

Year 1/2 Long Term Overview Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Grace Darling		Space	Transport	Oh I do like to be beside the seaside	
Link Question	Why is Grace Darling a significant figure?	How has life changed over the last 300 years?	Who went to space?	How has transport changed over time?	What Human and physical landmarks are at the seaside?	Where in the UK?
Enrichment		Visit to Pickford House for Living Like a Georgian!	Crich tramway museum		Seaside Day	
Take One Book	The lighthouse keeper's lunch. By David and Ronda Armitage	Grace Darling The Heroine of The Farne Islands by Christine Bell	The Darkest Dark by Chris Hadfield Whatever Next by Jill Murphy	Tragedy at Sea The Sinking of The Titanic by David Long	At The Beach: Postcards from Crabby Spit by Roland Harvey	Lucy and Tom At the Seaside Shirley Hughes
Reading-word reading, comprehension, Range of reading, Reading familiarity with texts.	<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>					
Writing Transcription phonic and whole spelling handwriting and readership	<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>					
Writing composition	<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>					
Writing Vocabulary, grammar and punctuation	<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>					
Speaking/ Listening	<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> <p>Identify different question types and evaluate impact on audience.</p>					

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	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.					
Mathematics	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	
Science	Living things: Habitats	Living things: Microhabitats	Materials: Uses of everyday materials	Animals: Life cycles and health	Plants: Plant growth	Making connections
Geography	Where am I?		What is the weather like in the UK		What can you see at the coast?	
History	Significant figures beyond living memory	We are Britain	Space	How transport has changed over time.	Oh I do like to live beside the seaside	
Religious Education	Who is a Muslim and what do they believe?	Why does Christmas matter to Christians?	Who is a Muslim and what do they believe?	Why does Easter matter to Christians?	What is the good news?	What makes some places sacred?
PSHE/RHE	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Art and Design	Craft and design: Map it out		Painting and mixed media: Life in colour		Sculpture and 3D: Clay houses	
Design Technology		Structures: Baby bears chair		Mechanisms – fairground wheel	Mechanisms: Making a moving monster	
Music	Pulse and Metre	Tempo	Rhythm	Pitch	Contrasts	Musical Devices
Physical Education	Athletics	Handball	Dodgeball	Gymnastics	Cricket	Dance and OAA
Computing	1 online safety and purple mash 1.5 maze explores	2.4 questioning 2.2 online safety	1.6 animates storybooks	2.7 making music 2.3 spreadsheets	1.3 pictograms	2.8 presenting ideas Presenting Data (Information Technology)