

Menston Primary School Long-Term Overview 2022-23

Year 1 Autumn Term *Please note this is a working document and subject to change*

	Key English texts	Maths	Geography/History	Science	Art/DT	Computing	PSHE	RE	PE	Music
Autumn 1	<p>Who's our New Teacher?</p> <p>Old Bear</p>	<p>Place Value (Within 10)</p> <p>Addition and Subtraction (Within 10)</p> <p>Geometry (Shape)</p> <p>Place Value (Within 20)</p>	<p>How have the toys that we play with changed over time?</p>	<p>Materials:</p> <ul style="list-style-type: none"> 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>Sculpture & 3D Paper Play</p> <ul style="list-style-type: none"> Use hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they have seen. <p>Craft & Design Embellishments</p> <ul style="list-style-type: none"> Able to select colours, shapes and materials to suit ideas and purposes. Design and make something that is imagined or invented. Begin to develop skills such as measuring materials, cutting, and adding decoration. 	<p>Computing Systems and Networks Technology Around Us</p> <ul style="list-style-type: none"> Technology in our classroom Using technology Developing mouse skills Using a computer keyboard Developing keyboard skills Using a computer responsibly <p>Technology Around Us - Lesson Plans</p>	<p>Me and My Relationships</p> <p>Why we have classroom rules</p> <p>Thinking about feelings</p> <p>Our feelings</p> <p>Feelings and bodies</p> <p>Our special people balloons</p> <p>Good friends</p> <p>How are you listening?</p>	<p>Which books and stories are special? (6-8)</p> <p>Christianity & Islam</p>	<p>Multi Skills: Jumping/Travelling (FMS)</p> <ul style="list-style-type: none"> Attempt to run at different speeds showing an awareness of technique. Begin to link running and jumping movements with some control. Jumps: Two to two Two to one One to one One to two Jump, leap and hop and choosing which allows them to jump the furthest. Show some control and balance when travelling at different speeds. 	<p>Charanga: Finding the beat</p> <ul style="list-style-type: none"> Be able to find the beat in a piece of music. Recognise how graphic notation can represent created sounds

Autumn 2	Last Stop on Market Street		What is special about my journey to school?	Seasonal changes: Autumn and Winter	Mechanisms:	Creating Media	Valuing Difference	How do we celebrate special events? (6-8)	Multi Skills: Agility, balance and co-ordination (FMS)	BBC Ten Pieces: No Place Like (Kerry Andrew)
	Percy the Park Keeper		<ul style="list-style-type: none"> • What is different about human and physical geography features? • Can you name physical/human geography features on your journey to school? • Can you name different ways people get to school? How could you find this out and record it? • Can you give directions from somewhere in the village to school? Can you draw a sketch map of this journey? 	<ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. 	Design and make a moving vehicle using wheels & axle mechanisms <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable 	Digital Painting <ul style="list-style-type: none"> • How can we paint using computers? • Using shapes and lines • Making careful choices • Why did I choose that? • Painting all by myself • Comparing computer art and painting Digital Painting - Lesson Plans	<ul style="list-style-type: none"> • Same or different? • Unkind, tease or bully? • Harold's school rules • Who are our special people? • It's not fair! 	<i>Christianity, Islam & Judaism</i> <ul style="list-style-type: none"> • Throwing and Catching a Ball • Travelling with a Ball • Passing a Ball • Using Space (See progression of skills document)	<ul style="list-style-type: none"> • Listen to a new piece of music and describe what they hear • Listen to the environment around them, and find new sounds • Practise start and stop • Conduct the class in starting and stopping • Make their own 'Home' sound piece • Think of new words for songs • Link their topic or book to this piece of music Help write a story with sound effects	

Curriculum enrichment:

- Trip to Ilkley Toy Museum (Aut 1)
- Local Walk: Our Journey to school (Aut 2)
- Visit: Menston Methodists: Baptism and celebration
- Outdoor day: Seasonal Changes (Aut 2)

Menston Primary School Long-Term Overview 2022-23

Year 1 Spring Term

	Key English texts	Maths	Geography/History	Science	Art/DT	Computing	PSHE	RE	PE	Music
Spring 1	<p>Don't Read this Book</p> <p>The Ginger Bread Man</p> <p>What is Pink? (Poetry)</p>	<p>Addition & Subtraction (within 20)</p> <p>Place value (within 50)</p> <p>Length & height</p> <p>Weight & volume</p>	The Great Fire of London	<p>Animals including humans:</p> <ul style="list-style-type: none"> 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 and say which part of the body is associated with each sense. 	<p>Drawing <u>Make Your Mark</u></p> <ul style="list-style-type: none"> Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. <p>Craft & Design Embellishments</p>	<p>Creating Media Digital Writing</p> <ul style="list-style-type: none"> Exploring the keyboard Adding and removing text Exploring the toolbar Making changes to text Explaining my choices Pencil or keyboard <p><u>Digital Writing - Lesson Plans</u></p>	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> Healthy me Super sleep Who can help? (1) Harold loses Geoffrey What could Harold do? Good or bad touches? Sharing pictures 	<p>How and why do we care for others? (6-8)</p> <p><i>Christianity & Judaism</i></p>	<p>SSS – Gymnastics</p> <ul style="list-style-type: none"> Acquiring and Developing Skills Rolls Jumps Handstands, Cartwheels and Round-offs Travelling & Linking Actions Shapes and Balances Compete/Perform Evaluate <p>(See progression of skills document)</p>	<p>Charanga: Adding rhythm and pitch</p> <ul style="list-style-type: none"> Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.

Spring 2	Beegu		<p>What is the UK?</p> <ul style="list-style-type: none"> • What 4 countries make up the UK and can you name some of their features? • What, village country and continent do you live in? • Can you name the seas around the UK? • What are the 4 compass points? • What are the capital cities of the 4 countries of the UK? <p>What is it called where the land meets the sea?</p>	<p>Plants:</p> <ul style="list-style-type: none"> • 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>Food Technology:</p> <p>Design and make a portable snack</p> <p>Design and make a fruit salad</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from 	<p>Data and Information</p> <p>Grouping Data</p> <ul style="list-style-type: none"> • Label and match • Group and count • Describe an object • Making different groups • Comparing groups • Answering questions <p>Grouping Data - Lesson Plans</p>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Harold's wash and brush up • Around and about the school • Taking care of something • Harold's money • How should we look after our money? • Basic first aid 	<p>What does it mean to belong to a church or a mosque? (8-10)</p> <p><i>Christianity & Islam</i></p>	<p>Multi-Skills: Bat and Ball (FMS)</p> <ul style="list-style-type: none"> • Striking/Hitting a Ball • Tactics and Rules • Compete/Perform • Evaluate <p>(See progression of skills document)</p>	<p>Charanga: Combining pulse, rhythm and pitch</p>
	All about Dinosaurs									

Curriculum enrichment:

Outdoor day:

- Bolling Hall: Great Fire of London: Life at the Time (Spring 1)
- Trip to a Mosque: What does it mean to belong to a church or a mosque? (Spring 2)

Menston Primary School Long-Term Overview 2022-23

Year 1 Summer Term

	Key English texts	Maths	Geography/History	Science	Art/DT	Computing	PSHE	RE	PE	Music
Summer 1	<p>Silly Billy</p> <p>The Queen's Knickers</p>	<p>Multiplication & division</p> <p>Fractions</p> <p>Position & direction</p> <p>Place value (within 100)</p> <p>Time</p>	<p>Who deserves to be remembered: Florence Nightingale, Mary Seacole or Nellie Spindler?</p> <ul style="list-style-type: none"> Who were Florence Nightingale, Mary Seacole and Nellie Spindler? What makes Florence Nightingale so special? What makes Nellie Spindler so special? What makes Mary Seacole so special? Did Florence and Nellie have anything in common? (include local connections) Should we still remember Nellie, Mary and Florence? (National and local significance) Does Nellie Spindler deserve a memorial? 	<p>Plants:</p> <ul style="list-style-type: none"> 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>Textiles:</p> <p>Design and make a fabric puppet</p>	<p>Programming A Moving a Robot</p> <ul style="list-style-type: none"> Buttons Directions Forwards and backwards Four directions Getting there Routes <p>Moving a Robot - Lesson Plans</p>	<p>Being my Best</p> <ul style="list-style-type: none"> I can eat a rainbow Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Harold has a bad day 	<p>Who brought messages about God and what did they say? (8-10)</p> <p><i>Christianity</i></p>	<p>Multi Skills: Sending/Receiving/Striking/Fielding (FMS)</p> <ul style="list-style-type: none"> Striking and Hitting a Ball Throwing and Catching a Ball Passing a Ball Using Space Attacking and Defending Tactics and Rules Compete/Perform Evaluate <p>(See progression of skills document)</p>	<p>Own Unit: taking inspiration from our school grounds</p> <ul style="list-style-type: none"> Listen to sounds in the local school environment, comparing high and low sounds. Explore and invent own symbols. Play repeated patterns on tuned and untuned instruments and maintain a steady beat. <p>Use music technology, if available, to capture, change and combine sounds.</p>

Summer 2	The Sandcastle that Lola Built		When should I visit the seaside? <ul style="list-style-type: none"> • Can you name physical/human features near the seaside? • What are the 4 seasons called and which is the warmest/coldest? • When might leaves fall off the trees/grow back? • What clothes would you pack for the beach in summer/winter? • What do we use to measure temperature? 	Seasonal changes: Spring and Summer <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. 	Painting & Mixed Media Beside the Seaside <ul style="list-style-type: none"> • Begin to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint. • Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. • Make choices about which materials to use for collage based on colour, texture, shape and pattern. • Experiment with overlapping and overlaying materials to create interesting effects. 	Programming B Introduction to Animation <ul style="list-style-type: none"> • Comparing tools • Joining blocks • Making a change • Adding sprites • Project design • Following my design Introduction to Animation - Lesson Plans	Growing and Changing <ul style="list-style-type: none"> • Inside my wonderful body! • Taking care of a baby • Then and now • Who can help? (2) • Surprises and secrets • Keeping private private 	Year 1 RE review	SSS – Athletics <ul style="list-style-type: none"> • Running • Jumping • Throwing • Compete/Perform • Evaluate (See progression of skills document)	Charanga: Explore sound and create a story
	All About Me									

Curriculum enrichment:

- Outdoor day: Plants
- Harlow Carr?
- Trip to the doctors: Visitor that works in the medical profession