

Long Term Overview

Class: Beech (Year 1 and 2)

Teacher(s): Miss Jones

Date: 2016 - 2017

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Egyptians and Me		Food glorious food		Pirates	Under the sea
WOW		Egyptians day	Supermarket visit		Birmingham Aquarium	
Trip / Visitor	Walk around the village					
Final Event	Dress up day / art week		Cookery and food art		Dress up day	Beach party
Subject Focus (main areas in red)	Week 1 – Safety week Week 2 – Basic skills Week 3 – Week 4 – Geography: Egypt Week 6 – Week 7 – Local study Geography: - Map work – local area - Map work - the UK - Comparison of UK and Egypt Harvest Water Aid Computing: - E-safety in safety week	Week 1 – Week 4 – History: Egyptians Week 5 – Week 7 – Christmas and performance History: - Tutankhamun - Pyramids and mummies - Ancient artefacts. Art: - Egyptian jewellery - Pharaoh head dress - Amulets - Hieroglyphics Computing: - Research - PowerPoint/book creator etc. Geography: - Weather and seasons, collecting data	Book week – term 4 Science: Plants: - Structure of plants, The human body: - Identifying parts of the body and naming them Geography: - Where does our food come from? - The journey of specific fruit e.g. a banana - Naming the continents and oceans - Comparison of weather and the affect it has on the people there – linked to growing of different crops DT: - Cooking – designing their own product (healthy) - Designing packaging - Advertising PSED: - Healthy eating - Fairtrade Computing: - Re-visit e-safety - Film for film festival linked to food – Spring 1		English: - Pirate stories Art: - Nigel Parkinson (cartoonist) Science: Materials: - Working scientifically - Suitability of materials linked to boats. Creating one and testing it. - Properties - Comparing and sorting DT: - Creating a boat (linked to Science) History: - Famous pirates (Blackbeard) - Famous people (Grace Darling) - Looking at the evolution of lifeboats over time. Computing: - re-visit e-safety - Bee-bots	Art: - Experimentation of materials and styles, oil, paint, pencil, pastels, textures, water colour (linked to Van Gogh, Monet, Jackson Pollock and George Seurat) Science: - Animal classification - Food chains - Man-made or natural Computing: - Coding – Summer 2

English	Text Types	Familiar stories Setting description/Character description	Reports Information Letter Poetry	Instructions Poetry Character description Adverts/persuasive writing		Fantasy story Letters/Diary	Story Editing Explanation
	SPAG	Handwriting Capital letters and finger spaces Capital letters for I and names Capital letters, full stops, question marks, exclamation marks Sentence structure Questions	Sentences to form narrative Nouns using suffixes s or es Suffixes that don't affect spelling ing ed er Prefix un changes words kind, unkind	Commas and apostrophes Connectives (and yr1) Subordination (using <i>when, if, that, because</i>) co-ordination (using <i>or, and, but</i>) Present and past tense	Extension of phrases (adding adjectives) adjectives using suffixes such as ful and less Grammatical patterns in sentences for question, exclamation etc. Progressive forms of verbs in the present and past tense.	Capital letters and full stops Question marks and exclamation marks Headings and subheadings er est ly nouns using suffixes such as ness and er, compounding	Recapping/working on difficult features.
	Maths	Number and place value Addition and subtraction Shape (geometry)	Fractions (including shape) Measurement (including addition and subtraction) Statistics	Number and place value Addition and subtraction Multiplication and division	Shape (geometry) Fractions Measurement Statistics	Fractions Position and direction (geometry) Multiplication and division	Multiplication and division Number and place value Measurement Addition and subtraction Statistics

Discrete Units	RE	Harvest Is everybody special?	Christmas Who should you follow?	Should you wear religious symbols?	Easter Should people care for the world?	Should everyone follow Jesus? British values – Mutual respect and tolerance: Looking at different beliefs and ways of sharing these beliefs.	Are some stories more important than others?
	Music	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: Pattern (1) – developing an understanding of metre (groups of steady beat) through counting, body percussion and reading scores	Unit: Feel the pulse (2) – exploring pulse, rhythm and tempo through a variety of food themed activities	Unit: Water (2) – exploring pitch shapes; reading from scores. Creating a class composition describing the sounds and creatures of a pond	Unit: Weather (2) – creating descriptive sound and word rhythms in raps and songs.
	PE	Tag Rugby Coach led PE Dance	Football Coach led PE Ball skills	Basketball/Netball Coach led PE Gymnastics	Hockey Coach led PE Team games	Tennis/Cricket/Rounders (Ball skills) Coach led PE May day dancing	Athletics Coach led PE Sports day practice and team games (rounders)
	PSHCE	Getting to know you Safety week: Safeguarding questionnaires and follow up SEAL: New Beginnings British values - Democracy: school council voting, eco-council etc.	SEAL: Getting on and Falling out (anti-bullying) British values – Mutual respect and tolerance: Looking at differences in people.	SEAL: Choices	SEAL: Good to be me	SEAL: Rights and responsibilities British values – individual liberty	SEAL: Changes, Feelings and relationships

	Outdoor learning	Map work Aerial maps of the school, maps of the village and exploration	Weather Collection of data and seasons	Plants Looking at the structure of plants, types of leaves etc	Planting Exploring where our food comes from, planting seeds and looking after them	Animals Bug hunting, categorising and suitable habitats.	Art Using materials found outside
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