

CLASS 1 – RECEPTION (see separate EYFS overview)/YEAR 1/YEAR 2

YEAR A	AUTUMN		SPRING		SUMMER	
<i>THEME</i>	<i>DISGUISES</i>		<i>ANYONE FOR TEA?</i>		<i>ANCIENT LANDS</i>	
<p>Literacy Units</p> <p>(writing – using Talk4 Writing and LPDS units where appropriate)</p>	<p>Stories by the same author (Julia Donaldson) Fantasy (Julia Donaldson)</p> <p>Traditional rhymes including innovation (link to autumn/harvest)</p> <p>Other non-fiction text e.g. labels, lists, captions, menus, invitations, postcards, wanted posters, glossary (smaller writing opportunities linked to Julia Donaldson texts)</p>		<p>Traditional tales (linked to food e.g. The Gingerbread Man, The Magic Porridge Pot, The Enormous Turnip) Stories with repetitive patterns or structures (The Highway Rat LPDS unit – food link)</p> <p>Instructions e.g. recipes Recount of familiar events</p> <p>Poems on a theme (Food)</p>		<p>Poems for learning by heart</p> <p>Stories from other cultures</p> <p>Non-chronological report</p>	
<p>Maths</p> <p>(White Rose scheme of work)</p> <p style="color: red;">Y1</p> <p style="color: blue;">Y2</p>	<p>Place Value (within 10 and 20) Addition and Subtraction (within 10 and 20) Shape</p>		<p>Multiplication & Division Money Place value (within 50) Length and Height Mass and Volume Measurement</p>		<p>Fractions Place value (within 100) Time Position and Direction</p>	
<p>Science Units</p> <p>(Lancsngfl: Year 1 and Year 2 units)</p>	<p>Y2 unit - Plants Y2 unit - Living things and their habitats (These two units are here for setting up the throughout the year learning and then to be reviewed in summer term.)</p>	<p>Y1 and Y2 units - Materials (link to themes)</p>	<p>Y2 unit - Animals, including humans (basic needs and keeping healthy)</p>	<p>Y1 and Y2 units - Materials (link to themes)</p>	<p>Y2 unit - Animals, including humans (offspring)</p>	<p>Y2 unit - Living things and their habitats Y2 unit - Plants (harvesting and cooking) include additional statement from Y1 Plants</p>
<p><i>Throughout the year to be taught outside (e.g. in Forest School sessions/continuous provision activities): Y2 Living things and their habitats, Y2 Plants (growing seeds and bulbs outside) Y1 Seasonal Change</i></p>						

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History	<p><u>Significant events, people, places in own locality</u> Who was Captain Richard Pooley and why is he significant to our school?</p> <p><u>Events beyond living memory (stand alone in A2)</u> The significance of Bonfire Night: Guy Fawkes and the Gunpowder Plot</p>		<p><u>Events beyond living memory</u> (e.g. The Great Fire of London events; the first aeroplane flight...) Link to yearly theme - How tea conquered Britain!</p>		<p><u>Significant events, people, places in own locality</u> Link to yearly theme, e.g. Emily Williamson (RSPB), Sir Richard Owen (dinosaurs). Who was Sir Richard Owen and why is he significant to our locality?</p>	
Geography	Our school (FIELDWORK)		The UK – countries, cities and seas		The world – continents and oceans	
RE (Lancashire Agreed Syllabus)	<p><i>Key question: 'What do people say about God?' (EYFS units – 'Why are some things special?' to be taught within/alongside)</i></p>					
	Christianity (God)	Christianity (Jesus)	Islam	Judaism	Hindu Dharma	Christianity (Church)
Art	<p>Exploring and developing ideas</p> <p>Drawing and Painting (linked to Julia Donaldson characters – explore the work of Axel Sheffler) - ourselves and our environment 'in disguise'</p> <p style="text-align: center;">Evaluating</p>		<p>Exploring and developing ideas</p> <p>Textiles – sewing (linked to Traditional Tales – Gingerbread Man puppet)</p> <p style="text-align: center;">Evaluating</p>		<p>Exploring and developing ideas</p> <p>Collage (linked to theme where possible)</p> <p style="text-align: center;">Evaluating</p>	
	<p><i>Within each unit, children learn 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.</i></p>					
DT	Mechanisms– 2-D plane movement (linked to theme where possible)		Cooking and Nutrition (linked to Traditional Tales and The Highway Rat – see Literacy units and Chinese New Year and Shrove Tuesday)		Structures (linked to theme where possible)	
Computing (Purple Mash scheme of work)	<p>Unit 1.1 Online Safety & Exploring Purple Mash</p> <p>Unit 1.5 Maze Explorers</p> <p>Unit 2.4 Questioning</p>		<p>Unit 2.2 Online Safety</p> <p>Unit 1.6 Animated Story Books</p> <p>Unit 2.7 Making Music</p>		<p>Unit 2.3 Spreadsheets</p> <p>Unit 1.3 Pictograms</p> <p>Unit 2.8 Presenting Ideas</p>	
	Online safety to be taught throughout the year					

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PSHE (Coram Life education scheme of work)	Me and my relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my best	Growing and Changing
PE (Lancashire)	FMS baseline FMS catch & bounce	Gym 1 Dance (Fire of London)	Dance (Winter) FMS Kicking	Net & wall Dance (Maypole) <i>Whole school- bike week</i>	FMS/Athletics FMS/Strike and Field <i>Whole school - Maypole dancing performance (for scarecrow festival)</i>	Dance (Moving Along) FMS/Strike and Field <i>Whole school -sports day</i>
Music (Charanga)	In the Groove <i>(singing, playing instruments, improvising, composing, performing: singing focus)</i>	Christmas Production <i>(singing and performing focus - for Nativity)</i>	I Wanna Play in a Band <i>(singing, playing instruments, improvising, composing, performing: playing instruments focus)</i>	Round and Round <i>(singing, playing instruments, improvising, composing, performing: singing focus - for Spring Showcase)</i>	Zoo time <i>(singing, playing instruments, improvising, composing, performing: improvising with instruments focus)</i>	RRR <i>(revisit units/strands from throughout the year)</i> Summer Production <i>(performing: singing focus)</i>