

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	
Maths	<u>Year 1</u>	<u>Year 1</u>	<u>Year 1</u>	<u>Year 1</u>	<u>Year 1</u>	<u>Year 1</u>
	<u>Number:</u> Place Value (within 10) Addition and Subtraction (2 weeks)	<u>Number:</u> Addition and Subtraction (2 weeks) Place Value (to 20)	<u>Number:</u> Addition and Subtraction (within 20) Place Value - to 50 (2 weeks)	<u>Number:</u> Place Value (1 week) <u>Measurement:</u> Length and Height Weight and Volume	<u>Number:</u> Multiplication and Division Fractions	<u>Number:</u> Place Value (to and across 100) <u>Measurement:</u>
	<u>Geometry:</u> Shape	<u>Geometry:</u> Shape			<u>Geometry:</u> Position and Direction	Money Time
	<u>Year 2</u>	<u>Year 2</u>	<u>Year 2</u>	<u>Year 2</u>	<u>Year 2</u>	<u>Year 2</u>
	<u>Number:</u> Place Value Addition and Subtraction (3 weeks)	<u>Number:</u> Addition and Subtraction (2 weeks) Multiplication and Division	<u>Number:</u> Multiplication and Division <u>Statistics</u>	<u>Geometry:</u> Properties of shape (1 week) <u>Number:</u> Fractions	<u>Geometry:</u> Position and Direction <u>Measurement:</u> Time	<u>Number:</u> Place Value <u>Number:</u> Addition and Subtraction
		<u>Measurement:</u> Mass, Capacity and Temperature	<u>Geometry:</u> Properties of shape (2 weeks)	<u>Measurement:</u> Length and Height	CONSOLIDATION	Multiplication and Division

				Money		
English - Year 1	The Chocolate Monster (2 weeks) How to Catch a Star The day the Crayons Quit Owl Babies	Pumpkin Soup Little Glow 10 things in a wizard's pocket Meerkat Mail	Dinosaur Poems Under the Sea Bee and Me Your called What?	Peter Rabbit The Storm Whale Pip and Egg Lifecycles - Chicken		

English - Year 2	Narrative Writing The Chocolate Monster (3 Weeks)	Report Chocolate fact file (2 weeks)	Poetry Chocolate rhyming (2 Week)	Non-Fiction Writing Invitation to our Royal Tea Party (1 Weeks)	Narrative Writing The pirates who lived next door (3 Weeks)	BEE SCIENCE WEEK (1 week)
	Poetry Chocolate acrostic (2 week)	BEE Writing Instructions (1 week)	Narrative Writing Vlad and the Great Fire of London (3 Weeks)	BEE WEEK (1 Week)	Biography Anne Bonny (1 week)	Local History Week (1 Week)
	Narrative Traditional Tales (3 weeks)	Poetry Seasons - science (1 week)	Diary Samuel Peeps Great Fire of London (1 week)	Non-Fiction Writing Great Fire of London - chronological report (3 weeks)	Explanation Writing Science - Lighthouse/circuits (2 Weeks)	Poetry Pirates (2 week)
				Letter writing Thank you to fire service (1 week)		Recount Cleethorpes Trip (1 week)
WCR	Dogger Traction Man Beegu			Flat Stanley		
Science	Animals including Humans - People and their pets	Seasonal Changes Weather Art	Everyday materials Brilliant Builders	Plants Art and Nature	Everyday Materials - Exploring Changes	Living Things and their Habitats - Habitats and Homes
History/Geography/RE	History - The History of Chocolate To know and understand	Geography - Continents and oceans Locational knowledge	History - Changes within living memory The Royal Family Events beyond living memory that are	Geography - Locational Knowledge Name, locate and identify	Geography - Compass directions and fieldwork. Geographical skills and fieldwork	History - Local study. A study of an aspect of history that is significant in the locality.

	significant aspects of the history of the wider world and the nature of ancient civilisations To explore characteristic features of past non-European societies.	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 continents and oceans studied at this key stage.	significant nationally or globally. (The Great Fire of London) 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	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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage 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	
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					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.	
Art	Fruit 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 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.	Portraits 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. 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.	Shells 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 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 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	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 Unit 1.9 Purple Mash
Music Charanga (Year 1 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
(Year 2 Objectives)	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 1 Cycle)	Relationship, Families and friends Anti-racism		Staying safe Health and wellbeing		Personal development and social responsibility Money	
RE - (Year 1 Cycle)	Celebrations and Festivals Myself and caring for others		Beliefs and teachings Belonging - Easter		Symbols in religious worship and practice. (Christianity and Jewish people) Leaders	
PE	Gymnastics/Hockey	Cooperation Games	Gymnastics	Hand eye coordination (Throwing and catching)	Invasion Games	Striking/Field games