

Year 1 Long Term Overview

HISTORY	1	2 with scaffolding	3	4	5
Chronological understanding		<ul style="list-style-type: none"> • Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: old, new and a long time ago? • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them may have happened a long time ago? • Do they know that some objects belonged to the past? • Can they retell a familiar story set in the past? • Can they explain how they have changed since they were born? 			<ul style="list-style-type: none"> • Can they use words and phrases like: very old, when mummy and daddy were little? • Can they use the words before and after correctly? • Can they say why they think a story was set in the past? <p>Sequence artefacts that are closer together in time and check with a reference book.</p>
Historical enquiry		<p>Find answers to a range of given simple questions about the past from more than one source. Make relevant observations Can they give a plausible explanation about what an object was used for in the past?</p>			<ul style="list-style-type: none"> • Can they ask their own historical questions about an artefact?
Knowledge and Interpretation		<ul style="list-style-type: none"> • Do they appreciate that people have helped our lives be better today? • Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as vinyl records? <p>Fact or fiction?</p>			<ul style="list-style-type: none"> • Can they explain why certain objects were different in the past, e.g. iron, music systems, and televisions? • Can they tell us about an important historical event that happened in the past? • Can they explain differences between past and present in their life and that of other children from a different time in history? • Do they know who will succeed the queen and how the succession works?
Communication		Communicate knowledge through use of historical technical vocabulary, discussion, drama, models, writing and ICT.			

GEOGRAPHY	1	2 with scaffolding	3	4	5
Geographical Enquiry		<ul style="list-style-type: none"> • Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about a locality? • Can they answer questions about the weather? • Can they keep a weather chart? 			<ul style="list-style-type: none"> • Can they answer questions using a weather chart? • Can they make plausible predictions about what the weather may be like later in the day or tomorrow?
Physical Geography		<ul style="list-style-type: none"> • Can they tell someone their address? • Can they explain the main features of a hot and cold place? • Can they describe a locality using words and pictures? • Can they explain how the weather changes with each season? • Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? 			<ul style="list-style-type: none"> • Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?
Human Geography		<ul style="list-style-type: none"> • Can they begin to explain why they would wear different clothes at different times of the year? • Can they tell something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? 			<ul style="list-style-type: none"> • Can they name different jobs that people living in their area might do?
Geographical Knowledge		<ul style="list-style-type: none"> • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom? • Can they point out where the equator, north pole and south pole are on a globe or atlas? 			<ul style="list-style-type: none"> • Can they name a few towns in the south and north of the UK?
Map skills Picture maps and globes		Use a simple picture map to move around the school;			

SCIENCE	1	2 with scaffolding	3	4	5
Observing closely		<ul style="list-style-type: none"> • Can they talk about what they <see, touch, smell, hear or taste>? • Can they use simple equipment to help them make observations? 			<ul style="list-style-type: none"> • Can they find out by watching, listening, tasting, smelling and touching?
Performing tests		<ul style="list-style-type: none"> • Can they perform a simple test? • Can they tell other people about what they have done? 			<ul style="list-style-type: none"> • Can they give a simple reason for their answers?
Identifying and classifying		<ul style="list-style-type: none"> • Can they identify and classify things they observe? • Can they think of some questions to ask? • Can they answer some scientific questions? • Can they give a simple reason for their answers? • Can they explain what they have found out? 			<p>Can they talk about similarities and differences?</p> <ul style="list-style-type: none"> • Can they explain what they have found out using scientific vocabulary?
Recording findings		<p>Can they show their work using pictures, labels and captions?</p> <ul style="list-style-type: none"> • Can they record their findings using standard units? • Can they put some information in a chart or table? 			<ul style="list-style-type: none"> • Can they use ICT to show their working? • Can they make accurate measurements?
Plants		<ul style="list-style-type: none"> • Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? • Can they identify and name a range of common plants and trees? • Can they recognise deciduous and evergreen trees? • Can they name the trunk, branches and root of a tree? • Can they describe the parts of a plant (roots, stem, leaves, flowers)? 			<ul style="list-style-type: none"> • Can they name the main parts of a flowering plant?
Animals including humans		<ul style="list-style-type: none"> • Can they point out some of the differences between different animals? • Can they sort photographs of living things and non-living things? • Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) • Can they describe how an animal is suited to its environment? • Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? 			<ul style="list-style-type: none"> • Can they begin to classify animals according to a number of given criteria? • Can they point out differences between living things and non-living things?
		<p>Can they name the parts of the human body that they can see?</p> <ul style="list-style-type: none"> • Can they draw & label basic parts of the human body? • Can they identify the main parts of the human body and link them to their senses? • Can they name the parts of an animal's body? • Can they name a range of domestic animals? • Can they classify animals by what they eat? (carnivore, herbivore, omnivore) • Can they compare the bodies of different animals? 			<ul style="list-style-type: none"> • Can they name some parts of the human body that cannot be seen? • Can they say why certain animals have certain characteristics? • Can they name a range of wild animals?
Everyday materials		<ul style="list-style-type: none"> • Can they distinguish between an object and the material from which it is made? • Can they describe materials using their senses? • Can they describe materials using their senses, using specific scientific words? • Can they explain what material objects are made from? • Can they explain why a material might be useful for a specific job? • Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock • Can they sort materials into groups by a given criteria? • Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching 			<ul style="list-style-type: none"> • Can they describe things that are similar and different between materials? • Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate? • Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?
Seasonal changes		<ul style="list-style-type: none"> • Can they observe changes across the four seasons? • Can they name the four seasons in order? • Can they observe and describe weather associated with the seasons? • Can they observe and describe how day length varies? 			<ul style="list-style-type: none"> • Can they observe features in the environment and explain that these are related to a specific season? • Can they observe and talk about changes in the weather? • Can they talk about weather variation in different parts of the world

COMPUTING	1	2 with scaffolding	3	4	5
Algorithms and Programs		Can they create a simple series of instructions - left and right? <ul style="list-style-type: none"> • Can they record their routes? • Do they understand forwards, backwards, up and down? • Can they put two instructions together to control a programmable toy? • Can they begin to plan and test a Bee-bot journey? 			Can they record pupils' voices as a voice over? <ul style="list-style-type: none"> • Can they use a teacher prepared photo story to create a slideshow of photos?
Data retrieving and Organisation		Can they capture images with a camera? <ul style="list-style-type: none"> • Can they print out a photograph from a camera with help? • Can they record a sound and play it back? • Can they enter information into a template to make a graph? • Can they talk about the results shown on a graph? 			
Communicating		Do they realise what an email address looks like? <ul style="list-style-type: none"> • Have they joined in sending a class email? • Can they use the @ key and type an email address? • Can they word process ideas using a keyboard? • Can they use the spacebar, back space, enter, shift and arrow keys? • Can they print out a page from the internet? 			

E-Safety	Knowledge and Understanding	Skills
	Can they understand the different methods of communication (e.g. email, online forums etc)? <ul style="list-style-type: none"> • Do they know you should only open email from a known source? • Do they know the difference between email and communication systems such as blogs and wikis? • Do they know that websites sometimes include pop-ups that take them away from the main site? • Do they know that bookmarking is a way to find safe sites again quickly? • Can they begin to evaluate websites and know that everything on the internet is not true? • Do they know that it is not always possible to copy some text and pictures from the internet? • Do they know that personal information should not be shared online? • Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet? 	Can they follow the school's safer internet rules? <ul style="list-style-type: none"> • Can they use the search engines agreed by the school? • Can they act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? • Can they use the internet for learning and communicating with others, making choices when navigating through sites? • Can they send and receive email as a class? • Can they recognise advertising on websites and learn to ignore it? • Can they use a password to access the secure network?

DT	1	2 with scaffolding	3	4	5
Planning		Can they think of some ideas of their own? <ul style="list-style-type: none"> • Can they explain what they want to do? • Can they use pictures and words to plan? 			
Creating		Can they explain what they are making? <ul style="list-style-type: none"> • Can they explain which tools are they using? 			
Evaluating		Can they describe how something works? <ul style="list-style-type: none"> • Can they talk about their own work and things that other people have done? 			
Cooking and nutrition		Can they cut food safely? <ul style="list-style-type: none"> • Can they describe the texture of foods? • Do they wash their hands and make sure that surfaces are clean? • Can they think of interesting ways of decorating food they have made, eg, cakes? 			
Textiles		Can they describe how different textiles feel? <ul style="list-style-type: none"> • Can they make a product from textiles by gluing? 			
Mechanisms		Can they make a product which moves? <ul style="list-style-type: none"> • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts? 			
Use of material		Can they make a structure/model using different materials? <ul style="list-style-type: none"> • Is their work tidy? • Can they make their model stronger if it needs to be? 			
Construction		Can they talk with others about how they want to construct their product? <ul style="list-style-type: none"> • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? 			

ART	1	2 with scaffolding	3	4	5
Drawing		Can they communicate something about themselves in their drawing? <ul style="list-style-type: none"> • Can they create moods in their drawings? • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil? 			
Painting		Can they communicate something about themselves in their painting? <ul style="list-style-type: none"> • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? • Can they name the primary and secondary colours? 			
Printing		Can they print with sponges, vegetables and fruit? <ul style="list-style-type: none"> • Can they print onto paper and textile? • Can they design their own printing block? • Can they create a repeating pattern? 			
3D		Can they add texture by using tools? <ul style="list-style-type: none"> • Can they make different kinds of shapes? • Can they cut, roll and coil materials such as clay, dough or plasticine? 			
Textiles		Can they sort threads and fabrics? <ul style="list-style-type: none"> • Can they group fabrics and threads by colour and texture? • Can they weave with fabric and thread? 			
Collage		Can the cut and tear paper and card for their collages? <ul style="list-style-type: none"> • Can they gather and sort the materials they will need? 			
Use of ICT		Can they use a simple painting program to create a picture? <ul style="list-style-type: none"> • Can they use tools like fill and brushes in a painting package? • Can they go back and change their picture? 			
Knowledge		Can they describe what they can see and like in the work of another artist/craft maker/designer? <ul style="list-style-type: none"> • Can they ask sensible questions about a piece of art? 			

MUSIC	1	2 with scaffolding	3	4	5
Performing		Can they use their voice to speak/sing/chant? <ul style="list-style-type: none"> • Do they join in with singing? • Can they use instruments to perform? • Do they look at their audience when they are performing? • Can they clap short rhythmic patterns? • Can they copy sounds 			Can they make loud and quiet sounds? <ul style="list-style-type: none"> • Do they know that the chorus keeps being repeated?
Composing		Can they make different sounds with their voice? <ul style="list-style-type: none"> • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they change the sound? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures? 			Can they tell the difference between long and short sounds? <ul style="list-style-type: none"> • Can they tell the difference between high and low sounds? • Can they give a reason for choosing an instrument?
Appraising		Can they respond to different moods in music? <ul style="list-style-type: none"> • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns? • Can they follow instructions about when to play or sing? 			Can they tell the difference between a fast and slow tempo? <ul style="list-style-type: none"> • Can they tell the difference between loud and quiet sounds? • Can they identify two types of sound happening at the same time?

PE	1	2 with scaffolding	3	4	5
Acquiring and developing skill		Can they copy actions? • Can they repeat actions and skills? • Can they move with control and care?			
Evaluating and improving		Can they talk about what they have done? • Can they describe what other people did?			
Health and fitness		Can they describe how their body feels before, during and after an activity?			
Dance		Can they move to music? • Can they copy dance moves? • Can they perform some dance moves? • Can they make up a short dance? • Can they move around the space safely?			
Games		Can they throw underarm? • Can they roll a piece of equipment? • Can they hit a ball with a bat? • Can they move and stop safely? • Can they catch with both hands? • Can they throw in different ways? • Can they kick in different ways?			
Gymnastics		Can they make their body tense relaxed, curled and stretched? • Can they control their body when travelling? • Can they control their body when balancing? • Can they copy sequences and repeat them? • Can they roll in different ways? • Can they travel in different ways? • Can they balance in different ways? • Can they climb safely? • Can they stretch in different ways? • Can they curl in different ways?			