 Long Term Overview 

**Class**

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|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
|  | **1** | **2** | **1** | **2** | **1** | **2** |
| **English** | Stories by the same Author-Julia Donaldson  Range of Non-Fiction texts | Traditional Rhymes  Repetitive Pattern Stories  Non Chronological Reports | Classic stories-Paddington  Instructions  Poems on a theme | Traditional Tales  Non Fiction texts  -Booklets | Stories with familiar settings  Traditional Rhymes  Recounts | Stories with fantasy settings  Recounts  Poems for learning by heart |
| **Guided Reading** | Decoding and fluency  CEW recognition | Themes/conventions  Decoding and fluency work-pace | Inference  Phonic work Real and nonsense words | Comprehension/  Retrieval  Phonics focus | Comprehension written answers preparation for Y2 | Read contracted words  Comprehension |
| **GPS** | Ready to Write  Punctuating sentences | Sentences  Capital letters | Conjunctions  Exclamations  Capital letters | Conjunctions  Exclamations  Capital letters | Questions  Singular and plural  Prefixes and suffixes | Prefixes and suffixes  Sequencing sentences |
| **Maths** | Numbers to 10  Number bonds  Addition within 10  Subtraction within 10  Max’s Marvellous maths (Year 1 catch up programme alongside)  TTRS Tuesdays  *Y1 Maths passport objectives daily* | Positions  Numbers to 20  Addition and subtraction within 20  TTRS Tuesdays  *Y1 Maths passport objectives daily* | Shapes and patterns  Length and Height  Numbers to 40  Addition and subtraction word problems  *Y1 Maths passport objectives daily* | Multiplication  Division  Fractions  Numbers to 100  *Y1 Maths passport objectives daily* | Time  Money  Volume and Capacity  Mass  Space  *Y1 Maths passport objectives daily* | CATCH UP and consolidate on previous topics  Plug gaps and teach  Year 2 preparation  *Y1 Maths passport objectives daily* |
| **Science** | Animals  Sorting and Grouping | Enquiry Based Science  Seasonal Changes | Everyday Materials | Seasonal Changes/ Weather | Plants  The Human Body and Senses | Seasonal Changes/ weather |
| **Geography** | **Continents and Oceans**  name and locate the world’s seven continents and five oceans  identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles |  |  | **The United Kingdom and Capital Cities**  name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries |  | **Maps and the School Grounds**  use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment |
| **History** |  | **The Great Fire of London**  events beyond living memory that are significant nationally or globally | **Queen Elizabeth II**  changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  he lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods |  | **Florence Nightingale**  events beyond living memory that are significant nationally or globally  he lives of significant individuals in the past who have contributed to national and international achievements. |  |
| **Art (w6)** | Drawing/printing animals/camouflage |  |  | Cityscape collage- Andy Burgess |  | Painting/drawing the school grounds |
| **DT (w6)** |  | Make a moving picture linked to the Fire of London. Sliding mechanisms. | Design a cape for Paddington Bear. Textiles /Art link |  | Food Technology- Design, make and evaluate a healthy fruit salad. |  |
| **RE** | Christianity –God  **Year 1 Key Question** (to be used all year): What do people say about God?  **Focus Question** (for this investigation): Why do Christians say that God is a ‘Father’? | Christianity-Jesus  **Year1 Key Question** (to be used all year): What do people say about God?  **Focus Question** (for this investigation): Why is Jesus special to Christians? | Christianity-The Church  **Year 1 Key Question** (to be used all year): What do people say about God?  **Focus Question** (for this investigation): What do some people do because they believe in God? | Hinduism  **Year1 Key Question** (to be used all year): What do people say about God?  **Focus Question** (for this investigation): What do Hindus believe about God? | Islam  **Year 1 Key Question** (to be used all year): What do people say about God?  **Focus Question** (for this investigation): How might beliefs about creation affect the way people treat the world? | Judaism  **Year 1 Key Question** (to be used all year): What do people say about God?  **Focus Question** (for this investigation): Why might some people put their trust in God? |
| **PSHE** | **Families and friendships**  Roles of different people; families; feeling cared for. | **Safe relationships**  Recognising privacy; staying safe; seeking permission  **Respecting ourselves and others**  **How behaviour affects others; being polite and respectful** | **Belonging to a community**  What rules are; caring for others’ needs; looking after the environment | **Media literacy and digital resilience**  Using the internet and digital devices; communicating online  **Money and work**  Strengths and interests; jobs in the community | **Physical health and Mental wellbeing**  Keeping healthy; food and exercise, hygiene routines; sun safety  **Growing and changing**  Recognising what makes them unique and special; feelings; managing when things go wrong | **Keeping safe**  How rules and age restrictions help us; keeping safe online |
| **PE** | Multi skills  Boot camp | Mighty Movers  Story time dance | Skip to the beat  Groovy gymnastics | Brilliant ball skills  Gym fit circuits | Throwing and catching  Cool core strength | Active athletics  Fitness frenzy |
| **Computing** | **Getting Started**  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Recognise common uses of information technology beyond school.  Use technology safely and respectfully. | **Digital Imagery**  Use logical reasoning to predict the behaviour of simple programs.  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Recognise common uses of information technology beyond school. | **Introduction to Data**  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Recognise common uses of information technology beyond school. | **Programming- Beebots**  Create and debug simple programs.  Use logical reasoning to predict the behaviour of simple programs.  Understand what algorithms are. | **Algorithms- unplugged**  Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.  Create and debug simple programs.  **Espresso Coding** | **Rocket to the Moon**  Use technology purposefully to create, organise, store, manipulate and retrieve digital content. |
| **MFL** | N/A  Simple words, numbers and phrases throughout the year. | N/A  Simple words, numbers and phrases throughout the year. | N/A  Simple words, numbers and phrases throughout the year. | N/A  Simple words, numbers and phrases throughout the year. | N/A  Simple words, numbers and phrases throughout the year. | N/A  Simple words, numbers and phrases throughout the year. |
| **Music** | Rhythm in the way you walk | Christmas Production |  | In the Groove | Ukulele Stage 1? | Your Imagination |
| **Links to other subjects** | English-science animals  Art and science | DT-History-English  PSHE-Computing | English-History-Art | Art-Geography-Science | English-History  Science-DT | Geography-Art |
| **Visits/ Visitors/ Showcase/ Trips/**  **Personalisation** | Blackpool Zoo/Animal visit to school | Fire of London Showcase  Pantomime | Royal Coronation- Tea Party | Easter Showcase | Art Trip- Museum | Walking around the school/ local grounds  Farm Trip? |

NB: You will need to shade your own MFL (KS2) and Music in depending on when you are teaching it.