**Year Group: Year 1 Long Term Overview**

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| **Year 1 Long Term Plan** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title/ Overarching Question** | **Small Me, Big World**  Are we all the same? How can we be the best version of ourselves? How have animals adapted to live in different places? | **Toy Story**  How have toys changed over time?  Which toys are popular now? | **Reach for the Stars**  What is it like to be an explorer - in space and the world? | **Food Glorious Food**  What happens when we plant food? Where does all the food go? How do I eat that?! | **Heroes and Dragons**  Why do we have castles?  Does good always win over evil in fairy tales? | **Summer at the Seaside / Whatever floats your boat**  What were seaside holidays like in the past? What do we use our beaches for? |
| **Hook/Trips** | Walk around local area - treasure hunt | Toys from the past workshop - Discovery Museum | Alien Crash Landing in school grounds | Supermarket visit/Smoothie making/Planting - Appletree Allotments  Northumberland Park | Story Doors (what have the story fairies left us this week?)  Alnwick Castle | Beach |
| **Literacy Links and Genres** | Stories with familiar settings  Stories with predictable and patterned language  Information text - Ourselves  Lists, Labels and Captions | Stories with familiar settings  Traditional Tales  Letters  Lists,Labels and Captions  Information text - Toys | Stories with repeating patterns  Stories with a magical theme/Fantasy  Recounts, Letters  Contents, Glossary, Captions and Labels | Diaries  Stories from other cultures  Dictionaries  Diaries (linked to Science)  Instruction texts | Fairy tales  Stories about fantasy worlds  Talk for writing Sequencing events  Instruction texts  Invitations | Traditional Tales  Talk for Writing  Postcards  Information Texts  Posters |
| **Book Author** | Oliver’s Vegetables, The Noisy Way to Bed, Kipper’s Diary, Once there were Giants, The Day the Crayons Quit - Oliver Jeffers  Box of Crayons - poem  This is the Bear and the Scary Night  Peace at Last  Owl Babies  Very Mixed Up Animals  Bringing the rain to Kapiti plain  A Country Far Away  We’re going on a lion hunt, Jaha and Jamil went up the hill | Rhyming poetry  Possible texts linked to Topic on Toys  I love you Blue Kangaroo  Kipper’s Toy Box  The Day the Crayons Quit  Bear and Scary Night  Dogger  Tidy Titch  The Jolly Christmas Postman | Bob the man on the moon  Starseeker  The Way Back Home  One Giant Leap  Who was Neil Armstrong?  Man on the Moon  We’re off to look for Aliens, Here come the Aliens  Dr Xargle’s book of earthlets  Aliens love Underpants  Baby and the Rocket  Alien tea on planet Zum Zee, How to catch a star  NASA website www.nasa.gov/multimedia huge variety of videos & free apps e.g. moon landing, Apollo missions & space shuttles • Story of Laika – first dog in space. www.space.com | Handas Surprise  Enormous Turnip  Teddy Bears Picnic  Gingerbread Man  Oliver’s Milkshake/Vegetables  Jack and the Flum Flum Tree  Stone Soup  Pumpkin Soup  I will never, not ever, eat a tomato  Ketchup on my cornflakes  Green eggs and ham | Frozen  Pizza Princess  Shrek  Goldilocks  Cinderella  Rapunzel/Tangled  There’s a Dragon on the Doorstep  How to train your dragon  The Snow Dragon  A Knight and Dragon Story (TES)  George and the Dragon  Sir Charlie Stinkysocks and the Really Big Adventure | This is the sea that feeds us  The big, big sea  Follow the moon  Wave  Snail and the Whale  Tiddler  Seal Surfer  Class 3 all at sea  The Singing Mermaid |
| **Science** | **Animals Including Humans**  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 a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)  Identify, name, draw and label the basic parts of the human body which say part of the part is associated with each sense | | **Forces - Pushes and Pulls**  To observe and describe different ways of moving  To understand the term force and that without it nothing would move  That pushing or pulling things can make objects start or stop moving   |  | | --- | |  | | **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 | | **Materials - boats**  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. |
| **Seasonal Change** | Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day length varies. | | | | | |
| **History** | No History Unit | Events beyond living memory that are significant nationally or globally - Guy Fawkes/Bonfire night  **History of toys**  To describe characteristics of  modern toys  To talk about how their choice of toys has changed as they have got older  To create a timeline of toys suitable for chn aged between 0-6years  To ask questions about toys in the past  To recognise differences and  similarities between old and new toys.  To use the language of time.  To find out about the past using a range of sources - learn about the work of Pieter Bruegel (Children’s Games)  To learn how a real museum  organises its exhibits.  To be able to sort toys into  Different criterion | No History Unit | No History Unit | **Castles**  To talk and write about the main features of a castle.  To understand who lived in a castle and the jobs they do.  The life of Harry Hotspur  Alnwick Castle  To find out about the past from a variety of sources  To recognise some key figures in the royal family  To recognise why people did things, why events happened and what happened as a result  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  Significant historical events, people and places in their own locality | **Seaside Holidays in the Past**  changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  To sequence photographs into a time series of three time periods by Identifying Differences Between present and past times  To find out about holidays in the past from photos  To sort information into categories that distinguish the present from the past  To recognise that some things change and others stay the same.  To find out about the past from a range of sources |
| **Geography** | **Where do I live?**  Find out more about the town, country and continent they live in Find out where the United Kingdom is located on a world map and explore the features of the countries and capital cities of the UK, before finding out about their local area.  To recognise some features of the physical and human features of the locality  That any locality includes a range of types of buildings  **Objectives**  name and locate the world's seven continents and five oceans.  name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  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 basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  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  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 | No Geography Unit | **Arctic Explorers**  Journey to the Arctic and explore one of the coldest places on Earth  Use world maps, globes, aerial pictures and more to investigate the Arctic Circle and what it has to offer.  Explore the seven main countries that feature in the Arctic Circle: Greenland, Alaska, Canada, Norway, Finland, Russia and Sweden. See images of what life is like in the Arctic and what the climate and weather conditions are.  Investigate the physical and human features found in towns and cities in the Arctic, explore the interesting animals found in these areas, compare Arctic towns and cites with those in the UK  **Objectives**  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 non-European country.  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.  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 basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  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  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 | **At the Farm**  Explore a working farm  Find out about arable, livestock and dairy farms and the difference between them, learn about the features of a farm  use a maps to navigate around a farm  differences between life in the country and life in a busy town  **Objectives:**  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 basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  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 | No Geography Unit | No Geography Unit |
| **Art** | **Portraits and Animals**  **Andy Goldsworthy Natural Art Portraits**  Learn about processes in art and design  Investigate the possibilities of a range of materials and processes  **Pencil Portraits**  To create a portrait of themselves and say why they are special .  **Colour Mixing: Paint**  To create a portrait of themselves- adding facial detail.  To understand colour mixing.  **Archimboldo - fruit portraits**  To explore and experiment with a variety of techniques and materials.  **Tinga Tinga Artwork**  To create their own Tinga Tinga artwork.  Generate ideas from their own and others experiences  Represent observations, ideas: design and make images and artefacts  To try out tools and techniques | No Art Unit | **Alien Art**  **Peter Thorpe - rocket pictures on chalk or pastel decorated black sugar paper**  Learn about processes used in art and design  Understand the working characteristics of different materials  **Stained Glass**  Learn about processes used in art and design  Understand the working characteristics of different materials  **Planet Collage**  Collect materials and experiment with ways of creating a piece of artwork  Investigate the possibilities of a range of materials and processes  **Giant Aliens**  Generate ideas from their own and other’s experience  Explore and develop ideas  Experience visual and tactile elements  Use simple finishing techniques  **3D Aliens**  To develop ideas by shaping materials and putting together components  Assemble, join and combine materials  Ask and answer questions about starting points for their work  Try out tools and techniques | No Art Unit | No Art Unit | **Batik, Pattern and Texture**  **Wax resist pictures:**  Learn about processes used in art and design  Understand the working characteristics of different materials  **Shells: Sketching focus**  Represent observations, ideas; design and make images and artefacts  Ask and answer questions about starting points for their work and develop ideas  Investigate the possibilities of a range of materials and processes  Experience visual and tactile elements  **Shells: Batik focus**  Generate ideas from their own and other’s experience  Collect materials and experiment with ways of creating a piece of artwork.  Explore and develop ideas  Experience visual and tactile elements  Use simple finishing techniques  **Shells: Creating collaborative art piece**  To develop ideas by shaping materials and putting together components  Assemble, join and combine materials  Ask and answer questions about their work  Collect materials and experiment with ways of creating a piece of art work  Try out tools and techniques |
| **DT** | No DT Unit | **Moving Pictures**  To create a sliding mechanism.  To use levers to create a moving mechanism.  To investigate and create wheel mechanisms.  To design a picture with a moving mechanism.  To make a moving picture based on a design.  To evaluate a moving picture. | No DT Unit | **Eat More Fruit and Vegetables**  To find out the favourite fruits and vegetables in the class and present the data in a pictogram.  To examine, taste and describe a variety of fruits and  vegetables.  To find out how to handle and prepare a variety of fruits and vegetables.  To be able to design a recipe to include fruit and/or vegetables.  To be able to make and evaluate a food product  based on a design. | **Puppets**  To investigate a range of puppets and their features.  To develop and practise sewing skills.  To be able to work with fabric to create a finger  puppet.  To be able to design a glove puppet.  To be able to follow a design to make a puppet.  To be able to evaluate a finished product. | No DT Unit |
| **Computing** | [**An introduction to digital art**](https://docs.google.com/a/ntlp.org.uk/document/d/1oCluqL8PT9HYjl7ej7GQj6RlRwh1MtQzNLenkpFM9Bc/edit)  A unit to introduce children to digital art packages and the tools within them, They apply the tools and their skills to a range of artistic styles and genres from painting to photography  **eSafety** | [**Exploring machines we control**](https://docs.google.com/a/ntlp.org.uk/document/d/1B81NMaF7ofhti-OliRPJ99YNUR2dXcWJnyNTxZ1MrVY/edit)  Add computing theory to your junk modelling, build circuits from playdough, investigate remote control vehicles, programmable toys, and sensors in a range of equipment.  (Available to hire from CLC - Remote controls vehicles, programmable toys, sound recorders, Zounds, Cubelets)  **eSafety** | [**Exploring Digital Sound**](https://docs.google.com/a/ntlp.org.uk/document/d/1tyBUo9mgPB1GqIzVD9jEpH-calN21XraQh2G8YKan-M/edit)  A unit to introduce digital sound and letting them experiment with simple beats, tempo and composition with various tools - 2Simple Music Toolkit  Isle of Tune  Incredibox  **eSafety** | **Action Algorithms!**  A unit that applies the concept of algorithms and instructions to a variety of contexts, both digital and analogue (e.g. operating a crane, recipes and dance routines)  **eSafety** | **Making Multimedia stories**  A unit that gets children writing and creating stories and bringing them to life with sound and animation  **eSafety** | [**Programming Direction**](https://docs.google.com/a/ntlp.org.uk/document/d/1ufcS6eiY3vQ1h9qUPgOtkjtcaWbRyr-CwhxGq2IoOLA/edit)  **2Go** - Directional language, beginning sequences.  **Beebots** - Programming devices, comparing controls with 2Go  **eSafety** |
| **PE** | Games Unit 1  SAQ 1 | Games Unit 2  Gym Unit 1 | Games Unit 3  Dance Unit 1 | Games Unit 4  Gym Unit 2 | Athletics Unit 1  Dance Unit 2 | Athletics Unit 2  Gym Unit 3 |
| **Music/Singup** | Exploring pulse and rhythm/Action songs | Christmas Songs  Music - Tin Soldier / Sugar Plum Fairy. Listen and Appraise. Composition based on a motif (movement)  Sing Up - Jack O lantern  Can you walk around the moon? | Zootime - sing, play, improvise and compose (Reggae)  Music - Ten Pieces: Mars and Venus  Composition: Each table to compose a different planet | Zootime - sing, play, improvise and compose (Reggae)  Music - Glockenspiel Stage 1 (Charanga)  Sing Up - Menu Song | Hands Feet Heart (World) (South African)  Music - Round and Round: Focus on instrument playing within the scheme (Charanga resource library)  Sing up - The king in the castle | Hands Feet Heart (World) (South African)  Music - Rhythm in the way we walk / Banan rap (both Charanga)  Sing up - Mister double trouble  As i was walking down the street |
| **PSHCE** | **Being Me in My World**  To understand my rights and responsibilities.  To understand my views are valued.  To recognise the choices I make and understand the consequences.  **UNICEF Class charter**  **RRS Article 42** You have the right to know your rights. Adults should know about these rights and help you learn about them too | **Celebrating Difference**  To understand people make assumptions about girls and boys (stereotypes).  To understand bullying is about difference.  To understand right and wrong and recognise consequences.  To understand how to make friends.  To understand how to tell friends we are all different.  **RRS Article 19** You have the right to be protected from being hurt and mistreated, in body or mind | **Dreams and Goals**  To set simple goals.  To set a goal and know how to achieve it.  To understand how to work well with a partner.  To tackle a new challenge and understand it may stretch our learning.  To identify obstacles which make it more difficult to achieve a new challenge and work out how to overcome them.  To say how we feel when we have succeeded at a new challenge.  **RRS Article 33** You have the right to protection from harmful drugs and from the drug trade | **Healthy Me**  To understand the difference between being healthy and unhealthy and know ways to keep healthy.  To know how to make healthy lifestyle choices.  To know how to keep clean and healthy and understand germs cause disease.  To understand medicines help when we are poorly and know how to use them safely.  To know how to keep safe when crossing the road and about people who can help us stay safe.  To say why we think our bodies are amazing and identify ways to stay safe and healthy.  **Citizenship**  **RRS Article 12** You have the right to give your opinion, and for adults to listen and take it seriously | **Relationships**  To identify members of my family and understand there are many different types of families.  To identify what being a good friend means.  To understand appropriate ways of physical contact to greet friends.  To know who can help us in our school community.  To recognise qualities as a person and as a friend.  To say why we appreciate someone and who is special to us.  **SRE**  **Expect Respect**  **RRS Article 36** You have the right to protection from any kind of exploitation (being taken advantage of) | **Changing Me**  To understand life cycles of animals and humans.  To recognise changes about us and things that have stayed the same.  To say how our body has changed since being a baby.  To identify the parts of the body that makes bys different to girls and use correct names for these.  To understand when we learn new things we change a little bit.  To discuss changes that have happened in our life.  **Health and Wellbeing**  **RRS Article 24** You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well |
| **RE** | Belonging - where and importance | Celebrations and festivals  Birth of Jesus/Christmas Story | Parables and their meanings  Easter | | Celebrations - Baptism  Role of the Vicar | Stories from the Bible - Old Testament |