

Long Term Overview

Class: Beech

Teacher(s): Miss Jones

Date: 2017-2018

	Autumn 1 (7 weeks)	Autumn 2 (7.2 weeks)	Spring 1 (5.2 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7.2 weeks)
Topic	Houses and Homes		Fairy Tales	Vicious Vikings	Fantastic Beasts	World cup
WOW	Sulgrave Manor	Class Museum (Great fire of London theme)	Pantomime visiting school (Jack and the beanstalk)			Foods from around the world
<p>Subject Focus (main areas in red)</p>	<p>Week 1 – safety week and simple assessments Week 2 – Basic skills</p> <p>PSHCE: - getting to know you - safety week</p> <p>History: - making comparisons between houses from the Tudors/Stuarts to present day houses - using different sources of information - looking at famous events (The Great Fire of London)</p> <p>Science: - Living things and their habitats – identifying what makes a suitable habitat and the animals that live there.</p> <p>DT: - Cookery – bread and gingerbread http://cookit.e2bn.org/historycookbook/1406-bread.html http://cookit.e2bn.org/historycookbook/1484-gingered-bread.html</p> <p>Geography: - exploring the local environment, school, Chesterton, Bicester. - field work, using maps and aerial photos creating own maps</p> <p>Computing: - e-safety in safety week - powerpoint/book creator to share their learning about the Great Fire of London (links</p>		<p>Science: - plants – the children will observe and describe how seeds and bulbs grow into mature plants. Identify that plants need water, light and suitable temp to grow Identify and name trees. - experiment linked to growing - materials the children will identify and compare the suitability of materials for particular uses</p> <p>DT: <i>Linked to Science</i> - linking to the story of ‘Three Billy goats gruff’ the children will make structures using a mixture of materials based on some given criteria. They will plan their project, before making it. Working on joining and strengthening.</p> <p>Computing: - film for film festival linked to fairy tales. Re-creation of their chosen story.</p>	<p>History: - focus on the famous Viking Rollo</p> <p>Science: - lifecycles of animals and humans - animals including humans – identify name, draw and label the human body and the senses</p> <p>DT: - sewing - make a Viking long boat</p> <p>Art: specific artists -Charlie M Schulz – the creature of Charlie Brown and Snoopy -Monet – water colour</p> <p>Computing: - re-visit e-safety</p>	<p>SATs preparation</p> <p>Science: - food chains - living things and their habitats – carnivores, herbivores and omnivores. Describe and identify the structure of common animals</p> <p>Computing: - programming (BeeBots)</p> <p>DT: -create a pull along toy (based on an animal) using wheels and axles - create a lever/slider scene.</p>	<p>Geography: - countries - 7 continents and 5 oceans - UK identifying capital cities and their characteristics - identify similarities and differences between the UK and Brazil - seasonal and daily weather. Collecting data.</p> <p>Science: - seasonal changes - collecting data</p> <p>Art: - sculpture</p> <p>DT: - cooking – nutrient where does food come from etc</p> <p>Computing: - coding</p>

		to History) Art: - painting, collage, cutting etc Great Fire of London picture - Cauliflower cards Term 2 - Week 5 – Week 7 – Christmas and performance				
Trip / Visitor	Sulgrave manor		Pantomime to visit school			
Final Event				Dress up day		'World' cup football match
Literacy	Text Types	Stories with predictable phrasing (6 weeks)	Labels, lists and captions (1 week) Recount (2 weeks) Poetry (2 weeks) Take one book (2 weeks)	Traditional tales - fairy tales (6 weeks)	Report (2 weeks) Explanation (2 weeks) Poetry (2 weeks) Take one book (1 weeks)	Instructions (2 weeks) Report (2 weeks) Poetry (2 weeks) Take one book (1 week) Contemporary fiction (6 weeks)
	SPAG	Handwriting Capital letters and finger spaces Capital letters for I and names Sentence structure Sentences to form narrative Connectives (and yr1) co-ordination (using <i>or, and, but</i>) Extension of phrases (adding adjectives)	Commas and apostrophes Nouns using suffixes s or es Suffixes that don't affect spelling ing ed er Prefix un changes words kind, unkind Present and past tense	Capital letters and full stops Subordination (using <i>when, if, that, because</i>) Grammatical patterns in sentences for question, exclamation etc. Progressive forms of verbs in the present and past tense.	Headings and subheadings adjectives using suffixes such as ful and less Questions	Rhyme er est ly nouns using suffixes such as ness and er, compounding Recapping /working on difficult features.

		Adverbs (time)					
Maths	Number and place value Addition and subtraction	Shape (geometry) Measurement (Time)	Multiplication and division Fractions	Measurement Position and direction (geometry)	Measurement Statistics recap of other areas + - X ÷	Measurement Statistics	Measurement Statistics
Discrete Units	RE	Harvest Is everybody special?	Christmas Should everyone follow Jesus?	Can stories change people? Yr 2	How should the church celebrate Easter? Yr 2	How should people care for the world?	Do we need shared special places?
	Music		Singing for Christmas performance				
	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	New Beginnings British values – Rule of law: classroom rules. British values - Democracy: school council voting, eco-council etc.	Getting on and Falling out (anti-bullying) British values – Mutual respect and tolerance: Looking at differences in people.	Choices	Good to be me	Rights and responsibilities British values – individual liberty:	Changes Feelings and relationships
	Outdoor learning	Animals Bug hunting, categorising and suitable habitats.	Building Den building.	Natural classification Classifying trees and bushes etc.	Planting Planting veg.	Art Using the environment to create Fantastic beasts artwork.	Map skills Using maps of the grounds and surrounding area.

