

# Year 1/2 Long Term Overview Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	What is an explorer?	Flight	The Great Fire of London 1666	The Plague	Staying Alive	Significant Historical Figures: Florence Nightingale, Mary Seacole
<b>Link Question</b>	Where can we go?	Who took the first flight?	What caused The Great Fire of London?	How did the Plague end?	How do we stay healthy?	Why are you famous?
<b>Enrichment</b>		Amelia Earhart workshop	Great Fire of London workshop			
<b>Take One Book</b>	Journey by Aaron Becker	Little People Big Dreams Amelia Earhart  Emma Jaynes Aeropalne Katie Haworth Daniel Rieley	Short Histories: The Baker's Boy and the Great Fire of London Tom & Tony  Who was Samuel Pepys- Paul Harrison	Plague: A Cross on the Door by Ann Turnbull	Handa's Surprise Eileen Browne	Florence Nightingale Little People, BIG DREAMS) Maria Isabel Sanchez Vegara
<b>Reading-word reading, comprehension, Range of reading, Reading familiarity with texts.</b>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbook</p> <p>Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context..</p> <p>Understand what they read by: asking questions to improve their understanding.</p> <p>Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Understand what they read by: predicting what might happen from details stated and implied.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Non-Fiction: Retrieve, record and present information from nonfiction.</p>					
<b>Writing Transcription phonic and whole spelling handwriting and readership</b>	<p>Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Spell by: distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>Use spacing between words that reflects the size of the letters</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p>					

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<b>Writing composition</b>	<p>Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional).</p> <p>Develop positive attitudes towards and stamina for writing by: writing for different purposes.</p> <p>Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence.</p> <p>Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary.</p> <p>Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</p>
<b>Writing Vocabulary, grammar and punctuation</b>	<p>Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly.</p> <p>Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>Learn how to use: the present and past tenses correctly and consistently including the progressive form.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences, Commas to separate items in a list, Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</p>
<b>Speaking/ Listening</b>	<p>Tell a story using notes designed to cue techniques, such as repetition, recap and humour.</p> <p>Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.</p> <p>Use and explore different question types.</p> <p>Participate in whole class debate using the conventions and language of debate, including Standard English.</p>

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	Identify different question types and evaluate impact on audience. Identify some aspects of talk which vary between formal and informal occasions. Analyse the use of persuasive language. Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose.					
<b>Mathematics</b>	Place Value Addition and subtraction Multiplication of 2, 5 and 10 Multiplication and division of 2, 5 and 10 Length		Fractions Time Shape Money		Volume Picture graphs Temperature Mass	
<b>Science</b>	Materials: Everyday materials	Forces and space: Seasonal changes	Animals including humans: Sensitive bodies	Animals: Comparing animals	Plants: Introduction to plants	Making connections
<b>Geography</b>	What is it like here?		Would you prefer to live in a hot or cold place?		What is it like to live in Shanghai?	
<b>History</b>	What is an explorer?	Flight	The Great Fire of London 1666	The Plague	Staying Alive	Significant Historical Figures: Florence Nightingale, Mary Seacole
<b>Religious Education</b>	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is a Jewish and what do they believe?		Who do Christians say made the world?	How should we care for the world?
<b>PSHE/RHE</b>	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
<b>Art and Design</b>	Drawing: Making your mark		Sculpture and 3D. Paper Play		Painting and mixed media: Colour splash	
<b>Design Technology</b>		Structures: Windmills		Textiles: Puppets	Making smoothies	
<b>Music</b>	Pulse and Metre	Tempo	Rhythm	Pitch	Contrasts	Musical Devices
<b>Physical Education</b>	Football	Gymnastics	Dance	Basketball	Athletics	Rounders and OAA
<b>Computing</b>	1.1 Online safety and exploring purple mash and 2.5 effective searching	1.4 lego builders and 1.9 technology outside school. 1.2 grouping and sorting	2.6 creating pictures	1.8 spreadsheets	1.7 and 2.1 coding	