

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

YEAR B	AUTUMN		SPRING		SUMMER	
<i>THEME</i>	<i>AWESOME ACHIEVERS</i>		<i>HELPERS AND HEROES</i>		<i>IN THE SPOTLIGHT</i>	
Literacy Units (writing – using Talk4 Writing and LPDS units where appropriate)	Stories set in schools (or other familiar settings) Stories by same author Instructions Poems on a theme		Traditional tales with a twist Persuasive advert or poster Recounts (letters) Poems with a structure		Animal adventure stories Story as a theme Explanation text Non-chronological report Classic Poetry	
Maths (White Rose scheme of work) Y1 Y2	Place Value (within 10 and 20) Addition and Subtraction (within 10 and 20) Shape Place Value Addition and Subtraction Shape		Place value (within 50) Multiplication and Division Money Length and Height Mass and Volume Money Multiplication and Division Length and Height Mass, Capacity and Temperature		Fractions Position and Direction Place value (within 100) Measurement Time Fractions Time Statistics Position and Direction	
Science Units (Lancsngfl: Year 1 and Year 2 units)	Y1 and Y2 units - Materials (link to themes)	Y1 unit - Animals, including humans* (parts of the human body)	Y1 and Y2 units - Materials (link to themes)	Y1 unit - Animals, including humans (animals)	Y1 and Y2 units - Materials (link themes)	Y1 unit - Plants Y1 unit - Seasonal Change <i>(review, analyse and extend learning from the year)</i>
<i>Throughout the year to be taught outside (e.g. in Forest School sessions/continuous provision activities): Y1 Plants (visiting same plants throughout the year), Y1 Animals, including humans (identifying and naming, describing and comparing animals throughout the year), Y1 Seasonal Change (gathering data about the weather, seeing how the change in seasons affects living things)</i>						

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History	<p style="text-align: center;"><u>Changes within living memory</u> School</p> <p><u>Events beyond living memory (stand alone in A2)</u> The significance of poppies – remembrance</p>		<p><u>Lives of significant individuals in the past – contributions to national and international achievements/compare aspects of lives in different periods</u> Links to yearly theme (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell) <i>*Significant individuals may change each time to link to termly theme*</i></p>		<p><u>Lives of significant individuals in the past – contributions to national and international achievements/compare aspects of lives in different periods</u> Links to yearly theme (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell) <i>*Significant individuals may change each time to link to termly theme*</i></p>	
Geography	A contrasting village – Wray and Nazareth Village (RE link)		Hot and cold places		Wonderful Wray (and surrounding area) (FIELDWORK)	
RE (Lancashire Agreed Syllabus)	<i>Key question: 'How do we respond to things that really matter?' (EYFS units – 'Why are some things special?' to be taught within/alongside)</i>					
	Christianity (God)	Christianity (Jesus)	Hindu Dharma	Islam	Christianity (Church)	Judaism
Art	<p style="text-align: center;">Exploring and developing ideas</p> <p style="text-align: center;">Drawing and Sculpture (linked to theme where possible)</p> <p style="text-align: center;">Evaluating</p>		<p style="text-align: center;">Exploring and developing ideas</p> <p style="text-align: center;">Painting and Printing (linked to theme where possible)</p> <p style="text-align: center;">Evaluating</p>		<p style="text-align: center;">Exploring and developing ideas</p> <p style="text-align: center;">Textiles (linked to theme where possible)</p> <p style="text-align: center;">Evaluating</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>					
DT	Mechanisms (linked to theme where possible) – vehicles with wheels		Decorated structures (linked to theme where possible)		Cooking and Nutrition (linked to theme where possible)	
Computing (Purple Mash scheme of work)	<p style="text-align: center;">Unit 1.1 Online Safety & Exploring Purple Mash</p> <p style="text-align: center;">Unit 2.5 Effective Searching</p> <p style="text-align: center;">Unit 1.4 Lego Builders</p>		<p style="text-align: center;">Unit 1.9 Technology outside school</p> <p style="text-align: center;">Unit 1.2 Grouping & Sorting</p> <p style="text-align: center;">Unit 2.6 Creating Pictures</p>		<p style="text-align: center;">Unit 1.8 Spreadsheets</p> <p style="text-align: center;">Unit 1.7 Coding</p> <p style="text-align: center;">Unit 2.1 Coding</p>	
	Online safety to be taught throughout the year					

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PSHE <small>(Coram Life education scheme of work)</small>	Health and Wellbeing – Keeping Safe	Relationships – Healthy Relationships	Health and wellbeing – Healthy lifestyles	Health and wellbeing – Growing and changing	Living in the wider world – Money and environment	Living in the wider world – Rules, rights and responsibilities
PE <small>(Lancashire)</small>	EYFS & KS1 – Games (Rugby) Dance (Robots)	FMS/20th Century games FMS/Dance (Jack & Beanstalk) Gym 2 <i>YR/1/2/3 -OAA: Williamsons Park orienteering trip</i>	FMS/Dance (Supertato) FMS/ kicking	Net & wall Dance (Seaside) <i>Skipping workshop</i>	FMS/Athletics <i>Whole school - Maypole dancing (for scarecrow festival)</i>	Strike & field Dance (Explorers) <i>Whole school -sports day</i>
Music <small>(Charanga)</small>	Rhythm in the Way We Walk/Banana Rap <i>(singing, playing instruments, improvising, composing, performing: singing focus)</i>	Christmas Production <i>(singing and performing focus - for Nativity)</i>	Hands, Feet, Heart <i>(singing, playing instruments, improvising, composing, performing: playing instruments focus)</i>	Your Imagination <i>(singing, playing instruments, improvising, composing, performing: singing focus - for Spring Showcase)</i>	Friendship Song <i>(singing, playing instruments, improvising, composing, performing: composing with singing focus)</i>	RRR <i>(revisit units/strands from throughout the year)</i> Summer Production <i>(performing: singing focus)</i>