

## Year 1/2 Overview (Cycle A – 2021/2022)

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Core Reading Texts</b>	<p><b>Ruby's Worry</b> Tom Percival</p> <p><b>Traction Man</b> Mini Grey</p> <p><b>Matisse's Magic Trail</b> Tim Hopgood</p>	<p><b>The Koala Who Could</b> Jim Field</p> <p><b>How to Wash a Woolly Mammoth</b> Michelle Robinson</p>	<p><b>Journey</b> Aaron Becker</p> <p><b>The Day the Crayons Quit</b> Oliver Jeffers</p>	<p><b>Leaf</b> Sandra Dieckmann</p> <p><b>The Mystery of the Golden Wonderflower</b> Benjamin Flouw</p> <p><b>The Secret Sky Garden</b> Sarah and Linda Lumbers</p>	<p><b>Vlad and the Great Fire of London</b> Katie Cunningham and Sam Cunningham</p> <p><b>The Owl who was Afraid of the Dark</b> Jill Tomlinson</p> <p><b>Poetry</b> – Linked to the Great Fire of London</p>	<p><b>The Magic Finger</b> Roald Dahl (4 weeks)</p> <p><b>Funny Bones</b> Allan Alhberg</p>
<b>Additional Texts</b>	<p><b>Kindness Grows</b> – Britta Teckentrup (<i>Mental health links and vocabulary focus</i>)</p> <p><b>Nim's Island</b> – Wendy Orr</p> <p><b>The Black and White Club</b> Alice Hemming (<i>Diversity and inclusion themes</i>)</p>	<p><b>Mr Fawkes, the King and the Gunpowder Plot</b> – Tom Bradman &amp; Tony Bradman <i>Links with topic</i></p> <p><b>Storm</b> – Sam Usher</p>	<p><b>Stanley's Stick</b> John Hegley <i>Linked to Forest School</i></p> <p><b>Stuck</b> Oliver Jeffers <i>Linked to technology</i></p>	<p><b>From Tiny Seeds</b> Emilie Vast</p> <p><b>Cinnamon</b> Neil Gaiman <i>Linked to PSHE – diversity</i></p>	<p><b>Toby and the Great Fire of London</b> Margaret Nash</p> <p><b>Jane Goodall – Little People, Big Dreams</b></p> <p><b>Here We Are</b> Oliver Jeffers</p> <p><b>Dear Earth</b> Isabel Otter <i>Both linked to Science.</i></p>	<p><b>Superheroes Don't Get Scared</b> Kate Thompson</p> <p><b>I Need a New Bum</b> Dawn McMillian</p> <p><i>All linked to PSHE – Changes and transitions</i></p>



Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Writing</b>	<p><b>Writing to inform</b> Write a letter to your teacher explaining any worries you have.</p> <p><b>Writing to entertain</b> Write a setting description (Traction Man)</p> <p><b>Writing to entertain</b> Write a new adventure for Traction Man.</p>	<p><b>Writing to inform</b> Instructions – how to wash a woolly mammoth</p> <p><b>Writing to inform</b> Writing a recount about our WOW day – bonfire afternoon</p> <p><b>Writing to entertain</b> Character description</p>	<p><b>Writing to entertain</b> Description writing – what would be behind your door? (Journey)</p> <p><b>Writing to inform</b> Writing a letter to the crayons</p>	<p><b>Writing to entertain</b> Write a diary entry from the the polar bear or the other animals perspective. (Leaf)</p> <p><b>Writing to inform</b> Instructions of how to care for a plant (The Mystery of the Golden Wonderflower)</p> <p><b>Writing to entertain</b> Comparative setting descriptions, before and after the garden has been tended to</p>	<p><b>Writing to inform</b> Diary entry describing a day during the Great Fire of London</p> <p><b>Writing to inform</b> Non Chronological report about Owls</p> <p><b>Writing to entertain</b> Writing performance poems linked to the Great Fire of London</p>	<p><b>Writing to inform</b> Write a set of instructions on how to complete a magic trick.</p> <p><b>Writing to entertain</b> Write an alternative chapter or retell part of the story.</p> <p><b>Writing to entertain</b> Write a rhyming poem about the body.</p>
<b>Mathematics</b>	<p>Yr1: Numbers within 20 Yr 2: Numbers within 100 (6 weeks)</p>	<p>Part part whole, addition and subtraction</p> <p>Yr1: Numbers to 20 Yr2: Numbers to 50</p> <p>(including measuring and money) (6weeks)</p>	<p>Multiplication and division (6 weeks)</p> <p>(including measuring and money)</p>	<p>Fractions (5 weeks)</p> <p>(including measuring and money)</p> <p>Position (1 week)</p>	<p>Time (2 weeks) Shape (2 weeks) Statistics (2 week)</p>	<p>Weight Volume and capacity Temperature</p> <p>Investigations</p>
<b>Science</b>  Seasonal Changes Identify key features of each season; name all the seasons and know their order.	<p><b>Materials – Knowledge</b> Identify, name and describe the properties of everyday materials. Explore and classify materials based on purpose e.g. insulating</p> <p><b>Scientist Study</b> – Scott of the Antarctic (links to Geography)</p> <p><b>Seasonal Changes</b></p>	<p><b>Materials – Working scientifically</b> Insulating and melting animals from around the globe.</p> <p><b>How do we keep the koala cool?</b> (Linked to text) How do we stop the ice/snowman melting?</p>	<p><b>Living Things</b> Living / never alive / dead – identification &amp; categorisation. <b>Is a candle flame living?</b> It moves, reacts to its environment, absorbs and excretes, can grow, etc.</p> <p><b>Scientist study</b> – Thomas Edison &amp; Charles Fritts</p>	<p><b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Basic structure of a variety of common flowering plants, including trees. <b>Do all plants have flowers?</b></p> <p><b>Working scientifically</b> – growing cress heads <b>Scientist study</b> – ourselves (Links to PSHE – breaking stereotypes. Geography – plants that grow in England and Africa. Food &amp; Nutrition – seasonal vegetables)</p>	<p><b>Animals &amp; Humans</b> Identify groups of animals e.g. herbivore/ carnivore/omnivore, Identify and classify groups of animals. E.g. fish, birds, mammals, amphibians and reptiles. Food chain inc. predators &amp; prey. <b>Is a dolphin a fish?</b></p> <p><b>Scientist study</b> – Jane Goodall</p>	<p><b>Animals &amp; Humans</b> Parts of the human body &amp; senses. <b>Working Scientifically</b> - Are older people taller? (Linked to PSHE – RSE &amp; Maths – Chronological order)</p> <p><b>Scientist study</b> – Scientists in the real world e.g. dentists, doctors, nurses</p> <p><b>Seasonal changes</b></p>



Term	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Technology</b>	<b>Evaluating products and creating your own prototype</b> Design, make, evaluate a kite linked to Science (materials and their properties).		<b>Food &amp; Nutrition</b> Seasonal vegetable bake and rhubarb crumble Links to Plants in Science		<b>Levers and Sliders Story Books/Box</b> Great Fire of London story book/box with levers and sliders.	
<b>Computing</b>	<b>Communication and networks</b> Logging in, Logging out Keeping ourselves Safe <b>PM1.1 (4)</b>  <b>Internet and email</b> Online Safety <b>PM 2.2 (3)</b>	<b>Coding and Computational thinking</b> Lego Builders <b>PM 1.4 (3)</b>  <b>Internet and E-mail</b> Effective Searching <b>PM 2.5 (3)</b>	<b>Communication and Networks</b> Technology outside school <b>PM1.9 (2)</b>  <b>Coding and Computational thinking</b> Grouping and Sorting <b>PM1.2 (2)</b>	<b>Art and Design</b> Creating Pictures <b>PM 2.6 (5)</b>	<b>Spreadsheets</b> spreadsheets and cells <b>PM1.8 (3)</b>  <b>Coding and Computational thinking</b> Coding <b>PM 1.7 (6)</b> <b>PM 2.1 (5)</b>	
<b>History</b>	<b>Gunpowder, Treason &amp; Plot</b> <b>Who was Guy Fawkes?</b> Structure of the UK governance and head of state/church. Law and order. Beliefs/faiths – links to RE				<b>Great Fire of London</b> <b>Did the Great Fire of London change London for the better?</b> Cause and effect Chronology – links with Science and Maths Human perseverance Life and death Primary sources Aftermath	
<b>Geography</b>	<b>United Kingdom</b> <b>What makes up the UK?</b> Countries, Capital cities, Rivers and Mountain/Geographical feature Know the 4 nations of the UK, their key geographical feature and their positions to one another using 4 point compass directions. Also locate on a map.		<b>Settlements</b> <b>What similarities and differences does Huntingdon have with Mepal?</b> Comparing Huntingdon to Mepal. Including: Population, maps, facilities, transport, local amenities, roads, agriculture, jobs, physical features.			
<b>RE</b>	<b>Special Places</b> <b>Where is your special place?</b> Places of worship with a focus on Christianity, Islam and Sikhism What key features are inside each place of worship – font, lectern, prayer mat etc.		<b>Our World</b> <b>Should we look after our world?</b> Learning how different religion believe our world was created. Focus on Buddhism, Christianity and Sikhism Debates and discussions Non-religious views included		<b>Making a Difference</b> <b>How can we make a difference in our community?</b> Learning what different religions and non-religions do to help their community: Christianity, Islam and charities Church visit How we as a school help the community	



Term	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Art</b>	<p><b>Colour</b> An exploration of colour in art (Kandinsky, Matisse, Klein) including the use of natural sculptures (Goldsworthy) – focus on how the use of colour can convey mood.</p> <p><b>Skills:</b> Name all the colours (primary, secondary and tertiary) Explore colour mixing and make colour wheels Make multiple tones of one colour (using white) Darken colours without using black Use colour on a large scale Find collections of colour Introduce different types of brushes and tools <b>Main artists:</b> Kandinsky, Matisse, Klein, Goldsworthy</p>		<p><b>Whole school artist study</b> Whole school annual artist study (in the Spring term) including reproduction of prominent works and biographical study of each artist. Outcomes will focus on creating a whole school exhibition of final pieces and the preparation towards final pieces (inc. the use of sketchbooks)</p>			
<b>Music</b>	<p><b>Classical music</b> Classical music, with a focus on composers Using listening skills – <b>Mozart and Beethoven</b></p>		<p><b>Musical instruments</b> Learning to play a tuned musical instrument and begin to follow musical notation- Ocarinas</p>		<p><b>Compositional skills</b> Music to traditional stories Using compositional skills</p>	
<b>Drama &amp; Performance</b>	<p><b>Christmas Theatrical Performance</b></p>		<p><b>Helicopter stories</b></p>		<p><b>Performance poetry</b> Linked to the Great Fire of London</p>	
<b>PSHE</b>	<p><b>Myself and My Relationships</b> Ground rules, responsibilities, communicating emotions.</p>	<p><b>Citizenship</b> Recognising and valuing strengths of myself and others, stereotypes</p>	<p><b>Healthy and Safer Lifestyles</b> Reacting to risk situations, friends and risk taking, balanced diets, SRE – personal hygiene</p>		<p><b>Economic Wellbeing</b> Ways to earn and spend money.</p>	<p><b>Online Safety</b></p>
<b>Themed Study</b>	<p><b>Anti-Bullying Week</b> Choose Kindness</p>		<p><b>World Book Week</b></p>		<p><b>Transition</b></p>	
<b>Sport</b>	<p><b>Invasion Skills</b></p>		<p><b>Striking and Fielding Skills</b></p>		<p><b>Athletic Skills</b> Linked to Sports Day Maths link – cardinal numbers PSHE – Losing and winning</p>	
<b>Indoor PE</b>	<p><b>Gymnastics</b></p>		<p><b>Dance</b></p>		<p><b>Yoga</b></p>	
<b>Outdoor Learning</b>	<p><b>Natural Art</b> Goldsworthy inspired (linked to Art) Art in frames Scavenger hunts – linked to Maths and Phonics</p>		<p><b>Shelter building</b> Linking to Geography – building a woodland town <b>Planting and growing seeds</b></p>		<p><b>Stories in the forest</b> Linked to English – chapter books</p>	

## Year 1/2 Overview (Cycle B – 2022/2023)

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Core Reading Texts</b>	<p><b>Meerkat Mail</b> Emily Gravett</p> <p><b>How To Hide A Lion</b> Helen Stephens</p> <p><b>The Boy Who Was Always Late</b> John Burningham</p>	<p><b>The Dark</b> Lemony Snicket</p> <p><b>The Bear and The Piano</b> David Litchfield</p> <p><b>Skills Week</b></p>	<p><b>The Tiny Seed</b> Eric Carle</p> <p><b>Mrs Mole, I'm Home</b> Jarvis</p> <p><b>This Book Can Read Your Mind</b> Susannah Lloyd</p>	<p><b>The Pirates Next Door</b> Johnny Duddle</p> <p><b>Lila and the Secret of the Rain</b> David Conway</p> <p><b>Skills Week</b></p>	<p><b>Hansel and Gretel</b> Bethan Woollvin</p> <p><b>Hibernation Hotel</b> John Kelly</p> <p><b>We Travel So Far</b> Chris Madden and Laura Knowles</p>	<p><b>The incredible book eating boy</b> Oliver Jeffers</p> <p><b>Jampires</b> David O'Connell</p> <p><b>Dear Teacher</b> Amy Husband</p>
<b>Additional Texts</b>	<p><b>Cotton Wool</b> Colin Jeanne Willis</p> <p><b>Matter and materials</b> Miles Kelly</p> <p>All linked to Science – Materials</p>	<p><b>Where the Poppies Now Grow</b> Hilary Robinson &amp; Martin Impey</p> <p><b>Captain Tom Moore</b> Maria Isabel Sanchez Vegara</p> <p>Linked to History – Remembrance</p>	<p><b>Lots of Diversity of Life on Earth</b> Nicola Davies</p> <p><b>Matisse's Magical Trail</b> Tim Hopgood</p> <p>Linked to PSHE – diversity and inclusion</p>	<p><b>Our rainbow queen</b> Sali Hughes</p> <p><b>The Queen's Hat</b> Steve Antony</p> <p><b>Ron the Royal Guard</b> Deano Yipadee and Paul Beavis</p> <p>All linked to History – The Monarchy</p>	<p><b>Peace at Last</b> Jill Murphy</p> <p><b>What the Ladybird Heard</b> Julia Donaldson</p> <p>Linked to Science – Animals and Sound</p>	<p><b>All Join In</b> Quentin Blake</p> <p><b>Quiet</b> Paul Bright</p> <p>All linked to Science – Sound</p>
<b>Writing</b>	<p><b>Writing to entertain</b> Writing a letter to Sunny to ask him to visit our school</p> <p><b>Writing to entertain</b> Retelling with an alternative hiding place.</p> <p><b>Writing to entertain</b> Retelling the story with alternative excuses</p>	<p><b>Writing to entertain</b> Poetry to perform – linking to Science</p> <p><b>Writing to inform</b> Writing an advert to inform people of the bear's performance</p> <p><b>Writing to inform</b> Writing a recount about how we remember in school – linked to History</p>	<p><b>Writing to inform</b> Instruction writing for how to plant a seed – linked to Science</p> <p><b>Writing to inform</b> Researching, planning and writing a fact file about moles</p> <p><b>Writing to entertain</b> Retelling the story.</p>	<p><b>Writing to inform</b> Letter writing to the pirates to persuade them to leave – focusing on writing in first person.</p> <p><b>Writing to inform</b> Researching, planning and writing a fact file about Kenya – Linked to Geography</p>	<p><b>Writing to entertain</b> Writing a description of the missing children and/or the good witch</p> <p><b>Writing to entertain</b> Writing a diary entry from Hibernation Hotel</p> <p><b>Writing to inform</b> Writing a recount of a journey for a chosen animal from the story Linked to Science – Animals</p>	<p><b>Writing to inform</b> Writing a letter to their new teacher about what they are looking forward to/nervous about next year Linked to PSHE – changes and transitions</p>



Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Mathematics</b>	Yr1: Numbers within 20 Yr 2: Numbers within 100 (6 weeks)	Part part whole, addition and subtraction Yr1: Numbers to 20 Yr2: Numbers to 50  (including measuring and money) (6weeks)	Multiplication and division (6 weeks)  (including measuring and money)	Fractions (5 weeks)  (including measuring and money)  Position (1 week)	Time (2 weeks)  Shape (2 weeks)  Statistics (2 weeks)	Weight Volume and capacity Temperature
<b>Science</b>  Seasonal Changes Identify key features of each season, to name all the seasons and know their order.	<b>Materials</b> <b>Can all materials help us to stay dry?</b> Keeping things dry or wet Distinguish between an object and the material from which it is made; identify, name and describe the properties of everyday materials.  Explore and classify materials based on purpose e.g. waterproofing.  <b>Scientist study</b> – Charles Macintosh	<b>Light</b> <b>What can you see when there is absolutely no light?</b> Being Sun Safe Reflections & shadows Understand and explore the movement of the sun through shadows; explore what materials can block, reflect or allow light through.  <b>Scientist study:</b> Thomas Young	<b>Plants</b> <b>What is a plant?</b> Seeds & growing Compare wild and cultivated plants/ flowers. Structure of plants, how does water move around the plant Begin to understand types of seeds and seed dispersal.  <b>Scientist study:</b> Charles Darwin	<b>Animals &amp; Humans</b> <b>Do all living things change or stay the same?</b> Basic human & animal needs (water, food and air). Healthy eating and living: right amounts of different types of food, exercise and hygiene. Reproduction: Animals, including humans, have offspring which grow into adults. Habitats: variations for different animals.  <b>Scientist study:</b> David Attenborough  Linked to Forest School – What kind of habitat do insects need? Making bug hotels  <b>Seasonal changes</b>	<b>Sound</b> <b>How can you create different sounds?</b> Explore how sound is made and can travel inc. pitch & volume. Making instruments e.g water in glass bottles, drums and elastic band guitars.  <b>Scientist study:</b> Evelyn Glennie  Linked to Music – Pentatonic scales and playing of instruments	
<b>Technology</b>	<b>Evaluating products and creating your own prototype</b> Design, make, evaluate a waterproof shelter. Linked to Meerkat Mail - Creating a shelter for Sunny		<b>Textiles</b> Designing, creating and evaluating a gingerbread puppet to be used alongside Hansel and Gretel in English		<b>Food and Nutrition</b> Following instructions to make jam – linked to Jampires in English and PSHE Healthy Lifestyles	



Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Computing</b>	<b>Communication and networks</b> Logging in, Logging out Keeping ourselves Safe <b>PM1.1 (4)</b>  <b>Internet and email</b> Online Safety <b>PM 2.2 (3)</b>	<b>Coding and Computational thinking</b> Maze explorers <b>PM 1.5 (3)</b>  <b>Databases and Graphing</b> Questioning <b>PM 2.4 (5)</b>	<b>Art and Design</b> Animated story books <b>PM 1.6 (5)</b>	<b>Music</b> Making Music <b>PM 2.7 (3)</b>	<b>Spreadsheets</b> Spreadsheets <b>PM 2.3 (4)</b>	<b>Databases and Graphing</b> Pictograms <b>PM 1.3 (3)</b>  <b>Writing and Presenting</b> Presenting Ideas <b>PM 2.8 (4)</b>
<b>History</b>	<b>Remembrance</b> <b>Why do we remember?</b> Cause and effect; Chronology; Human perseverance; Life and death; Primary sources; Aftermath				<b>The Monarchy</b> <b>Do we need a monarch?</b> Structure of UK governance and head of state/church Law and order Belief/faith	
<b>Geography</b>			<b>Our Planet</b> <b>Are all maps the same?</b> Atlas, globe, birds-eye view of the school Compass points Continents and oceans Comparing England to Kenya, linked to Lila and the Secret of the Rain.	<b>England</b> Counties, Cities, Towns and Villages <b>Where do we live in England?</b> Town – Huntingdon case study Physical and human features Compare with London (city) and Old Hurst (village)		
<b>RE</b>	<b>Special books</b> <b>What books are special to me?</b> Holy books in Judaism, Islam and Christianity Parables from the Q'uran, Torah and Bible What do message do these carry?		<b>Family</b> <b>Who is special to you?</b> What it is like to belong to a Christian or Muslim family 10 commandments What rules do we have to follow in society?		<b>Celebrations</b> <b>Why celebrate?</b> Celebrations within different religions Including: Christmas, Hanukah, Diwali How are these celebrated across the world and why?	
<b>Art</b>	<b>Light &amp; Dark (Tone)</b> An exploration of how tone (Seurat) can be used in art to create atmosphere (Matisse and Van Gogh). Experiment with different tools and surfaces Record experiences and feelings Discuss use of shadows, use of light and dark Learn to sketch to make and refine quick records		<b>Whole school artist study</b> Whole school annual artist study (in the Spring term) including reproduction of prominent works and biographical study of each artist. Outcomes will focus on creating a whole school exhibition of final pieces and the preparation towards final pieces (inc. the use of sketchbooks)			
<b>Music</b>	<b>Composing Music</b> Well- known nursery rhymes and traditional stories in small groups. Think about effects created through instrument choice etc.		<b>Famous Composers</b> A look at the society around the classical period and how influential famous composers were during this period. Focus on <b>Haydn</b> .		<b>Instruments</b> Pentatonic scale work and compositions on xylophones and keyboards. Children begin to learn correct notation for treble clef on a keyboard.	



Term	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Drama &amp; Performance</b>	Christmas Theatrical Performance		Visiting theatre / performance		Performance poetry	
<b>PSHE</b>	<b>Myself and My Relationships</b> What is a good friend? Forms of bullying Managing change friendships	<b>Healthy and Safer Lifestyles</b> Misuse of legal drugs, why do people need medications? When might I break a promise or tell a secret? What does it mean to be a grown-up – responsibilities	<b>Citizenship</b> Decision making, democracy in school, debating and voting		<b>Citizenship</b> Rules, rights and responsibilities	<b>Healthy and Safer Lifestyles</b> Medicines and substances at home and in school, personal safety. <b>SRE</b> How do babies change and grow?
<b>Themed Study</b>	<b>Anti-Bullying Week</b> Choose Kindness				<b>Enterprise – whole school theme.</b>	
<b>Sport</b>	<b>Invasion Skills</b>		<b>Striking and Fielding Skills</b>		<b>Athletic Skills</b> Linked to Sports Day Maths link – cardinal numbers PSHE – Losing and winning	
<b>Indoor PE</b>	<b>Gymnastics</b>		<b>Dance</b>		<b>Yoga</b>	
<b>Outdoor Learning</b>	<b>Waterproof shelters</b> Linked to Meerkat Mail (English and Technology)	<b>Is the forest alive in winter?</b> Scavenger hunts	<b>Sharing and making stories in the forest</b> Linked to English (This Story Can Read Your Mind) <b>Planting and growing seeds</b>		<b>Making bug hotels</b> Linked to English (Hibernation Hotel)	



