> <p>Gather resources and make a product that incorporates a bed</p> <p>Evaluate the final product against the original brief and consider how they might have made changes</p>	<p>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>
	Design purposeful, functional, appealing products for			Design purposeful, functional, appealing	Design purposeful, functional, appealing products for themselves	Fruit salad

Objectives

<p>themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria.</p>			<p>products for themselves and other users based on design criteria</p> <p>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 <b>practical tasks</b></p> <p>Explore and use <b>mechanisms</b>, in their products.</p>	<p>and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Select from and use a wide range of materials and components,</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>
--	--	--	---	---	---

<p><b>Music</b></p> <p><b>Objectives</b></p>	<p><b>Hey You!</b></p> <p>Unit theme: How pulse, rhythm and pitch work together</p> <p>Learn about the differences between pulse, rhythm and pitch and how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.</p>	<p><b>Rhythm In The Way We Walk and Banana Rap</b></p> <p>Unit theme: Pulse, rhythm and pitch, rapping, dancing and singing</p> <p>All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen &amp; Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p>	<p><b>In The Groove</b></p> <p>Unit theme: How to be in the groove with different styles of music</p> <p>All the learning is focused around one song: In The Groove. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p><b>Round And Round</b></p> <p>Unit theme: Pulse, rhythm and pitch in different styles of music</p> <p>All the learning is focused around one song: Round And Round, a Bossa Nova Latin style. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p><b>Your Imagination</b></p> <p>Unit theme: Using your imagination</p> <p>All the learning is focused around one song: Round And Round, a Bossa Nova Latin style. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p><b>Reflect, Rewind and Replay</b></p> <p>Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music</p> <p>Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p>
<p><b>PE</b></p> <p><b>Objectives</b></p>	<p>Dance/ Gym apparatus</p>	<p>Team games/attacking &amp;defending games</p>	<p>Multi-skills/Team games</p> <p>Master basic movements</p>	<p>Net games</p> <p>Participate in team games, developing simple</p>	<p>Outdoor Athletics/Sports day practise.</p>	<p>Striking and fielding</p> <p>Participate in team games, developing simple tactics for</p>

	Perform dances using simple movement patterns.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	tactics for attacking and defending		attacking and defending
<b>Science</b>  <b>Key areas</b>	Seasonal Change 1  Name the seasons and know the months associated with each Know about the type of weather in each season Observe and know about the changes in the seasons	Classification of animals  Know what we mean by carnivore, omnivore and herbivore Know about and identify reptiles, mammals and amphibians Recognise some of the birds in the locality Know how to sort by living, not living and never living	Plants  Know the name of the main parts of plants, including roots, stem, leaf and petal Know the part that each part of a plant plays in keeping a plant healthy Name a number of wild and garden flowers	Everyday materials  Know the name of the materials that make up the school Know why some materials have been used for certain tasks Work out which materials are suitable for certain things Design a suitable bed for a favourite toy	Seasonal Changes 2  Name the seasons and know the months associated with each Know about the type of weather in each season Observe and know about the changes in the seasons	Animals knowing seen parts of the human body  Know the names of the seen parts of the human body Know the names of the five senses

**Objectives**

<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>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>Name the main parts of a tree Plant a seed or bulb and watch it grow</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>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>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>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><b>Computing</b> Purple Mash scheme of work</p>	<p>Online safety and exploring Purple Mash</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>	<p>Grouping and sorting Pictograms</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Spreadsheets</p> <p>Technology outside school</p> <p>Recognise common uses of information technology beyond school</p>	<p>Lego Builders</p> <p>Maze Explorers</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>Coding</p> <p>Create and debug simple programs</p>	<p>Animated story books</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>
<p><b>RE</b> Notts Agreed Syllabus 2021-2026</p>	<p>How do we show we care for others? Why does it matter?</p> <p>Religions: Christianity and Judaism</p>	<p>Who celebrates what and why?</p> <p>Religions: Christianity and Judaism</p>	<p>Stories of Jesus: What can we learn from them?</p> <p>Religions: Christianity</p>	<p>In what ways are churches / synagogues important to believers?</p> <p>Religions: Christianity and Judaism</p>		
<p><b>PSHCE</b> SCARF</p>	<p><b>Health and Wellbeing</b> <b>Healthy Lifestyles</b> Eat well Our feelings</p>	<p><b>Health and Wellbeing</b> <b>Growing and Changing</b> Then and now</p>	<p><b>Relationships</b> <b>Healthy Relationships</b> Surprises and secrets</p>	<p><b>Relationships</b> <b>Feelings and Emotions</b> Thinking about feelings Who are our special people?</p>	<p><b>Living in the Wider World</b> <b>Rules, Rights and Responsibilities</b> Why we have classroom rules</p>	<p><b>Living in the Wider World</b> Caring for the Environment</p>

	<p>Catch it! Bin it! Kill it! I can eat a rainbow Healthy me Super sleep</p> <p><b>Health and Wellbeing</b> <b>Keeping Safe</b> Who can help? School rules</p>	<p>Inside my wonderful body! Keeping privates private Taking care of a baby</p>	<p>Good or bad touches? Unkind, tease or bully? Who can help? How are you listening? Pass on the praise!</p>	<p>Feelings and bodies <b>Relationships &gt; Valuing Difference</b> It's not fair! Good friends Same or different?</p>	<p>Taking care of something Our special people balloons Basic first aid</p>	<p>Around and about the school <b>Living in the Wider World</b> Money How should we look after our money?</p>
Reflection	Robin Hood day	Make Edwinstowe	Soldiers and Nurses day- film/book	Grandparents Day	Recordings of Weather reports	Seaside floor book

