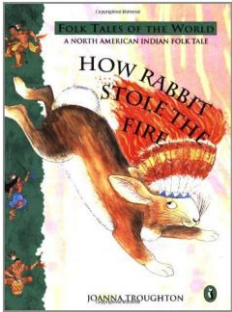
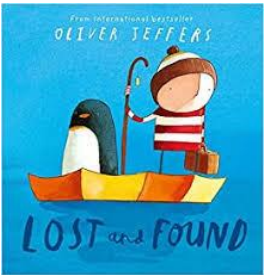

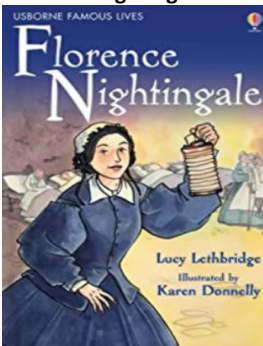
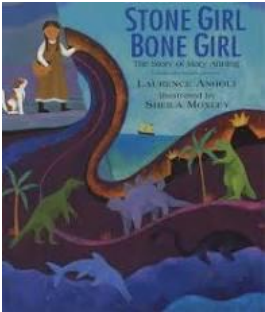
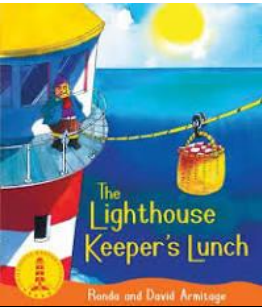
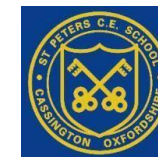


# Whole School Overview by Year Group Cycle B 2022/23



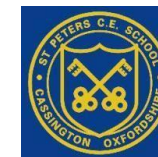
Year 1/2	Term 1 (8 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (7 weeks)
<b>Value</b>	Respect	Peace	Creativity	Patience	Generosity	Compassion
<b>Topic</b>	<b>Great Fire of London</b>	<b>Antarctica &amp; Captain Scott</b>	<b>China</b>	<b>Nurturing Nurses (new unit)</b>	<b>Mary Anning &amp; Dinosaurs</b>	<b>Sea &amp; Coastlines</b>
<b>Milestone Moments</b>	Great Fire of London Drama/Dance Workshop COMPASSION	Christmas Nativity Show Create an art Gallery using Austin's Butterfly as inspiration ASPIRATION	Visit Ashmolean Museum with a focus on China RESPECT	PEACE	Natural History Museum making connections Mary Anning's her life and discoveries. DIGNITY	Visit to Mudford Beach Caring for our environment GENEROSITY  Visit a Synagogue
<b>English:</b> <b>Core text/ cross-curricular link</b>	<b>How Rabbit Stole The Fire</b> 	<b>Lost &amp; Found by Oliver Jeffers</b> 	<b>The Magic Paintbrush</b> 	<b>Florence Nightingale.</b> 	<b>Stone Girl! Bone Girl!</b> 	<b>The Lighthouse Keeper's Lunch</b> by Ronda Armitage 
<b>Fiction Mastery</b>	Describe characters	A change story	Wishing Tale		Fantasy tale	Beating the Monster
<b>Non-Fiction Mastery</b>	Recounts on The Great Fire of London & The Great Plague	Non chronological reports on penguins	Persuasion texts - Adverts	Non chronological reports on Florence. Diary entry.	Explanation Text	Instructions - to make a recipe.
<b>Poetry</b>	Free Verse The Sound Collector	Visual Poems Firework Poems		Free verse Acrostic		
<b>Consolidation of text types (Big Write)</b>	Writing a postcard; character description; re-tell a story; letter writing; diary account; writing a sound poem	Shape poems; description of setting; letter writing; instructions for how to build a snowman; re-telling a known story	Write a conversation; write an alternative version of a story; description of an imaginary animal; write a biography; instructions; character description comparing beginning and end of story	Write a persuasive letter; character description; re-tell traditional tale; first person account	Informal letter; re-tell a story from another point of view; instructions; recount of own experience; non-chronological report (Science Habitats link)	Narrative - to write a new ending to a known story; diary entry; write a persuasive advert

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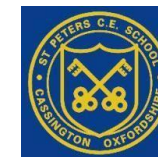
<b>Basic skills</b>	<b>Year 1</b>	Basic sentence construction	Basic sentence construction	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions
	<b>Year 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>	<p style="text-align: center;"><b>Is everybody special?</b></p> <p><i>a) What do people believe about God, humanity and the natural world?</i></p> <p><i>f) What do we get out of belonging to different groups and how do we show that we belong?</i></p> <p><i>g) What makes me special?</i></p> <p style="text-align: center;"><b>Christianity/God/Belonging</b></p> <p style="text-align: center;"><b>Year 1 Unit 1 Autumn 1</b></p>	<p style="text-align: center;"><b>INCARNATION</b></p> <p style="text-align: center;"><b>Understanding Christianity unit 1.3</b></p> <p><b>Why does Christmas matter to Christians?</b></p> <p>b) What makes some stories special in religion?</p> <p>c) How and why are celebrations important in religion?</p>	<p style="text-align: center;"><b>GOD</b></p> <p style="text-align: center;"><b>Understanding Christianity unit 1.1</b></p> <p><b>What do Christians believe God is like?</b></p> <p>a) What do people believe about God, humanity and the natural world?</p>	<p style="text-align: center;"><b>Should everyone follow Jesus?</b></p> <p><i>e) What makes some teachers and leaders special for religious people?</i></p> <p><i>b) What makes some stories special in religion?</i></p> <p style="text-align: center;"><b>Christianity/Jesus /Leaders/Rabbi/Vicars</b></p> <p style="text-align: center;"><b>Year 1 Unit 4 Spring 2</b></p>	<p style="text-align: center;"><b>CREATION</b></p> <p style="text-align: center;"><b>Understanding Christianity unit 1.2</b></p> <p style="text-align: center;"><b>Who made the world?</b></p> <p>a) What do people believe about God, humanity and the natural world?</p>	<p style="text-align: center;"><b>Do we need shared special places?</b></p> <p><i>d) How and why do symbols express religious meaning?</i></p> <p><i>f) What do we get out of belonging to different groups and how do we show that we belong?</i></p> <p><i>g) What makes me special?</i></p> <p style="text-align: center;"><b>Judaism/Synagogue/Community/Symbols</b></p>

# Whole School Overview by Year Group Cycle B 2022/23



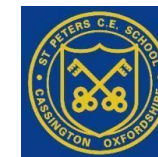
					Whole School Easter Pause Day - Easter witnesses		Year 1 Unit 6 Summer 2 Visit Synagogue
<b>Science</b>	<b>Uses of Everyday Materials Year 2</b>	<b>Special Focus on Working Scientifically/on particular scientists</b>	<b>Animals including Humans Year 2</b>	<b>Living Things and their Habitats Year 2</b>	<b>Living Things and their Habitats Year 2</b>	<b>Living Things and their Habitats Year 2</b>	<b>Plants Year 2</b>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p style="text-align: center;"><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>● performing simple tests</li> <li>● observing closely, using simple equipment</li> </ul> <p>Pupils might work scientifically by:</p> <p>comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs);</p>	<p style="text-align: center;"><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>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p style="text-align: center;"><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>● using their observations and ideas to suggest answers to questions</li> <li>● gathering and recording data to</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul> <p style="text-align: center;"><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</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul> <p style="text-align: center;"><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>They could construct a simple food chain that</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p style="text-align: center;"><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> </ul> <p>Pupils might work scientifically by:</p> <p>observing and recording, with some accuracy, the growth of a variety of plants as they change over</p>	

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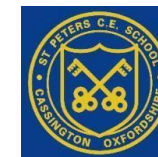
	observing closely, identifying and classifying the uses of different materials, and recording their observations.		<p>help in answering questions.</p> <p>Pupils might work scientifically by:</p> <p>observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p>	<p>help in answering questions.</p> <p>Pupils might work scientifically by:</p> <p>sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions like: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions.</p>	<p>includes humans (eg, grass, cow, human). They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there.</p>	<p>time from a seed or bulb or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p>
HISTORY/GEOG	<p style="text-align: center;"><b>The Great Fire of London</b></p> <p><u>KS1 History National Curriculum</u></p> <p>'Events beyond living memory - that are significant nationally or globally.'</p>	<p><b>Antarctica &amp; Captain Scott</b></p> <p><u>KS1 Geography National Curriculum</u></p> <p>1. 'Geographic similarities and differences between England and a non-European country.'</p> <p>2. 'Name the 7 continents and Oceans of the world.'</p> <p><u>KS1 History National Curriculum</u></p> <p>'The lives of significant individuals in the past</p>	<p style="text-align: center;"><b>China</b></p> <p><u>KS1 Geography National Curriculum</u></p> <p>1. 'Geographic similarities and differences between England and a non-European country.'</p> <p>2. 'Name the 7 continents and Oceans of the world.'</p>	<p><b>Nurturing Nurses Mary Seacole &amp; Florence Nightingale</b></p> <p><u>KS1 History National Curriculum</u></p> <p>'The lives of significant individuals in the past who have contributed to national and international achievements.'</p> <p><u>Geography</u></p> <p>Geographic similarities and differences</p>	<p style="text-align: center;"><b>Mary Anning (Fossils and dinosaurs)</b></p> <p><u>KS1 History National Curriculum</u></p> <p><u>History</u></p> <p>'The lives of significant individuals in the past who have contributed to national and international achievements.'</p> <p><u>Geography</u></p> <p>'Use basic geographical vocabulary. Key</p>	<p style="text-align: center;"><b>The Sea &amp; Coastlines</b></p> <p><u>KS1 Geography National Curriculum</u></p> <p>1. 'Name the 7 continents and Oceans of the world.'</p> <p>2. 'Geographic similarities and differences between England and a non-European country.'</p> <p>3. Key <u>physical features</u> including:</p>

## Whole School Overview by Year Group Cycle B 2022/23



			who have contributed to national and international achievements.'		between England and a non-European country Jamaica Find on the map.  Also link to Crimea FN and MS.	physical features & key human features.'	beach, cliff, coast, sea, ocean.  4.Key <u>human features</u> including: town, village, port, harbour, shop.
<b>PE</b>	Real PE – personal  Forest School	Real PE – social  Forest School	Real PE – creative  Forest School	Real PE – physical  Forest School	Real PE – cognitive  Forest School	Forest School  Swimming	
<b>Music</b>	Charanga Music  Y2: Hands, feet, heart	Charanga Music  Y2: Ho, Ho, Ho	Charanga Music  Y2: I wanna play in a band	Charanga Music  Y2: zootime	Charanga Music  Y2: Friendship song	Charanga MusicY2: reflect, rewind and replay	
<b>Computing</b>	KS1 online safety experts  Use technology purposefully to create, organise, store, manipulate and retrieve digital content	KS1 e-book  Use technology purposefully to create, organise, store, manipulate and retrieve digital content	KS1 scratch introduction  Use technology safely and respectfully, keeping personal information private.	Use technology safely and respectfully, keeping personal information private.	Understand what algorithms are.	Understand what algorithms are.	
<b>ART/DT</b>	<b>ART &amp; DESIGN</b> 1.To use a range of materials creatively to design and make products 2. To use drawing painting and sculpture to develop and share their ideas, experiences and imagination.	<b>Art &amp; Design</b> <u>Austin's Butterfly Lessons</u> 'To use drawing to develop and share their ideas, experiences and imagination.'	Art & Design - 'look at the work of a range of artists, craft makers and designers'  <u>Art &amp; Design</u> 'To use a range of materials creatively to	<b>Art &amp; Design</b> Using a wide range of techniques and materials to: 1.To draw a portrait of a soldier. 2.To draw a portrait more accurately.	<b>New KS1 Art &amp; Design National Curriculum References:</b>  'To use a range of materials creatively to design and make products'.	<b>ART:</b> 'about the work of a range of artists'.  <b>D&amp;T:</b> 'build structures, exploring how they can be	

## Whole School Overview by Year Group Cycle B 2022/23



	<p>3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b><u>DESIGN &amp; TECHNOLOGY</u></b> (Technical Knowledge - build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>(Make) - select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>(Design) - design purposeful, functional and appealing products for themselves and others based on design criteria.</p>	<p>'To develop a wide range of art and design techniques in using colour pattern, texture, line, shape, form and space.'</p> <p><u>Christmas Art &amp; Crafts</u> 'To use a range of materials creatively to design and make products.'</p> <p><u>Cooking &amp; Nutrition</u> <u>Christmas Cooking</u> 'To understand where food comes from'.</p>	<p>design and make products.</p> <p>'To use drawing painting and sculpture to develop and share their ideas, experiences and imagination'.</p> <p>'About the work of a range of artists, craft makers and designers etc.'</p> <p>'To develop a large range of art and design techniques in using colour, pattern, texture, line, form and space'.</p> <p><u>DT</u> 'Build structures, exploring how they can be made stronger, stiffer and more stable'. 'Select from and use a range of tools.'</p>	<p>3.To be inspired by art from different cultures.</p> <p>4.To use collage to create a portrait.</p> <p>5.To make 3D lanterns</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Looking at the work of a range of artists, craft makers and designers.</p>	<p>'To use drawing, painting and 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.' 'About the work of a range of artists, craft makers and designers. Describing the differences and similarities between different practises and disciplines and making links to their own work.'</p> <p><b>New KS1 Design &amp; Technology National Curriculum References:</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Build structures, exploring how they can be made stronger, stiffer, and more stable.</p>	<p>made stronger, stiffer and more stable.' 'explore and use mechanisms'. 'select from and use a wide range of materials'.</p>
<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 (NSPPC) Be safe week</p>
<p><b>Global Citizenship links e.g.</b> <b>Fair trade and justice</b> <b>Human rights</b></p>		<p>Belief that people can bring about change.</p>	<p>Globalisation</p>	<p>Belief that people can bring about change.  Peace &amp; Conflict</p>	<p>Belief that people can bring about change.  People Who Inspire Us</p>	

# Whole School Overview by Year Group Cycle B 2022/23



<b>Sustainable development</b> <b>Participative learning</b> <b>Peace Education</b> <b>Race Equality</b> <b>Media Awareness</b>				People Who Inspire Us  Race Equality	Human Rights	
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