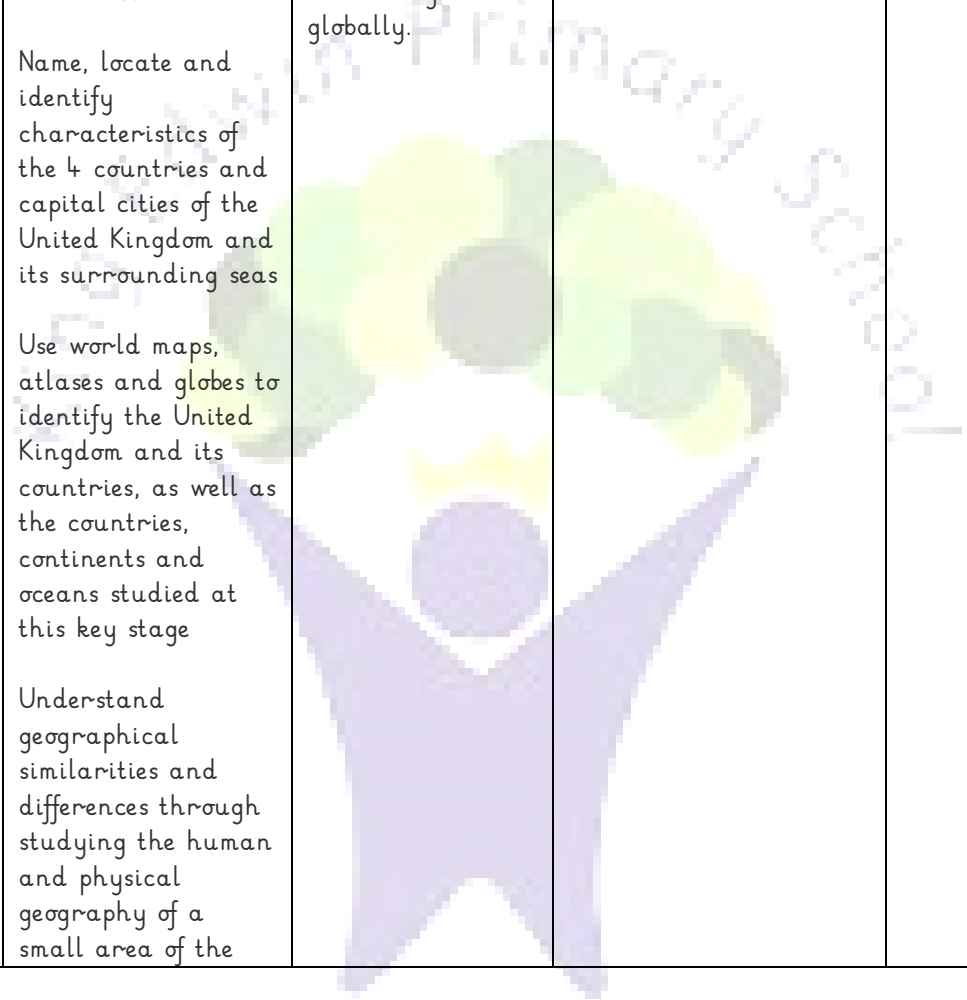


Year 1 Yearly Overview Long Term Plan

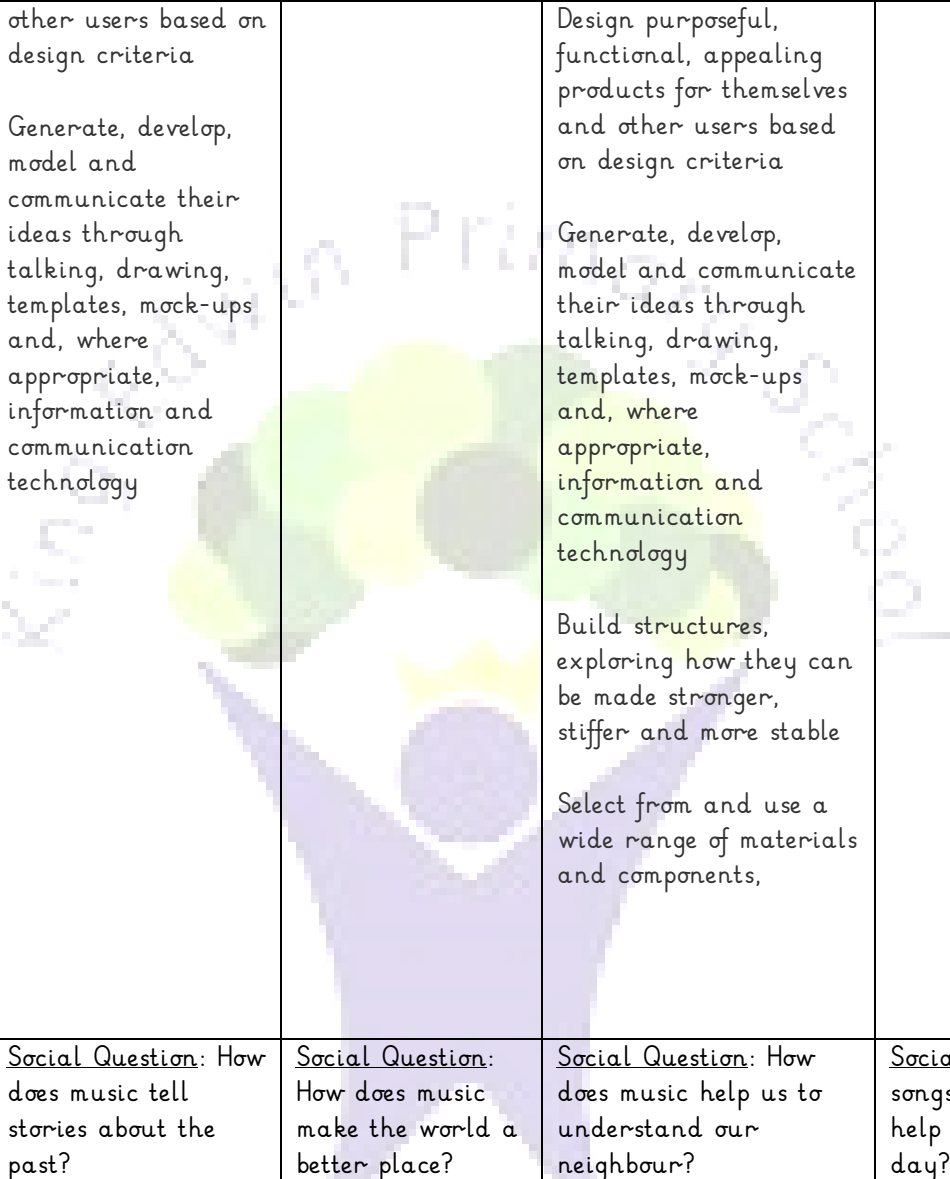
Subject	Autumn 1 How have toys changed over the years?	Autumn 2 What do I know about the UK and where I live in Edwinstowe?	Spring 1 Why do we still talk about Florence Nightingale and Mary Seacole today?	Spring 2 Why are some places always hot and others always cold?	Summer 1 Why do we have castles?	Summer 2 Why is Cleethorpes so different to Edwinstowe?
Quality text Writing outcomes	Traction man Fiction a story about a toy	Winter Sleep Report about the Edwinstowe	Look up! Fiction story about a heroine Poetry: Voices of water by Tony Mitton Rhythm of life by Michael Rosen	Beegu Report about the weather	Rapunzel Explanation of the features of a castle	Storm Whale Recount about the sports day
Maths	Place Value within 10. 5 weeks Addition and Subtraction within 10. 1weeks	Addition and Subtraction within 10. 4 weeks Shape. 1 week Consolidation 1 week	Place Value within 20. 3 weeks Addition and Subtraction within 20. 3weeks	Place Value within 50. 2 week Length and Height. 2 weeks Weight and volume. 2 weeks Assessment/ Consolidation 1 week	Multiplication and Division. 3 weeks Fractions. 2 weeks Geometry Position and direction 1 week	Place Value within 100. 2 weeks Money. 1 week Time. 2 weeks Assessment and consolidation 1 week

<p>Geography/History</p> <p>Key Areas</p>	<p>Know which toys are the oldest and youngest and put them in chronological order.</p> <p>Know why toys have changed so much over time and link to inventions.</p> <p>Know what toys were like when your grandparents were children.</p> <p>Know what toys were like when your parents were children.</p> <p>Know which toys you don't have today that you have liked.</p>	<p>Use maps to locate the four countries of the UK, their capital cities and the main seas.</p> <p>Find out what an address and postcode is.</p> <p>Use a local map to find the streets around the school.</p> <p>Know what road signs tell us.</p> <p>Know the names of their nearest towns and cities.</p>	<p>Know who Florence Nightingale was.</p> <p>Know who Mary Seacole was.</p> <p>Know what Florence Nightingale and Mary Seacole have in common.</p> <p>Know how they both helped to change the way hospitals are run.</p> <p>Know about another black person that helped to make the world a better place.</p>	<p>Use maps and the globe to locate the equator, the North Pole and the South Pole.</p> <p>Know how people have adapted to live in a very cold climate.</p> <p>Know that in the polar regions it can be dark or light all day.</p> <p>Know how we keep a record of the weather in our locality and in other places in the world.</p> <p>Know how people have adapted to live in a very hot climate.</p>	<p>Know what a castle is.</p> <p>Know how castles were used to protect people.</p> <p>Know why there is a castle in Nottingham.</p> <p>Know what are the features of a castle.</p> <p>Know why castles features in our best loved stories.</p>	<p>Use maps to locate the nearest seaside resorts to the school.</p> <p>Know some of the key physical features associated with a seaside resort.</p> <p>Know why people often visit seaside resorts for a short or long holiday.</p> <p>Know why hotels, cafes and souvenir shops are often found in these resorts.</p> <p>Know why some resorts have lighthouses and almost all have RNLI presence.</p>
<p>Geography/History</p> <p>Objectives</p>	<p>Observe changes within living memory.</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>To use basic geographical vocabulary to refer</p>	<p>Study the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Some should be used to compare aspects of life in different periods</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>To learn about significant historical events, people and places in their own locality.</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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic</p>

		<p>to: key human features,</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 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 small area of the</p>	<p>Learn about events beyond living memory that are significant nationally or globally.</p>			<p>human and physical 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>
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		<p>United Kingdom, and of a small area in a contrasting non-European country. area in a contrasting non-European country.</p>				
<p>Art/DT</p> <p>Key areas</p>	<p>Create a similar pop up toy similar to one children will have played with in the past.</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>Use textiles to make a logo related to Edwinstowe</p> <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>Design purposeful, functional, appealing products for themselves and</p>	<p>Portraits drawing and printing</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Create a house for Beegu (structure)</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>Hot and cold colours painting</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>Land art 3D sculpture</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>

<p>Objectives</p>	<p>Design purposeful, functional, appealing 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 practical tasks Explore and use mechanisms, in their products.</p>	<p>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>Design purposeful, functional, appealing 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>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>Fruit salad</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>
<p>Music Objectives</p>	<p><u>Social Question:</u> How can we make friends when we sing together?</p>	<p><u>Social Question:</u> How does music tell stories about the past?</p>	<p><u>Social Question:</u> How does music make the world a better place?</p>	<p><u>Social Question:</u> How does music help us to understand our neighbour?</p>	<p><u>Social Question:</u> What songs can we sing to help us through the day?</p>	<p><u>Social Question:</u> How does music teach us about looking after our planet?</p>

	<p>Musical spotlight: My musical heartbeat Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. Listening and singing to the music and songs, try to find and keep the pulse or steady beat together.</p>	<p>Musical spotlight: Dance, sing and play! Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. Dancing, singing and playing instruments with the music, explore these sounds and how they work together.</p>	<p>Musical spotlight: Exploring sounds Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create simple melodies.</p>	<p>Musical spotlight: Learning to listen Listening is very important. Listen with your eyes and ears, and feel sound in your body.</p>	<p>Musical spotlight: Having fun with improvisation Improvising is an exciting activity where everyone is creating something new. It can be a melody or a rhythm. Improvise individually or in groups.</p>	<p>Musical spotlight: Let's perform together! Singing, dancing and playing together is called 'performing'. Plan a concert together to celebrate all the songs learnt this year.</p>
<p>PE Objectives</p>	<p>Dance/ Gym apparatus Perform dances using simple movement patterns.</p>	<p>Team games/attacking & defending games 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.</p>	<p>Multi-skills/Team games 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.</p>	<p>Net games Participate in team games, developing simple tactics for attacking and defending</p>	<p>Outdoor Athletics/Sports day practise.</p>	<p>Striking and fielding Participate in team games, developing simple tactics for attacking and defending</p>

<p>Science</p> <p>Key areas</p>	<p>Everyday materials</p> <p>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</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>Seasonal Change 1</p> <p>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</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>Animals knowing seen parts of the human body</p> <p>Know the names of the seen parts of the human body Know the names of the five senses</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>Classification of animals</p> <p>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</p> <p>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)</p>	<p>Seasonal Changes 2</p> <p>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</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>Plants</p> <p>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</p>

<p>Objectives</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>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a</p>		
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<p>Computing Teach Computing scheme of work</p>	<p><u>Computing systems and networks</u></p> <p>Technology in our classroom</p> <p>Using technology</p> <p>Developing mouse skills</p> <p>Using a computer keyboard</p> <p>Developing keyboard skills</p> <p>Using a computer responsibly</p>	<p><u>Creating media - Digital painting</u></p> <p>How can we paint using computers?</p> <p>Using shapes and lines</p> <p>Making careful choices</p> <p>Why did I choose that?</p> <p>Painting all by myself</p> <p>Comparing computer art and painting.</p>	<p><u>Programming A - Moving a robot.</u></p> <p>Buttons</p> <p>Directions</p> <p>Forwards and backwards</p> <p>Four directions</p> <p>Getting there</p> <p>Routes</p>	<p><u>Data and information</u></p> <p>Label and match</p> <p>Group and count</p> <p>Describe an object.</p> <p>Making different groups.</p> <p>Comparing groups</p> <p>Answering questions.</p>	<p><u>Creating media - Digital writing</u></p> <p>Exploring the keyboard</p> <p>Adding and removing text</p> <p>Exploring the toolbar</p> <p>Making changes to text</p> <p>Explaining my choices</p> <p>Pencil or keyboard</p>	<p><u>Programming A - Programming animations</u></p> <p>Comparing tools</p> <p>Joining blocks</p> <p>Make a change.</p> <p>Adding sprites</p> <p>Product design</p> <p>Following my design</p>
<p>RE 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>PSHCE SCARF</p>	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • Why we have classroom rules 	<p>Valuing Difference</p> <ul style="list-style-type: none"> • Same or different? 	<p>Keeping Safe</p> <ul style="list-style-type: none"> • Super sleep • Who can help? (1) 	<p>Rights and Respect</p> <ul style="list-style-type: none"> • Harold has a bad day • Around and about the school 	<p>Being my Best</p> <ul style="list-style-type: none"> • I can eat a rainbow • Eat well 	<p>Growing and Changing</p> <ul style="list-style-type: none"> • Healthy me • Then and now

	<ul style="list-style-type: none"> • <u>How are you listening?</u> • <u>Thinking about feelings</u> • <u>Our feelings</u> • <u>Feelings and bodies</u> • <u>Good friends</u> 	<ul style="list-style-type: none"> • <u>Unkind, tease or bully?</u> • <u>Harold's school rules</u> • <u>It's not fair!</u> • <u>Who are our special people?</u> • <u>Our special people balloons</u> 	<ul style="list-style-type: none"> • <u>Good or bad touches?</u> • <u>Sharing pictures</u> • <u>What could Harold do?</u> • <u>Harold loses Geoffrey</u> 	<ul style="list-style-type: none"> • <u>Taking care of something</u> • <u>Harold's money</u> • <u>How should we look after our money?</u> • <u>Basic first aid</u> 	<ul style="list-style-type: none"> • <u>Harold's wash and brush up</u> • <u>Catch it! Bin it! Kill it!</u> • <u>Harold learns to ride his bike</u> • <u>Pass on the praise!</u> • <u>Inside my wonderful body! (OPTIONAL)</u> 	<ul style="list-style-type: none"> • <u>Taking care of a baby</u> • <u>Who can help? (2)</u> • <u>Surprises and secrets</u> • <u>Keeping private private</u>
Reflection	Grandparents Day		Soldiers and Nurses day-	Recordings of Weather reports		Visit to the seaside

