



Year 1 Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Where am I?		Queen Victoria and Elizabeth I		The Space Race	
Text	Julia Donaldson Picture Books (various)		The Dinosaur that Pooped series Allan and Janet Ahlberg (e.g. Funnybones)		A Computer Called Katerine The Owl who was Afraid of the Dark Oliver Jeffers books inc. The Way Back Home	
Experience	Local Area Walk	People who help us: The Police	Multi-Faith Visit: Church	Museum of Lincolnshire Life	Arts Week Workshops	Yorkshire Wildlife Park
Enrichment		Enterprise: Adverts	STEM Week		Arts week	Health and wellbeing week
Child Protection and Safeguarding	Lanyard protocol in school Darker evenings: Reflective, road safety: Bonfire night, fire safety, firework safety; Stranger danger, halloween. Equality and Diversity: Black History Month, Show racism the red card, Anti-bullying week including cyber bullying and Online safety. Peer pressure: Children in Need; Young Carers; Christmas Jumper Day (Save the children); child poverty and food banks. Trusted adults - helping hands		Medical Safety- drugs; First aid- basics Keeping Safe: Building site safety; Railway safety; Road safety Peer pressure: PANTS- NSPPC		Water safety Sun safety; Keeping hydrated; Looking after ourselves over the summer holidays Street safety and peer pressure Transition E-safety; Being safe outside, stranger danger, road safety, Electrical Safety	
Art and Design	<u>Collage</u> Cut and tear paper and card for their collages. Gather and sort the materials they will need. Correct way to hold scissors	<u>Printing</u> Print with sponges, vegetables and fruit onto paper and textile. Safety when using paint Design their own printing block. Create a repeating pattern. <i>Look at the artist Kandinsky</i>	<u>Drawing</u> Safety when using tools and materials Communicate something about themselves in their drawing and create moods. Draw using pencil and crayons. Draw lines of different shapes and thickness, using 2 different grades of pencil. <i>Look at portraits of queen Victoria/ Swiss artist Alfred Edward Chalon.</i>		<u>Sculpture</u> Safety when using tools and materials Add texture by using tools. Make different kinds of shapes. Can they describe what they can see and like in the work of another artist? Can they ask sensible questions about a piece of art? <i>Space collage, look at artists who have created collages/abstract art- Picasso.</i>	<u>Painting</u> Safety when using tools and materials Communicate something about themselves in their painting. Create moods in their paintings. Use thick and thin brushes as appropriate. Paint a picture of something they can see. Name the primary and secondary colours. <i>Landscape paintings, Claude Monet vs David Hockney.</i>
Computing	<u>E safety - staying safe</u> To know how to keep information safe. To know what information should be kept private. To understand why certain information should be kept private. To understand what to do if I see something inappropriate online. Using technology safely and respectfully.		<u>Digital content</u> E-safety - cyberbullying Explore programmes to create content. To open documents, save, create file names. To type including elements such as capital letters, using back-space, etc. To use different fonts To know how technology is used outside of school. Importing photos from camera roll To retrieve digital content		<u>Programming</u> E-Safety - Gaming Space maze/ create background Art/ History/ Geography Exploring how the BeeBot moves <u>Input programs</u> To know what algorithms are and how they are used. To understand how algorithms impact programming. To control something using simple instructions. e-safety builds on staying safe online and cyberbullying through looking at aspects of gaming online.	

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Design Technology	<p><u>Planning focus: creating products for Christmas Fair</u></p> <p>Safety when using tools and materials</p> <p>To explore existing products, saying what I do and do not like about them.</p> <p>To design and make purposeful and functional products, using pictures and words.</p> <p>To describe and explain what I am making, how it works and what I need to do next.</p>		<p><u>Making focus: Using a variety of tools</u></p> <p>Safety when using tools and materials</p> <p>To explore ideas by rearranging given materials.</p> <p>To be able to name and use given tools for a variety of tasks.</p> <p>To choose the correct tools to join materials.</p>		<p><u>Evaluation/ Cooking Focus</u></p> <p>Safety when using tools and materials and safety and hygiene when cooking and preparing food</p> <p>To say what I like and do not like about products I have made.</p> <p>To know how to prepare food within a healthy diet.</p>	
English	<p>The Three Little Pigs (Sentences using 'I' from the pig's point of view)</p> <p>Goldilocks and the Three Bears (instructions and wanted poster)</p>	<p>Beegu (Letter)</p> <p>Aliens Love Panta Claus (Description)</p>	<p>Little Red Riding Hood (Narrative)</p> <p>The Gingerbread Man (Recount)</p>	<p>The Queen's Hat (Poetry)</p> <p>Lost and Found (Letter)</p>	<p>Poetry Week</p> <p>Giraffes can't dance (Narrative)</p> <p>Oliver's Vegetables (Recount)</p>	<p>How to Catch a Star (Recount)</p> <p>Counting Katherine (letter)</p>
Geography	<p>Understand the term 'United Kingdom' and can identify the UK on a map</p> <p>I know the 4 countries of the UK and identify them on a map.</p> <p>Recognise what our local environment is (My address, St Giles, Lincoln, England, UK)</p> <p>Recognise the terms human and physical and identify these features in and around my local environment Lincoln.</p> <p>Investigate the geographical features of my area. (keep emphasis local - sea, coasts, rivers, farmland, urban areas) Link to relevant safety and potential dangers of these environments</p> <p>To 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; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>To use directional language to describe where something is (left or right, near or far).</p> <p>To use aerial photographs to identify local landmarks. (school, castle, cathedral, church, supermarket)</p> <p>To 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>				<p>How are animals different around the World?</p> <p>To be covered:</p> <p>Recap on the globe as a representation of the earth.</p> <p><i>Pictures of globe from Space, identifying land and sea, language of distance)</i></p> <p>Identify the difference between land and sea on a globe.</p> <p>I know the world has continents and oceans and I can find these on a globe.</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole</p> <p>To 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</p> <p>I can use directional language to describe where something is (left or right, near or far).</p> <p>To ask questions about animals and their environments. (e.g Why are polar bears white?)</p> <p>To compare animals from contrasting regions.</p> <p>Mutual respect for people from different places</p>	

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History			<p>To know what Kings and Queens are and understand the role of a Monarch. To know the important dates of QE 1 and QV . To know important facts about QE 1 and QV. To know the changes in the country when QE1 was queen and QV was queen. To know who our monarch is now. To know how the buildings of Lincoln have changed since QE1 and QV were queens to now. <i>(Prior learning from Geography castles through time, geographical features of UK/ local environment/ aerial photographs of local landmarks.)</i> Skills to be covered To understand History is 'the past' To sequence events in their own life To begin to ask who, where and when questions. To sequence pictures of events of different time periods To research the past using people, photographs, personal opinions and facts. To talk simply about why something happened. To order events of topic being learnt by their dates in a simple timeline To compare life in different time periods</p>		<p>The Space Race To be covered: To be able to talk about who Niel Armstrong is and why he is important. To know the names of the other 1st men on the moon. To know the events of the landing on the moon of Apollo 11 and why it happened. To know the impact of the landing on the moon. To know what people did in Lincoln did to celebrate the moon landing. <i>(Geography link- pictures of earth from Space,)</i> Skills to be covered To understand History is 'the past' To sequence events in their own life To begin to ask who, where and when questions. To sequence pictures of events of different time periods To research the past using people, photographs, personal opinions and facts. To talk simply about why something happened. To order events of topic being learnt by their dates in a simple timeline To compare life in different time periods</p>	
Mathematics	Number: Place Value (within 10)	Number: Addition & Subtraction (within 10)	Number: Place value (within 20), Number: Addition and Subtraction (within 20)	Number: Place value (within 50), Measurement: Length & Height, Measurement: Weight & Volume	Number: Multiplication & Division, Number: Fractions, Geometry	Geometry, Number: Place value to 100, Time, Money
Music	Ourselves: Exploring Sounds Number: Beat through movement	Animals - Pitch Weather: Exploring sounds	Machines: Beat Seasons: Pitch	Our School: Exploring sounds Pattern: Beat	Storytime: Exploring sound Our Bodies: Beat	Travel: Performance Water: Pitch
Physical Education	Invasion games (Synergy) Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Net and wall (Synergy) Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Dance (Synergy) Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Fitness/Gymnastics (Synergy) Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Striking and Fielding Skills (Synergy) Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Athletics (Synergy) Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment

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PSHE	<p>Key question: What is the same and different about us? (relationships)</p> <p>In this unit, children will learn: What they like/dislike and are good at What makes them special and how everyone has different strengths-celebrating difference</p> <p>How their personal features or qualities are unique to them How they are similar or different to others, and what they have in common</p> <p>To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</p>	<p>Key question: Who is special to us? (relationships)</p> <p>That family is one of the groups they belong to, as well as, for example, school, friends, clubs About the different people in their family / those that love and care for them</p> <p>What their family members, or people that are special to them, do to make them feel loved and cared for</p> <p>-How families are all different but share common features – what is the same and different about them</p> <p>About different features of family life, including what families do/enjoy together</p> <p>That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</p>	<p>Key question: What helps us stay healthy? (Health and wellbeing)</p> <p>In this unit, children will learn: What being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</p> <p>That things people put into or onto their bodies can affect how they feel</p> <p>How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p>Why hygiene is important and how simple hygiene routines can stop germs from being passed on</p> <p>What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</p>	<p>Key question: What can we do with money? (Living in the wider world)</p> <p>In this unit, children will learn: What money is - that money comes in different forms How money is obtained (e.g. earned, won, borrowed, presents)</p> <p>How people make choices about what to do with money, including spending and saving</p> <p>The difference between needs and wants - that people may not always be able to have the things they want</p> <p>How to keep money safe and the different ways of doing this</p>	<p>Key question: Who helps to keep us safe? (Health and wellbeing)</p> <p>In this unit, children will learn: That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p> <p>Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</p> <p>How to respond safely to adults they don't know</p> <p>What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</p> <p>How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p>	<p>Key question: How can we look after each other and the world? (Living in the wider world)</p> <p>In this unit, children will learn: How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work cooperatively</p> <p>The responsibilities they have in and out of the classroom</p> <p>How people and animals need to be looked after and cared for</p> <p>What can harm the local and global environment; how they and others can help care for it</p> <p>How people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group</p>
Religious Education	<p>Births as a celebration (Christianity/Islam) Christianity-Baptism.</p> <p>Tolerance and respect for people of all faiths and none</p> <p>Introduce key elements of Christianity - God, knowing what a church is, that they use the Bible, the cross as a symbol etc.</p> <p>Recognise the important symbols and items involved in Baptism.</p> <p>Know why Christians baptise children. Islam-Birth rites</p> <p>Introduce key elements of Islam-Allah, Qur'an, mosque as a place of worship etc.</p> <p>Make comparisons between Muslim birth rites and Baptism PL: Variety of celebrations</p>	<p>Tolerance and respect for people of all faiths and none</p> <p>Christian celebrations (focus on Christmas)</p> <p>Identify celebrations that the children take part in.</p> <p>Identify different celebrations that Christians celebrate (birth, marriage, Shrove Tuesday, Lent, Easter, Christmas, (funeral?))</p> <p>Identify the importance and relevance of Advent and Christingle. (Possible parental church session)</p> <p>Understand the importance of the birth of Jesus to Christians.</p>	<p>Stories of the New Testament -Jesus focus</p> <p>Tolerance and respect for people of all faiths and none</p> <p>Know who Jesus was. Know why Jesus is important. Know what Jesus did.</p> <p>Who was Jesus? Focus on his teachings and life.</p> <p>His life and teachings (parables) Good Samaritan Prodigal son Miracles</p> <p>Feeding the Five thousand Healing of the paralysed man Walking on water His followers Last supper</p>	<p>What does the Bible say about how Christians treat others?</p> <p>Tolerance and respect for people of all faiths and none</p> <p>Understand how parables tell us about how Jesus wanted us to live.</p> <p>Know the creation story and understand what it tells us about how to treat things.</p> <p>Know who Adam and Eve were and what they did - making choices</p> <p>Know that humans are created equal and special.</p> <p>-Introduce Jesus' teaching - treat each other as special and equal e.g. the Greatest Commandment , the golden rule.</p>	<p>Creation and natural world - Christianity, Islam and Buddhism</p> <p>Tolerance and respect for people of all faiths and none</p> <p>Recap creation story in Christianity.</p> <p>Introduce key elements of the religions Islam and Buddhism such as their symbols, places of worship, holy books etc.</p> <p>Know what each creation story is and identify the key aspects of each story. Focus on the similarities and differences between them.</p>	<p>What does it mean and why does it matter to belong? Christianity and Islam.</p> <p>Tolerance and respect for people of all faiths and none</p> <p>Know what belonging means to individual Christians in the locality - (possible opportunity for variety of leaders to come in and speak to the children about their feelings.)</p> <p>Identify the church's role in bringing people together e.g. during key festivals such as Easter and Christmas.</p> <p>Know what belonging means to individual Muslims in the locality. Identify the mosque's role in bringing people together e.g. during celebrations. PL: Basic features of Christianity in Y1</p>

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Science	<p>Geography 'Around the UK'</p> <p>Mathematics data handling</p> <p>Seasonal changes</p> <p>Pupils should observe and talk about changes in the weather and the seasons.</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>How to keep safe in different weathers</p>	<p>Plants</p> <p>Use the local environment throughout the year to explore and answer questions about plants growing in their habitat.</p> <p>Observe the growth of flowers and vegetables that they have planted.</p> <p><i>Become familiar with common names of flowers</i>, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p> <p>Work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees.</p> <p><i>Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</i></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and the importance of not eating unknown plants/fruits from the wild</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Everyday materials</p> <p>Mathematics data handling</p> <p><i>Explore, name, discuss and raise and answer questions</i> about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</p> <p>Explore and experiment with a wide variety of materials, including for example: brick, paper, fabrics, elastic, foil.</p> <p>Safety when carrying out any practical investigations</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		<p>Mathematics data handling</p> <p>Animals, including humans</p> <p><i>Use the local environment throughout the year</i> to explore and answer questions about animals in their habitat.</p> <p>Understand how to take care of animals taken from their local environment and the need to return them safely after study.</p> <p><i>Become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</i></p> <p>Learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p>Use their senses to compare different textures, sounds and smells.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>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>	