

Year R / 1 / 2 Long term plan- Cycle 3 Overview

TERM	AUTUMN 1ST	AUTUMN 2ND	SPRING 1 ST	SPRING 2 ND	SUMMER 1 ST	SUMMER 2 ND
TOPIC	Who am I? / Knights, Castles and Dragons	It's Dark! / Christmas	How things Work (Inventors and Discoverers)	Walking with Dinosaurs	On Safari	World cup / The Jolly Post children
NUMBER OF WEEKS	1 st week (2 inset days+ 2 days) + 7 weeks	7 Weeks	6 weeks	4 weeks + 4 days	7 weeks	6 weeks + 3 days
PHONICS	Year 2: Letters and Sounds Phase 6 Year 1: Letters and Sounds Phase 4/5 Year R: Letters and Sounds Phase 1-2	Year 2: Letter and Sounds Phase 6 Year 1: Letters and Sounds Phase 5 Year R: Letters and Sounds Phase 2-3	Year 2: Letter and Sounds Phase 6 Year 1 Letters and Sounds Phase 5 Year R: Letters and Sounds Phase 3	Year 2: Letter and Sounds Phase 6 Year 1: Letters and Sounds Phase 5 Year R: Letters and sounds Phase 3	Year 2: Letter and Sounds Phase 6 Year 1: Letters and Sounds Phase 5 Year R: Letters and Sounds Phase 3	Year 2: Letter and Sounds Phase 6 Year 1: Letters and Sounds Phase 5 Year R: Letters and Sounds Phase 4
ENGLISH Year R/1	Non-fiction: Labels, lists and captions (1 week) Stories with predictable phrasing (6 weeks - or 2 + 2 + 2 weeks) <i>Site of application writing: 'Take one book' 1-2 weeks</i>	fictional and non-fictional Seasonal and senses Poetry (2 weeks) Stories with predictable phrasing (2 weeks) Non-fiction: Personal Recount: (1 week).	Narrative: Contemporary fiction - stories reflecting children's own experience (2 weeks) Non-fiction- Instructions (1 week) Non-fiction: Explanation texts stemming from fiction and non-fictions texts about inventions. (2 weeks)	Narrative: Contemporary fiction - stories reflecting children's own experience (2 weeks) Narrative non-fiction: Report on Dinosaurs (2 weeks) Fictional and non-fictional Dinosaur Poetry (2 weeks)	Narrative : Stories from other cultures (Tinga tales) (4 weeks) Narrative non-fiction: Report on African Safari animals and presented as TV broadcast/ documentary (2 weeks)	Fictional and non-fictional Football Poetry / poetry appreciation (2 weeks) Non-fiction- Instructions (2 weeks) D&T link Variety from across the year including Narrative: Traditional tales through the story of the Jolly postman, letters, instructions, invitations etc.
ENGLISH Year 2	Adventure stories Fact files about Knights / Castles Descriptions Letters Diaries	Poems Play scripts Stories Sequencing Stories	Non-Fiction Leaflets Fact-files Posters Non-chronological Reports	Leaflets Stories Comic book strips Letters (To children in Africa)	Non-Fiction Leaflets Fact-files Posters Non-chronological Reports Explanations	Non-fiction: Information about Durley / comparisons. Explanations

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<p>SCIENCE YEAR 1</p>	<p><u>Humans</u> 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>Animals</u> Compare a variety of pets</p> <p><u>Seasonal changes</u> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. (To be revisited every season- forest school)</p>	<p><u>Plants</u> 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 trees.</p> <p><u>Animals</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Nocturnal animals (Link to English- Reports- reading and writing)</p>	<p><u>Materials</u> 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.</p>	<p><u>Animals</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (pre-historic) Identify and name a variety of common animals that are carnivores, herbivores and omnivores (pre-historic) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (pre-historic)</p>	<p><u>Animals</u> 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)</p>	<p><u>Humans</u> 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>Plants</u> 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>SCIENCE YEAR 2</p>	<p><u>Animas/Humans</u> I can notice that animals, including humans, have offspring which grow into adults I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><u>Plants</u> I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Materials</u> I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Animals</u> I can explore and compare the differences between things that are living, dead, and things that have never been alive I can identify and name a variety of plants and animals in their habitats, including micro-habitats I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><u>Animals</u> I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other I can identify and name a variety of plants and animals in their habitats, including micro-habitats I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Plants I can observe and describe how seeds and bulbs grow into mature plants I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>

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HISTORY	Significant historical events, people and places in their own locality. (Knights/ King Arthur)	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] Guy Fawkes/ Remembrance day	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. The 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		The 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 [Explorers discover cape/Queen Victoria: British Empire)	The lives of significant individuals in the past who have contributed to national and international achievements. (1966-world cup win) (David Beckham- world ambassador)
GEOGRAPHY	<p><u>Locational Knowledge</u> Name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (Brecon beacon sharing/ castles around the uk),</p> <p><u>Human and Physical Geography</u> Key human features including city, town, village, factory, farm , house, office, port , harbour, shop</p>	<p><u>Geographical skills and fieldwork</u> Devise a simple map and use and construct basic symbols in a key features (fictional map)-links to map (Vocab link) Use world maps, atlases and globes to identify the UK and its countries.</p> <p>Use simple compass directions N,S,E,W and locational and directional language to describe the location of features and routes on a map</p> <p>Use Ariel photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>		<p><u>Human and Physical Geography</u> Use basic geographical vocab to refer to key physical features including Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. (Jurassic coast)</p>	<p><u>Locational Knowledge</u> Name and locate the world's seven continents and 5 oceans (Africa) <u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting area of a non-European country (Village of Durley and village in Africa) <u>Human and physical Geography</u> identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles <u>Geographical skills and fieldwork</u> <u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the countries, continents and Oceans studied</p>	<p><u>Locational Knowledge</u> Name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas <u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the countries, continents and Oceans studied Use simple compass directions N,S,E,W and locational and directional language to describe the location of features and routes on a map 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 (Who am I?)</p>

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ICT Y1/2	Internet safety - How to be safe on the internet. Simple word processing skills.	Algorithms : Bbots / Scratch Jr Understand what algorithms are; how they are implemented as programs on digital devices.	IT Beyond School - email / safety/ using the internet	Digital Literacy: Publisher Creating, organising, storing information.	Algorithms : Bbots / Scratch Jr Understand what algorithms are; how they are implemented as programs on digital devices.	Digital literacy: powerpoint Creating, organising, storing information.
P.S.H.E/ SEAL	SEAL 'New Beginnings' <i>WE'RE ALL STARS!</i>	SEAL "Getting on and Falling Out" BE FRIENDLY, BE WISE	SEAL "It's Good to be Me" DARING TO BE DIFFERENT	SEAL "Going for Goals" LIVING LONG, LIVING STRONG	SEAL "Relationships" DEAR DIARY	SEAL "Changes" JOINING IN AND JOINING UP
YEAR R/1/2: P.E.	GYM:BEAM DANCE GAMES: Football	DANCE: GAMES: Basketball	GYM: GAMES: Hockey	GYM: GAMES: Tag Rugby	GAMES: Athletics x2	GAMES: Rounder's x2
ART	Sculpture (card/reclaimed materials) Textiles: Weaving, plaiting, twisting Painting	Printing Drawing Digital media	Drawing (Illustrations) Sculpture (card/reclaimed)	Sculpture (clay) Digital media Painting Printing	Textiles (Dip dye) Digital media Printing Drawing	Drawing Painting Textiles (sewing/joining)
D&T	<u>Construction</u> Build structures, exploring how they can be made stronger, stiffer and more stable <i>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products</i>	<u>Textiles</u> Shape textiles using templates. Join textiles using running stitch.	<u>Mechanics</u> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	<u>Materials</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	<u>Textiles</u> Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).	<u>Food</u> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. <i>Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.</i>
MUSIC	Y1/2's: Listen to me - Africa Drumming		Y1/2's: Listen to me - Ukelele		Y1/2's: Listen to me - vocal	
	YR Music	YR Music:	YR Music	YR Music	YR Music	YR Music
R.E	Ideas about God Harvest Weekly	Nativity Journey Blocked	Learning about Jesus through the people he met Weekly	Easter Blocked	The Passover Blocked	Special Places Weekly