

# Menston Primary School Long-Term Overview 2023-24

## 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
<b>Autumn 1</b>	<p>Beegu</p> <p>Old Bear</p> <p>Odd Dog Out (PSHE)</p>	<p>Place Value (Within 10)</p> <p><b>Addition and Subtraction</b> (Within 10)</p> <p><b>Geometry</b> (Shape)</p> <p>Place Value (Within 20)</p>	<p><b>How am I part of history?</b></p> <ul style="list-style-type: none"> <li>What is my history?</li> <li>How can I find out more about my history?</li> <li>What was it like for children in the past? – parents, grandparents</li> <li>Did your parents and grandparents do the same things as you? Why?</li> <li>How have things changed over time? (eg toys, TV, computer games, phone)</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p><b>Craft &amp; Design: Map It Out</b></p> <p>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p> <ul style="list-style-type: none"> <li>Respond to a simple design brief with a range of ideas.</li> <li>Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</li> <li>Experiment with techniques when trying out design ideas.</li> <li>Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</li> </ul>	<p><b>Computing Systems and Networks Technology Around Us</b></p> <ul style="list-style-type: none"> <li>Technology in our classroom</li> <li>Using technology</li> <li>Developing mouse skills</li> <li>Using a computer keyboard</li> <li>Developing keyboard skills</li> <li>Using a computer responsibly</li> </ul>	<p><b>Me and My Relationships</b></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><b>How did the world begin?</b></p> <p>Exploring a range of creation stories in imaginative ways, children present their own ideas using art and language. They consider how creation stories help some people understand what God is like.</p>	<p><b>Multi Skills: Jumping/Travelling (FMS)</b></p> <ul style="list-style-type: none"> <li>Attempt to run at different speeds showing an awareness of technique.</li> <li>Begin to link running and jumping movements with some control.</li> <li>Jumps: Two to two Two to one One to one One to two</li> <li>Jump, leap and hop and choosing which allows them to jump the furthest.</li> <li>Show some control and balance when travelling at different speeds.</li> </ul>	<p><b>Pulse and rhythm (Theme: All about me)</b></p> <p>Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.</p>

Autumn 2	Fabulous Frankie		<b>What is special about my journey to school?</b> <ul style="list-style-type: none"> <li>• What is different about human and physical geography features?</li> <li>• Can you name physical/human geography features on your journey to school?</li> <li>• Can you name different ways people get to school? How could you find this out and record it?</li> <li>• Can you give directions from somewhere in the village to school?</li> <li>• Can you draw a sketch map of this journey?</li> </ul>	<b>Seasonal changes: Autumn and Winter</b> <ul style="list-style-type: none"> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<b>Mechanisms: Wheels and Axels</b> <ul style="list-style-type: none"> <li>• Learn about the main components of a wheeled vehicle. Develop understanding of how wheels, axles and axle holders work; problem-solve why wheels won't rotate; to design and build their own vehicle designs.</li> </ul>	<b>Creating Media Digital Painting</b> <ul style="list-style-type: none"> <li>• How can we paint using computers?</li> <li>• Using shapes and lines</li> <li>• Making careful choices</li> <li>• Why did I choose that?</li> <li>• Painting all by myself</li> <li>• Comparing computer art and painting</li> </ul>	<b>Valuing Difference</b> <ul style="list-style-type: none"> <li>• Same or different?</li> <li>• Unkind, tease or bully?</li> <li>• Harold's school rules</li> <li>• Who are our special people?</li> <li>• It's not fair!</li> </ul>	<b>What do some people believe God looks like?</b> Exploring how other people understand God on Earth; considering different representations of God and understanding why this is challenging.	<b>Multi Skills: Agility, balance and co-ordination (FMS)</b> <ul style="list-style-type: none"> <li>• Throwing and Catching a Ball</li> <li>• Travelling with a Ball</li> <li>• Passing a Ball</li> <li>• Using Space</li> </ul> <b>(See progression of skills document)</b>	<b>Timbre and rhythmic patterns (Theme: fairy tales)</b> Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.
	Martha Maps It Out									

# Menston Primary School Long-Term Overview 2023-24

## Year 1 Spring Term

	Key English texts	Maths	Geography/History	Science	Art/DT	Computing	PSHE	RE	PE	Music
<b>Spring 1</b>	<p>Amelia Earhart: Little People Big Dreams</p> <p>Goldilocks and Goldy Lock and The Three Pandas</p>	<p><b>Addition &amp; Subtraction</b> (within 20)</p> <p><b>Place value</b> (within 50)</p> <p><b>Length &amp; height</b></p> <p><b>Weight &amp; volume</b></p>	<p><b>How did we learn to fly?</b></p> <ul style="list-style-type: none"> <li>Who were the right brothers?</li> <li>When was the first flight?</li> <li>Why was Bessie Coleman significant?</li> <li>Why is Amelia Earhart significant?</li> <li>Why was the moon landing special?</li> </ul>	<p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p><b>Painting &amp; Mixed Media: Colour Splash</b></p> <ul style="list-style-type: none"> <li>Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint.</li> <li>Investigate colour mixing,</li> <li>Play with combinations of materials to create simple collage effects.</li> <li>Select materials based on their properties, e.g. shiny, soft.</li> </ul>	<p><b>Creating Media Digital Writing</b></p> <ul style="list-style-type: none"> <li>Exploring the keyboard</li> <li>Adding and removing text</li> <li>Exploring the toolbar</li> <li>Making changes to text</li> <li>Explaining my choices</li> <li>Pencil or keyboard</li> </ul>	<p><b>Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>Healthy me</li> <li>Super sleep</li> <li>Who can help? (1)</li> <li>Harold loses Geoffrey</li> <li>What could Harold do?</li> <li>Good or bad touches?</li> <li>Sharing pictures</li> </ul>	<p><b>What is God's job?</b></p>	<p><b>SSS – Gymnastics</b></p> <ul style="list-style-type: none"> <li>Acquiring and Developing Skills</li> <li>Rolls</li> <li>Jumps</li> <li>Handstands, Cartwheels and Round-offs</li> <li>Travelling &amp; Linking Actions</li> <li>Shapes and Balances</li> <li>Compete/Perform</li> <li>Evaluate</li> </ul> <p><b>(See progression of skills document)</b></p>	<p><b>Classical music dynamics and tempo</b> <b>(Theme: animals)</b></p> <p>Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.</p>

<b>Spring 2</b>	<p><b>The Suitcase</b></p> <p><b>The Big Book of the Beasts</b></p>		<p><b>What is the UK?</b></p> <ul style="list-style-type: none"> <li>• What 4 countries make up the UK and can you name some of their features?</li> <li>• What, village country and continent do you live in?</li> <li>• Can you name the seas around the UK?</li> <li>• What are the 4 compass points?</li> <li>• What are the capital cities of the 4 countries of the UK?</li> <li>• What is it called where the land meets the sea?</li> </ul>	<p><b>Season – Spring to Summer:</b></p> <ul style="list-style-type: none"> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<p><b>Food Technology:</b> <i><b>Making smoothies</b></i></p> <ul style="list-style-type: none"> <li>• Handle and explore fruits and vegetables and learn how to identify which category they fall into, before undertaking taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging.</li> </ul>	<p><b>Data and Information</b> <i><b>Grouping Data</b></i></p> <ul style="list-style-type: none"> <li>• Label and match</li> <li>• Group and count</li> <li>• Describe an object</li> <li>• Making different groups</li> <li>• Comparing groups</li> <li>• Answering questions</li> </ul>	<p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Harold's wash and brush up</li> <li>• Around and about the school</li> <li>• Taking care of something</li> <li>• Harold's money</li> <li>• How should we look after our money?</li> <li>• Basic first aid</li> </ul>	<p><b>Why should we care for the world?</b></p>	<p><b>Multi-Skills:</b> <b>Bat and Ball (FMS)</b></p> <ul style="list-style-type: none"> <li>• Striking/Hitting a Ball</li> <li>• Tactics and Rules</li> <li>• Compete/Perform</li> <li>• Evaluate</li> </ul> <p><b>(See progression of skills document)</b></p>	<p><b>Pitch and temp (Theme: Superheroes)</b></p> <p>Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.</p>
-----------------	---	--	---	---	--	---	---	---	--	---

# Menston Primary School Long-Term Overview 2023-24

## Year 1 Summer Term

	Key English texts	Maths	Geography/History	Science	Art/DT	Computing	PSHE	RE	PE	Music
<b>Summer 1</b>	<p>All About Dinosaurs</p> <p>Lola and the Sandcastle</p>	<p>Multiplication &amp; division</p> <p>Fractions</p> <p>Position &amp; direction</p> <p>Place value (within 100)</p> <p>Time</p>	<p>What is the significance of different nursing pioneers?</p> <ul style="list-style-type: none"> <li>Who were Florence Nightingale, Mary Seacole and Nellie Spindler?</li> <li>What makes Florence Nightingale so special?</li> <li>What makes Nellie Spindler so special?</li> <li>What makes Mary Seacole so special?</li> <li>Did Florence and Nellie have anything in common? (include local connections)</li> <li>Should we still remember Nellie, Mary and Florence? (National and local significance)</li> <li>Does Nellie Spindler deserve a memorial?</li> </ul>	<p>Plants:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p>Drawing: <i>Make Your Mark</i></p> <ul style="list-style-type: none"> <li>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</li> <li>Develop observational skills to look closely and reflect surface texture through mark-making.</li> <li>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.</li> </ul>	<p>Programming A <i>Moving a Robot</i></p> <ul style="list-style-type: none"> <li>Buttons</li> <li>Directions</li> <li>Forwards and backwards</li> <li>Four directions</li> <li>Getting there</li> <li>Routes</li> </ul>	<p>Being my Best</p> <ul style="list-style-type: none"> <li>I can eat a rainbow</li> <li>Eat well</li> <li>Catch it! Bin it! Kill it!</li> <li>Harold learns to ride his bike</li> <li>Pass on the praise!</li> <li>Harold has a bad day</li> </ul>	<p>How do we know that new babies are special?</p>	<p>Multi Skills: <i>Sending/Receiving/Striking/Fielding (FMS)</i></p> <ul style="list-style-type: none"> <li>Striking and Hitting a Ball</li> <li>Throwing and Catching a Ball</li> <li>Passing a Ball</li> <li>Using Space</li> <li>Attacking and Defending</li> <li>Tactics and Rules</li> <li>Compete/Perform</li> <li>Evaluate</li> </ul> <p>(See progression of skills document)</p>	<p>Musical vocabulary (Theme: Under the sea)</p> <p>Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.</p>
<b>Summer 2</b>	<p>What is Pink?</p> <p>Last Stop on Market Street</p>		<p>When should I visit the seaside?</p> <ul style="list-style-type: none"> <li>Can you name physical/human features near the seaside?</li> <li>What are the 4 seasons called and which is the warmest/coldest in the UK?</li> <li>When might leaves fall off the trees/grow back?</li> <li>What clothes would you pack for the beach in summer/winter?</li> <li>What do we use to measure temperature?</li> </ul>	<p>Plants:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p>Textiles: <i>Puppets</i></p> <ul style="list-style-type: none"> <li>Explore different ways of joining fabrics before creating hand puppets based upon characters from a well-known fairytale. Develop technical skills of cutting, glueing, stapling and pinning.</li> </ul>	<p>Programming B <i>Introduction to Animation</i></p> <ul style="list-style-type: none"> <li>Comparing tools</li> <li>Joining blocks</li> <li>Making a change</li> <li>Adding sprites</li> <li>Project design</li> <li>Following my design</li> </ul>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>Inside my wonderful body!</li> <li>Taking care of a baby</li> <li>Then and now</li> <li>Who can help? (2)</li> <li>Surprises and secrets</li> <li>Keeping private</li> </ul>	<p>Why should we care for others?</p>	<p>SSS – Athletics</p> <ul style="list-style-type: none"> <li>Running</li> <li>Jumping</li> <li>Throwing</li> <li>Compete/Perform</li> <li>Evaluate</li> </ul> <p>(See progression of skills document)</p>	<p>Vocal and body sounds (Theme: By the sea)</p> <p>Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</p>