



Whole School Overview by Year Group Cycle B 2024/25

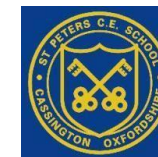
Year 1/2	Term 1 (8 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (7 weeks)
Value	Respect	Peace	Creativity	Patience	Generosity	Compassion
Topic	Great Fire of London	Antarctica & Captain Scott	China	Nurturing Nurses (new unit)	Mary Anning & Dinosaurs	Sea & Coastlines
Milestone Moments	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	End of Year Trip GENEROSITY Visit a Synagogue
English: Core text/ cross-curricular link	How Rabbit Stole The Fire 	Lost & Found by Oliver Jeffers 	The Magic Paintbrush 	Florence Nightingale. 	Stone Girl! Bone Girl! 	The Lighthouse Keeper's Lunch by Ronda Armitage 
Fiction Mastery	Describe characters	A change story	Wishing Tale		Fantasy tale	Beating the Monster
Non-Fiction Mastery	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.
Poetry	Free Verse The Sound Collector	Visual Poems Firework Poems		Free verse Acrostic		
Consolidation of text types (Big Write)	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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Basic skills	Year 1	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
	Year 2	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
Maths:		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	Number Place Value Calculation Fractions Position And Direction Measure - Capacity Measure - temperature	Number Place Value Calculation Fractions Time Money Symmetry
Key Areas	RE (Locally agreed syllabus enquiry questions)	<p><u>JUDAISM</u></p> <p>What do Jewish people believe about God?</p> <p>OD 2023 Year 1 Unit J1 (Beliefs and Questions)</p> <p><i>Theology</i></p> <p>(3. What makes some people important?)</p>	<p><u>CHRISTIANITY</u></p> <p><u>INCARNATION</u></p> <p>Why does Christmas matter to Christians?</p> <p>Understanding Christianity unit 1.3</p> <p><i>Theology</i> <i>Human and Social Sciences</i></p> <p>(8. Why do people celebrate important occasions?)</p>	<p><u>CHRISTIANITY</u></p> <p><u>GOD</u></p> <p>What do Christians believe God is like?</p> <p>Understanding Christianity unit 1.1</p> <p><i>Theology</i> <i>Human and Social Sciences</i></p> <p>(6. What makes some stories so important to different people?)</p>	<p><u>CHRISTIANITY</u></p> <p>Is everybody special?</p> <p>OD 2019 Yr 1 Unit 1 (Community and Identity)</p> <p><i>Human and Social Sciences</i></p> <p>(1. What does it mean to be me?)</p> <p>Whole School Easter Pause Day - Easter witnesses</p>	<p><u>CHRISTIANITY</u></p> <p><u>CREATION</u></p> <p>Who made the world?</p> <p>Understanding Christianity unit 1.2</p> <p><i>Theology</i> <i>Human and Social Sciences</i></p> <p>(7. Why is it important to look after our world?)</p>	<p><u>JUDAISM</u></p> <p>In what ways is the Synagogue important to Jewish people?</p> <p>OD 2023 Year 2 Unit J2 (Community and Identity)</p> <p><i>Human and Social Sciences</i></p> <p>(4. Why are some places important?)</p>

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	Science	<p>Uses of Everyday Materials</p> <p>Year 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Working Scientifically:</p> <ul style="list-style-type: none"> ● performing simple tests ● observing closely, using simple equipment <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); observing closely, identifying and classifying the uses of different materials, and</p>	<p>Special Focus on Working Scientifically/on particular scientists</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. 	<p>Living Things and their Habitats</p> <p>Year 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of plants and animals in their habitats, including microhabitats • 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 <p>Working Scientifically:</p> <ul style="list-style-type: none"> ● observing closely, using simple equipment ● identifying and classifying ● asking simple questions and recognising that they can be answered in different ways <p>They could construct a simple food chain that includes humans (eg, grass, cow, human). They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes);</p>	<p>Plants</p> <p>Year 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>observe and describe how seeds and bulbs grow into mature plants</i> • <i>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</i> <p>Working Scientifically:</p> <ul style="list-style-type: none"> ● observing closely, using simple equipment ● performing simple tests ● identifying and classifying <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 time from a seed or bulb or observing similar plants at different stages of growth; setting up a comparative test to show</p>	<p>Living Things and their Habitats</p> <p>Year 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • 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 <p>Working Scientifically:</p> <ul style="list-style-type: none"> ● asking simple questions and recognising that they can be answered in different ways ● identifying and classifying ● gathering and recording data to help in answering questions. <p>Pupils might work scientifically by:</p>	<p>Animals including Humans</p> <p>Year 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Working Scientifically</p> <ul style="list-style-type: none"> ● using their observations and ideas to suggest answers to questions ● gathering and recording data to help in answering questions. <p>Pupils might work scientifically by:</p> <p>observing, through video or first-hand observation and measurement, how different animals,</p>
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	recording their observations.		and find out how the conditions affect the number and type(s) of plants and animals that live there	that plants need light and water to stay healthy.	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.	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
HISTORY/GEOG	<p>The Great Fire of London <u>KS1 History National Curriculum</u></p> <p>'Events beyond living memory - that are significant nationally or globally.'</p>	<p>Antarctica & Captain Scott <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> 'The lives of significant individuals in the past who have contributed to national and international achievements.'</p>	<p>China <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>Nurturing Nurses Mary Seacole & Florence Nightingale <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> Geographic similarities and differences between England and a non-European country Jamaica Find on the map.</p> <p>Also link to Crimea FN and MS.</p>	<p>Mary Anning (Fossils and dinosaurs) <u>KS1 History National Curriculum</u></p> <p><u>History</u> 'The lives of significant individuals in the past who have contributed to national and international achievements.'</p> <p><u>Geography</u> 'Use basic geographical vocabulary. Key physical features & key human features.'</p>	<p>The Sea & Coastlines <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: beach, cliff, coast, sea, ocean.</p> <p>4. Key <u>human features</u> including: town, village, port, harbour, shop.</p>



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PE	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	Real PE – fitness Forest School
Music	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 Music Y2: reflect, rewind and replay
Computing	<u>Computing:</u> To learn how to logon to the chrome book, using their usernames and passwords.	<u>Computing:</u> To understand and explain key rules about how to behave safely online.	<u>Computing:</u> Learn to use the Scratch interface to create a sequence of instructions, to follow a given algorithm.	<u>Computing:</u> To debug programmes, to ensure they match the algorithm.	<u>Computing:</u> Use logical reasoning to predict the behaviour of simple programs.	<u>Computing:</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
ART/DT	<u>ART & DESIGN</u> 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. 3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <u>DESIGN & TECHNOLOGY</u> (Technical Knowledge - build structures, exploring how they can be made	<u>Art & Design</u> <u>Austin's Butterfly Lessons</u> 'To use drawing 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.' <u>Christmas Art & Crafts</u> 'To use a range of materials creatively to design and make products.'	<u>Art & Design -</u> 'look at the work of a range of artists, craft makers and designers' <u>Art & Design</u> 'To use a range of materials creatively to design and make products.' 'To use drawing painting and sculpture to develop and share their ideas, experiences and imagination'. 'About the work of a range of artists, craft makers and designers etc.'	<u>Art & Design</u> Using a wide range of techniques and materials to: 1. To draw a portrait of a soldier. 2. To draw a portrait more accurately. 3. To be inspired by art from different cultures. 4. To use collage to create a portrait. 5. To make 3D lanterns To develop a wide range of art and design	<u>New KS1 Art & Design National Curriculum References:</u> 'To use a range of materials creatively to design and make products'. '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.'	<u>ART:</u> 'about the work of a range of artists'. <u>D&T:</u> 'build structures, exploring how they can be made stronger, stiffer and more stable.' 'explore and use mechanisms'. 'select from and use a wide range of materials'.



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	<p>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><u>Cooking & Nutrition</u> <u>Christmas Cooking</u> 'To understand where food comes from'.</p>	<p>'To develop a large range of art and design techniques in using colour, pattern, texture, line, form and space'.</p> <p>DT 'Build structures, exploring how they can be made stronger, stiffer and more stable'. 'Select from and use a range of tools.'</p>	<p>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>'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>New KS1 Design & Technology National Curriculum References:</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>	
PSHE linked to values	<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>
Global Citizenship links e.g. Fair trade and justice Human rights Sustainable development Participative learning Peace Education Race Equality Media Awareness	<p>Cooperation and conflict Critical and creative thinking</p>	<p>Belief that people can bring about change.</p>	<p>Globalisation</p>	<p>Belief that people can bring about change.</p> <p>Peace & Conflict</p> <p>People Who Inspire Us</p> <p>Race Equality</p>	<p>Belief that people can bring about change.</p> <p>People Who Inspire Us</p> <p>Human Rights</p>	<p>Cooperation & Conflict Resolution Concern for the environment</p>