



Feckenham Church of England Primary School

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Long Term Overview

Foundation subjects plus Maths/Science/Computing/R.E.

Year 1

Links between subjects as opportunities to develop schema are linked by **colour**.

Previous learning for retrieval opportunities are **highlighted**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Drawing <u>Make your Mark</u> Observational drawing/range of tools/texture Developing observational drawing skills when exploring mark-making . Children use a range of tools, investigating how texture can be created in drawings.	Paint and mixed media <u>Colour Splash</u> Colour mixing/tools/surfaces Exploring colour mixing through paint play, children use a range of tools and work on different surfaces..	Sculpture and 3D <u>Paper Play</u> 3D shapes and structures to form sculptures	Drawing <u>Make your Mark</u> Observational drawing/range of tools/texture Children to apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.	Paint and mixed media <u>Colour Splash</u> Colour mixing/tools/surfaces Children to create paintings inspired by Clarice Cliff and Jasper Johns	Sculpture and 3D <u>Paper Play</u> 3D shapes and structures to form sculptures/collaborative piece Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.
	Craft and Design <u>Woven Wonders</u> Fibre art skills: plaiting/threading/knotting/weaving- 3D woven artwork Enrichment- Visits from local crafts people e.g. felt makers					



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Design Technology	Cooking and Nutrition <u>Fruit and Vegetables</u> <p>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.</p>	Mechanisms <u>Making a moving story book</u> Slider mechanisms <p>Experiment with sliders before planning and making three pages of a moving story book, based on a familiar story, drawing the page backgrounds, creating the moving parts and assembling it.</p>	Structures <u>Constructing a Windmill</u> <p>Design, decorate and build a windmill for a mouse (client) to live in, develop an understanding of different types of windmill, how they work and their key features. Look at real existing examples and the functions that they carry out.</p>	Mechanisms <u>Wheels and Axles</u> <p>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</p>	Cooking and Nutrition <u>Fruit and Vegetables</u> <p>Design a fruit/veg smoothy to make and serve to older children in school.</p>	Structures Linked with Art sculpture
	Textiles Puppets and Pouches Mechanisms Provide on-going access to wheels and axles in continuous provision (tinkering table) Enrichment- Provide a Smoothy Café for the older pupils in school					
Geography	Locational/Place Knowledge/ Human and Physical Geog/Fieldwork <u>What is it like here?</u> <p>Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple</p>	Geographical Skills Locational/Place Knowledge <u>What is the weather like in the U.K?</u> <p>Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather.</p>	Locational/Place Knowledge/Human and Physical Geography/ Fieldwork <u>What is it like here?</u> <p>Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p>	Locational/Place Knowledge/ Human and Physical <u>What is it like to live in Shanghai?</u> <p>Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China..</p>	Geographical Skills Locational/Place Knowledge <u>What is the weather like in the U.K?</u> <p>To consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key</p>	Locational/Place Knowledge/Human and Physical <u>What is it like to live in Shanghai?</u> <p>Identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils compare these</p>



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	maps of the school grounds.					features to those in the local area and make a simple map using data they have collected through fieldwork.
<p>Continuous Provision: Weather and Seasonal changes/Map of the United Kingdom/Map of the World: Continents and Oceans/Compass directions</p> <p>Enrichment- Visit to local area/Use of Forest School site/Plan a school trip</p>						
History	<p>Chronological awareness/Change and Continuity/Sources of evidence <u>How am I making History?</u> Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions.</p>	<p>Chronological awareness/Change and Continuity/Sources of evidence/Similarities and differences <u>How have toys changed?</u> Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions.</p>	<p>Change and continuity/ Similarities and differences/ Cause and consequence/ Historical significance/ Sources of evidence/ Historical interpretations <u>How have explorers changed the world?</u> Finding out about events and people beyond living memory, children focus on explorers and what makes them significant.</p>	<p>Chronological awareness/Change and Continuity/Sources of evidence <u>How am I making History?</u> Begin to look at a simple timeline extending back to before they were born.</p>	<p>Chronological awareness/Change and Continuity/Sources of evidence/Similarities and differences <u>How have toys changed?</u> Learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future</p>	<p>Change and continuity/ Similarities and differences/ Cause and consequence/ Historical significance/ Sources of evidence/ Historical interpretations <u>How have explorers changed the world?</u> Create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered</p>
<p>Chronological Awareness - Use the playground timeline to pinpoint times in history during topics</p> <p>Enrichment: Invite parents and grandparents into class to discuss toys and games from their youth. Teach the class a new game to play at break times.</p>						



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IT	<p>Computing Systems/Creating Media/Online Safety <u>Improving Mouse Skills</u> Learning how to login and navigate around a computer; developing mouse skills; learning how to drag, drop, click and control a cursor to create works of art</p>	<p>Computing Systems/ Programming/ Online Safety <u>Algorithms Unplugged</u> Algorithms, decomposition and debugging are made relatable to familiar contexts, following directions, learning why instructions need to be specific.</p>	<p>Computing Systems/ Programming/ Creating Media/Data Handling/Online Safety <u>Rocket to the Moon</u> Developing keyboard and mouse skills through designing, building and testing. Creating a digital list of materials, using drawing software and recording data.</p>	<p>Programming/ Online Safety <u>Programming Bee-Bots</u> Introducing programming through the use of a Bee-Bot and exploring its functions.</p>	<p>Computing system and networks/Creating Media/Online Safety <u>Digital Imagery</u> Taking and editing photos, searching for and adding images to a project</p>	<p>Computing System/Creating Media/Data Handling/Online Safety <u>Introduction to Data</u> Learning what data is and the different ways it can be represented. Learning why data is useful and the ways it can be gathered and recorded.</p>
	<p>Online Safety- specific lessons plus continuous provision at the start of every lesson.</p>					
Music	<p>Pulse and Rhythm <u>All about me</u> Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.</p>	<p>Performing-Singing <u>Christmas production</u></p>	<p>Dynamics and Tempo <u>Animals</u> Using our bodies and instruments to listen and respond to pieces of classical music that represent animals. Learning and performing a song and composing a short section of music, with a focus on dynamics and tempo.</p>	<p>Timbre and Rhythmic Patterns <u>Fairy Tales</u> Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.</p>	<p>Pitch and Tempo <u>Superheroes</u> Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.</p>	<p>Vocal and Body Sounds <u>By the Sea</u> Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.</p>
	<p>Musical Vocabulary – Introduce and retrieve subject specific vocabulary to eventually be able to describe music and express what they enjoy.</p>					



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	Enrichment: Take part in a Christmas production performed in the local Church for families/Harvest Festival/Easter Service/Hymn practise weekly/listening to music to come into the classroom to settle.					
P.E.	Motor Competence/ Healthy Participation <u>Gymnastics</u>	Motor Competence/ Healthy Participation <u>Dance</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Team Games</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Athletics</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Team Games</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Athletics</u>
	Enrichment- take part in county games opportunities/Sports Evening/School Games/Sport After School Clubs offered/Feckenham Wake Country Dancing					
P.S.H.E	Families and Relationships <u>Families and Relationships</u> Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair	Health and Wellbeing <u>Knowing myself/Hygiene /Rest and Play</u> Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing and the importance of hand washing	Safety and the Changing Body <u>Adults in school/Adults outside of school/Keeping Ourselves safe</u> Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact;	Citizenship <u>Friendships, emotions and stereotypes</u> Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy	Health and Wellbeing <u>Sun Safety/Allergies/Who keeps us healthy?</u> The importance of sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy	Safety and the Changing Body <u>Keeping ourselves safe</u> Understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe <u>Economic Well-Being</u> Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of jobs roles in schools



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	<p>Citizenship – Throughout the year through our Values programme and events in school Economical Wellbeing- Utilise the class ‘cash’ from FOFS to use wisely/generate more income</p> <p>Enrichment- Visitors into class/ Cash raising events</p>					
R.E.	<p>Christianity <i>Making sense of beliefs/Making connections</i> <i>/Understanding impact</i></p> <p><u>Who do Christians say made the world?</u></p>	<p>Non-faith linked <i>Making sense of beliefs/Making connections</i> <i>/Understanding impact</i></p> <p><u>What does it mean to be belong to a faith community?</u></p>	<p>Judaism <i>Making sense of beliefs/Making connections</i> <i>/Understanding impact</i></p> <p><u>Who is Jewish and how do they live?</u></p>	<p>Christianity <i>Making sense of beliefs/Making connections</i> <i>/Understanding impact</i></p> <p><u>What do Christians believe God is like?</u></p>	<p>Judaism <i>Making sense of beliefs/Making connections</i> <i>/Understanding impact</i></p> <p><u>Who is Jewish and how do they live?</u></p>	<p>Non-faith linked <i>Making sense of beliefs/Making connections</i> <i>/Understanding impact</i></p> <p><u>How should we care for the world and for others, and why does it matter?</u></p>
<p>Celebration Calendar for multi-faiths. Focus on Christian calendar to explore Christmas and Easter</p>						
<p>Enrichment: Visit our local Church to explore the layout and artefacts/take part in a Christmas and Easter Service at Feckenham Church</p>						



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Science	Materials <u>Everyday materials</u> Identifying the difference between objects and materials, children explore their surroundings to find examples of each. They scientifically investigate the properties of materials and begin to sort and group materials by their properties. Pupils discover that some materials are a result of scientific experimentation and that some materials can be recycled to conserve resources.	Animals, including humans <u>Sensitive bodies</u> Familiarising themselves with the basic parts of the human body, children investigate their senses through stimulating experiences that highlight how we interact with the world around us. They develop an understanding of the importance of our senses and how science can support those who have lost sensory function.	Plants <u>Introduction to plants</u> Identifying the key features of a plant, children describe important structures and make comparisons between different plants. Pupils use investigative skills to record the growth of a plant over time and begin to reflect on factors that will affect its development. They begin to explore how plants are used by humans and grow their own herb garden	Animals, including humans <u>Comparing animals</u> Studying both local and global animals, children recognise common features and use this information to make comparisons and begin to classify animals. Pupils collect data by surveying class pets, to then explore ways in which this information can be recorded. They develop their understanding of classification by comparing the dietary habits of different animals and use their knowledge and imaginations to take on the role of a zookeeper.	Making Connections	TBC
	<p>Forces, Earth and Space <u>Seasonal changes- to complete throughout the year as continuous provision</u> Working Scientifically - Research using secondary resources/Observing over time/Comparative and fair testing/Identifying, classifying and grouping/pattern seeking To go through all topics in the science curriculum</p> <p>Enrichment: Explore our Forest School site for different plants/evidence of seasonal changes</p>					
Maths	<u>Place Value</u> <u>Base Line Assessment A</u> <ul style="list-style-type: none"> Sort objects 	<u>Addition and Subtraction</u> <ul style="list-style-type: none"> Write number sentences 	<u>Place Value</u> <ul style="list-style-type: none"> Understand 20 1 more and 1 less 	<u>Addition and Subtraction</u> <ul style="list-style-type: none"> Subtraction - counting back 	<u>Multiplication and Division</u> <u>Base Line Assessment A</u>	<u>Fractions</u> <ul style="list-style-type: none"> Recognise a quarter of an object or a shape



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	<ul style="list-style-type: none"> Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line 	<ul style="list-style-type: none"> Fact families - addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition - add together Addition - add more Addition problems Find a part Subtraction - find a part Fact families - the eight facts Subtraction - take away/cross out (How many left?) Subtraction - take away (How many left?) Subtraction on a number line Add or subtract 1 or 2 	<ul style="list-style-type: none"> The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 <p>Base Line Assessment B</p> <p><u>Addition and Subtraction</u> Base Line Assessment A</p> <ul style="list-style-type: none"> Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds 	<ul style="list-style-type: none"> Subtraction - finding the difference Related facts Missing number problems <p>Base Line Assessment B</p> <p><u>Place Value</u> Base Line Assessment A</p> <ul style="list-style-type: none"> Count from 20 to 50 20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 1 more, 1 less <p>Base Line Assessment B</p>	<ul style="list-style-type: none"> Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups - grouping Make equal groups - sharing <p>Base Line Assessment B</p> <p><u>Fractions</u> Base Line Assessment A</p> <ul style="list-style-type: none"> Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity <p><u>Geometry</u></p>	<ul style="list-style-type: none"> Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity <p>Base Line Assessment B</p> <p><u>Place Value</u> Base Line Assessment A</p> <ul style="list-style-type: none"> Count from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same number of tens Compare any two numbers <p>Base Line Assessment B</p> <p><u>Money</u> Base Line Assessment A</p>
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	<p>Base Line Assessment B</p> <p><u>Addition and Subtractions</u> Base Line Assessment A</p> <ul style="list-style-type: none"> Introduce parts and wholes Part-whole model <p><u>Time</u> Base Line Assessment A</p> <ul style="list-style-type: none"> Before and after Days of the week Months of the year <p><u>Geometry</u> Base Line Assessment A</p> <ul style="list-style-type: none"> Recognise and name 3-D shapes Sort 3-D shapes 	<p>Base Line Assessment B</p> <p><u>Place Value</u> Base Line Assessment A</p> <ul style="list-style-type: none"> Count within 20 Understand 10 Understand 11, 12 and 13 Understand 14, 15 and 16 Understand 17, 18 and 19 <p><u>Time</u></p> <ul style="list-style-type: none"> Hours, minutes and seconds Tell the time to the hour Tell the time to the half hour <p>Base Line Assessment B</p> <p><u>Geometry</u></p> <ul style="list-style-type: none"> Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shapes 	<p><u>Length and Height</u> Base Line Assessment A</p> <ul style="list-style-type: none"> Compare lengths and heights Measure length using objects Measure length in centimetres <p>Base Line Assessment B</p> <p><u>Mass and Volume</u> Base Line Assessment A</p> <ul style="list-style-type: none"> Compare mass Full and empty Compare volume <p>Base Line Assessment B</p> <p><u>Mass and Volume</u> Base Line Assessment A</p> <ul style="list-style-type: none"> Heavier and lighter Measure mass 	<p><u>Mass and Volume</u> Base Line Assessment A</p> <ul style="list-style-type: none"> Compare mass Full and empty Compare volume 	<p>Base Line Assessment A</p> <ul style="list-style-type: none"> Describe turns Describe position - left and right Describe position - forwards and backwards <p><u>Mass and Volume</u></p> <ul style="list-style-type: none"> Measure capacity Compare capacity <p>Base Line Assessment B</p>	<ul style="list-style-type: none"> Unitising Recognise coins Recognise notes Count in coins <p>Base Line Assessment B</p> <p><u>Geometry</u></p> <ul style="list-style-type: none"> Describe position - above and below Ordinal numbers <p>Base Line Assessment B</p>
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		<ul style="list-style-type: none">• Base Line Assessment B				
	Continuous Provision across the year. <ul style="list-style-type: none">• Time• Shapes• Statistics – through representation of the daily temperature.					