



## St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 1



<p>Composition - write sentences by: saying out loud what they are going to write about - composing a sentence orally before writing it</p> <p>Handwriting - begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>SPAG - leave finger spaces between words</p>	<p>Composition - write sentences by: saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense</p> <p>Handwriting - form capital letters - form digits 0-9</p> <p>SPAG - beginning to punctuate sentences using a capital letter and a full stop, leaving spaces between words</p>	<p>Composition - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils</p> <p>Handwriting - understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>SPAG - spell words containing each of the 40+ phonemes already taught - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Composition - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Handwriting - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - form digits 0-9</p>	<p>Composition - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Handwriting - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - form digits 0-9 - understand which letters belong to which</p>	<p>Composition - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Handwriting - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - form digits 0-9 - understand which letters belong to which</p>
---	--	--	---	--	--

# St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 1



		- using a capital letter for personal pronoun 'I'		- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.  SPAG - join words and clauses using and - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.  SPAG - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.  SPAG - join words and clauses using and write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
English - Reading	<b>NC/Learning Focus:</b> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the					

# St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 1



	apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading.					
	<b>Reading for Pleasure:</b> Selection of Picture books chosen by children	<b>Reading for Pleasure:</b> Selection of Picture books chosen by children	<b>Reading for Pleasure:</b> Selection of Picture books chosen by children	<b>Reading for Pleasure:</b> Selection of Picture books chosen by children	<b>Reading for Pleasure:</b> Selection of Picture books chosen by children	<b>Reading for Pleasure:</b> Selection of Picture books chosen by children
English - Phonics/Spelling	<b>Phase/Learning Focus:</b> Recap of Phases 2, 3 and 4, Introduction of Phase 5	<b>Phase/Learning Focus:</b> Phase 5	<b>Phase/Learning Focus:</b> Phase 5	<b>Phase/Learning Focus:</b> Phase 5 review and revise	<b>Phase/Learning Focus:</b> Phonics Screening - Phase 5 review and revise	<b>Phase/Learning Focus:</b> Phase 5
Maths	<b>Threshold Concept:</b> Place Value (to 10) Addition and Subtraction	<b>Threshold Concept:</b> Geometry - Shape Place Value (to 20) Addition and Subtraction	<b>Threshold Concept:</b> Place Value (within 50) Multiplication and Division Fractions	<b>Threshold Concept:</b> Length and Height Mass and Volume Position and Direction	<b>Threshold Concept:</b> Place Value (to 100) Money	<b>Threshold Concept:</b> Time  Revise and Review concepts taught across the year.
	<b>NC/Learning Focus:</b> Identify and represent numbers using objects and pictorial representations including the	<b>NC/Learning Focus:</b> Recognise and name common 2-D and 3-D shapes.  Identify and represent numbers	<b>NC/Learning Focus:</b> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to,	<b>NC/Learning Focus:</b> Compare, describe and solve practical problems for: - lengths and heights - mass/weight - capacity and volume	<b>NC/Learning Focus:</b> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to,	<b>NC/Learning Focus:</b> Compare, describe and solve practical problems for: - time [for example, quicker, slower, earlier, later]

## St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 1



<p>number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number.</p> <p>Given a number, identify one more and one less.</p> <p>Compare numbers using <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> <p>Read, write and interpret</p>	<p>using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number.</p> <p>Given a number, identify one more and one less.</p> <p>Compare numbers using <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</p> <p>Read and write numbers from 1 to</p>	<p>more than, less than (fewer), most, least.</p> <p>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number.</p> <p>Compare numbers using <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</p> <p>Count in multiples of twos, fives and tens.</p> <p>Given a number, identify one more and one less.</p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>- time</p> <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>- lengths and heights</li> <li>- mass/weight</li> <li>- capacity and volume</li> </ul> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns.</p>	<p>more than, less than (fewer), most, least.</p> <p>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number.</p> <p>Compare numbers using <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</p> <p>Given a number, identify one more and one less.</p> <p>Recognise and know the value of different denominations of coins and notes.</p>	<p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>- time (hours, minutes, seconds)</li> </ul> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>
---	--	---	---	---	--

# St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 1



	<p>mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Represent and use number bonds related subtraction facts within 20.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including 0.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</p>	<p>20 in numerals and words.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Represent and use number bonds related subtraction facts within 20.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including 0.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and</p>	<p>Recognise, find and name a half as 1 of 2 equal parts of object, shape or quantity.</p> <p>Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.</p>			
--	---	--	---	--	--	--

# St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 1



		missing number problems such as $7=?-9$ .				
History		<b>Context:</b> Memory Box		<b>Context:</b> Dinosaurs and Mary Anning		<b>Context:</b> Communication over time. William Caxton Tim Berner-Lee
		<b>Threshold Concept:</b> Evidence and artefacts Legacy Culture		<b>Threshold Concept:</b> Cause and Change Evidence and artefacts Legacy		<b>Threshold Concept:</b> Evidence and artefacts Legacy Culture
		<b>NC/Learning Focus:</b> Common words and phrases relating to passing of time.  Wonder and awe - the vastness of time		<b>NC/Learning Focus:</b> Life of a significant individual, common words and phrases relating to passing of time. Understand how we find out about the past		<b>NC/Learning Focus:</b> Lives of significant individuals who have contributed to national and international achievements.
Geography	<b>Context:</b> The Weather		<b>Context:</b> The United Kingdom		<b>Context:</b> Local area and Bangladesh comparison.	
	<b>Threshold Concept:</b> Climate		<b>Threshold Concept:</b> Maps and Data		<b>Threshold Concept:</b> Physical Features Human Features	

# St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 1



	<p><b>NC/Learning Focus:</b> Seasonal and daily weather patterns in UK/Hot and cold areas of the world</p> <p><i>Here and now - observing the weather</i></p>		<p><b>NC/Learning Focus:</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>		<p><b>NC/Learning Focus:</b> Small area of the UK, contrasting small area in non-European countries: (inc comparing climate and weather/geographical features/homes/jobs/transport).</p>	
<p>Science</p> <p><i>Seasonal change taught throughout the year</i></p> <p>NC: Observe changes across the four seasons. Observe and describe weather associated with the seasons and</p>	<p><b>Threshold Concept:</b> Biology - Animals, Including Humans</p>		<p><b>Threshold Concept:</b> Chemistry - Materials</p>		<p><b>Threshold Concept:</b> Biology - Plants/Planting</p>	



# St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 1



<p>how day length varies.</p>	<p><b>NC/Learning Focus:</b>  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  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.  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) including pets.  <i>Awareness Seeking - focusing (senses)</i>  <i>Value Seeking - exploring the world and how to care for the planet around them.</i></p>		<p><b>NC/Learning Focus:</b>  Distinguish between an object and the material from which it is made.  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.  Describe the simple physical properties of a variety of everyday materials.  Compare and group together a variety of everyday materials on the basis of their simple physical properties.  <i>Mystery Sensing - imagination: working out what things are made of</i></p>		<p><b>NC/Learning Focus:</b>  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	
<p>RE and Worldviews</p>	<p><b>Religion:</b>  Christianity <i>Creation (U.C.)</i></p>	<p><b>Religion:</b>  Christianity  Incarnation (U.C.)</p>	<p><b>Religion:</b>  Judaism  Rosh Hashanah and Yom Kippur  (Discovery RE)</p>	<p><b>Religion:</b>  Christianity  Salvation (U.C.)</p>	<p><b>Religion:</b>  Judaism  Shabbat (Discovery RE)</p>	<p><b>Religion:</b>  Christianity  (Discovery RE)  Jesus as a friend</p>
	<p><b>Threshold Concept:</b>  Understand beliefs and teachings.</p>	<p><b>Threshold Concept:</b>  Understand beliefs and teachings.  Understand practices and lifestyles.</p>	<p><b>Threshold Concept:</b>  Understand beliefs and teachings.  Understand practices and lifestyles.</p>	<p><b>Threshold Concept:</b>  Understand beliefs and teachings.  Understand practices and lifestyles.</p>	<p><b>Threshold Concept:</b>  Understand beliefs and teachings.  Understand practices and lifestyles.</p>	<p><b>Threshold Concept:</b>  Understand beliefs and teachings.  Understand practices and lifestyles.</p>

# St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 1



	Understand practices and lifestyles. Understand how beliefs are conveyed. Understand values. Reflect.	Understand how beliefs are conveyed. Understand values. Reflect.	Understand how beliefs are conveyed. Understand values. Reflect.	Understand how beliefs are conveyed. Understand values. Reflect.	Understand how beliefs are conveyed. Understand values. Reflect.	Understand how beliefs are conveyed. Understand values. Reflect.
	<b>Key Question:</b> Who made the world?	<b>Key Question:</b> Why does Christmas matter to Christians?	<b>Key Question:</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?	<b>Key Question:</b> Why does Easter matter to Christians?	<b>Key Question:</b> Is Shabbat important to Jewish children?	<b>Key Question:</b> Was it always easy for Jesus to show friendship?
DT		<b>Context:</b> Structures - Stable structures	<b>Context:</b> Mechanisms- making a moving story book		<b>Context:</b> Textiles - Puppets	
		<b>Threshold Concept:</b> Design, Make, Evaluate, Technical	<b>Threshold Concept:</b> Design, Make, Evaluate, Technical		<b>Threshold Concept:</b> Design, Make, Evaluate, Technical	
		<b>NC/Learning Focus:</b> To create a stable structure. To use tools and equipment accurately to make part of a structure. To join parts of a structure.	<b>NC/Learning Focus:</b> To explore making mechanisms. To design a moving storybook. To construct a moving picture.		<b>NC/Learning Focus:</b> To join fabrics together using different methods. To use a template to create my design. To join two fabrics together accurately. To embellish my design using joining methods.	

# St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 1



		To evaluate a structure.	To evaluate my finished product			
Art	<b>Context:</b> Spirals - Drawing and sketching <b>Artist:</b> <u>Molly Haslund.</u>			<b>Context:</b> Exploring watercolor - Paint, surface, texture <b>Artist:</b> Paul Klee, Emma Burleigh		<b>Context:</b> Playful making - Working in 3D <b>Artist:</b> <u>Christo &amp; Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown &amp; Wayne Garrett</u>

# St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 1



	<p><b>NC/Learning Focus:</b>          To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination          To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space          Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>			<p><b>NC/Learning Focus:</b>          To use a range of materials creatively to design and make products          To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination          To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space          To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p><b>NC/Learning Focus:</b>          To use a range of materials creatively to design and make products          To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination          To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space          To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
--	--	--	--	---	--	---

# St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 1



Music	<b>Context:</b> Senses <b>Genre:</b> Symphonies	Nativity	<b>Context:</b> Carnival of the Animals <b>Genre/Composer:</b> Camille Saint-Saëns	<b>Context:</b> Dinosaurs <b>Genre/Composer:</b> Ben Bartlett - Walking with Dinosaurs	<b>Context:</b> Superheroes <b>Genre/Composer:</b> John Williams	<b>Context:</b> At the Seaside <b>Genre/Composer:</b> Gustav Holst
	<b>Threshold Concept:</b> Duration Dynamics Tempo Timbre		<b>Threshold Concept:</b> Pitch Dynamics Tempo Timbre	<b>Threshold Concept:</b> Dynamics Timbre Tempo Pitch	<b>Threshold Concept:</b> Pitch Dynamics Duration Timbre Tempo	<b>Threshold Concept:</b> Pulse Texture Tempo
	<b>NC/Learning Focus:</b> To find the pulse and follow simple instructions when performing. To sing and play exploring pulse and tempo. To explore dynamics and the length of notes. To explore how sounds can be changed. To explore pulse and rhythm.		<b>NC/Learning Focus:</b> To identify how music can represent different moods or characters. To identify changes in the music representing the mood or character of a piece. To create a soundscape showing an awareness of tempo. To recognise changes in pitch and play a repeating rhythm.	<b>NC/Learning Focus:</b> To move to the pulse thinking about dynamics. To compose a piece of music with different sounds. To explore and understand how pitch can change. To gain an understanding of tempo. To follow a graphic score.	<b>NC/Learning Focus:</b> To compose, perform and notate a sequence of sounds to create descriptive music. To compose a piece of music inspired by words. To create a soundscape. To perform music as a class. To compose music based on a theme. To compose and perform music based on a theme.	<b>NC/Learning Focus</b> To compose a sequence of sounds to create music. To be able to follow a visual score. To choose symbols to compose and perform a score. To play keeping a steady pulse. To use symbols to compose, record and perform sounds on a score. To use symbols to structure and perform a

# St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 1



	To perform as a class ensemble.		To understand pitch and play different notes on an instrument. To use and identify musical elements to convey different animals.	To compose and perform music using a graphic score.		score keeping a steady pulse.
Computing and Online Safety	<b>Context:</b> Technology around Us	<b>Context:</b> Digital Painting <i>Awareness Seeking - focusing - digital painting</i>	<b>Context:</b> Programming - A Moving Robot	<b>Context:</b> Grouping data	<b>Context:</b> Digital writing	<b>Context:</b> Programming - animations
	Threshold Concept: Computing systems and networks	Threshold Concept: Effective use of tools	Threshold Concept: Coding	Threshold Concept: Data and Information	Threshold Concept: Creating media	Threshold Concept: Coding
	NC/Learning Focus: To identify technology To identify a computer and its main parts. To use a mouse in different ways. To use a keyboard to type on a computer.	NC/Learning Focus: To describe what different freehand tools do. To use the shape tool and the line tools. To make careful choices when painting a digital picture.	NC/Learning Focus: To explain what a given command will do. To act out a given word. To combine 'forwards' and 'backwards' commands to make a sequence. To combine four direction commands to make sequences.	NC/Learning Focus: To label objects. To identify that objects can be counted. To describe objects in different ways. To count objects with the same properties. To compare groups of objects. To answer questions	NC/Learning Focus: To use a computer to write. To add and remove text on a computer. To identify that the look of text can be changed on a computer. To make careful choices when changing text. To explain why I used	NC/Learning Focus: To choose a command for a given purpose. To show that a series of commands can be joined together. To identify the effect of changing a value. To explain that each sprite has its own instructions.

# St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 1



	To use the keyboard to edit text.To create rules for using technology	To explain why I chose the tools I used. To use a computer on my own to paint a picture. To compare painting a picture on a computer and on paper.	To plan a simple program. To find more than one solution to a problem	about groups of objects.	the tools that I chose. To compare typing on a computer to writing on paper.	To design the parts of a project. To use my algorithm to create a program.
PSHE/Wellbeing	<b>Context:</b> Being Me in My World	<b>Context:</b> Celebrating Difference	<b>Context:</b> Dreams & Goals	<b>Context:</b> Healthy Me	<b>Context:</b> Relationships	<b>Context:</b> Changing Me
	<b>NC/Learning Focus:</b> Understand the rights and responsibilities of a member of a class. Understand that their views are important Understand that their choices have consequences Understand their own rights and responsibilities	<b>NC/Learning Focus:</b> Know that people have differences and similarities. Know what bullying means. Know who to tell if they or someone else is being bullied or is feeling unhappy. Know skills to make friendships. Know that people are unique and that	<b>NC/Learning Focus:</b> Know how to set simple goals. Know how to achieve a goal. Know how to work well with a partner. Know that tackling a challenge can stretch their learning. Know how to identify obstacles which make achieving their goals	<b>NC/Learning Focus:</b> Know the difference between being healthy and unhealthy. Know some ways to keep healthy. Know how to make healthy lifestyle choices. Know how to keep themselves clean and healthy/ Know that germs cause disease / illness.	<b>NC/Learning Focus:</b> Know that everyone's family is different. Know that there are lots of different types of families. Know that families are founded on belonging, love and care. Know how to make a friend. Know the characteristics of healthy and safe friends.	<b>NC/Learning Focus:</b> Know that animals including humans have a life cycle. Know that changes happen when we grow up. Know that people grow up at different rates and that is normal. Know the names of male and female private body parts. Know that there are correct names for private

# St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 1



	with their classroom	it is OK to be different.	difficult and work out how to overcome them. Know when a goal has been achieved.	Know that all household products, including medicines, can be harmful if not used properly. Know that medicines can help them if they feel poorly. Know how to keep safe when crossing the road. Know about people who can keep them safe.	Know that physical contact can be used as a greeting. Know about the different people in the school community and how they help. Know who to ask for help in the school community.	body parts and nicknames, and when to use them. Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. Know who to ask for help if they are worried or frightened. Know that learning brings about change.
	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:
PE/Outdoor Learning	<b>Context:</b> Team Building	<b>Context:</b> Sending & Receiving	<b>Context:</b> Ball Skills	<b>Context:</b> Invasion Games	<b>Context:</b> Athletics	<b>Context:</b> Striking & Feilding
	<b>NC/Learning Focus:</b> To co-operate with a partner to complete challenges. To explore and develop working as a team. To develop talking, listening and sharing skills.	<b>NC/Learning Focus:</b> To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet.	<b>NC/Learning Focus:</b> To develop dribbling a ball with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands.	<b>NC/Learning Focus:</b> To understand the role of defenders and attackers. To recognise who to pass to and why. To move towards goal with the ball. To support a teammate when playing in attack.	<b>NC/Learning Focus:</b> To move at different speeds over varying distances. To develop balance. To develop changing direction quickly. To explore hopping, jumping and leaping for distance.	<b>NC/Learning Focus:</b> To develop underarm throwing and catching. To develop overarm throwing. To develop hitting a ball. To develop collecting a ball. To learn how to get a batter out.



## St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 1



	<p>To use speaking and listening skills to lead a partner.</p> <p>To plan with a partner and small group to complete challenges.</p> <p>To use talking, listening and sharing skills to complete challenges.</p>	<p>To develop throwing and catching skills over a short distance.</p> <p>To develop throwing and catching over a longer distance.</p>	<p>To explore dribbling a ball with your feet.</p> <p>To explore tracking a ball that is coming towards me.</p>	<p>To move into space showing an awareness of defenders.</p> <p>To stay with a player when defending.</p>	<p>To develop throwing for distance.</p> <p>To develop throwing for accuracy.</p>	<p>To play games and understand how to score points.</p>
	<p><b>Outdoor Learning Skill:</b> Nature identification.</p> <p><b>Theme:</b> Woodland walks; Leaf ID</p>	<p><b>Outdoor Learning Skill:</b> Fine motor &amp; coordination</p> <p><b>Theme:</b> Stick collecting; Basic knot tying (shoe lace, overhand knot)</p>	<p><b>Outdoor Learning Skill:</b> Creative teamwork.</p> <p><b>Theme:</b> Fairy house building; Mud sculptures</p>	<p><b>Outdoor Learning Skill:</b> Basic tool safety.</p> <p><b>Theme:</b> Using peelers to whittle sticks</p>	<p><b>Outdoor Learning Skill:</b> Ecological awareness.</p> <p><b>Theme:</b> Exploring habitats</p>	<p><b>Outdoor Learning Skill:</b> Reflection &amp; expression.</p> <p><b>Theme:</b> Free exploration + storytelling circle</p>