

Lambley Primary School Long Term Overview – Year 1

Subject	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic	Y1: Favourite Stories	Y1: Seasonal Changes	Y1: On a Journey/ Space	Y1: Seasonal Changes	Y1: Growing	Y1: Beside the seaside
Texts	Goldilocks and the Three Bears Funnybones	Superworm	'Lifted' Character Description	Can't You Sleep Little Bear	Jack and the Beanstalk Mini Beasts	Duffy's Lucky Escape: A True Story About Plastic In Our Oceans
Literacy	<p><u>Reading:</u> The Very Hungry Caterpillar The Tiger Who Came to Tea</p> <p><u>Phonics:</u></p> <ul style="list-style-type: none"> - Recap consonant digraphs (sh, th, ch, ng) - Recap (ai, ee, igh, oa) - Recap (oo, ar, or, ur) <p><u>Literacy:</u> Using the story of Goldilocks and the Three Bears</p> <ul style="list-style-type: none"> - Write a simple sentence using a capital letter, a full stop and using finger spaces. - To understand the 'subject' card in rainbow grammar. - To understand the 'predicate' card in rainbow grammar. - To understand and use correctly the 'stop' card in rainbow grammar. <p>Using the story of Funnybones</p> <ul style="list-style-type: none"> - To learn about adjectives and be able to begin to use 	<p><u>Reading:</u> Where the Wild Things Are</p> <p><u>Phonics:</u></p> <ul style="list-style-type: none"> - Learn (ow, oi, ear, air) - Learn (ure, er) - Learn (ay, ou, ie, ea) <p><u>Literacy:</u> Superworm Poem writing</p> <ul style="list-style-type: none"> - To hear, read and respond to rhymes. - To join in with 'performances' of them, with and without music, actions and other enhancements. - To explore words that rhyme and to begin to recognise when words rhyme. - To use the joining word 'and' to link sentences. - To add the suffixes 'ing' 'ed' 'er' and 'est' 	<p><u>Reading:</u> Beegu Elmer</p> <p><u>Phonics:</u></p> <ul style="list-style-type: none"> - Learn (oi, ir, ue, aw) - Learn (wh, ph, ew, oe, au) <p><u>Literacy:</u> Plonk Character Description</p> <ul style="list-style-type: none"> - Using capital letters to start a sentence confidently. - Using adjectives to describe - To be writing lowercase letters in the correct direction with a good consistency. <p>Space themed Non-Fiction writing</p> <ul style="list-style-type: none"> - To know the meaning of fiction and non fiction. - To explore a range of non-fiction texts. 	<p><u>Reading:</u> Dogger</p> <p><u>Phonics:</u></p> <ul style="list-style-type: none"> - Learn (all Split Digraphs) - Recap ear, air, ure and ire. <p><u>Literacy:</u> Can't you sleep little bear narrative writing</p> <ul style="list-style-type: none"> - Introducing question marks. - Introducing contractions. - To know when to add 's' or 'es' for plurals. - To know a story has a beginning, middle and end. - To use the prefix 'un' - Introduce orange 'story opening' card in rainbow grammar. - Using red card for question marks. 	<p><u>Reading:</u> Cops and Robbers</p> <p><u>Phonics:</u></p> <ul style="list-style-type: none"> - Common Exception word focus - High Frequency words. <p><u>Literacy:</u> Jack and the beanstalk Letter Writing</p> <ul style="list-style-type: none"> - To know the correct way to start a formal letter. - To identify some features of a letter. - To write something I would like to find out. - To begin my question with a question word. - To end my question in a question mark. 	<p><u>Reading:</u> Avocado Baby The Elephant and the Bad Baby</p> <p><u>Phonics:</u></p> <ul style="list-style-type: none"> - Common Exception word focus - High Frequency words. - 'l' sound in fin and find - 'o' sound in hot cold <p><u>Literacy:</u> Duffy's Lucky Escape Non-Fiction Writing</p> <ul style="list-style-type: none"> - To know the meaning of fiction and non-fiction and to give examples. - To consistently write using capital letters, full stops and finger spaces. - To spell most words with previously taught phonemes accurately.

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	<p>them in sentences. (Example dark dark)</p> <ul style="list-style-type: none"> - To learn when we use a capital letter. - Begin to look at singular and plural. 					<ul style="list-style-type: none"> - To reread writing to check it makes sense and suggest ways to improve.
Numeracy	School Follows White Rose					
Science	<p>Y1: Animals including humans</p> <ul style="list-style-type: none"> - To name, draw and label basic body parts. - To name all 5 senses and talk about how they use the senses. - To give examples of their senses, for example, I can taste, I can smell, I can touch. - To name different textures we can experience through touch. - To name different tastes we experience through taste. 	<p>Y1: Seasonal Changes</p> <ul style="list-style-type: none"> - To talk about the weather changes in autumn. - To observe some seasonal changes around them. - To identify and talk about the weather outside. 	<p>Y1: Everyday materials</p> <ul style="list-style-type: none"> - To distinguish between an object and the material from which it is made. - To identify and name a variety of everyday materials. - To describe the simple physical properties of a variety of everyday materials. - To compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>Y1: Animals including humans</p> <ul style="list-style-type: none"> - To name a variety of animals including fish, amphibians, reptiles, birds and mammals. - To identify and name a variety of animals that are carnivores, omnivores and herbivores. - To describe and compare the structure of a variety of common animals. 	<p>Y1: Plants</p> <ul style="list-style-type: none"> - To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - I can describe the basic structure of a variety of common flowering plants, including trees. - To know the name things plants need to live. - To have a basic understanding of the process of planting plants. 	<p>Y1: Seasonal Changes</p> <ul style="list-style-type: none"> - To observe the changes in weather they have witnessed over the course of the academic year. - To begin to think about how the length of day varies. - To know some weather patterns in the seven continents. - To keep a weather diary and predict the weather to come in Summer.
History	Y1: Toys (Changes within living memory)		Y1: Great Explorers			Y1: Events beyond living memory

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	<ul style="list-style-type: none"> - To understand words such as old, new, past, present, age. - To know some differences between old and new toys. - To discuss how toys have changed and why this might be. 		<ul style="list-style-type: none"> - To know and name the three astronauts that first landed on the moon. - To know some important dates about Neil Armstrong. Born, Died, became and astronaut and went to the moon. - To explore space travel in 1969 compared to space travel now. - To name the 8 planets and know some key information about them, ie. The biggest planet, smallest, order from the sun. (cross curricular with science) 		<ul style="list-style-type: none"> - To know who Robin who is and why he is important in Nottingham. - To know some important facts about Robin Hood’s life and story. - To know why there are monuments to Robin Hood in Nottingham.
Geography		<p>Y1: Wonderful weather</p> <ul style="list-style-type: none"> - To know the clothes you would wear in hot and cold places. - To know the main things that are in hot and cold places. - To know how the weather changes throughout the year and name all 4 seasons. - To know the weather in the arctic and understand how to dress for the arctic weather. 	<p>Y1: Our World</p> <ul style="list-style-type: none"> - To name seven continents. - To locate the equator, North and South Pole. - To know the four main directions on a compass. - To locate England on a map. 	<p>Y1: Our Country</p> <ul style="list-style-type: none"> - To locate England on a world map and Nottingham on a map of England. - To identify the four countries in the UK and locate them on a map. 	<p>Y1: Our Local Area</p> <ul style="list-style-type: none"> - To tell someone my address and where I live. - To know what I like and do not like about where I live.

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DT	<p>Y1: Giuseppe Arcimboldo</p> <p>Y1: Sensational Salads</p> <ul style="list-style-type: none"> - To create my own fruit face using cutting skills. - To explore the texture of natural objects. - To create a face using fruit and vegetables. 	-	<p>Y1: Moon Buggy and Rockets</p> <ul style="list-style-type: none"> - To select from a range of tools and resources to create a model of the Apollo 11 space craft. - To explore how their structure of Apollo 11 can be made stronger and other materials which could be used. - To design a purposeful and functional Moon Buggy. - To know the proper name for a moon buggy is Lunar Rover and compare an old lunar rover with the designs of new ones. 			<p>Y1: Under the Sea modals</p> <ul style="list-style-type: none"> - To build a base structure, and explore how this can be made stronger. - To select from and use a range of tools to perform practical tasks. - To be beginning to evaluate their ideas and products
Art	<p>Y1: Giuseppe Arcimboldo</p> <p>Y1: Sensational Salads</p> <ul style="list-style-type: none"> - To draw a self-portrait. - To know who Giuseppe Archimboldo is and to begin to learn about his work. - To draw my own fruit face using my drawing skills. - To create a copy of Giuseppe Archimboldo's picture using colouring skills. - To develop painting skills and paint fruit. - 	<p>Y1: Firework and Festive Art</p> <ul style="list-style-type: none"> - To create a bonfire night inspired picture using cutting, colouring, drawing, painting and printing skills. - To observe and draw a Christmas tree. - To create a Christmas tree scene using paint and finger painting technique. 	<p>Y1: Space Art</p> <ul style="list-style-type: none"> - To use shading skills when drawing spheres. - To use pencil skills when drawing a space rocket. - To develop shading and colouring skills when making a space scene. - To use chalks to add texture to space art. 	<p>Y1: Animal Art</p> <ul style="list-style-type: none"> - To explore different famous animal art and talk about some of the features. - To recreate this art using pencil control, sketching and chalking. - To use a sketchbook to explore techniques in the use of line, colour, pattern, texture, shape and space. 	<p>Y1: Lowry</p> <ul style="list-style-type: none"> - To explore work by Lowry and talk about his theme and techniques. - To use my sketchbook to mimic Lowry's style and explore which technique is most effective. - To begin to collect visual and other information to help me to develop my ideas. 	<p>Y1: Beach Scene – Degas</p> <ul style="list-style-type: none"> - To experiment with multi textured art. (Using sand) - To begin to understand how different materials look and feel, and use this knowledge to make choices and develop my work. - To comment on similarities and differences in my own and others' work, including artists, designers and craftspeople.

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RE	<p>Y1: Belonging Y1: Harvest/Diwali</p> <ul style="list-style-type: none"> - To being to know how and where people belong. - To know places you belong, ie school and family. - To know Christians believe in God. - To understand what Diwali is and some reasons why it is celebrated. - To know some important reasons why I should be good and why Christians believe we should be good. 	<p>Y1: Myself Y1: Remembrance</p> <ul style="list-style-type: none"> - To begin to appreciate “who I am and my uniqueness as a person in a family and community.” - To know that Christmas is a Christian celebration and know why they celebrate. - I can talk about the birth of Jesus and know the key events. - To understand that not everyone celebrates Christmas and what other religions might celebrate. 	<p>Y1: Stories of Jesus/Easter</p> <ul style="list-style-type: none"> - To know who Jesus was and his importance to Christians. - To know the story of Easter and how we celebrate Easter. - To know the symbol of the cross and understand its importance. - To know the definition of ‘miracle’ - To know some examples of Jesus’ miracles, ie. Walking on water, feeding the 5000 and calming the storm. - 		<p>Y1: Symbols, churches and synagogues</p> <ul style="list-style-type: none"> - To names different places of worship including church, . Synagogue... - To know why people worship and how some worship. - To look at the properties of churches and see similarities and differences. 	<p>Y1: Belonging</p> <ul style="list-style-type: none"> - To know that Jews believe in God and name some of their other key beliefs. - To know that Jews do not celebrate Christmas or Easter and name some Jewish celebrations. - To explore some significant Jewish stories.
Music	<p>Y1: My voice is an instrument</p> <ul style="list-style-type: none"> - To sometimes use my voice in different ways. - To use my voice to sing. 	<p>Y1: Christmas Songs/ Nativity</p> <ul style="list-style-type: none"> - To sometimes use my voice in different ways. - To use my voice to sing. - To use my voice to copy tone and pitch. 	<p>Y1: Music of Africa</p> <ul style="list-style-type: none"> - To listen to a range of music from different countries and compare them. - To understand that many instruments make different sounds. - To clap short rhythms. 	<p>Y1: Music from around the world</p> <ul style="list-style-type: none"> - To listen to a range of music from different countries and compare them. - To understand that many instruments 	<p>Y1: Recorders</p> <ul style="list-style-type: none"> - To know the correct way to hold a recorder. - To learn that sounds can be called notes. 	<p>Y1: Tuned and Un-tuned instruments.</p> <ul style="list-style-type: none"> - To explore different beats using a mini-beast theme. <ul style="list-style-type: none"> 1-ant 2-spider 3-butterfly 4-caterpillar

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	<ul style="list-style-type: none"> - To use my voice to copy tone and pitch. 		<ul style="list-style-type: none"> - To copy changes in pitch, high and low. - To know how many sounds are made. - To recognise changes in speed and tempo. - To make long and short sounds. 	<ul style="list-style-type: none"> - make different sounds. - To clap short rhythms. - To copy changes in pitch, high and low. - To know how many sounds are made and experiment with making our own sounds. - To recognise changes in speed and tempo. - To make sequences of long and short sounds. 	<ul style="list-style-type: none"> - To learn the notes A, B and C. - To know that musicians use sheet music and begin to read very basic sheet music. - To follow instructions to perform with others. - To imitate change in pitch. 	<ul style="list-style-type: none"> - To clap these beats whilst saying the words using their syllables. - To begin to write my own basic music using 8 beats per line. - To learn that we hold some notes longer than others.
Computing	<p>Y1: E-safety</p> <ul style="list-style-type: none"> - To know basic skills to keep myself safe online. - To know to keep my personal information private online. - To know where to get help if I am worried. 	<p>Y1: Programming</p> <ul style="list-style-type: none"> - To use a systematic approach to control and predict the behaviour of simple programmes. - To recognise common uses of information technology beyond school. 	<p>Y1: Purple Mash: 2animate</p> <ul style="list-style-type: none"> - To turn on and login to a computer. - To use a mouse and keys to navigate on a computer. 	<p>Y1: Purple Mash: 2code</p> <ul style="list-style-type: none"> - To turn on and login to a computer. - To use a mouse and keys to navigate on a computer. 		

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PE	Y1: ABC's	Y1: Dance/Gymnastics Y1: Cricket	Y1: Throwing and Catching Y1: Net and Wall	Y1: Fitness Y1: Dance	Y1: Striking and Fielding	Y1: Athletics
PSHE/RSE	<p>Y1: New beginnings</p> <ul style="list-style-type: none"> - To understand what a friendship is. - To identify the signs of a good friend and a bad friend. - To know who family is and who can support me. 	<p>Y1: Getting on, falling out</p> <ul style="list-style-type: none"> - To know what a good friend is and how to be a good friend. - To know we treat people kindly and how to treat people well. - 	<p>Y1: Say no to bullying</p> <ul style="list-style-type: none"> - To develop strategies to help resolve arguments with friends. - To know what bullying is and how to spot if someone is being bullied. - To know who I can go to if I am worried. 	<p>Y1: Good to be me</p> <ul style="list-style-type: none"> - To know what foods are good for me and bad for me. - To know how to look after myself and body, ie through sport and healthy eating. - To know that sleep is important for my body. 	<p>Y1: Relationships and TEAM</p> <ul style="list-style-type: none"> - To begin to think about healthy and unhealthy relationships. - To know what being a good friend means and can see when someone is demonstrating good friend qualities. - To know what a team is and what teams we might belong to. - To know what makes a good team and a bad team. 	<p>Y1: Changes and Britain</p> <ul style="list-style-type: none"> - To know that each persons' body belongs to them and is private. - To know what a community is and which community I belong to. - To know who leads our country. The queen and Prime Minister. - To know that many people from different countries live in Britain. - To explore the different religions in Britain and different beliefs people might have.
MFL	Weekly French Singing					