

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 is Cleethorpes so different to Edwinstowe?	Summer 2 Why do we have castles?
Quality text	Traction man	Winter Sleep	Look up!	Beegu	Storm Whale	Rapunzel
Writing outcomes	Fiction a story about a toy	Report about the Edwinstowe	Fiction story about a heroine	Report about the weather	Recount	Explanation of the features of a castle
Maths	Place Value within 10. 4 weeks Addition and Subtraction within 10. 2 weeks	Addition and Subtraction within 10. 1 weeks Shape. 1 week Place Value within 20. 2 weeks Assessment	Consolidation 1 week Addition and Subtraction within 20. 3 weeks Place Value within 50. 2 weeks	Place Value within 50. 1 week Length and Height. 2 weeks Weight and volume. 2 weeks Assessment/ Consolidation 1 week	Consolidation 1 week Multiplication and Division. 3 weeks Fractions. 2 weeks	Position and Direction. 1 week Place Value within 100. 2 weeks Money. 1 week Time. 2 weeks Assessment 1 week
Geography/History Key Areas	Know which toys are the oldest and youngest and put them	Use maps to locate the four countries of the UK, their capital	Know who Florence Nightingale was.	Use maps and the globe to locate the equator, the North Pole and the South Pole.	Use maps to locate the nearest seaside resorts to the school.	Know what a castle is. Know how castles were used to protect people.

	<p>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>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 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>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 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>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>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 to: key human features,</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>Learn about events beyond living memory that are</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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map;</p>	<p>To learn about significant historical events, people and places in their own locality.</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 United Kingdom, and of a small area in a contrasting</p>	<p>significant nationally or globally.</p>		<p>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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		non-European country. area in a contrasting non-European country.				
Art/DT	<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>Design purposeful, functional, appealing</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 other users based on design criteria</p> <p>Generate, develop, model 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>Design purposeful, functional, appealing products for themselves</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>making links to their own work.</p> <p>different practices and disciplines, and</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</p>

Objectives	<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 practical tasks Explore and use mechanisms, in their products.</p>	<p>communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</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>		
Music Objectives	<p><u>Social Question:</u> How can we make friends when we sing together?</p> <p><u>Musical spotlight:</u> My musical heartbeat</p>	<p><u>Social Question:</u> How does music tell stories about the past?</p> <p><u>Musical spotlight:</u> Dance, sing and play!</p>	<p><u>Social Question:</u> How does music make the world a better place?</p> <p><u>Musical spotlight:</u> Exploring sounds</p>	<p><u>Social Question:</u> How does music help us to understand our neighbour?</p> <p><u>Musical spotlight:</u> Learning to listen</p>	<p><u>Social Question:</u> What songs can we sing to help us through the day?</p> <p><u>Musical spotlight:</u> Having fun with improvisation</p>	<p><u>Social Question:</u> How does music teach us about looking after our planet?</p> <p><u>Musical spotlight:</u> Let's perform together!</p>

	<p>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>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>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>Listening is very important. Listen with your eyes and ears, and feel sound in your body.</p>	<p>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>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</p> <p>Perform dances using simple movement patterns.</p>	<p>Team games/attacking & defending games</p> <p>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</p> <p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Outdoor Athletics/Sports day practise.</p>	<p>Striking and fielding</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>

Science	Everyday materials	Seasonal Change 1	Animals knowing seen parts of the human body	Classification of animals	Seasonal Changes 2	Plants
Key areas	<p>Know the name of the materials that make up the school</p> <p>Know why some materials have been used for certain tasks</p> <p>Work out which materials are suitable for certain things</p> <p>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>Describe the simple physical properties of</p>	<p>Name the seasons and know the months associated with each</p> <p>Know about the type of weather in each season</p> <p>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>Know the names of the seen parts of the human body</p> <p>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>Know what we mean by carnivore, omnivore and herbivore</p> <p>Know about and identify reptiles, mammals and amphibians</p> <p>Recognise some of the birds in the locality</p> <p>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</p> <p>variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify and name a variety of common animals that are</p>	<p>Name the seasons and know the months associated with each</p> <p>Know about the type of weather in each season</p> <p>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>Know the name of the main parts of plants, including roots, stem, leaf and petal</p> <p>Know the part that each part of a plant plays in keeping a plant healthy</p> <p>Name a number of wild and garden flowers</p> <p>Name the main parts of a tree</p> <p>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.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>

Objectives	<p>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>carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a</p>		
Computing	<p>Computing systems and networks</p> <p>Technology all around us</p>	<p>Creating media</p> <p>Digital painting</p>	<p>Programming</p> <p>Moving robot</p>	<p>Data and information</p> <p>Grouping data</p>	<p>Creating media</p> <p>Digital writing</p>	<p>Programming</p> <p>Programming animations</p>
RE Notts Agreed Syllabus 2021-2026	<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>	

PSHCE SCARF	Health and Wellbeing Healthy Lifestyles Eat well Our feelings Catch it! Bin it! Kill it! I can eat a rainbow Healthy me Super sleep Health and Wellbeing Keeping Safe Who can help? School rules	Health and Wellbeing Growing and Changing Then and now Inside my wonderful body! Keeping privates private Taking care of a baby	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!	Relationships Feelings and Emotions Thinking about feelings Who are our special people? Feelings and bodies Relationships > Valuing Difference It's not fair! Good friends Same or different?	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	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?
Reflection	Grandparents Day		Soldiers and Nurses day-	Recordings of Weather reports		