

Year 1 Long Term Overview 2021 - 2022

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic names:	Brilliant Bodies	Feathers, fur and fins	After Dark - Seasons	The lady with the lamp	Amazing Africa	Secret Garden
Trips		Visit to MK Parks Trust - look at sculptures. Visit to Church	Claydon House (Florence Nightingale)		Woburn Safari Park	Newport Pagnell local walk
English	<ul style="list-style-type: none"> • Narrative: Stories with predictable phrasing - To write simple sentences using patterned language, words and phrases taken from familiar stories. • Non-fiction. Labels, lists and captions - To write labels and sentences for an in-class exhibition/ museum display. • Non-fiction. Recount - To write simple first person recounts based on personal experience, using adverbs of time to aid sequencing. • Poetry - Structure - rhyming couplet. To recite familiar poems by heart. National Poetry Day. • Poetry - Vocabulary building. To read, write and perform free verse. 		<ul style="list-style-type: none"> • Narrative: Contemporary fiction - stories reflecting children's own experience. To write a series of sentences to retell events based on personal experience. • Non-fiction. Report. To write a simple non chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general. • Non-fiction Instructions. Following a practical experience, write up the instructions for a simple recipe. Link to Pancake Day. • Poetry - Structure - rhyming couplet. To recite familiar poems by heart. Not read, write and perform free verse. • Poetry - Vocabulary building. To read, write and perform free verse. 		<ul style="list-style-type: none"> • Narrative: Traditional Tales - Fairy tales. Write a re-telling of a traditional story. • Non-fiction. Report: To write a simple non chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general. • Non-fiction. Explanations: Draw pictures to illustrate a simple process and prepare several sentences to support the explanation. • Poetry - Vocabulary building. To read, write and perform free verse. • Poetry - Take one poet - poetry appreciation Personal responses to poetry Recite familiar poems by heart. 	
Texts	<p><u>Author of the half term</u>- Janet and Allan Ahlberg- funny bones and other stories.</p> <p><u>Other Texts:</u> Harry and his bucketful of dinosaurs collection - Ian Whybrow How to take care of your pet dinosaur - Kirsty Holmes.</p>	<p><u>Author of the half term</u>- Judith Kerr, Tiger who came to tea and other stories.</p> <p><u>Other Texts:</u> Owl Babies- Martin Waddel.</p>	<p><u>Author of the Term</u>- Nick Butterworth, Percy the Park Keeper and other stories.</p>	<p><u>Author of the half term</u>- Shirley Hughes, Dogger and other stories.</p>	<p><u>Author of the half term</u>- Mary Hoffman, Amazing Grace and other stories.</p> <p>Where the wild things are.</p>	<p>Range of fairy tales.</p> <p>Who's Afraid of the Big Bad Book?</p>
Mathematic s- thematic links	Place value Addition and subtraction Positional language Shape		Place value Addition and subtraction	Money Clock Measure (non standard)	Place value Fractions Word problems/reasoning Measure fruit cocktail ingredients/plants	

		Arrays Multiplication and division	Word problems	Capacity/volume		
Science	Seasons and seasonal change throughout the year. Changes to our bodies over time (height/size of feet)					
	<p>Humans *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>Seasonal Changes-*Observe changes across the four seasons -Autumn -Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Animals *Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. *Identify and name a variety of common animals that are carnivores, herbivores and omnivores. *Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.).</p>	<p>Seasonal Changes- *Observe changes across the four seasons -Spring *Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Everyday Materials *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. *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.</p>	<p>Seasonal Changes-Observe changes across the four seasons -Summer -Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Plants *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>
STEM	Take it outside STEM- Bark Rubbing.	Take it outside STEM- Build a Bird nest.	Take it outside STEM- Nice Ice.	Take it outside STEM - Egg rolling (link to Easter)	STEM: Build a water slide.	STEM- Can you build a raft for the Billy Goats Gruff?
Computing	<p>Unit 1.1 Online Safety & Exploring Purple Mash Number of Weeks - 4 Tools Used - Avatar creator Paint Projects Writing Templates 2Count (Pictograms) 2Explore (Music)</p>	<p>Unit 1.2 Grouping & Sorting Weeks - 2 Programs - 2 Quiz</p> <p>Unit 1.3 Pictograms Weeks - 3 Programs - 2 Count 2Connect</p>	<p>Unit 1.4 Lego Builders Weeks - 3 Programs - 2 Quiz Paint Projects Writing Templates</p> <p>Unit 1.5 Maze Explorers Weeks - 3 Programs - 2 Go</p>	<p>Unit 1.6 Animated Story Books Weeks - 5 Programs - 2 Create A Story</p>	<p>Unit 1.7 Coding Weeks - 6 Programs - 2 Code</p>	<p>Unit 1.8 Spreadsheets Weeks - 3 Programs - 2 Calculate</p> <p>Unit 1.9 Technology outside school Weeks - 2 Programs - Writing Templates</p>

History		Victorians *Events beyond living memory that are significant nationally or globally (events commemorated through anniversaries]		The Lady with the Lamp- The lives of significant individuals- Comparison between Florence Nightingale, Mary Seacole,		Local History Project of Newport Pagnell Iron Bridge, Thomas Cromwell, Swan Revived Hotel, Bury Fields- Significant historical events, people and places in their own locality.
Geography	Design map of classroom and playground. Name, locate and identify four areas of the UK Learn about cities/towns/villages (comparing Newport Pagnell to MK). *Name, locate and identify characteristics of the four 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. *Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		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.		England compared to Africa- *Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.	
Art – skills teaching through theme	Through Continued Provision: Creating Ideas *Work with different materials e.g. clay, pastels, felt tips, pencils, paint, collage. Drawing and mark-making- Begin to experiment with mark making tools thick felt tip pens/chalks. *Make	Sculpture *Develop understanding of 2D and 3D in terms of artwork: paintings/sculptures *Investigate Sculpture around us: including, Liz	Textiles *Know that there are different materials all around them. *Be able to thread a needle. *Use a running stitch on binka or material with		Printing *Create patterns (African Animals) Creating Ideas -*Work from observation and known objects. *Use imagination to	Printing *Print with a variety of objects: Finger, sponge, block, vegetables. *Rubbings (tree) William Morris

	marks using paint with a variety of tools eg. cotton reels, corks, fruit, cotton wool, leaves, sticks. *Use of tracing *Draw on smaller and larger scales Painting and Use of Colour *Recognise and name primary and secondary colours. *Mix primary colours to make secondary colours. *Recognise warm and cold colours.	Leyh MK concrete cows. *Investigate a range of different materials and experiment with how they can be connected together to form simple structures. Acrim Boldo. *Making sand sculptures. *Sweets and tooth picks.	holes. *Learn how to hold the needle without losing the thread *Weave materials *Attach materials simple by for example using glue to stick felt		form simple images from given starting points or a description.	
DT	<u>Making a moving picture - linked to Science topic (Feathers, fur and fins)</u> *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 [for example, cutting, shaping, joining and finishing]. *Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. *Evaluate their ideas and products against design criteria.		<u>Making Victorian toys</u> *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 [for example, cutting, shaping, joining and finishing]. * build structures, exploring how they can be made stronger, stiffer and more stable.		<u>Fruit cocktails</u> *Design purposeful, functional, appealing products for themselves and other users based on design criteria. *Select from and use a wide variety of materials and components, including ingredients, according to their characteristics. *Explore and evaluate a range of existing products. *Use the basic principles of a healthy and varied diet. *Understand where food comes from.	
Food Tech	Baking mince pies		Pancake day			
RE	Is everybody special?	Should we celebrate Harvest or Christmas?	Does Creation help people understand God?	Should everyone follow Jesus?	Are some stories more important than others?	Do we need shared special places?
PSHE	<u>Getting to know you and setting rules</u> -Getting to know you ■ To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. ■ To identify and respect the differences and	<u>Caring for others</u> -Caring for pets ■ That people and other living things have rights and that everyone has responsibilities to protect those rights. Keeping Safe at Home ■ To learn about the ways that	<u>Managing Emotions</u> -Anna's monster lies ■ To recognise what they like and dislike, what is fair and unfair, and what is right and wrong (1.a); ■ To recognise, name and deal with their feelings in a	<u>Well-being</u> -How do you feel today? To think about how we can spot when a friend is feeling unhappy and where to find sources of help when we feel unhappy	<u>Tales that teach us</u> -Chicken soup ■ To recognise what is fair and unfair, kind and unkind, what is right and wrong -The power of giving	RSE - Christopher Winter Project Growing and Changing ■ To introduce the concept of growing and changing Families and Care ■ To explore different

	<p>similarities between people</p> <p>-Meet the Go Givers-Our Rules</p> <ul style="list-style-type: none"> ■ To agree and follow rules for their group and classroom, and understand how rules help them (2d). <p>-Rules - You can't do that here</p> <ul style="list-style-type: none"> ■ To recognise, name and deal with their feelings in a positive way (1.c); ■ To know rules for, and ways of, keeping safe, including basic road safety, <p>Why do we wash our hands?</p> <ul style="list-style-type: none"> ■ To understand why we wash our hands; <ul style="list-style-type: none"> ■ To learn how to wash our hands thoroughly; <p>CWP - Keeping Clean</p> <ul style="list-style-type: none"> ■ To understand basic hygiene principles 	<p>pupils can help the people who look after them to more easily protect them (H14); ■ To recognise that they share a responsibility for keeping themselves and others safe (H15).</p> <p>Looking out for others</p> <ul style="list-style-type: none"> ■ To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (R11); ■ To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say (R12); ■ To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable (R13); ■ To learn strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help (R14). <p>Diversity Week 12-16Nov</p> <p>-Name Calling - sticks and stones</p> <ul style="list-style-type: none"> ■ To recognise, name and deal with their feelings in a positive way (1c) 	<p>positive way (1.c);</p> <ul style="list-style-type: none"> ■ To recognise choices they can make, and recognise the difference between right and wrong (2c); ■ To recognise how their behaviour affects other people; (4.a). <p>-More than one friend</p> <ul style="list-style-type: none"> ■ To recognise, name and deal with their feelings in a positive way (1.c); ■ To realise that people and other living things have needs, and that they have responsibilities to meet them (2.e); ■ To recognise how their behaviour affects other people(4a); ■ To know that families and friends should care for one another (4.d); ■ To develop relationships through work and play (5.f). <p>-Taking Responsibility</p> <ul style="list-style-type: none"> ■ Recognise what they like and dislike, what is fair and unfair and what 	<p>about themselves).</p> <p>Healthy Eating</p> <p>To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of healthy eating (H1).</p> <p>Who can help us</p> <ul style="list-style-type: none"> ■ To learn about the ways that pupils can help the people who look after them to more easily protect them (H14); ■ To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency (L10). 	<ul style="list-style-type: none"> ■ To recognise what they like and dislike, what is fair and unfair, and what is right and wrong (1.a); ■ To take part in discussions with one other person and the whole class (2.a); ■ To learn that family and friends should care for each other (4.d). <p>-Tongue the power of words</p> <ul style="list-style-type: none"> ■ To recognise what they like and dislike, what is fair and unfair, and what is right and wrong (1.a); ■ To recognise, name and deal with their feelings in a positive way (1.c); ■ To recognise choices they can make, and recognise the difference between 	<p>types of families and who to ask for help</p> <p>Additional Sessions:</p> <ul style="list-style-type: none"> ■ Online Safety ■ NSPCC PANTS RULE - song, website and lesson plans
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			positive feedback		and that they have responsibilities to meet them (2e); <ul style="list-style-type: none"> ■ To recognise how their behaviour affects other people (4a); ■ To listen to other people, and play and work cooperatively (4b); ■ To learn that family and friends should care for each other (4e). 	
Music	Charanga: Hey You!	Charanga: Rhythm In The Way We Walk	Charanga: In the Groove	Charanga: Round and around	Charanga: Your Imagination	Charanga: Reflect, rewind and replay
PE	MKSSP: ABC Physical Literacy - Farmyard Fun MKSSP: Gymnastics	MKSSP: ABC Physical Literacy - Farmyard Fun MKSSP: Indoor Fitness	MKSSP: Jake and the Neverland Pirates - Physical Literacy MKSSP: Dance -Toys	MKSSP: Jake and the Neverland Pirates - Physical Literacy MKSSP: Netters -Toys	MKSSP: Strikers Dance Showcase	MKSSP: Strikers MKSSP: Athletics