

# Long Term Overview

Class: Ash

Teacher(s): JC and NW

Date: 2016/17

	Autumn 1 Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Egyptians and local study	Food, glorious food		Pirates / under the sea	
WOW	Egyptian Day (beginning Term 2) Egyptian dress up	Food art/tasting		Birmingham aquarium/sea life centre Treasure chest mystery	
Subject Focus (main areas in red)	<p><u>Autumn 1:</u></p> <p>Safety week – e-safety, road safety Computing – Internet Safety, computer basics and word processing</p> <p><b>Geography – Local area study, using maps and looking at land use, discussing human and physical features</b></p> <p>Art – sketching / observations / colour mixing using water colour to produce a landscape painting of local area</p> <p>Science – plants – requirements for life and growth functions of parts of a plant. Investigating plants – What do plants need to be healthy?</p> <p><u>Autumn 2:</u></p> <p>Computing - Simple programming - Espresso</p> <p>Science – Light and shadow</p> <p><b>History – Ancient Egypt, place on time line, investigate artefacts, pyramids, pharaohs, daily lives, mummification, myths and gods</b></p> <p>DT – Inspired by ancient Egypt, sarcophagus</p>	<p><u>Spring 1:</u></p> <p>Geography – Where does food come from? Food miles, map of food production. Why do we import food? Focus on the role climate plays. South America/Caribbean</p> <p><b>DT – designing own healthy product, make product and packaging, evaluate</b></p> <p>PSED – Healthy eating</p> <p>Computing – revisit e-safety, coding using espresso code it</p> <p><u>Spring 2:</u></p> <p>Computing – Make an advertisement (video) for their healthy food</p> <p><b>Science – plants – flowering, pollination and seeds. Investigating seeds and germination.</b></p> <p>Art – linked to science, making patterns inspired by nature (collage), looking at the work of William Morris</p> <p>PSED – Fairtrade, looking at how we can make a difference and ethical choices</p>		<p><u>Summer 1:</u></p> <p>SATs week</p> <p><b>History – Famous Pirates, the history of piracy, maps of oceans and continents and trade routes.</b></p> <p>Art/DT – making pirate ships</p> <p>Science - Animals inc. humans, keeping healthy</p> <p><b>English: Pirate stories, character/setting descriptions and writing own pirate/adventure stories</b></p> <p><u>Summer 2:</u></p> <p>Art/DT – making stuffed felt parrots</p> <p><b>Computing – revisit e-safety, coding using espresso coding</b></p> <p>Science – Forces and magnets, looking at how magnets are used in compasses. Investigating magnetic materials.</p> <p>Geography - comparing local area with non-European country (Caribbean Island), looking at maps, weather and land use.</p>	

Trip / Visitor		Visit the local environment		Visit Supermarket		Birmingham aquarium	
Final Event		Nativity performance		Cooking day		Pirate dress up day and beach party	
English	Text Types	<p>Basics – handwriting, recount of holidays, marking code, expectations</p> <p>Stories with familiar settings</p> <p>Poetry, acrostic, recital and performance</p> <p>Reports – linked to the local area</p> <p>text – linked to Ancient Egypt</p>		<p><b>Instructions (recipes)</b></p> <p><b>Stories from other cultures</b> (My Grandpa and the sea)</p> <p><b>Persuasive writing</b> (Fairtrade)</p> <p><b>Poetry</b> - Benjamin Zephaniah</p>		<p>Pirate stories (The night Pirates)</p> <p>Journal - Dougal's deep sea diary</p> <p>Poetry – Imagery devices</p> <p>Explanation</p> <p>Letter writing</p>	
	SPAG	<p>a or an</p> <p>Nouns using suffixes</p> <p>Expanded noun phrases</p> <p>Correct and consistent use of tense</p> <p>Use of capital letters, full stops</p> <p>Exclamation marks</p>	<p><b>Adjectives</b></p> <p>Suffixes –er, –est in adjectives</p> <p>use of –ly in to turn adjectives into adverbs</p> <p>Progressive form of verbs in the present and past tense</p> <p>Commas in a list</p> <p>Prepositions</p>	<p><b>Adjectives using suffixes –ful, –less</b></p> <p><b>Question marks</b></p> <p><b>Grammatical patterns in a sentences (statement, question, exclamation or command)</b></p> <p><b>Apostrophes – missing letters</b></p> <p><b>Apostrophes - singular possession in nouns</b></p> <p><b>Subordination (when, if, that, because)</b></p>	<p><b>Coordination (or, and, but)</b></p> <p><b>Homophones</b></p> <p><b>Paragraphs</b></p> <p><b>Headings and sub-headings</b></p> <p><b>Inverted commas to punctuate direct speech</b></p>	<p><b>Use of capital letters, full stops</b></p> <p><b>Question marks and exclamation marks</b></p> <p><b>Nouns using prefixes</b></p> <p><b>Expressing time, place and cause using conjunctions</b></p> <p><b>Varying sentence openers</b></p>	<p><b>Endings (ing, ed)</b></p> <p><b>Endings (est, er)</b></p> <p><b>Endings (dropping y / ies)</b></p> <p><b>Word families</b></p> <p><b>Present perfect form of verbs instead of the simple past</b></p>

	<b>Maths</b>	Number and Place Value Addition and Subtraction Geometry- Shapes Statistics	Measurements Multiplication and Division Fractions	<b>Maths Week</b> Number and Place Value Addition and Subtraction Geometry- Shapes Statistics	Geometry – Position and Direction Measurements Multiplication and Division Fractions	Number and Place Value Addition and Subtraction Geometry- Shapes Measure - Time	Geometry- Position and Direction (ICT-beebots and probots) Measurements Multiplication and Division Fractions
<b>Discrete Units</b>	<b>MfL</b>	Introduce France Greetings Colours Food	French Christmas traditions/ Songs Christmas related vocabulary	Animals and pets Instruments	Myself Families Friends	Clothes Weather Stories vocabulary	At the Café Food Greetings
	<b>RE</b>	<b>Who should you follow?</b> <b>Harvest</b>	<b>Should you wear religious symbols</b> <b>Christmas</b>	<b>Should people care for the world?</b>	<b>Should everyone follow Jesus?</b> <b>Easter</b>	<b>Are some stories more important than others?</b>	<b>To we need shared special places to find one?</b>
	<b>PE</b>	<b>Coach Led PE – Tag Rugby</b> <b>Dance – linked to Ancient Egyptians</b>	<b>Coach Led PE- Multi-skills and Basket ball</b> <b>Gymnastics</b>	<b>Coach Led PE- Gym and fitness</b> <b>Outdoor activities/ team games</b>	<b>Coach Led PE- Hockey</b> <b>Yr3 Swimming</b> <b>Yr2 Multi-skills</b>	<b>Coach Led PE- Athletics / Striking and Fielding</b> <b>Yr3 Swimming</b> <b>Maypole Dancing</b>	<b>Coach Led PE Athletics / Striking and Fielding</b> <b>Summer Games</b> <b>Sports Day</b>
	<b>PSHCE</b>	<b>School Rules – Getting to know you</b> <b>Independent Learners</b> <b>Making choices</b> <b>Values</b> <b>SEAL – New beginnings</b> <b>Safety/Safeguarding questionnaires and follow up</b>	Anti-Bullying week SEAL – Say no to bullying	British Values - Rule of law and individual liberty SEAL – Getting on and falling out	SEAL- Going for goals British values – mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.	Team building SEAL- Good to be me	

		School council elections (democracy)					
	<b>Music</b>	Unit: Our Bodies (2) – developing a sense of steady beat using their own bodies. Responding to music through movement. Playing rhythm patterns on body percussion and instruments	Singing for Christmas performance	Unit: Food and drink (3) – Composing word rhythms, singing rounds and creating musical recipes	Unit: Pattern (2)- Using simple notations to create and combine rhythms using body percussion and instruments	Unit: Environment (3) –exploring music through songs. Creating accompaniments and sound pictures to reflect the environment	Unit: In the past (3) – Exploring and composing 3-note melodies
	<b>Outdoor learning</b>	Collect weather data  Creating maps of the school and village	Collect weather data  Autumnal art	Collect weather data  Make and hang bird feeders	Collect weather data  Planting	Collect weather data  Collaborative pastel flora art	Collect weather data  Seascapes