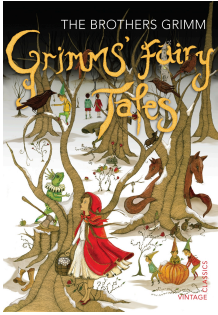



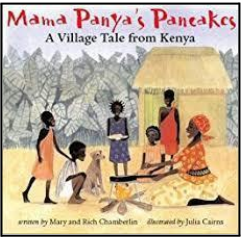
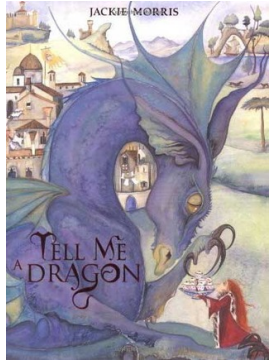
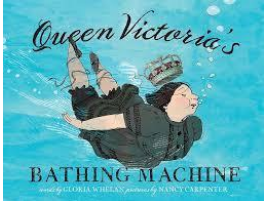




# Whole School Overview by Year Group Cycle A 2025/26

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	End of year trip 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>GUN-POWDER 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>Queen Victoria's Bathing Machine by Gloria Whelan</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



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<b>Non-Fiction Mastery</b>		<b>Persuasion</b> Estate Agent Adverts 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>
<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 a familiar story; character description; alphabet poem	Character description; Write in role as a character from a story; firework poem	Write an alternative ending; character description; write poems in the style of those read; description of an animal; instructions for a playground game	Re-tell a familiar story; first person account; letter writing; recount of Easter Sunday	Persuasive writing; description of a dragon; write a fantasy story	Describe a scene from an animation; Instructions; Diary account; 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 Statistics - pictograms, tally charts, bar charts	Number Place Value Calculation Fractions Money	Number Place Value Calculation Fractions Time	Number Place Value Calculation Fractions Measure - Mass Measure - Capacity Measure - temperature	Number Place Value Calculation Fractions Symmetry Position And Direction
<b>Key Areas</b>	<b>RE</b>	<b>JUDAISM</b>	<b>CHRISTIANITY - GOSPEL</b>  Understanding Christianity Unit 1.4	<b>JUDAISM + SIKHISM</b>  Is it important to celebrate the New Year?	<b>CHRISTIANITY - SALVATION</b>  Understanding Christianity Unit 1.5	<b>JUDAISM AND NON-RELIGIOUS WORLDVIEWS</b>	<b>JUDAISM</b>  How and why is Shabbat important to some Jewish people?



# Whole School Overview by Year Group Cycle A 2025/26

	<p><b>What does Torah mean for Jewish people?</b></p> <p><i>Syllabus enquiry question:</i></p> <p>5. What makes some things sacred to some groups of people?</p> <p><b>OD 2023 Year 2 Unit J1</b></p> <p><i>(Beliefs and Questions)</i></p> <p>Theology</p>	<p><b>What is the good news that Jesus brings?</b></p> <p><i>Syllabus enquiry question:</i></p> <p>3. What makes some people important?</p> <p>Theology</p> <p>Human and Social Sciences</p>	<p><i>Syllabus enquiry question:</i></p> <p>8. Why do people celebrate important occasions?</p> <p><b>Rosh Hashanah – Judaism</b></p> <p><b>Baisakhi - Sikh</b></p> <p><b>OD 2019 Year 2 Unit 3</b></p> <p><i>(Community and Identity)</i></p> <p>Human and Social Sciences</p>	<p><b>Why does Easter matter to Christians?</b></p> <p><i>Syllabus enquiry question:</i></p> <p>6. What makes some stories so important to different people?</p> <p>Theology</p> <p>Human and Social Sciences</p> <p><b>Whole School Easter Pause Day - Easter journey</b></p>	<p><b>What are the best reasons for following a leader?</b></p> <p><i>Syllabus enquiry question:</i></p> <p>2. How important is belonging to a group for people?</p> <p><b>OD 2023 Year 2 Unit J3</b></p> <p><i>(Reality and Truth)</i></p> <p>Philosophy</p>	<p><i>Syllabus enquiry question</i></p> <p>5. What makes some things sacred to some groups of people?</p> <p><b>OD 2023 Year 1 Unit J2</b></p> <p><i>(Community and Identity)</i></p> <p>Human and Social Sciences</p>
<p style="text-align: center;"><b>Science</b></p>	<p style="text-align: center;"><b>Everyday Materials</b></p> <p style="text-align: center;"><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</li> </ul>	<p style="text-align: center;"><b>Seasonal Changes</b></p> <p style="text-align: center;"><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</li> <li>gathering and recording data to help in answering questions</li> </ul> <p><b>Working Scientifically:</b></p>	<p style="text-align: center;"><b>Animals including Humans</b></p> <p style="text-align: center;"><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 style="text-align: center;"><b>Animals including Humans</b></p> <p style="text-align: center;"><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</li> </ul>	<p style="text-align: center;"><b>Plants</b></p> <p style="text-align: center;"><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</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>



## Whole School Overview by Year Group Cycle A 2025/26

		<p>variety of everyday materials</p> <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>	<ul style="list-style-type: none"> <li>gathering and recording data to help in answering questions</li> </ul> <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>	<p><b>Working Scientifically</b></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>associated with each sense</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>flowering plants, including trees</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</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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	Know what the rules are of internet safety.	To be able to use the internet safely to find information about a specific topic.	Understand what an algorithm is.  Understand and explain the controls for the BeeBot	To be able to create a simple BeeBot program, following a simple algorithm and de-bug a program.	To create digital images of a famous person using a graphics package.	To add detail and images using graphics tools.
<b>ART/DT</b>	DT Textiles puppets	Art Sculpture and 3D Clay houses	Art Craft & Design Map It Out	Art Craft & Design Woven Wonders	DT Structures Castles	DT Mechanisms Fairground wheel
<b>PSHE linked to values</b>	Jigsaw: Being Me in My World - Ages 5-6 Be Safe Week Wider World Week	Jigsaw: Celebrating Difference - Ages 5-6 Anti-bullying week	Jigsaw: Dreams and Goals - Ages 5-6 Safer internet day First Aid week	Jigsaw: Healthy Me - Ages 5-6 Safer internet week	Jigsaw: Relationships - Ages 5-6	Jigsaw: Changing Me - Ages 5-6 Health Week (NSPCC) Be safe week
<b>Global Citizenship links e.g. Fair trade and justice Human rights Sustainable development Participative learning Peace Education Race Equality Media Awareness</b>	Good vs evil	Race Equality Human Rights Identity & Diversity Power and Governance	Peace and conflict	Fair trade and justice  Global Citizenship	Peace and conflict	Power & Governance