

Year 1/2 Yearly overview - Cycle 2.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Chocolate		London		Pirates	
WOW	Chocolate experience		Royal Tea Party		Cleethorpes	
Math	See separate Long term Plan for each year group.					
English	Poetry Class name acrostic (1 week)		Poetry Chocolate rhyming (2 Week)		Narrative Writing The pirates who lived next door (3 Weeks)	
	Narrative Traditional Tales (3 weeks)		Narrative Writing Vlad and the Great Fire of London (3 Weeks)		Biography Anne Bonny (1 week)	
	Recount Chocolate trip (2 weeks) —		Diary Samuel Peeps Great Fire of London (1 week) —		Explanation Writing Science - Lighthouse/circuits (2 Weeks) —	
	Report Chocolate fact file (2 weeks)		Non-Fiction Writing Invitation to our Royal Tea Party (1 Weeks)		BEE SCIENCE WEEK (1 week)	
	BEE Writing Instructions (1 week)		BEE WEEK (1 Week)		Local History Week (1 Week)	
	Poetry Seasons - science (1 week)		Non-Fiction Writing Great Fire of London - chronological report (3 weeks)		Poetry Pirates (2 week)	
	Narrative Writing Gumboot's chocolatey day (3 Weeks)		Letter writing Thank you to fire service (1 week)		Recount Cleethorpes Trip (1 week)	
					Non-fiction writing Recipe for beach picnic (1 week)	

			Non-fiction writing Persuasive postcard/poster (1 week)
Science (Year 2 Objectives)	Chemistry Investigate Materials 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. Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick/rock and paper/cardboard for particular uses. Physics Investigate sound and hearing. Observe and name a variety of sources of sound, noticing that we hear with our ears.	Biology Understand animals and humans 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 (birds, fish, amphibians, reptiles, mammals and invertebrates including pets) Identify name draw and label the basic parts of the human body and say which part of the body is associated with each sense. Describe the importance for humans of exercise eating the right amounts of different types of food and hygiene. Physics Understand movement forces and magnets. Notice and describe how things move using simple comparisons such as faster and slower. Compare how different things move.	Physics Understand Electrical circuits Identify common appliances that run on electricity. Construct a simple series electrical circuit. Understand light and seeing Observe and name a variety of sources of light including electric lights, flames and the sun, explaining that we see things because light travels from them to our eyes. Biology Investigate living things Identify and name a variety of plants and animals in their habitats, including micro-habitats. 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.
History/Geography/RE	History The History of Chocolate	Changes within living memory The Royal Family Events beyond living memory that are significant nationally or globally.(The Great Fire of London)	Compass directions and fieldwork. Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

	To know and understand significant aspects of the history of the wider world and the nature of ancient civilisations To explore characteristic features of past non-European societies. Continents and oceans Locational knowledge name and locate the world's seven continents and five oceans Human and physical geography use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	To know where the people and events they study fit within a chronological framework. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Human and Physical geography Refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop.	use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 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. Human and physical features Refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. History Local study. A study of an aspect of history that is significant in the locality.
Art	Sketchbook I can set out my ideas by making a draft sketch in my sketchbook. I can feel a sense of ownership about my sketchbook working at my own pace and following my own explorations. I can make enhancements to my sketch based on feedback. Knowledge I can say how other artists have used colour pattern and shape. (Frida Kahlo) I can create a piece of work in response to other artists' work. Collage	Sketchbook I can set out my ideas by making a draft sketch in my sketchbook. I can feel a sense of ownership about my sketchbook working at my own pace and following my own explorations. I can make enhancements to my sketch based on feedback. Knowledge I can say how other artists have used colour pattern and shape. (Thomas Gainsborough, Andy Warhol) I can create a piece of work in response to other artists' work.	Sketchbook I can set out my ideas by making a draft sketch in my sketchbook. I can feel a sense of ownership about my sketchbook working at my own pace and following my own explorations. I can make enhancements to my sketch based on feedback. Knowledge I can say how other artists have used colour pattern and shape. (Hokusai) I can create a piece of work in response to other artists' work.

	I can create an individual and group collage. () I can use different kinds of materials. I can explain why I have chosen them. Painting I can mix paint to create all secondary colours. I can mix and match colours predicting outcomes. I can mix my own brown. I can make shades by adding white. I can make tones by adding black.	I can link colours to natural and man-made objects. Printing I can create a print using pressing, rolling and stamping. I can create a print like a designer. Drawing I can use 3 different grades of pencil in my drawing. I can use charcoal, pencil and pastels. I can create different tones using light and dark. I can show pattern and texture in my drawings.	I can link colours to natural and man-made objects. Sculpture I can add line and shape to my work. I can add texture using a variety of tools and materials. I can cut, roll and coil materials such as clay and plasticine. Textiles I can weave with fabric and thread I can sew fabrics together with a simple stitch. I can create part of a class patchwork.
DT	Cooking and nutrition use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	Structures Technical knowledge: Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Cooking and Nutrition Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.
DT Project challenge Year 1	Problem: KS2 need some new cold break time snacks that are both healthy and filling. Design Brief: Create a new break time snack for KS2 (granola bars, flapjacks, biscuits, fruit kebabs.)	Make: Select from and use a range of tools and equipment to perform practical tasks.	Evaluate: Explore and evaluate a range of existing products. Evaluate their ideas and products against their own design criteria and improve their work.
Year 2	Problem: The chickens keep escaping from their coop. Design Brief: Design an innovative and stable fence in order to keep the chickens inside their coop.	Make: Select from and use a wider range of tools and equipment to perform practical tasks. (cutting, shaping, joining and finishing accurately.)	Evaluate: their ideas and products against design criteria. Evaluate their ideas and products against their own design criteria and improve their work.
ICT Year 1	Online safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Unit 1.1 Purple Mash	Coding create and debug simple programs Unit 1.5 Purple Mash Coding use logical reasoning to predict the behaviour of simple programs Unit 1.5 Purple Mash	Presenting ideas use technology purposefully to create, organise, store, manipulate and retrieve digital content Unit 1.6 Purple Mash Animated storybooks recognise common uses of information technology beyond school

	Coding understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Unit 1.7 Purple Mash			Unit 1.9 Purple Mash	
Music Charanga (Year 1 Objectives) (Year 2 Objectives)	Introducing Beat Adding rhythm and pitch		Introducing tempo and dynamics Combining pulse rhythm and pitch		Having fun with improvisation Explore sound and create a story
	Exploring simple patterns Focus on dynamics and tempo		Exploring feeling through music Inventing a musical story		Music that makes you dance Exploring improvisation.
PSHEE (Year 2)	Me and my relationships Anti-bullying		Keeping myself safe My healthy lifestyle		Me and My Future Becoming an active citizen.
RE	Celebrations and festivals. Gift bringers		Myself and caring for others. Bread, wine, buns and gardens		Belief and teachings (Christianity) Symbols in religious worship and practice. (Christianity and Jewish people)
PE	Balance/Agility	Cooperation Games	Gymnastics	Hand eye coordination (Throwing and catching)	Invasion Games Striking/Field games