 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 RhymesRepetitive Pattern StoriesNon Chronological Reports | Classic stories-PaddingtonInstructionsPoems on a theme | Traditional TalesNon Fiction texts-Booklets | Stories with familiar settingsTraditional RhymesRecounts | Stories with fantasy settingsRecountsPoems for learning by heart |
| **Guided Reading** | Decoding and fluencyCEW recognition | Themes/conventionsDecoding and fluency work-pace | InferencePhonic work Real and nonsense words | Comprehension/Retrieval Phonics focus | Comprehension written answers preparation for Y2 | Read contracted words Comprehension |
| **GPS** | Ready to WritePunctuating sentences | SentencesCapital letters | ConjunctionsExclamationsCapital letters | ConjunctionsExclamationsCapital letters | QuestionsSingular and pluralPrefixes and suffixes | Prefixes and suffixesSequencing sentences |
| **Maths** | Numbers to 10Number bondsAddition within 10Subtraction within 10Max’s Marvellous maths (Year 1 catch up programme alongside)TTRS Tuesdays*Y1 Maths passport objectives daily* | PositionsNumbers to 20Addition and subtraction within 20TTRS Tuesdays*Y1 Maths passport objectives daily* | Shapes and patternsLength and HeightNumbers to 40Addition and subtraction word problems*Y1 Maths passport objectives daily* | MultiplicationDivisionFractionsNumbers to 100*Y1 Maths passport objectives daily* | TimeMoneyVolume and CapacityMass Space*Y1 Maths passport objectives daily* | CATCH UP and consolidate on previous topicsPlug gaps and teach Year 2 preparation*Y1 Maths passport objectives daily*  |
| **Science** | AnimalsSorting and Grouping | Enquiry Based ScienceSeasonal Changes | Everyday Materials | Seasonal Changes/ Weather | PlantsThe Human Body and Senses | Seasonal Changes/ weather |
| **Geography** | **Continents and Oceans**name and locate the world’s seven continents and five oceansidentify 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 seasuse 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 keyUse 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 lifehe 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 globallyhe 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 skillsBoot camp | Mighty MoversStory time dance | Skip to the beatGroovy gymnastics | Brilliant ball skillsGym fit circuits | Throwing and catchingCool core strength  | Active athleticsFitness 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/ASimple words, numbers and phrases throughout the year. | N/ASimple words, numbers and phrases throughout the year. | N/ASimple words, numbers and phrases throughout the year. | N/ASimple words, numbers and phrases throughout the year. | N/ASimple words, numbers and phrases throughout the year. | N/ASimple 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 animalsArt and science | DT-History-EnglishPSHE-Computing | English-History-Art | Art-Geography-Science | English-HistoryScience-DT | Geography-Art |
| **Visits/ Visitors/ Showcase/ Trips/****Personalisation** | Blackpool Zoo/Animal visit to school | Fire of London ShowcasePantomime | Royal Coronation- Tea Party | Easter Showcase | Art Trip- Museum  | Walking around the school/ local groundsFarm Trip?  |

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