



# Dovecote Primary and Nursery School – YEAR 1 - Long-Term Overview 2023/2024

Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>History</b></p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p><b>To know that Goose fair is an event that started in Nottingham 900 years ago</b>  <b>To know ways in which Goose fair has changed over time</b></p> <p>I can use words and phrases like: old, new and a long time ago</p> <p>I can begin to identify the main differences between old and new objects</p> <p>I can explain how my local area was different in the past</p> <p>I can spot old and new things in a picture</p> <p>I can answer questions using an artefact/ photograph provided</p> <p><b>Key vocab:</b>  Clifton, Nottingham, Local, The Grove, Village, Estate, Market Telephone box, Street, Road, Shops. Goose Fair.</p>	<p><b>To know that London is the capital city of England</b>  <b>To know who Guy Fawkes is and his role in the Gun Powder Plot</b>  <b>To know the events of the Gun Powder Plot</b>  <b>To know that the gun powder plot was to get rid of King James 1</b>  <b>To know how the gun powder was stopped</b>  <b>To know that bonfire night is celebrated to remember the events during the gunpowder plot.</b>  <b>To know how people celebrate bonfire night</b></p> <p>I can retell a the story of Guy Fawkes, set in the past in order</p> <p>I can recognise that a story that is read may have happened a long time ago</p> <p>I can explain how I have changed since I was born</p> <p>I can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</p> <p>I can understand that we have a king who rules us and that Britain has had a king or queen for many years. I can explain who James I was and the significance of his reign.</p> <p>I can answer questions using an artefact/ photograph provided</p> <p><b>Key vocab:</b>  Old, new, artefacts, photograph, past, present, old, time, new, future, a long time ago Gunpowder Plot, Catholics, Protestants, Houses of Parliament, Gunpowder, Guy Fawkes, London, Bible, James 1</p>		<p><b>To know what changes have been made to Clifton over many years.</b></p> <p>I can use words and phrases like: old, new and a long time ago</p> <p>I can begin to identify the main differences between old and new objects</p> <p>I can explain how my local area was different in the past</p> <p>I can spot old and new things in a picture</p> <p>I can answer questions using an artefact/ photograph provided</p> <p><b>Key vocab:</b>  Clifton, Nottingham, Local, The Grove, Village, Estate, Market Telephone box, Street, Road, Shops.</p>		<p><b>To know who Ernest Shackleton was</b>  <b>To know where Shackleton travelled</b>  <b>To know the disasters that Shackleton faced</b></p> <p>I can put up to three objects in chronological order (recent history)</p> <p>I can explain that some objects belonged to the past</p> <p>I can identify objects from the past, such as vinyl record</p> <p>I can appreciate that some famous people have helped our lives be better today</p> <p>I can answer questions using an artefact/ photograph provided</p> <p>I can give a plausible explanation about what an object was used for in the past</p> <p>I can ask and answer questions about old and new objects</p> <p><b>Key vocab:</b>  Sir Ernest Shackleton, flag, expedition, navy, discover, South pole, Antarctica, explorer, trek, knighted, ship, volcano, accident, danger, husky, research, scientific, temperature, sledge, Endurance.</p>



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<b>Science</b>  <b>Substantive knowledge</b>  <b>Procedural Knowledge</b>  <b>Vocabulary</b>	<p>- Use practical scientific methods, processes &amp; skills</p> <p>- Identify &amp; name human body parts and link to five senses</p> <p><b>To know the basic parts of the human body</b> <b>To use senses to compare different textures, sounds and smells</b></p> <p>I can 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> <p>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p>	<p>Observe changes across the 4 Seasons: Observe &amp; describe the weather associated with the seasons: Autumn Walk</p> <p><b>To know the four seasons and changes in Autumn</b> <b>To know which clothing is suitable for different weather types</b> <b>To know the different types of weather and their associated season</b> <b>To know how rainfall can be measured</b> <b>To know how weather can be a danger to living things</b></p> <p>I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies</p> <p><u>Vocab</u> Autumn, Spring, Summer Winter, fall, weather Temperature, thermometer weather symbol, deciduous coniferous</p>	<p>Observe changes across the 4 Seasons: Observe &amp; describe the weather associated with the seasons Winter Walk</p> <p><b>To know the four seasons and changes in Autumn</b> <b>To know which clothing is suitable for different weather types</b> <b>To know the different types of weather and their associated season</b> <b>To know how rainfall can be measured</b> <b>To know how weather can be a danger to living things</b></p> <p>I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies</p> <p><u>Vocab</u> Autumn, Spring, Summer Winter, fall, weather Temperature, thermometer weather symbol, deciduous coniferous</p>	<p>- Use practical scientific methods, processes &amp; skills</p> <p>- Identify &amp; name plants &amp; plant structures</p> <p>- Observe &amp; describe weather and seasonal changes: Spring Walk</p> <p><b>To know that a plant is a living thing.</b> <b>To know the names of parts of a plant.</b> <b>To know the names of different trees and how they differ from each other.</b> <b>To know that some trees are deciduous and others are evergreen,</b></p> <p>I can Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, I can Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p><u>Vocab</u> Buds, bulbs, deciduous Evergreen, trunk, vegetable wild plants, environment blossom, petals, branches</p>	<p>- Use practical scientific methods, processes &amp; skills</p> <p>- Identify, name and distinguish between objects &amp; materials. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>- Describe &amp; compare simple properties of materials. Distinguish between an object and the material from which it is made.</p> <p><b>To know the names of different materials and name the material of a variety of objects.</b> <b>To know the physical properties of a variety of everyday materials and that they have opposite properties (e.g hard or soft) and be able to compare and describe them.</b></p> <p>I can distinguish between an object and the material from which it is made. I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock I can describe the simple physical properties of a variety of everyday materials. I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>Vocab</u> Materials, wood, plastic, metal Liquid, gas, stretch, stiff, bend Waterproof, shiny</p>	<p>- Use practical scientific methods, processes &amp; skills</p> <p>- Identify &amp; name a variety of animals &amp; types of animal inc. fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore</p> <p>- Describe &amp; compare structure of animals</p> <p><b>To know which animals lay eggs and which do not.</b> <b>To understand that animals can be grouped as fish, amphibian, reptiles, birds and mammals</b> <b>To know the basic parts of the human body</b> <b>To use senses to compare different textures, sounds and smells</b></p> <p>I can 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 I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) I can 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> <p><u>Vocab</u> fish, amphibians reptiles, birds, mammals, carnivore, herbivore Omnivore, tame, wild Nocturnal, head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p>



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## Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

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<p><b>Geography</b></p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p>Evil Pea is causing problems in the classroom and we must locate him using directional language! Can we guide Supertato around our school?</p> <ul style="list-style-type: none"> <li>- Look at aerial photos of where he has gone. He’s flying so he will have a bird’s eye view.</li> <li>- Can we use a compass to find our characters?</li> <li>- Use aerial photographs and plans and devise a simple map and use and construct basic symbols in a key</li> </ul> <p><b>To know what a map, atlas and globe are.</b></p> <p><b>To know what an aerial photograph is</b></p> <p><b>To know what a compass is and name North, East, South, West</b></p> <p>Procedural Knowledge</p> <p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>I can use my knowledge of aerial photos to replicate our school using building blocks and take aerial photographs</p> <p>I can create a simple aerial map of our environment</p> <p>I can use a compass and follow directions</p> <p><b>Vocab</b></p> <p>Aerial Photograph,, Positioning “bird’s eye view”, Maps, Key, Symbols, Direction, Compass, North, South, East, West</p>	<p><i>We also cover seasons and weather in science which links to our geography curriculum.</i></p> <p><b>To know that we have four seasons, Autumn, winter, spring, summer. To know that the temperature changes throughout the seasons and to use this to identify which season it is.</b></p> <p><b>To know which season we are in throughout the year (link to previous knowledge).</b></p> <p><b>To know a range of weather types. (Rain, Sun, frost, snow, hail, sleet)</b></p> <p><b>To know how weather can affect our lives and the choices we make.</b></p> <p><b>To know that certain foods will grow better during different times of the year.</b></p> <p><b>To know the term ‘recycling’ and how we might recycle at home</b></p>	<p>A dragon is flying around our school. Where has he dropped the egg? Take a walk around the school grounds and find human and physical features as we go. Look in our garden. Make a shoe box town or countryside with key features.</p> <p><b>To know what features there are in Clifton. E.g. churches, houses, post office, flats</b></p> <p><b>To know that our school is in Clifton.</b></p> <p><b>To know that Clifton is a town in Nottingham</b></p> <p><b>To know what a map, atlas and globe are.</b></p> <p><b>To know what an aerial photograph is</b></p> <p><b>Procedural Knowledge</b></p> <p>I can discuss our environment and talk about how we can improve it and what issues we have</p> <p>I can use my knowledge of recycling to explain the issues around littering and waste pollution</p> <p><b>Vocab</b></p> <p>City, Town, Village, Factory, Farm, House Office, Shop Environment, School Man-made, Natural, flats. Locate, Route Map, Directions Semi-detached, Detached, Terraced</p>	<p>Focus on where the story could be set. Use clues from the pictures e.g. trees, water. Is it a jungle? Forest? A hot or cold place? Look at examples of rainforests and jungles etc...</p> <p>Carry out investigations in our classroom and out on the playground using thermometers. Record results.</p> <p><b>To know that temperature is different all over the world. (link to the rainforest)</b></p> <p><b>To know what ‘climate is’</b></p> <p><b>To know how climate and ‘temperature’ is different</b></p> <p><b>To know that we have four seasons, Autumn, winter, spring, summer.</b></p> <p><b>To know that the temperature changes throughout the seasons and to use this to identify which season it is.</b></p> <p><b>To know which season, we are in throughout the year (link to previous knowledge).</b></p> <p><b>To know a range of weather types. (Rain, Sun, frost, snow, hail, sleet)</b></p> <p><b>To know how weather can affect our lives and the choices we make.</b></p> <p><b>To know that certain foods will grow better during different times of the year.</b></p> <p><b>To know the term ‘recycling’ and how we might recycle at home.</b></p> <p>I can compare the different temperatures and climate within the UK</p> <p>I can observe and record the changes in weather</p> <p>I can problem solve by suggesting suitable clothing</p> <p>I can look after our outdoor environment using knowledge of our seasons and weather</p> <p>I can observe and record the changes in weather</p> <p><b>Warmer, climate, rainforest, mild, hotter, cooler Weather (sunny, rainy, windy, snowy etc.) Seasons (winter, summer, spring, autumn) Sun, sunrise, sunset, Day, length Weather, Temperature, Thermometer, Spring Seasons, Growth, warmer Melting, Vegetation, climate</b></p>	<p>Become tour guides! Zog the dragon is exploring the UK. Can we become travel guides to help him learn about the different places he could travel to?</p> <p><b>To know the countries in the UK and know London is the capital of England.</b></p> <p><b>To know the four countries that make the British isles</b></p> <p><b>To know the river running through each country</b></p> <p><b>To know that we live in England and know where it is on a world map</b></p> <p><b>Procedural Knowledge</b></p> <p>I can locate the four countries which make the British Isles and know the main river running through each country</p> <p>I can analyse the similarities and differences in my immediate environment</p> <p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p><b>Vocab:</b></p> <p>England, Ireland, Scotland, wales, british isles, United Kingdom, river, thames</p>	<p>Link to our history- Ernest Shackleton</p> <p>Visiting parts of the world. Comparing UK, Africa and Antarctica.</p> <p><b>To know and explain where Africa and Antarctica is on a globe.</b></p> <p><b>To know ‘human’ and ‘physical’ features and be able to name a range of examples</b></p> <p><b>Procedural Knowledge</b></p> <p>I can compare the temperatures and climate of Africa and Antarctica</p> <p>I can problem solve by creating solutions when surviving in the Savannah</p> <p><b>Vocab:</b></p> <p>Africa, Antarctica, globe, world (range of human and physical vocabulary)</p>



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<p><b>Art &amp; Design</b></p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p><b>Sculpture/Sketching</b>  <u>Material:</u> Vegetables/ pencils and pens  <u>Project:</u> Giuseppe Arcimboldo vegetable portrait  <u>Skills:</u> to construct and assemble objects to form the desired outcome. To sketch the design using lines, shapes and colour.</p> <p><b>To know that a sculpture is art in 3D.</b>  <b>To know what a design is.</b>  <b>To know the name of the artist Giuseppe Arcimboldo.</b>  <b>To know that Arcimboldo uses vegetables in their work.</b></p> <p>I can explore shape and form.            I can experiment with, construct and join recycled, natural and man-made materials.</p> <p>I can begin to plan a design for my model.            I can talk about the life and work of Paul Klee and Giuseppe Arcimboldo.            I can arrange fruit to create a likeness.</p> <p>3D, model, texture, rolling, kneading, shaping, construct, join, natural, man-made, sculpture, sculptor, manipulate, shaping, slip, form.</p>	<p><b>Printing/Collage</b>  <u>Material:</u> Recycled materials  <u>Project:</u> Seascape Collages  <u>Skills:</u> explore techniques (e.g. weaving, fabric crayons, cut, glue and trim materials), create images from imagination, experience or observation, make marks in print, make rubbings, build a repeating pattern.</p> <p><b>To know what printing (block) is.</b>  <b>To know a range of different printing techniques including rubbing.</b>  <b>To know what a repeating pattern is.</b>  <b>To know that patterns can be found in our environment.</b></p> <p>I can use a range of printing techniques to achieve a desired effect.            I can explore other techniques (e.g. weaving, fabric crayons, cut, glue and trim materials).            I can create images from imagination, experience or observation.            I can use a printing technique to create a repeating pattern including rubbings.            I can recognise pattern in the environment.</p> <p>Printing (block), paint, natural/man-made, rubbings, objects, pattern</p>	<p>- Share their ideas, experiences and imagination</p> <p>- Learn about the work of a range of artists, craft makers and designers and make links to their own work (Paul Klee)</p> <p><b>To know the name of the artist Paul Klee.</b>  <b>To know how a pencil should be held for sketching.</b>  <b>To know that a range of tools can be used to achieve a desired effect.</b></p> <p>I can hold a pencil correctly for sketching.            I can begin to use a variety of tools including crayons, rubbers, pastels, felt tips and ballpoints.            I can sketch a design using lines, shapes and colours.</p> <p>Draw, pattern, thick, thin, line, shape, colour, repeating, shade, change, portrait.</p>	<p><b>To know who Esther Mahlangu is.</b>  <b>To know that Tinga Tinga art consists of traditional African patterns and colours.</b>  <b>To know how to hold a paintbrush effectively.</b>  <b>To know that different brush sizes and types can be used to create different effects.</b>  <b>To know what the primary and secondary colours are.</b></p> <p>I can talk about the style of Tinga Tinga art.            I can talk about the life and work of Esther Mahllangu.            I can use a paintbrush to create different sized brush strokes and types.            I can work on different scales, creating different textures.            I can choose and mix my colours to achieve a desired effect.</p> <p>Materials, tools, match, mix, primary colours, brush size, paint (poster, powder, watercolour)</p>	<p>Self portraits</p> <p><b>To know how a pencil should be held for sketching.</b>  <b>To know that a range of tools can be used to achieve a desired effect.</b></p> <p>I can hold a pencil correctly for sketching.            I can begin to use a variety of tools including crayons, rubbers, pastels, felt tips and ballpoints.            I can sketch a design using lines, shapes and colours.</p> <p>Draw, pattern, thick, thin, line, shape, colour, repeating, shade, change, portrait.</p>	<p>- Use drawing, painting and sculpture.</p> <p>TingaTinga art linked to African theme. Painting</p> <p>Clay African masks</p> <p><b>To know that a sculpture is art in 3D.</b>  <b>To know what clay is.</b>  <b>To know how clay can be shaped in different ways.</b>  <b>To know what Tinga, Tinga art is and where it originated.</b>  <b>To know what a design is.</b></p> <p>I can manipulate clay by rolling, kneading and shaping.            I can explore shape and form.            I can experiment with, construct and join recycled, natural and man-made materials.            I can join two pieces of clay using a clay slip.            I can begin to plan a design for my model.</p> <p>3D, model, texture, rolling, kneading, shaping, construct, join, natural, man-made, sculpture, sculptor, manipulate, shaping, slip, form</p>



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<p><b>Computing</b> Knowsley City Learning Centre Computing Scheme of Work</p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p><b>To know what technology looks like</b> <b>To know the parts of a computer</b> <b>To know a mouse can be used in different ways</b> <b>To know the purpose of a keyboard</b> <b>To know how text is created and edited</b> <b>To know why it is important to use computers sensibly</b></p> <p>I can explain how technology helps us I can locate examples of technology in the classroom</p> <p>I can name the main parts of the computer</p> <p>I can click and drag objects I can open programs I can draw</p> <p>I can type my name on the computer</p> <p>I can use arrow keys to move the cursor I can delete letters</p> <p>I can give examples of rules I can discuss how we benefit from these rules</p> <p><b>Technology, Computer, Laptop, Tablet, Keyboard, Mouse, Touchpad, Monitor, Screen, CPU, Cursor, Delete, Edit, Responsible.</b></p>	<p><b>To know what a command is</b> <b>To know that combined commands create a sequence</b> <b>To know that problem solving requires a solution</b></p> <p>I can match a command to an outcome I can run a command on a device</p> <p>I can start a sequence from the same place I can combine up to 4 commands to move a robot</p> <p>I can identify different solutions I can debug my program</p> <p><b>Command, outcome, predict, sequence, instruction, directions, solution, debug</b></p>	<p><b>To know what freehand tools are and the shapes and lines they can make</b> <b>To know that a computer can be used to create a picture</b></p> <p>I can use shape and line tools effectively I can change colour and brush sizes</p> <p>I can make a picture in the style of an artist</p> <p><b>Freehand, tools, paint, fill, change, click, select, drag, edit, compare.</b></p>	<p><b>To know that commands are required to move a sprite.</b> <b>To know that changing the value has an effect on the sprite.</b> <b>To know that an effective project has a design.</b></p> <p>I can use commands to move a sprite I can use a Start block</p> <p>I can say what happens when I change the value I can add blocks to my Sprites I can create and test a project</p> <p><b>Command, sprite, block, design, value, scratch</b></p>	<p><b>To know that objects can be labelled</b> <b>To know that objects with similar properties can be grouped together</b> <b>To know that data has to be put into a computer</b></p> <p>I can match objects to groups I can count a group of objects</p> <p>I can describe the properties of an object I can find objects with similar properties</p> <p>I can record the number of objects in a group I can compare groups of objects</p> <p><b>Object, data, group, label, identify, describe, features, property, record, database, spreadsheet</b></p>	<p><b>To know that a word processor is used to create text</b> <b>To know what tools are used to create and edit text</b></p> <p>I can enter and remove text using a keyboard</p> <p>I can use bold, italic and underline I can type capital letters I can change font</p> <p><b>Toolbar, keys, double-clicking, undo, font, edit, select, compare.</b></p>



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<p><b>Design &amp; Technology</b></p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>		<p><b>To know where fruit and vegetables come from.</b></p> <p><b>I know which foods are healthy and which are not.</b></p> <p>I can cut food safely</p> <p>I can use basic food handling, hygiene practices and personal hygiene.</p> <p>I can follow a given recipe to create a cold dish.</p> <p>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting,</p>	<p><b>To know how to use own ideas to design a functional product.</b></p> <p><b>To know how to describe how their own idea works.</b></p> <p><b>To know how to use own design plan to make something.</b></p> <p><b>To know how to use tools safely for a specific purpose (e.g. to cut, shape or to join).</b></p> <p><b>To know how to explore a range of existing products and describe what makes it work well to inform their own choices</b></p> <p><b>To know how to make their own model stronger / stiffer.</b></p> <p>I can make a simple product that moves.</p> <p>I can explain to someone else how they want to make their product.</p> <p>I can draw a simple plan with support from templates before making.</p> <p>I can assemble and join materials (including construction materials) using a variety of methods.</p> <p>I can use simple sewing techniques with support or scaffolded resource</p> <p>I can explain went well with their own work against a design criteria</p> <p>cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, Planning, investigating design, evaluate, make Planning, investigating design, evaluate, make, user, purpose, ideas, product. cut, fold, join, fix structure, wall, tower, framework, weak, strong, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder. joining and finishing techniques, tools, fabrics and components, template, mark out, join, slider, lever, pivot, slot, bridge/guide</p>	<p><b>To know how to use own ideas to design a functional product.</b></p> <p><b>To know how to describe how their own idea works.</b></p> <p><b>To know how to use own design plan to make something.</b></p> <p><b>To know how to use tools safely for a specific purpose (e.g. to cut, shape or to join).</b></p> <p><b>To know how to explore a range of existing products and describe what makes it work well to inform their own choices</b></p> <p><b>To know how to make their own model stronger / stiffer.</b></p> <p>I can make a simple product that moves.</p> <p>I can explain went well with their own work against a design criteria</p> <p>I can explain to someone else how they want to make their product.</p> <p>I can draw a simple plan with support from templates before making.</p> <p>I can assemble and join materials (including construction materials) using a variety of methods.</p> <p>I can use simple sewing techniques with support or scaffolded resource</p> <p>cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, Planning, investigating design, evaluate, make Planning, investigating design, evaluate, make, user, purpose, ideas, product. cut, fold, join, fix structure, wall, tower, framework, weak, strong, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder. joining and finishing techniques, tools, fabrics and components, template, mark out, join, slider, lever, pivot, slot, bridge/guide</p>		
<p><b>Languages – Spanish (Optional at KS1)</b></p>	Greeting		Numbers 1 – 10		Numbers 1-20	



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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Music</b>  <b>Substantive knowledge</b>  <b>Procedural Knowledge</b>  <b>Vocabulary</b>	<p>- Sing songs, speak chants and rhymes</p> <p>- Listen with concentration and understanding to a range of high-quality live and recorded music assemblies</p> <p><b>To know what is meant by pitch, tempo and duration.</b></p> <p><b>To know what a verse and a chorus is. To know the meaning of louder and quieter.</b></p> <p>I can sing and chant together in time, keeping a steady pulse.</p> <p>I can sing songs with some control of tuning, breathing, clarity, conveying different moods.</p> <p>I can listen to a piece of music and move or clap in time to the pulse.</p> <p>I can begin to identify the difference between pulse and rhythm.</p> <p>I can begin to identify differences in tempo (slow, fast) dynamics (loud, quiet) and pitch (high/lows sounds).</p> <p>I can listen for signals for stop and start.</p> <p>I can respond to the mood and character of music through movement/dance/art.</p> <p>I can show awareness when the mood or character of a piece changes.</p> <p>I can say how a range of music makes me feel.</p> <p><i>Pitch, Dynamics, timbre, tempo, duration, pulse, louder, quieter</i></p>	<p>-Experiment with, create, select and combine sounds musically.</p> <p>- Play tuned and untuned instruments (Recyclable instruments)</p> <p><b>To know the different sounds that can be produced from a range of instruments.</b></p> <p>I can control playing to produce the longest, shortest, quietest, loudest sound.</p> <p>I can follow hand signals for start/stop and quieter/louder.</p> <p>I can play in time to a steady beat.</p> <p>I can play a repeated pattern or drone to accompany a song.</p> <p>I can copy back a rhythm pattern.</p> <p><i>Pitch, Dynamics, timbre, tempo, duration, pulse.</i></p>	<p>- Listen with concentration and understanding to a range of high-quality live and recorded music – assemblies.</p> <p><b>To know what is meant by pitch, tempo and duration.</b></p> <p>I can listen to a piece of music and move or clap in time to the pulse.</p> <p>I can begin to identify the difference between pulse and rhythm.</p> <p>I can begin to identify differences in tempo (slow, fast) dynamics (loud, quiet) and pitch (high/lows sounds).</p> <p>I can listen for signals for stop and start.</p> <p>I can respond to the mood and character of music through movement/dance/art.</p> <p>I can show awareness when the mood or character of a piece changes.</p> <p>I can say how a range of music makes me feel.</p> <p><i>Pitch, Dynamics, timbre, tempo, duration, pulse.</i></p>	<p>Play tuned and untuned instruments</p> <p><b>To know how to make sounds of a different pitch on a tuned instrument.</b></p> <p><b>To know the difference between beat and rhythm.</b></p> <p>I can play with control – getting louder/quieter; faster/slower; keeping a steady beat at different tempo.</p> <p>I can perform in a smaller group to the rest of the class.</p> <p>I can copy back a rhythm pattern on one note on tuned percussion; identify which pitch (out of a choice of two) is being played.</p> <p>I can use tuned instruments to perform a two-note repeated pattern to accompany a song.</p> <p>I can follow hand signals from a leader for pitch getting higher and lower or staying the same.</p> <p>I can perform from a simple pictorial/graphic score, interpreting visual representations for changes in duration and dynamics.</p> <p><i>Pitch. Tuned percussion, timbre, pulse, rhythm, tempo</i></p>	<p>-Listen with concentration and understanding to a range of high-quality live and recorded music – assemblies.</p> <p>- Experiment and create music and sounds with a range of instruments</p> <p><b>To know how to make sounds of a different pitch on a tuned instrument.</b></p> <p>I can start to order sounds:</p> <p>I can create and combine sounds to illustrate different pictures.</p> <p>I can create a sequence of different sounds, varying pitch, duration, dynamics, tempo and timbre to accompany the changing moods in a story</p> <p>I can replace a line in a familiar song, or fill in a gap in an existing piece</p> <p>I can create a basic music map (graphic/pictorial notation) to show, which instruments play when in their composition.</p> <p><i>Pitch. Tuned percussion, timbre, pulse, rhythm, tempo, music map.</i></p>	<p>-Listen with concentration and understanding to a range of high-quality live and recorded music – assemblies.</p> <p>- Experiment and create music and sounds with a range of instruments</p> <p><b>To know how to make sounds of a different pitch on a tuned instrument.</b></p> <p>I can start to order sounds:</p> <p>I can create and combine sounds to illustrate different pictures.</p> <p>I can create a sequence of different sounds, varying pitch, duration, dynamics, tempo and timbre to accompany the changing moods in a story</p> <p>I can replace a line in a familiar song, or fill in a gap in an existing piece</p> <p>I can create a basic music map (graphic/pictorial notation) to show, which instruments play when in their composition.</p> <p><i>Pitch. Tuned percussion, timbre, pulse, rhythm, tempo, music map.</i></p>



# Dovecote Primary and Nursery School – YEAR 1 - Long-Term Overview 2023/2024

## Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>P.E</p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p><b>To know how to perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></p> <p><b>When running:</b></p> <ul style="list-style-type: none"> <li>I can run for 1 minute</li> <li>I can show differences in running at speed and jogging</li> <li>I can use different techniques to meet challenges</li> <li>I can describe different ways of running</li> </ul> <p><b>When jumping:</b></p> <ul style="list-style-type: none"> <li>I can perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</li> <li>I can perform combinations of the above</li> <li>I can show control at take-off and landing</li> <li>I can describe different ways of jumping</li> <li>I can explain what is successful or how to improve</li> </ul> <p><b>When throwing:</b></p> <ul style="list-style-type: none"> <li>I can throw into targets</li> <li>I can perform a range of throwing actions e.g. rolling underarm, overarm</li> <li>I can describe different ways of throwing</li> <li>I can explain what is successful or how to improve</li> </ul> <p><i>Warm-up, stretch, walk, jog, run, sprint, speed, challenge, slow, quick, fast, hop, step, jump, one/two explosive energy, feet together, control, improve, under/over arm, accuracy, observe, improve</i></p>	<p>Dance</p> <p><b>To know how to perform basic dances, using simple movement patterns.</b></p> <p>When composing:</p> <ul style="list-style-type: none"> <li>I can copy some moves</li> </ul> <p>Develop control of movement using:</p> <ul style="list-style-type: none"> <li>Actions (WHAT) – I can travel, stretch, twist, turn, jump</li> <li>Space (WHERE) – I can move forwards, backwards, sideways, high, low, safely showing an awareness of others</li> <li>Relationships (WHO) – I can perform on own and with a partner</li> </ul> <p>by teaching each other 2 movements to create a dance with 4 actions</p> <ul style="list-style-type: none"> <li>Dynamics (HOW) – I can move slowly, quickly, with appropriate expression</li> <li>I can use own ideas to sequence dance</li> <li>I can sequence and remember a short dance</li> </ul> <p>When performing:</p> <ul style="list-style-type: none"> <li>I can move spontaneously showing some control and co-ordination</li> <li>I can move with confidence when walking, hopping, jumping, landing</li> <li>Move with rhythm in the above actions</li> <li>I can demonstrate good balance</li> <li>I can move in time with music</li> <li>I can co-ordinate arm and leg actions (e.g. march and clap)</li> <li>I can interact with a partner (e.g. holding hands, swapping places, meeting and parting)</li> </ul> <p>When appreciating:</p>	<p>Gymnastics</p> <p><b>To know how to perform basic movements including jumping, rolls as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></p> <p><b>When sequencing:</b></p> <p>I can perform gymnastic sequence with a balance, a travelling action, a jump and a roll</p> <p>I can teach a sequence to a partner and perform together</p> <p><b>When balancing:</b></p> <p>I can stand and sit “like a gymnast”</p> <p>I can explore the 5 basic shapes: straight/tucked/star/straddle/pike</p> <p>I can balance in these shapes on large body parts: back, front, side, bottom</p> <p>I can explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>I can develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</p> <p>I can change balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p>I can develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p><b>When traveling:</b></p> <p>I can begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>I can monkey walk (bent legs and extended arms)</p> <p>I can caterpillar walk (hips raised so legs as well as arms can be fully extended. I can keep hands still while walking)</p>	<p>Multi-skills games.</p> <p><b>To know how to perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></p> <p><b>To know how to participate in team games, developing simple tactics for attacking and defending</b></p> <ul style="list-style-type: none"> <li>I can practise different skills associated with simple games (e.g. co-ordinating throwing and catching).</li> <li>I can Work co-operatively in teams.</li> <li>Small/large balls</li> </ul> <p><i>catch, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space,</i></p>	<p>Multi-skills linked to team game (e.g. basketball)</p> <p><b>To know how to perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></p> <p><b>To know how to participate in team games, developing simple tactics for attacking and defending</b></p> <ul style="list-style-type: none"> <li>I can practise different skills associated with simple games (e.g. co-ordinating throwing and catching).</li> <li>I can Work co-operatively in teams.</li> <li>Small/large balls</li> </ul> <p><i>catch, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space,</i></p>	<p>Multi skills linked to Athletics</p> <p>Jumping, throwing, running.</p> <p>Developing technique and evaluating performance. Competing with self.</p> <p><b>To know how to perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></p> <p><b>To know how to participate in team games, developing simple tactics for attacking and defending</b></p> <ul style="list-style-type: none"> <li>I can practise different skills associated with simple games (e.g. co-ordinating throwing and catching).</li> <li>I can Work co-operatively in teams.</li> <li>Small/large balls</li> </ul> <p><i>catch, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space,</i></p> <p>SEE ATHLETICS STATEMENTS AUTUMN 1</p>





# Dovecote Primary and Nursery School – YEAR 1 - Long-Term Overview 2023/2024

## Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<ul style="list-style-type: none"> <li>I can respond to my own work and that of others when exploring ideas, feelings and preferences</li> <li>I can recognise the changes in the body when dancing and how this can contribute to keeping healthy</li> </ul> <p>Beat, rhythm, motif, dance, pose, music, evaluate, improve, perform, space, warm up, slow, fast, spin, low, high, wide, twist, turn, tall, wide, body parts, move, recap, stop, freeze, statue, express, follow, copy, repeat, formation, group, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Emotions and feelings, observe, feedback, improve.</p>	<p>feet towards hands, keep feet still while walking hands away from feet until in front support position) I can bunny hop (transfer weight to hands)</p> <p><b>When jumping:</b></p> <ul style="list-style-type: none"> <li>I can explore shape in the air when jumping and landing with control (e.g. star shape)</li> </ul> <p><b>When rolling:</b></p> <ul style="list-style-type: none"> <li>I can continue to develop control in different rolls</li> <li>I can perform a pencil roll – from back to front keeping body and limbs in straight shape</li> <li>I can perform an egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side.</li> <li>I can perform dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</li> <li>I can begin to learn a forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position</li> </ul> <p>Jump, roll, slide, still, fast, slow, control, tuck, pike, star, straddle, dish, arch, tight, balance, toes pointed, legs, arms straight, twist, turn, long, crouch, v-sit, fast, slow, together, feet together, feet apart, high, tall, low, warm up, stretch, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath.</p>			
PSHE	Jigsaw – Being Me in My World.	Jigsaw – Celebrating Difference.	Jigsaw – Dreams and Dreams	Jigsaw – Healthy Me	Jigsaw – Relationships	Jigsaw – Changing Me



# Dovecote Primary and Nursery School – YEAR 1 - Long-Term Overview 2023/2024

## Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>RE</b></p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p><b>Unit 1.1</b> To know that Christmas and Easter are Christian celebrations.</p> <p>To know that Shabbat and Hanukkah are Jewish celebrations.</p> <p>To know why a festival is celebrated.</p> <p>To know that songs, worship, food, artefacts and stories linked to these celebrations.</p> <p><b>Unit 1.1</b> I can re-tell a story, remembering the key events and characters.</p> <p>I can identify some songs, worship, food, artefacts and stories linked to these celebrations: <i>C: Christmas, Easter; J: Hanukkah, Pesach.</i></p> <p>I can explain why I think an artefact, symbol or religious practice is important in this faith celebration/religion.</p> <p><i>Celebration, festival, religion, Christian, Jewish, Christmas, Easter, Hanukkah, Pesach, synagogue, church, Jesus.</i></p>	<p><b>Unit 1.2</b> To know the meaning of 'unique'.</p> <p>To know characteristics that are linked to caring for others.</p> <p>To know there are examples of individuals caring for others in Jewish and Christian texts.</p> <p><b>Unit 1.2</b> I can explain why I am unique in my family and community.</p> <p>I can identify characteristics such as goodness, kindness, generosity and sharing in stories from a religion <i>C: The Lost Sheep; J: Psalm 23</i></p> <p><i>Unique, Christian, Jewish, Humanist, synagogue, church, symbol, God.</i></p>		<p><b>Unit 1.4</b> To know churches and synagogues are places of worship in Christianity and Judaism.</p> <p>To know key objects from a church and synagogue.</p> <p><b>Unit 1.4</b> I can explain how Jewish people and Christians worship God in their holy buildings.</p> <p>I can identify and name key objects from churches and synagogues, saying what they are for.</p> <p>I can ask questions to find out why something happens.</p> <p>I can identify some emotions associated with the festivals and celebrations and why.</p> <p><i>Christian, Jewish, synagogue, church, Jesus, unique, Humanist, symbol, ark, bimah, Torah, Bible. church, faith, altar, font, worship, holiness, sacred, God.</i></p>	<p><b>Unit 1.3</b> To know Jesus told stories to teach people.</p> <p>To know Christians believe Jesus was 'God on earth'.</p> <p><b>Unit 1.3</b> I can suggest hidden meanings in the stories Jesus told.</p> <p><i>Christian, church, Bible, symbol, thankful, faith, belief, Easter, God.</i></p>	<ul style="list-style-type: none"> <li>- Jewish symbols and what would symbolise what is important to me?</li> <li>- learning about the inside of a synagogue</li> <li>- How are churches and synagogues important to believers?</li> </ul> <p><b>To know churches and synagogues are places of worship in Christianity and Judaism.</b></p> <p><b>To know key objects from a church and synagogue.</b></p> <p>I can identify and name key objects from churches and synagogues, saying what they are for.</p> <p><i>Torah, synagogue,</i></p>