

## Long Term Overview Year 1 Mrs Merrick

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Ourselves	Ourselves	Toys	Toys	Food	
English	<p>Topic related writing activities</p> <p>Read Write Inc phonics</p> <p>The alphabet Simple Common Nouns) Adjectives Verbs Alphabetical order</p>	<p>Topic Related writing activities</p> <p>Read Write Inc Phonics</p> <p>Pluralisation of nouns Identifying proper nouns Sentences – capital letters and full stops</p>	<p>Topic Related writing activities</p> <p>Read Write Inc Phonics</p> <p>Simple common nouns Sentences - Statements and questions Verbs Proper Nouns – Days of the week Exclamation marks</p>	<p>Topic Related writing activities</p> <p>Read Write Inc Phonics</p> <p>Identifying adjectives Proper nouns – months of the year Regular past simple tense</p>	<p>Topic Related writing activities</p> <p>Read Write Inc Phonics</p> <p>Plurals (adding s and es) Joining sentences with 'and' Proper Nouns (Places) Past Simple tense Opposites with prefix 'un' Using the suffix 'un'</p>	<p>Topic Related writing activities</p> <p>Traditional tales Instructional Writing Non-fiction text Poetry and Rhyme</p> <p>Read Write Inc Phonics</p>
Mathematics	<p>Counting to 20 Addition and subtraction 2D shapes Place Value</p>	<p>Place Value (understanding that teen numbers are made from 10 and ones) Addition and subtraction Comparing &amp; measuring length Adding 3 small numbers together Recognising coins up to £2</p>	<p>Locating 2-digit numbers on a 100 sq Number facts to 10 Addition and subtraction strategies 3D shapes Counting in 2s, 5s and 10s Halves and quarters</p>	<p>Odd and even numbers Finding quarter, half and three quarters of a shape Number pairs to 20 Telling the time – Days, months, half past and o'clock on an analogue and digital clock Addition crossing multiples of 10. Find 10 more than and 10 less than.</p>	<p>Explore patterns on a 100 square Addition and subtraction of 1-digit numbers from 2-digit numbers using known number facts Adding 3 small numbers together spotting number bonds to 10. Weight and capacity using non-standard measurement Recognising £5</p>	<p>Multiplying in 2s, 5s and 10s using concrete objects Doubling and halving using multiples of 2 (division) Telling the time to the quarter hour Interpreting and creating pictograms and block graphs Finding change from 10p and 20p Counting in 10s from any given number</p>
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<b>Science</b>	<p>Name the main external parts of the body. Identify similarities and differences with humans. To be able to sort objects into living and non-living groups.</p>	<p>Senses – how we can find out about the world around us through our senses of sight, smell, taste, touch and hearing.</p>	<p>To look at different materials from which toys are made. To compare materials of toys from the past and toys today.</p>	<p>Forces – to look at how to make toys move using pushes and pulls.</p>	<p>Eating a balanced diet.</p>	<p>The effect of heat on food when cooked</p>
<b>History</b>	<p>To understand the changes over time from baby to adult in humans and other animals.</p>		<p>Comparing old and new toys. The history of the Teddy Bear. To show an understanding of how toys have changed over time (timeline)</p>		<p>How cooking and food trends have changed over time.</p>	
<b>Geography</b>	<p>Wales and maps</p>				<p>Food from around the world – traditional cuisine.</p>	<p>Where in the world food is grown and how climate affects food production. Environmental impact of Food miles versus eating seasonal local foods.</p>
<b>ICT</b>	<p>To begin to develop typing speed and accuracy to enable independent access to a computer</p> <p>To become skilful in using different tools to control technology.</p> <p>To understand the purpose of, and begin to use a range of different technology.</p>	<p>To understand that information comes from different sources e.g. books, web sites, TV etc</p> <p>To understand that ICT can give access quickly to a wide variety of resources</p> <p>To talk about their use of ICT and the Internet and other methods to find information</p> <p>To be able to explore a variety of electronic information as part of a given topic</p>	<p>To start to understand that messages can be sent electronically over distances.</p> <p>To use technology to combine text with photographs, graphics and drawings.</p> <p>To create their own text based content, including adding basic effects to sections of text.</p>	<p>To know they can explore sound and music using technology and that they can create sound using computer programs. To know they can record sound using ICT that can be stored and played back To take photographs for a range of different purposes. To understand that video can be recorded using technology and to begin to record video.</p>		<p>To begin to use technology to create graphs and pictograms, recognising there is a link between data collected and the information presented on screen. To use ICT to begin to organise items. To understand that devices respond to commands. To begin to understand how a computer processes instructions and commands (computational thinking). To understand that they can programme a simple sequence of commands into a programmable robot or toy to send it on a route.</p> <p>To understand computers can represent real or fantasy situations</p> <p>To understand computer representations allows the user to make choices and that different decisions produce different outcomes</p>

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<b>Art</b> (Subject to change to fit with topics)	<b>'All about me'</b> What I want to be when I grow up self portrait	<b>All about me</b> Self Portrait	<b>African Art</b> Creating Massai Shields	<b>African Art</b>	<b>Environmental Art</b>	
<b>R.E.</b>	Belonging to a Christian family. A Christian baptism. The story of Jesus' baptism. Precious gifts – the gift of Jesus at Christmas, the story of the Wise Men and Shepherds gifts. Making a Christingle.		A Christian Place of Worship. Special features and objects in a Christian Church. Symbols in Christianity.		Jewish way of life. Celebrating Shabbat.  The Bible – Mary Jones – familiar stories from the Bible	
<b>PSHE</b>	<b>Myself and my relationships</b> Beginning and belonging Feelings and Emotions	<b>Family and Friendship</b>	<b>Citizenship Diversity and Communities</b>	<b>Healthy and Safer Lifestyles</b> (Personal hygiene routines and safety around household substances)	<b>Healthy and Safer Lifestyles</b> (Personal safety and Safety Circles)	<b>Myself and My Relationships</b> Managing change
<b>Music</b>	<b>Singing songs together</b>	Songs for the nativity	Simple rhythms with drums	Listening to each other, working in groups	Can you sing on your own?	Singing and playing together. Singing rounds.
<b>Welsh</b>	Reinforce greetings e.g Bore da. Pwy wyt ti? Parts of the body – colour of hair/eyes. Toys – vocabulary to name toys. Asking for a toy – Ga i...?		Weather – describing weather. Introducing vocabulary for objects and clothing for types of weather, e.g. sledge/sunglasses. Food – Describing what they like to eat.		Y fferm – animal names. Time – Describing the hour on the clock. Activities at different times of the day.	
<b>French</b>	<b>greetings</b>	<b>Colours, months, days Short sentence conversations</b>	<b>What are our hobbies and interests?</b>	<b>Easter activities</b>	<b>Talking about our family</b>	<b>Talking about our pets and other animals</b>
<b>P.E.</b>	<b>Games</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Games</b>	<b>Dance</b>	<b>Athletics</b>