



# Whole School Overview by Year Group Cycle A 2023/24

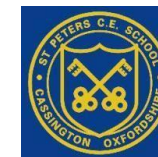
Year 1/2	Term 1 (8 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (7 weeks)
<b>Value</b>	Respect	Peace	Creativity	Patience	Generosity	Compassion
<b>Topic</b>	Once Upon A Time	Guy Fawkes	Pirates	Amazing Africa!	Castles, Dungeons & Dragons!	Seaside Holidays – Then & Now
<b>Milestone Moments</b>	Fairy tale day (drama/crafts) CREATIVITY	Christmas Nativity Performance COURAGE	Pirate day thinking about the dishonesty of pirates and the importance of honesty. HONESTY	Visit Cadbury World. Also learn more about fair trade chocolate and where it comes from. HOPE	Visit to Warwick Castle to discover what a medieval castle was like. PATIENCE	Visit to Cotswold Beach Park PEACE
<b>English:</b> <b>Core text/ cross-curricular link</b>	<p><b>Grimm's Fairy Tales</b></p>  <p><b>Fiction: Defeating the Monster</b></p>	<p><b>Fiction: Polar Express</b></p>  <p>Wishing Tale</p> <p><b>Non-Fiction</b></p> <p><b>GUNPOWDER Plot:</b></p> 	<p><b>Peter Pan by JM Barrie</b></p> 	<p><b>Mamma Panya's Pancakes: A Village Tale From Kenya</b></p> 	<p><b>Tell Me A Dragon by Jackie Morris</b></p> 	<p><b>The Little House By The Sea by Benedict Blathwayt</b></p> 
<b>Fiction Mastery</b>	<b>Defeating the Monster</b> Change the story of The Three Billy Goats Gruff	<b>The Polar Express</b>	<b>Journey Stories</b> Based on Peter Pan's adventures	Repetitive Tale – make changes to story	Fantasy Stories – involving dragons.	Description of setting
<b>Non-Fiction Mastery</b>	<b>Persuasion</b> Estate Agent Advert for the houses of The 3 Little Pigs.	<b>The Gunpowder Plot</b> Recount Text	<b>Instructions</b> How to make a pirate drink	<b>Explanation</b> How to make chocolate	<b>Non – Chronological Reports</b> What are castles made up of?	<b>Queen Victoria's Bathing Machine</b>

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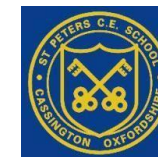
<b>Poetry</b>		<b>An Alphabet Poem by Edward Lear</b>	<b>Bonfire night poem</b>	<b>Rickety Train Ride poem; Spaghetti! Spaghetti! poem; Soggy Greens poem</b>			<b>Counting poem</b>
<b>Consolidation of text types (Big Write)</b>		Write a new version of a known story; Re-tell story of Rescue Party; Character description; non-fiction missing cat poster; alphabet poem	Character description; Write in role as the selfish crocodile;	Write an alternative ending; character description; write food poems in the style of those read; description of a tiger; instructions for a playground game	Re-tell story of the storm whale; first person account; letter writing - from the mouse to the lion; recount of Easter Sunday	Persuasive writing - in support of MCS; description of a dragon; write a fantasy story	Describe a scene from the animation 'Don't go'; Instructions for how to escape the cat; Diary account of the day an elephant came to stay; write a story in the same style; write a counting poem; write a conversation between two characters
<b>Basic skills</b>	<b>Year 1</b>	Basic sentence construction	Basic sentence construction	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions
	<b>Year 2</b>	Basic sentence construction, including conjunctions adjective, noun,verb, noun phrase	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency Statement, question adverb, verb subordinating conjunctions coordinating conjunctions	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency Progressive form of verbs subordinating conjunctions coordinating conjunctions	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency Statement, question subordinating conjunctions coordinating conjunctions	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency Statement, question, exclamation or command subordinating conjunctions coordinating conjunctions	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency apostrophe. comma subordinating conjunctions coordinating conjunctions
<b>Maths:</b>		Number Place Value Calculation Fractions 2D and 3D Shape Measure - Length	Number Place Value Calculation Fractions Time	Number Place Value Calculation Fractions Money Statistics - pictograms, tally charts, bar charts	Number Place Value Calculation Fractions Measure - Mass Measure - Capacity Measure - temperature	Number Place Value Calculation Fractions Symmetry Position And Direction	Number Place Value Calculation Fractions Time Money
<b>Key Areas</b>	<b>RE</b>	<b>Who should you follow?</b>  <i>e) What makes some teachers and leaders</i>	<b>GOSPEL</b>  <b>Understanding Christianity Unit 1.4</b>	<b>Does everyone celebrate the New Year?</b>	<b>SALVATION</b>  <b>Understanding Christianity Unit 1.5</b>	<b>Can stories change people?</b>  <i>e) What makes some teachers and leaders</i>	<b>How should you spend the weekend?</b>  <i>f) What do we get out of belonging to different</i>

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	<p><i>special for religious people?</i></p> <p><i>b) What makes some stories special in religion?</i></p> <p><b>Christianity/Judaism/ Moses/</b></p> <p><b>Old Testament etc.</b></p> <p><b>Year 2 Unit 1</b></p>	<p><b>What is the good news that Jesus brings?</b></p> <p>e) What makes some teachers and leaders special for religious people?</p>	<p><i>a) What do people believe about God, humanity and the natural world?</i></p> <p><i>c) How and why are celebrations important in religion?</i></p> <p><b>Christianity/Judaism/ New Year/</b></p> <p><b>Rosh Hashanah</b></p> <p><b>Year 2 Unit 3</b></p>	<p><b>Why does Easter matter to Christians?</b></p> <p>c) How and why are celebrations important in religion?</p> <p><b>Pilgrimage to St. Leonard's Church, Eynsham.</b></p> <p><b>Whole School Easter Pause Day - Easter journey</b></p>	<p><i>special for religious people?</i></p> <p><i>b) What makes some stories special in religion?</i></p> <p><b>Christianity/Judaism/ Old Testament stories</b></p> <p><b>Year 2 Unit 5</b></p>	<p><i>groups and how do we show that we belong?</i></p> <p><i>c) How and why are celebrations important in religion?</i></p> <p><i>d) How and why do symbols express religious meaning?</i></p> <p><b>Judaism/Shabbat</b></p> <p><b>Year 2 Unit 6</b></p>
<b>Science</b>	<p><b>Everyday Materials</b></p> <p><b><u>Year 1</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> </ul>	<p><b>Seasonal Changes</b></p> <p><b><u>Year 1</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies gathering and recording data to help in answering questions</li> </ul> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>gathering and recording data to help</li> </ul>	<p><b>Animals including Humans</b></p> <p><b><u>Year 1</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul> <p><b>Working Scientifically</b></p>	<p><b>Animals including Humans</b></p> <p><b><u>Year 1</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<p><b>Plants</b></p> <p><b><u>Year 1</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<p><b>Special Investigation/ Focus on particular scientists/re-visit areas of misconceptions</b></p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>asking simple questions and recognising that they can be</li> </ul>

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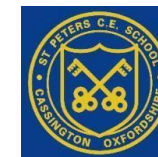
		<ul style="list-style-type: none"> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>● performing simple tests</li> <li>● observing closely, using simple equipment</li> <li>● gathering and recording data to help in answering questions</li> </ul> <p>Pupils might work scientifically by:</p> <p>performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ... for lining a dog basket? ... for curtains? ... for a bookshelf? ... for a gymnast's leotard?'</p>	<p>in answering questions</p> <p>Pupils might work scientifically by:</p> <p>making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p>	<ul style="list-style-type: none"> <li>● using their observations and ideas to suggest answers to questions</li> </ul> <p>gathering and recording data to help in answering questions.</p> <p>Pupils might work scientifically by:</p> <p>using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat.</p>	<p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>● asking simple questions and recognising that they can be answered in different ways</li> <li>● identifying and classifying</li> <li>● gathering and recording data to help in answering questions.</li> </ul> <p>Pupils might work scientifically by:</p> <p>Using their senses to compare different textures, sounds and smells.</p>	<p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>● observing closely, using simple equipment</li> <li>● identifying and classifying</li> <li>● asking simple questions and recognising that they can be answered in different ways</li> </ul> <p>Pupils might work scientifically by:</p> <p>observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>	<p>answered in different ways</p> <ul style="list-style-type: none"> <li>● gathering and recording data to help in answering questions.</li> <li>● using their observations and ideas to suggest answers to questions</li> </ul>
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	<b>HISTORY/GEOG</b>	<p>N/A</p> <p><u>KS1 Literacy National Curriculum</u></p> <p>Tales by the same author.</p>	<p><b>The Gunpowder Plot</b></p> <p><u>KS1 History National Curriculum</u></p> <p>'the lives of significant individuals in the past'</p>	<p><b>Pirates</b></p> <p><u>KS1 Geography National Curriculum</u></p> <p>'Use simple compass directions'</p> <p>'Devise a simple map and use basic symbols in a key',</p> <p>'Name &amp; locate the 7 continents and 5 oceans'</p>	<p><b>Kenya, Ghana &amp; Cocoa Beans</b></p> <p><u>KS1 Geography National Curriculum</u></p> <p>'Geographic similarities and differences between England and a non-European country.'</p> <p>'Name the 7 continents and Oceans of the world.'</p> <p>'Location of hot and cold areas of the world in relation to the equator &amp; poles'.</p>	<p><b>Castles</b></p> <p><u>KS1 History National Curriculum</u></p> <p>'Significant historical places in their own locality'. (Warwick Castle)</p>	<p><b>Seaside Holidays - Then &amp; Now</b></p> <p><u>KS1 History National Curriculum</u></p> <p>'Changes within living memory. To reveal aspects of change in national life'</p>
<b>PE</b>		<p>Real PE – personal</p> <p>Invasion Games – Social Skills</p>	<p>Real PE – social</p> <p>Invasion Games – Social Skills</p>	<p>Real PE – creative</p> <p>Invasion Games – Social Skills</p>	<p>Real PE – physical</p> <p>Invasion Games – Social Skills</p>	<p>Real PE – cognitive</p> <p>Forest School</p>	<p>Real PE – health and fitness</p>
<b>Music</b>		<p>Charanga Music</p> <p>Y1: Hey You</p>	<p>Charanga Music</p> <p>Y1: Rhythm in the way we walk and the banana rap</p>	<p>Charanga Music</p> <p>Y1: In the groove</p>	<p>Charanga Music</p> <p>Y1: Round and round</p>	<p>Charanga Music</p> <p>Y1: Your imagination</p>	<p>Charanga Music</p> <p>Y1: reflect, rewind and replay</p>
<b>Computing</b>		<p><u>Computing:</u></p> <p>'Understand how to use a program... and follow precise and unambiguous instructions.'</p>	<p>Recognise common uses of information technology beyond school</p>	<p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>Create and debug simple programs</p>	<p>Create and debug simple programs.</p>

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ART/DT	<p><u>Art and Design:</u> 'To use drawing to develop and share their ideas.' 'To develop a large range of art and design techniques.' 'About the work of a range of artists.'</p> <p><u>Cooking &amp; Nutrition:</u> 'Use the basic principles of a healthy and varied diet to prepare dishes'.</p>	<p><u>Art and Design:</u> To use drawing, painting to develop and share their ideas, experiences and imagination.  'To develop a large range of art and design techniques.'</p> <p><u>D&amp;T:</u> 'build structures', 'explore and use mechanisms',</p> <p><u>Cooking &amp; Nutrition:</u> 'Use the basic principles of a healthy and varied diet to prepare dishes'.</p>	<p><u>Art and Design:</u> To use a range of materials creatively.  To use drawing, painting to develop and share their ideas, experiences and imagination.  To develop a wide range of art and design techniques: using colour, pattern, texture, line, form, shape and space.</p>	<p><u>Art and Design:</u> Pupils should be taught: about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.'</p>	<p><u>Art &amp; Design:</u> 'about the work of a range of artists'  <u>D&amp;T:</u> 'build structures', 'explore and use mechanisms',  'select from and use a range of tools and equipment',</p>	<p><u>Art and Design:</u>  To use a range of materials creatively to design and make products  To use drawing to develop and share their ideas, experiences and imagination  To use sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
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<p><b>PSHE linked to values</b></p>	<p>PSHRE class charters Introduction of Keys Be Safe Week Wider World Week</p>	<p>Inside Out 5 Keys to Happiness: Look Inside Anti-bullying week</p>	<p>Inside Out 5 Keys to Happiness: Move Outside Safer internet day First Aid week</p>	<p>Inside Out 5 Keys to Happiness: Share More Safer internet week</p>	<p>Inside Out 5 Keys to Happiness: Be Curious</p>	<p>Inside Out 5 Keys to Happiness: Be Kind Health Week (NSPCC) Be safe week</p>
<p><b>Global Citizenship links</b> e.g. <b>Fair trade and justice</b> <b>Human rights</b> <b>Sustainable development</b> <b>Participative learning</b> <b>Peace Education</b> <b>Race Equality</b> <b>Media Awareness</b></p>		<p>Race Equality Human Rights Identity &amp; Diversity Power and Governance</p>	<p>Peace and conflict</p>	<p>Fair trade and justice  Global Citizenship</p>	<p>Peace and conflict Power &amp; Governance</p>	