

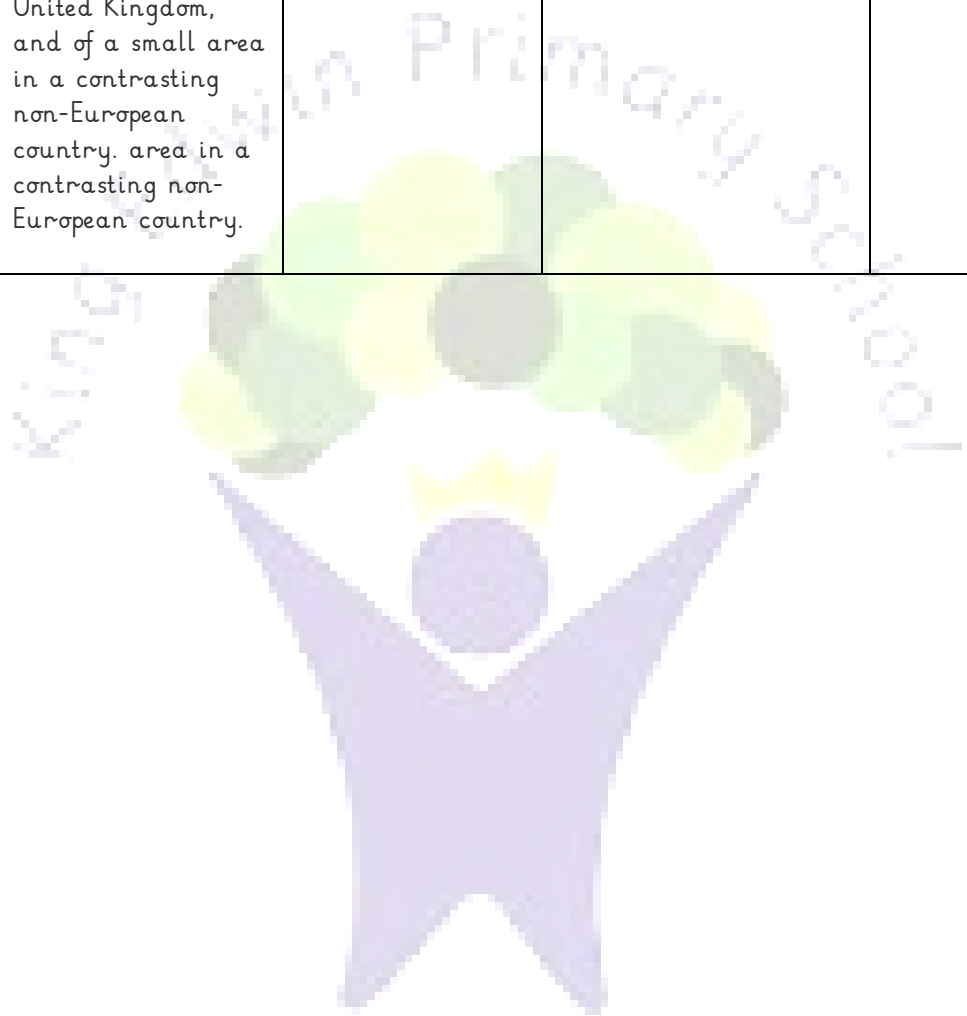
Year 1 Yearly Overview Long Term Plan

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	The Jolly Post man Fiction a story about characters from traditional tales.	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. 1 weeks	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 weeks 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/consolidation 1 week

Geography/History Key Areas	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.	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.	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.	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 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. Know how people have adapted to live in a very hot climate.	Know what a castle is. Know how castles were used to protect people. Know why there is a castle in Nottingham. Know what are the features of a castle. Know why castles features in our best loved stories.	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.
Geography/History Objectives	Observe changes within living memory.	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	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	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	To learn about significant historical events, people and places in their own locality.	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

		To use basic geographical vocabulary to refer to: key human features, Name and locate the world's 7 continents and 5 oceans Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 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 Understand geographical similarities and	Learn about events beyond living memory that are significant nationally or globally.			and basic human and physical features; devise a simple map; and use and construct basic symbols in a key To use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Events beyond living memory
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		differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. area in a contrasting non-European country.				
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Art/DT	Create a similar pop up toy similar to one children will have played with in the past.	Use textiles to make a logo related to Edwinstowe	Portraits drawing and printing	Create a house for Beegu (structure)	Hot and cold colours painting	Land art 3D sculpture
Key areas	Find out about toys in the past, especially those before batteries, etc.	Find out about Edwinstowe and explore initial ideas	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Read the book Beegu and talk about initial ideas	To use a range of materials creatively to design and make products	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.
	Design an initial idea, which has one moving part	Design an initial idea, which focuses on gluing different textiles		Design an initial idea, has to be strong and big enough to include a bed	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	
	Ensure that the moving part is strong enough when the making stage begins	Gather resources and make the product		Gather resources and make a product that incorporates a bed		
	Evaluate the final product against the original brief.	Evaluate the final product against the original brief.		Evaluate the final product against the original brief and consider how they might have made changes		
	Design purposeful, functional, appealing products for themselves and other users based on design criteria	Design purposeful, functional, appealing products for themselves and other users based on design criteria		Design purposeful, functional, appealing products for themselves and other users based on design criteria		
Objectives	Evaluate the final product against the original brief	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where		Generate, develop, model and communicate their		Fruit salad
	Design purposeful, functional, appealing products for themselves and other users based on design criteria					Use the basic principles of a healthy and varied diet to prepare dishes

	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.	appropriate, information and communication technology		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,		Understand where food comes from.
Music Objectives	Rhyming In Time (featuring Find The Beat & Dancing Dinosaurs) 1. Move in time with the beat/pulse, responding to the	Let's Start Singing (featuring Name Song, Babushka & Little Angel Gets Her Wings) 1. Enjoy learning to sing songs and	Music Inspired By The World Around Us (featuring In The Sea) 1. Listen attentively and with	Exploring Rhythm Patterns (featuring Hey You! and Rhythm Grids) 1. Understand that an ostinato is a repeated pattern.	Sound And Pictures (featuring RSNO's Yoyo and the Little Auk) 1. Match and create pictures/symbols to represent sound.	Highs And Lows (featuring Music Is In My Soul) 1. Understand the difference between a rhythm and pitch pattern.

	different tempo (speeds). 2. Chant, rap and sing using different voices (eg elephants and snakes) following simple cues such as starting together.	know how to warm up their body and voice, ready to sing. 2. Create and follow the melodic shape of the songs they are singing.	understanding to music from different historical periods. 2. Understand that music can tell a story.	2. Copy and create simple rhythm patterns (Call and Response).	2. Capture, sequence and change sounds to make a musical story.	2. Identify different pitches (highs and lows) in music and in sounds around the school
PE	Fundamentals	Sending and Receiving	Gymnastics	Fitness	Striking and Fielding Games	Sports Day / Games
Science Key areas	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 Distinguish between an object and the material from which it is made	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 Observe changes across the 4 seasons Observe and describe weather	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 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	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 Identify and name a variety of common animals including,	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 Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies.	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 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,

Objectives

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Describe the simple physical properties of a variety of everyday materials

Compare and group together a variety of everyday materials on the basis of their simple physical properties

associated with the seasons and how day length varies.

fish, amphibians, reptiles, birds and mammals variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Describe and compare the structure of a

including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees

Computing Purple Mash scheme of work	Online safety and exploring Purple Mash 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	Grouping and sorting Pictograms Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Spreadsheets Technology outside school Recognise common uses of information technology beyond school	Lego Builders Maze Explorers Use logical reasoning to predict the behaviour of simple programs	Coding Create and debug simple programs	Animated story books Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
RE Notts Agreed Syllabus 2021-2026	How do we show we care for others? Why does it matter? Religions: Christianity and Judaism	Who celebrates what and why? Religions: Christianity and Judaism	Stories of Jesus: What can we learn from them? Religions: Christianity	In what ways are churches / synagogues important to believers? Religions: Christianity and Judaism		
PSHCE SCARF	Health and Wellbeing Healthy Lifestyles Eat well Our feelings	Health and Wellbeing Growing and Changing Then and now	Relationships Healthy Relationships Surprises and secrets	Relationships Feelings and Emotions Thinking about feelings Who are our special people?	Living in the Wider World Rules, Rights and Responsibilities Why we have classroom rules	Living in the Wider World Caring for the Environment

	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	Inside my wonderful body! Keeping privates private Taking care of a baby	Good or bad touches? Unkind, tease or bully? Who can help? How are you listening? Pass on the praise!	Feelings and bodies Relationships > Valuing Difference It's not fair! Good friends Same or different?	Taking care of something Our special people balloons Basic first aid	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		Visit to the seaside