








Boston West Academy Yearly Overview

Year 1 2022-2023

'Working together for success'	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p style="text-align: center;">Harvest</p> 	<p style="text-align: center;">Homes/ Our local area</p> 	<p style="text-align: center;">Superheroes</p> 	<p style="text-align: center;">Animals</p> 	<p style="text-align: center;">Let's Explore</p> 	<p style="text-align: center;">Pirates</p> 
<p style="text-align: center;">English</p>			<p>The Write Stuff- The Queen's Hat</p>	<p>The Write Stuff- Grandad's Island/ The Storm Whale</p>	<p>The Lighthouse Keepers Lunch</p>	<p>Pirate Cruncher</p>
<p style="text-align: center;">Maths</p> <p>Maths resources for teachers White Rose Maths</p>	<p>Place value (within 10)</p> <p>Addition and subtraction (within 10)</p>	<p>Addition and subtraction (within 10)</p> <p>Shape</p>	<p>Place value within 20</p> <p>Addition and subtraction within 20</p>	<p>Place value (within 50)</p> <p>Length and height</p> <p>Weight and volume</p>	<p>Multiplication and division</p> <p>Fractions</p> <p>Position and direction</p>	<p>Place value (within 100)</p> <p>Money</p> <p>Time</p>
<p style="text-align: center;">Science</p> <p>Staff Team (Boston West) - Science - All Documents (sharepoint.com)</p>	<p>Seasonal Changes- Autumn</p> <p>Observe changes across the four seasons, including weather, and record data.</p>	<p>Materials</p> <p>Know that objects are made from different materials. Describe simple properties of everyday materials.</p> <p>Scientist study - Charles Macintosh</p>	<p>Humans</p> <p>Identify, name, draw and label basic parts of the human body. Say which part of the body is associated with each sense.</p> <p>Seasonal Changes-Winter</p> <p>Observe changes across the four seasons, including weather, and record data.</p>	<p>Animals</p> <p>Identify and name common animals including fish, amphibians, reptiles, birds and mammals. Identify and name common carnivores, herbivores and omnivores. Describe and compare the structure of common animals.</p> <p>Seasonal Changes- Spring</p> <p>Observe changes across the four seasons, including weather, and record data.</p>	<p>Plants</p> <p>Identify and name common wild and garden plants, including deciduous and evergreen trees. Describe the basic structure of common flowering plants, including trees.</p>	<p>Seasonal Changes- Summer</p> <p>Observe changes across the four seasons, including weather, and record data.</p>
<p style="text-align: center;">Computing</p> <p>Key Stage 1 (teachcomputing.org)</p>	<p>Computing Systems & Networks - Technology Around Us</p> <p>Recognising technology in school and using it responsibly.</p>	<p>Data and Information – Grouping Data</p> <p>Exploring object labels then using them to sort and group objects by properties.</p>	<p>Programming unit A – Moving a Robot</p> <p>Writing short algorithms and programs for floor robots, predicting program outcomes.</p>	<p>Creating Media- Digital Painting</p> <p>Choosing appropriate tools in a program to create art, making comparisons with working non-digitally.</p>	<p>Creating Media- Digital Writing</p> <p>Using a computer to create and format text, before comparing to writing non-digitally.</p>	<p>Programming unit B – Programming Animations</p> <p>Designing and programming the movement of a character on screen to tell stories.</p>

<p style="text-align: center;">Geography</p> <p style="text-align: center;">https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/Geography</p>	<p>Seasons Autumn - Identify daily and seasonal weather patterns. Observe and record changes in the school grounds and local area.</p>	<p>Places – Local area Boston Boston study and fieldwork. Use maps and plan views. Fieldwork observations.</p>	<p>Places- UK Countries and capital cities in UK including surrounding seas. Use maps, atlases and globes.</p> <p>Seasons Winter - Identify daily and seasonal weather patterns. Observe and record changes in the school grounds and local area.</p>	<p>Places- UK Countries and capital cities in UK including surrounding seas. Use maps, atlases and globes.</p> <p>Seasons Spring - Identify daily and seasonal weather patterns. Observe and record changes in the school grounds and local area.</p>	<p>Places-- Skegness Local area study of Skegness Compare Skegness and Boston. Identify human and physical features. Use maps and plan views. Fieldwork observations.</p>	<p>Drawing maps Draw simple map of school grounds with a key. Use compass directions (NSEW).</p> <p>Seasons Summer - Identify daily and seasonal weather patterns. Observe and record changes in the school grounds and local area.</p>
<p style="text-align: center;">History</p> <p style="text-align: center;">https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/History</p>		<p>Homes now and in the past How are our homes different to homes in the past? What are our homes like today? How were homes in the past different to homes today? What was the same/ different? (To be answered when comparing sources e.g., photographs) How have _____ changed?</p> <p>Local History –Boston Recognise and name some key historic buildings in Boston town centre (St Botolph’s church). Use present-day maps and compare to one from the 1950’s. What has changed? Match photographs on buildings/ streets in the present-day to those from the past.</p> <p>Remembrance Who do we remember on Remembrance Day?</p>	<p>Me now and then Create timeline of own life. How have I changed?</p> <p>Significant People: Florence Nightingale and Mary Seacole Who was she? Why should we remember her? What was Florence Nightingale’s/ Mary Seacole’s job? What is her legacy today? How do we know about Florence Nightingale and Mary Seacole? Using sources to compare their experiences</p>		<p>The seaside The seaside now and in the past Why do we go to the seaside today? What was it like going to the seaside 100 years ago and what did people do? Do we go to the seaside for the same reasons as they did 100 years ago? How have seaside holidays changed over the past 100 years?</p> <p>Significant People: Grace Darling Who was Grace darling and where did she live? Why should we remember her? What can we learn from grace Darling’s example?</p>	
<p style="text-align: center;">RE</p> <p style="text-align: center;">Lincolnshire-Agreed-Syllabus-for-Religious-Education-2018-2022-</p>	<p>Thankfulness How do Christians say thank you? Harvest - Christianity How do Jews say thank you?</p>		<p>God -Christianity What do people believe about God? What do Christians</p>	<p>Community, worship and celebration – Christianity How do people express their religion and beliefs? What do</p>	<p>God – Islam How is Allah described in the Qur’an? What do Muslims</p>	<p>Community, worship and celebration – Islam What do Muslims do to express their beliefs?</p>

<p>FINAL.pdf (lincolndioceseeducation.com)</p> <p>Staff Team (Boston West) - Religious Education - All Documents (sharepoint.com)</p>	<p>Sukkot – Judaism</p> <p>Christmas Nativity story</p>		<p>learn/understand about God through Old Testament Bible Stories? What do stories in the New Testament tell Christians about Jesus?</p>	<p>Christians do to express their beliefs? Which celebrations are important to Christians? What is the difference between worshipping with others and worshipping alone? In what ways do Christians show devotion and commitment to God? What happens at key Christian festivals and why? How are churches different?</p>	<p>learn about Allah and their faith through the Qur'an? Why is the Qur'an special to Muslims and how this is reflected in the way it is treated? What is meant by the Muslim belief in tawhid? Why are there 99 names of Allah? How do some stories about Muhammed and other Prophets help Muslims understand the power of God?</p>	<p>Which celebrations are important to Muslims? How is faith expressed in worship, at home and in the mosque, through using significant objects? What happens during key festivals such as Eid-ul-Fitr and Eid-ul-Adha?</p>
<p>DT</p> <p>https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/SharedDocuments/General/DT</p>	<p>Mechanical Design/Make/Evaluate Children will know how to make levers and sliders to create a moving picture.</p> <p>Food Children will know where certain food comes from.</p>	<p>Structures Design/Make/Evaluate To design and make a home. Children will know strategies to build a strong structure. Homes – Unit 1D Develop and model their ideas by creating static models from sheet and reclaimed materials and using construction kits. They gain a basic understanding about structures and how these can be made stronger and more stable.</p>		<p>Food Design/Make/Evaluate Cut, peel grate, crush, spread, whisk Design and make a fruit smoothie Make and evaluate scones Children will know how to mix, whisk, rub and knead Children will know how to follow instructions given one step at a time. Children will know how to spread soft ingredients with a butter knife.</p>		<p>Textiles Design/Make/Evaluate Design and sew a pattern on a bookmark. Children know how to sew with a big needle Children will know how to sew onto binka using a running stitch. Children will know how to thread through holes</p>
<p>Art</p> <p>Preview of revised Art and Design Scheme KS1 and KS2 (kapowprimary.com)</p> <p>https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/SharedDocuments/General/Art</p>	<p>Drawing Using different lines, marks and shapes when drawing in a variety of media.</p>		<p>Sculpture & Mixed Media (Superheroes) Develop a range of art and design techniques to use colour, pattern, texture, line, shape, form and space. Artist study: Lichtenstein</p>		<p>Landscapes Using Different Media (The Seaside) Use a range of materials creatively and proficiently to develop and share their ideas, experiences and imagination.</p>	
<p>Music</p>	<p>Introducing a beat. How can we make friends when we sing together?</p> <p>https://www.lincsmusicservicedigital.org/c/1356466-english-model-music-curriculum/1356108-introducing-beat</p>	<p>Singing To use their voices expressively and creatively by singing songs</p>	<p>Adding rhythm and pitch How does music tell stories about our past?</p> <p>https://www.lincsmusicservicedigital.org/c/1356466-english-model-music-curriculum/1356141-adding-rhythm-pitch</p>			<p>Introducing tempo and dynamics How does music make the world a better place?</p> <p>https://www.lincsmusicservicedigital.org/c/1356466-english-model-music-curriculum/1356505-introducing-tempo-dynamics</p>

<p style="text-align: center;">PE Get Set 4 PE: Lesson Plans and Schemes of Work</p>	<p>Fundamentals Pupils will explore the skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p>	<p>Gymnastics Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>	<p>Dance Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p>	<p>Ball skills Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>	<p>Sending and Receiving Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p>	<p>Athletics In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p>
<p style="text-align: center;">PSHE PSHE and RSE scheme of work for primary pupils - Kapow Primary https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/PSHE & RSE/Year 1</p>	<p>Relationships</p> <p>Families and friendships Roles of different people; families; feeling cared for.</p> <p>Safe relationships Recognising privacy; staying safe; seeking permission</p> <p>Respecting ourselves and others How behaviour affects others; being polite and respectful</p>		<p>Living in the wider world</p> <p>Belonging to a community What rules are; caring for others' needs; looking after the environment.</p> <p>Media literacy and digital resilience Using the internet and digital devices; communicating online.</p> <p>Money and work Strengths and interests; jobs in the community</p>		<p>Health and wellbeing</p> <p>Physical health and mental wellbeing Keeping healthy; food and exercise. hygiene routines; sun safety.</p> <p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong.</p> <p>Keeping safe How rules and age restrictions help us; keeping safe online.</p>	
<p style="text-align: center;">Outdoor Learning Staff Team (Boston West) - Outdoor Learning - All Documents (sharepoint.com)</p>	<p>Autumn activities Threading- making leaf scarves</p>	<p>Shelter building</p>	<p>Whittling wands Whittle small sticks with a potato peeler</p>	<p>Stick and clay animals Create animals using natural resources</p>		<p>Campfire Understand fire safety and collect TKM sticks.</p> <p>Treasure trails Follow simple tracking trails.</p>
<p style="text-align: center;">Y1 Entitlement</p>	<p>Trip to the woods and farm</p>	<p>Fieldwork trip to centre of Boston</p> <p>Performance of nativity play to parents</p>	<p>Superhero Day</p>	<p>Pet visit- Animals UK</p>	<p>Trip to the seaside</p>	<p>Pirate Day Sports day</p>

Red indicates books from the year group reading spine to support teaching and learning.