			Year 1			
		Yearly	y Overview Long	Term Plan		
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How have toys	What do I know	Why do we still	Why are some places	Why do we have	Why is Cleethorpes so
	changed over the	about the UK and	talk about	always hot and others	castles?	different to
	years?	where I live in	Florence	always cold?		Edwinstowe?
		Edwinstowe?	Nightingale and			
			Mary Seacole			
0 10 1	T	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	today?	D		
Quality text	Traction man	Winter Sleep	Look up!	Beegu	Rapunzel	Storm Whale
		7.754		11/0		
		7.0		7 0		
	Fiction a story about	NO. 1		- V.		
Writing outcomes	a toy	Report about the	Fiction story	Report about the	Explanation of the	Recount about the
j	9	Edwinstowe	about a heroine	weather	features of a castle	sports day
					, , , , , , , , , , , , , , , , , , ,	
			Poetry:	100		
			Voices of water by		0	
		32	Tony Mitton			
		1		3		
		No.	Rhythm of life by	1		
	B)		Michael Rosen	D		
Maths	Place Value within 10.	Addition and	Place Value	Place Value within 50.	Multiplication and	Place Value within
	5 weeks	Subtraction within	within 20.3	2 week	Division. 3 weeks	100. 2 weeks
	Addition and	10. 4 weeks	weeks	Length and Height. 2	Fractions. 2 weeks	Money. 1 week
	Subtraction within 10.	Shape. 1 week Consolidation 1 week	Addition and Subtraction	weeks	Geometry Position and direction 1 week	Time. 2 weeks Assessment and
	1weeks	Consoliaation I week	within 20. 3 weeks	Weight and volume. 2	airection I week	consolidation 1 week
			within 20. Jweers	Assessment/		consolidation I week
				Consolidation 1 week		
				Consolidation I week		

Kay Areas Now whith this are the oldest and be the four countries of youngest and put then in chromological cincer for the UK, their capital 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 whith toys you don't have today that you have liked. Disactives Objectives Now in the collection of features and routes on a map To use basic geographical vocabulary to refere the outer the four countries of the UK, their capital cincer the UK, their capital cincer to the UK, their capital cincer the UK,	Commont /History.	V		Know who	Use maps and the globe	Know what a caslte is.	Use maps to locate the
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tor key human features; devise a simple map, and use wents beyond living memory that are world's 7 continents and 5 oceans Name locate and identify characteristics of the 4 cointries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlass and globes to identify the United Kingdom and its countries, as well as the countries, as well as the countries, as the countries, as the countries, as the countries, as including this key stage Understand geographical similarities and differences through studying the human and physical features; leaves and some and some and some and ageographical similarities and differences through studying the human and physical peaks to the countries, as well as the countries, as well as the systage.						
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Art/DT Key areas	Create a similar pop up toy similar to one children will have played with in the past. Find out about toys in the past, especially those before batteries, etc. Design an initial idea, which has one moving	and of a small area in a contrasting non-European country, area in a contrasting non-European country. Use textiles to make a logo related to Edwinstowe Find out about Edwinstowe and explore initial ideas Design an initial idea, which focuses on gluing different textiles Gather resources and make the	Portraits drawing and printing To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Create a house for Beegu (structure) Read the book Beegu and talk about initial ideas Design an initial idea, has to be strong and big enough to include a bed Gather resources and make a product that	Hot and cold colours painting To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences	Land art 3D sculpture 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
Key areas	past. Find out about toys in the past, especially those before batteries,	Edwinstowe and explore initial ideas Design an initial idea, which focuses on gluing different	range of art and design techniques in using colour, pattern, texture, line, shape, form	and talk about initial ideas Design an initial idea, has to be strong and big enough to include a	materials creatively to design and make products To use drawing,	range of artists, craft makers and designers, describing the differences and similarities between
	J	Gather resources		Gather resources and	to develop and share	disciplines, and

Design purposeful, functional, appealing products for themselves and other users based on design criteria 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 Explore and use mechanisms, in their products.	other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Pri.	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Build structures, exploring how they can be made stronger, stiffer and more stable Select from and use a wide range of materials and components,		Fruit salad Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.
Music Social Question: How can we make friends	Social Question: How does music tell	Social Question: How does music	Social Question: How does music help us to	Social Question: What songs can we sing to	Social Question: How does music teach us
Objectives when we sing together?	stories about the past?	make the world a better place?	understand our neighbour?	help us through the day?	about looking after our planet?

	Musical and limb M.	Musical and the	الماد	Musical anathralit	Musical spotlight:	Musical spotlight: Let's
	Musical spotlight: My musical heartbeat	Musical spotlight: Dance, sing and	Musical spotlight: Exploring sounds	Musical spotlight: Learning to listen	Having fun with	perform together!
	Every piece of music		Music is made up	Listening is very	improvisation	Singing, dancing and
	has a heartbeat - a	play! Music is made up of	of high and low	important. Listen with	Improvising is and	playing together is
	musical heartbeat. In	long and short	sounds, long and	your eyes and ears,	exciting activity where	called 'performing'.
	music, we call it the	sounds called	short sounds, and	and feel sound in your	everyone is creating	Plan a concert
	'pulse' or the 'beat' of	' rhythm ' and high	loud and quiet	body.	something new. It can	together to celebrate
	the music. Listening	and low sounds	sounds. Explore	boay.	be a melody or a	all the songs learnt
	and singing to the	that we call 'pitch'.	these sounds and	11 (4) 24.	rhythm. Improvise	this year.
	music and songs, try	Dancing, singing	create simple	10.00	individually or in	titts gear.
	to find and keep the	and playing	melodies.	- 7 A	groups.	
	pulse or steady beat	instruments with	metoutes.		gi oups.	
	together.	the music, explore			_	
	together.	these sounds and		1,000		
		how they work				
		together.			2	
PE	Dance/ Gym	Team	Multi-skills/Team	Net games	Outdoor	Striking and fielding
	apparatus	games/attacking	games	rice games	Athletics/Sports day	or therity area justicing
Objectives	appar asas	& defending games	games	Participate in team	practise.	Participate in team
- - - - - - - - - - -	Perform dances using	stanjantanty games	Master basic	games, developing simple	P. Wesses	games, developing
	simple movement	Master basic	movements	tactics for attacking		simple tactics for
	patterns.	movements including	including	and defending		attacking and
	F	running, jumping,	running, jumping,			defending
		throwing and	throwing and			J . J
		catching, as well as	catching, as well			
		developing balance,	as developing			
		agility and co-	balance, agility			
		ordination, and	and co-			
		begin to apply these	ordination, and			
		in a range of	begin to apply			
		activities.	these in a range			
			of activities.			
			1			

Science	Everyday materials	Seasonal Change 1	Animals knowing seen parts of the human body	Classification of animals	Seasonal Changes 2	Plants
Key areas	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 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	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 Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies.	Know the names of the seen parts of the human body Know the names of the five senses Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	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 Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	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 Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies.	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 Name the main parts of a tree Plant a seed or bulb and watch it grow 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

Objectives	Describe the simple physical properties of a variety of everyday materials			Identify and name a variety of common animals that are carnivores, herbivores and omnivores		
	Compare and group together a variety of everyday materials on the basis of their simple physical properties	52	n Pri	Describe and compare the structure of a	- -	
		Z 🤎			9_	

Computing	Computing systems	Creating media -	Programming A -	Data and information	Creating media -	Programming A -
Teach Computing	and networks	Digital painting	Moving a robot.		Digital writing	<u>Programming</u>
scheme of work			-	Label and match		<u>animations</u>
	Technology in our	How can we paint	Buttons		Exploring the keyboard	
	classroom	using computers?		Group and count		Comparing tools
		- ,	Directions	·	Adding and removing	
	Using technology	Using shapes and	L PID	Describe an object.	text	Joining blocks
		lines	Forwards and	90		· ·
	Developing mouse skills	6 4 84	backwards	Making different groups.	Exploring the toolbar	Make a change.
	i j	Making careful		3 3 1		
	Using a computer	choices	Fou <mark>r directio</mark> ns	Comparing groups	Making changes to text	Adding sprites
	keyboard	N/ /		3331		
	,	Why did I choose	Getting there	Answering questions.	Explaining my choices	Product design
	Developing keyboard	that?		3 1		
	skills	777	Routes	The second second	Pencil or keyboard	Following my design
		Painting all by		100	3	
	Using a computer	myself				
	responsibly			-		
	' "	Comparing computer				
		art and painting.				
				407		
		Y Y	Diagrams of the last of the la	2007		
RE	How do we show we	Who celebrates what	Stories of Jesus: Wh	at can we learn from	In what ways are churc	nes / synagoques
Notts Agreed Syllabus	care for others? Why	and why?	them?	,	important to believers?	3 3 3
2021-2026	does it matter?	J	70 25-07		'	
		Religions:	Religions: Christian	ity	Religions: Christianity ar	nd Judaism
	Religions: Christianity	Christianity and	3	3		
	and Judaism	Judaism				
PSHCE	Health and Wellbeing	Health and	Relationships	Relationships Feelings	Living in the Wider	Living in the Wider
SCARF	Healthy Lifestyles	Wellbeing Growing	Healthy	and Emotions	World Rules, Rights and	World
	Eat well	and Changing	Relationships	Thinking about feelings	Responsibilities	Caring for the
	Our feelings	Then and now	Surprises and	Who are our special	Why we have classroom	Environment
			secrets	people?	rules	

		N/ 111			_	
Reflection	Grandparents Day	.51	Soldiers and Nurses day-	Recordings of Weather reports	2	Visit to the seaside
	School rules	0.00		19		
	Keeping Safe Who can help?		Pass on the praise!	$q_{q_{N}}$		ajeer our moneg.
	Health and Wellbeing	baby	How are you listening?	Same or different?		How should we look after our money?
	Super sleep	Taking care of a	Who can help?	Good friends	Basic first aid	Money
	Healthy me	private	bully?	It's not fair!	balloons	World
	I can eat a rainbow	Keeping privates	Unkind, tease or	Difference	Our special people	Living in the Wider
	it!	body!	touches?	Relationships > Valuing	something	school
	Catch it! Bin it! Kill	Inside my wonderful	Good or bad	Feelings and bodies	Taking care of	Around and about th