



Y1 Long Term Overview



| | Autumn Term | | Spring Term | | Summer Term | |
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| | 1 | 2 | 1 | 2 | 1 | 2 |
| English | <p>Jack and the Jelly Beanstalk Narrative- Story (P- to entertain Pre-School)</p> <p>20 sessions over 5 weeks- 1st week recall Jack and the Beanstalk</p> <p>Walk in the Woods- Recount – Thank You Letter (Walk to Bluebell Woods) 8 sessions</p> | <p>Firework Safety- Non Fiction Instructions 4 session 1 week- to inform EYFS of the dangers of fireworks- Poster</p> <p>Autumn Poetry- Performance Poetry- Entertain Y2</p> <p>8 session 2 week</p> <p>Excitable Edgar- Narrative- Apology Letter for Villagers 12/16 session- ¾ weeks</p> | <p>On Safari- Non Fiction- (Zoo Trip) Fact File for the library</p> <p>12 sessions 3 weeks</p> <p>Poetry- Book week 4 sessions 1 week</p> <p>Pancake- Non Fiction Instructions 4 sessions 1 week</p> | <p>Traditional Tales- Goldilocks and the 3 bears- Make their own book with alternative characters- Be an author. Story</p> <p>12 sessions 3 weeks</p> <p>The Queens Hat- Fiction Narrative Adventure. Tour Guide of the London Landmarks- For Mrs Marshall Non-fiction</p> <p>12 sessions 3 weeks</p> | <p>Grandads Island- Narrative adventure story- Story Structure- Change the settings. Entertain each other- Story share</p> <p>12 sessions 3 weeks</p> <p>Inspiration People in History- Non Fiction Biography- For the library- Assembly</p> <p>8 sessions 2 weeks</p> | <p>Grandads Camper- Postcards/ Diary from the adventures. Character focus- Fiction</p> <p>Audience ???</p> <p>8 sessions 2 Weeks</p> <p>Seasons- Inform next Y1 Class- Information Book- Non-Fiction</p> <p>8 Sessions 2 weeks</p> |
| Cross Curricular Link – | | <p>History – Oak – WWI Elm – Great Fire of London</p> | <p>Science – Space/Materials PHSE - Friendship</p> | <p>Geography – capital cities/United Kingdom</p> | <p>Science – The Human Body/Senses History – Oak – Mary Seacole Elm – Florence Nightingale</p> | <p>PHSE – Family/Loss</p> |
| Guided Reading | Decoding and fluency CEW recognition | Themes/conventions Decoding and fluency work-pace | Inference Phonic work Real and nonsense words | Comprehension/ Retrieval Phonics focus | Comprehension written answers preparation for Y2 | Read contracted words Comprehension |
| GPS | Ready to Write Punctuating sentences | Sentences Capital letters | Conjunctions Exclamations Capital letters | Conjunctions Exclamations Capital letters | Questions Singular and plural Prefixes and suffixes | Prefixes and suffixes Sequencing sentences |

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| <p>Maths</p> | <p>Numbers to 10 Number bonds Addition within 10 Subtraction within 10 Max's Marvellous maths (Year 1 catch up programme alongside) <i>Y1 Maths passport objectives daily</i> <i>Numbots</i></p> | <p>Positions Numbers to 20 Addition and subtraction within 20 <i>Y1 Maths passport objectives daily</i></p> | <p>Shapes and patterns Length and Height Numbers to 40 Addition and subtraction word problems <i>Y1 Maths passport objectives daily</i></p> | <p>Multiplication Division Fractions Numbers to 100 <i>Y1 Maths passport objectives daily</i></p> | <p>Time Money Volume and Capacity Mass Space <i>Y1 Maths passport objectives daily</i></p> | <p>CATCH UP and consolidate on previous topics Plug gaps and teach Year 2 preparation <i>Y1 Maths passport objectives daily</i></p> |
| <p>Science</p> | <p>Animals Sorting and Grouping Working Scientifically children will: <i>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Identifying and classifying. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</i> Identify and name a variety of common animals including</p> | <p>Enquiry Based Science Seasonal Changes Working Scientifically children will: <i>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identifying and classifying. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</i></p> | <p>Everyday Materials Working Scientifically children will: <i>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identifying and classifying. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</i> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass,</p> | <p>Seasonal Changes/ Weather Working Scientifically children will: <i>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identifying and classifying. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</i></p> | <p>Plants The Human Body and Senses Working Scientifically children will: <i>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identifying and classifying. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</i> Identify and name a variety of common</p> | <p>Seasonal Changes/ weather Working Scientifically children will: <i>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identifying and classifying. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</i></p> |

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| | <p>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 a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> | <p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> | <p>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>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> | <p>wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. 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>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> |
| History | <p>Great Fire of London</p> <p>Ordering events beyond living memory that are significant nationally or globally.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> | | <p>Royal Family</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare</p> | | <p>Mary Seacoles & Florence Nightingale- Link this to known inspirational people within the children lives</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and</p> | |

| | | | aspects of life in different periods | | international achievements. | |
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| Geography | | <p>Continents and Oceans name and locate the world's seven continents and five oceans</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>The United Kingdom and Capital Cities name, locate and identify characteristics of the four 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</p> | | <p>Maps and the School Grounds use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>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</p> |
| Art (w6) | <p>Printing/ sculpture animal patterns/ Clay tiles</p> <p>Use a range of materials creatively to design and make products</p> | . | | <p>Collage Landmarks/ Easter Cards – Megan Coyle/ Hannah Barton (local artist)</p> <p>Use a range of materials creatively</p> | | <p>Landscapes painting/Artist to use drawing, and to develop and share their ideas, experiences and imagination. Artist- Hockney</p> |

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| | <p>Use printing and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> | | | <p>to design and make products</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</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>Use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</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> |
| DT (w6) | | <p>Mechanisms- sliding/ levers</p> <p>Design</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,</p> | <p>Textiles</p> <p>Queen Victoria's Knickers</p> <p>Design</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,</p> | | <p>Food/ Structures</p> <p>Design</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</p> | |

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| | | <p>information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including materials and construction according to their characteristics.</p> <p>Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p>Technical Knowledge Explore and use mechanisms.</p> | <p>where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including materials and textiles according to their characteristics.</p> <p>Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria</p> | | <p>communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p>Technical Knowledge Build structures</p> | |
| RE | <p>Christianity –God</p> <p>Year 1 Key Question (to be used all year): What do people say about God?</p> <p>Focus Question (for this investigation): Why do Christians say</p> | <p>Christianity-Jesus</p> <p>Year1 Key Question (to be used all year): What do people say about God?</p> <p>Focus Question (for this investigation): Why is Jesus special to Christians?</p> | <p>Christianity-The Church</p> <p>Year 1 Key Question (to be used all year): What do people say about God?</p> <p>Focus Question (for this investigation): What do some people do because</p> | <p>Hinduism</p> <p>Year1 Key Question (to be used all year): What do people say about God?</p> <p>Focus Question (for this investigation): What do Hindus believe about God?</p> | <p>Islam</p> <p>Year 1 Key Question (to be used all year): What do people say about God?</p> <p>Focus Question (for this investigation): How might beliefs about creation affect the way</p> | <p>Judaism</p> <p>Year 1 Key Question (to be used all year): What do people say about God?</p> <p>Focus Question (for this investigation): Why might some people put their trust in God?</p> |

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| | that God is a 'Father'? | | they believe in God? | | people treat the world? | |
| PSHE | Families and friendships Roles of different people; families; feeling cared for. | Safe relationships Recognising privacy; staying safe; seeking permission Respecting ourselves and others How behaviour affects others; being polite and respectful | Belonging to a community What rules are; caring for others' needs; looking after the environment | Media literacy and digital resilience Using the internet and digital devices; communicating online Money and work Strengths and interests; jobs in the community | Physical health and Mental wellbeing Keeping healthy; food and exercise, hygiene routines; sun safety Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong. | Keeping safe How rules and age restrictions help us; keeping safe online |
| PE | FMS Baseline Unit-Lost & Found NC Objective <i>*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.</i> | Gymnastics NC Objective <i>*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.</i> | FMS- Overarm Throw combined with Roll NC Objective <i>*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.</i> <i>*Participate in team games, developing simple tactics for</i> | FMS/ Gym Jack and the Bean Stalk NC Objective <i>*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.</i> | FMS- Tri Throff NC Objective <i>*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.</i> | Athletics NC Objective <i>*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.</i> |

| | phrases throughout the year. | phrases throughout the year. | phrases throughout the year. | phrases throughout the year. | phrases throughout the year. | phrases throughout the year. |
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| Music | Glockenspiels | Christmas Production | | Super Heroes- Pitch and Tempo | | By the Sea- Vocal and Body sounds |
| Personalisation | | | | | | |
| Links to other subjects | English link – Where the Poppies Now Grow | | | | Art- plant rubbings and 3D models using natural/ manmade objects | |
| Visits/ Visitors/ Showcase/ Trips | Blackpool Zoo | Remembrance Showcase Pantomime | Visit from the Author Sean Perkins | Easter Showcase | Art Trip- Museum A visit from an Illustrator | Walking around the school/ local grounds Farm Trip? |

NB: You will need to shade your own MFL (KS2) and Music in depending on when you are teaching it.