

Year 1/2 Overview (Cycle A – 2023/2024)

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
Guided Reading & Additional Texts	<p><i>The Gunpowder Plot (Great Events)</i> Gillian Clements</p> <p><i>Mr Fawkes, the King and the Gunpowder Plot</i> – Tom Bradman & Tony Bradman <i>Links with topic</i></p>	<p><i>The Night Train</i> Matilda Wood</p> <p><i>The Snow Dragon</i> Abi Elphinstone</p>	<p><i>Dear Mr Blueberry (letter writing links)</i> Simon James</p> <p><i>The Dragon sitter (letter writing links)</i> Josh Lacey and Garry Parsons</p>	<p><i>Bloom</i> Anne Booth</p> <p><i>Greta and the Giants</i> Zoe Tucker</p> <p><i>The Climbers</i> Ali Standish</p>	<p><i>Toby and the Great Fire of London</i> Margaret Nash</p> <p><i>The Great Fire of London: An Illustrated History of the Great Fire of 1666</i> Emma Adams</p>	<p><i>The Most Important Animal of all</i> Penny Worms</p> <p><i>The Blue Beyond</i> Jeanne Willis</p>
Core Texts	<p><i>Ruby's Worry</i> Tom Percival</p> <p><i>Traction Man</i> Mini Grey</p> <p><i>Matisse's Magic Trail</i> Tim Hopgood</p>	<p><i>The Koala Who Could</i> Jim Field</p> <p><i>How to Wash a Woolly Mammoth</i> Michelle Robinson</p> <p><i>Meerkat Christmas</i> Emily Gravett</p>	<p><i>The Day the Crayons Quit</i> Oliver Jeffers</p> <p><i>Leaf</i> Sandra Dieckmann</p>	<p><i>The Secret Sky Garden</i> Sarah and Linda Lumbers</p> <p><i>Lights on Cotton Rock</i> David Litchfield</p>	<p><i>Vlad and the Great Fire of London</i> Katie Cunningham and Sam Cunningham</p> <p><i>Poetry</i> – Linked to the Great Fire of London</p>	<p><i>The Magic Finger</i> Roald Dahl (4 weeks)</p> <p><i>Funny Bones</i> Allan Alhberg</p>
Writing	<p>Writing to entertain Write a character description of Ruby</p> <p>Writing to entertain Write a setting description (Traction Man)</p> <p>Writing to entertain Write a new adventure for Traction Man</p>	<p>Writing to inform Instructions – how to wash a woolly mammoth</p> <p>Writing to inform Writing a recount about our WOW day – bonfire afternoon</p> <p>Writing to entertain Character description</p>	<p>Writing to inform Writing a letter to the crayons</p> <p>Writing to entertain Write a non chronological report about polar bear. (Leaf)</p>	<p>Writing to entertain Letter to the alien.</p> <p>Writing to entertain Comparative setting descriptions, before and after the garden has been tended to</p>	<p>Writing to inform Diary entry describing a day during the Great Fire of London</p> <p>Writing to entertain Writing performance poems linked to the Great Fire of London</p>	<p>Writing to inform Write a set of instructions on how to complete a magic trick.</p> <p>Writing to entertain Write an alternative chapter or retell part of the story.</p> <p>Writing to entertain Write a rhyming poem about the body.</p>



Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
Mathematics	Place value – numbers between 0 and 100. (6 weeks) Mastering number (10 minute sessions x4 a week)	Addition and subtraction – numbers between 0 and 100. <i>Including number bonds to 10, 20 and 100.</i> (6 weeks) Mastering number (10 minute sessions x4 a week)	Multiplication and division Learning times tables (2s, 5s, 10s, 3s and 4s) (6 weeks) Mastering number (10 minute sessions x4 a week)	Fractions (4 weeks) Money (2 weeks) Mastering number (10 minute sessions x4 a week)	Time (2 weeks) <i>Including days, weeks, months, dates and calendars.</i> Shape (2 weeks) Statistics (2 week) – links to Science and plants. Mastering number (10 minute sessions x4 a week)	Weight Volume and capacity Temperature Measurement (done very practically across 6 weeks) Mastering number (10 minute sessions x4 a week)
Science Seasonal Changes Identify key features of each season; name all the seasons and know their order.	Materials – Knowledge Identify, name and describe the properties of everyday materials. Explore and classify materials based on purpose e.g. insulating Scientist Study – Scott of the Antarctic (links to Geography) Seasonal Changes	Materials – Working scientifically Insulating and melting animals from around the globe. How do we keep the koala cool? (Linked to text) How do we stop the ice/snowman melting?	Living Things Living / never alive / dead – identification & categorisation. Is a candle flame living? It moves, reacts to its environment, absorbs and excretes, can grow, etc. Scientist study – Thomas Edison & Charles Fritts	Plants 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. Do all plants have flowers? Working scientifically – growing cress heads Scientist study – ourselves (Links to PSHE – breaking stereotypes. Geography – plants that grow in England and Africa. Food & Nutrition – seasonal vegetables)	Animals & Humans 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 & prey. Is a dolphin a fish? Scientist study – Jane Goodall	Animals & Humans Parts of the human body & senses. Working Scientifically - Are older people taller? (Linked to PSHE – RSE & Maths – Chronological order) Scientist study – Scientists in the real world e.g. dentists, doctors, nurses Seasonal changes
Technology	Evaluating products and creating your own prototype Design, make, evaluate a kite linked to Science (materials and their properties).		Food & Nutrition Seasonal vegetable bake and rhubarb crumble Links to Plants in Science		Levers and Sliders Story Books/Box Great Fire of London story book/box with levers and sliders.	
Computing	Communication and networks Logging in, Logging out Keeping ourselves Safe PM1.1 (4) Internet and email Online Safety PM 2.2 (3)	Coding and Computational thinking Lego Builders PM 1.4 (3) Internet and E-mail Effective Searching PM 2.5 (3)	Communication and Networks Technology outside school PM1.9 (2) Coding and Computational thinking Grouping and Sorting PM1.2 (2)	Art and Design Creating Pictures PM 2.6 (5)	Spreadsheets spreadsheets and cells PM1.8 (3) Coding and Computational thinking Coding PM 1.7 (6) PM 2.1 (5)	



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History	<p>Gunpowder, Treason & Plot Who was Guy Fawkes? Structure of the UK governance and head of state/church. Law and order. Beliefs/faiths – links to RE</p>				<p>Great Fire of London Did the Great Fire of London change London for the better? Cause and effect Chronology – links with Science and Maths Human perseverance Life and death Primary sources Aftermath</p>	
Geography	<p>United Kingdom What makes up the UK? 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.</p>		<p>Settlements What similarities and differences does Huntingdon have with Mepal? Comparing Huntingdon to Mepal. Including: Population, maps, facilities, transport, local amenities, roads, agriculture, jobs, physical features.</p>			
RE	<p>Special Places Where is your special place? 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.</p>		<p>Our World Should we look after our world? Learning how different religion believe our world was created. Focus on Buddhism, Christianity and Sikhism Debates and discussions Non-religious views included</p>		<p>Making a Difference How can we make a difference in our community? 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</p>	
Art	<p>Colour 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. Skills: 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 Main artists: Kandinsky, Matisse, Klein, Goldsworthy</p>		<p>Whole school artist study 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>			
Music	<p>Classical music Classical music, with a focus on composers Using listening skills – Mozart and Beethoven</p>		<p>Musical instruments Learning to play a tuned musical instrument and begin to follow musical notation- Ocarinas</p>		<p>Compositional skills Music to traditional stories Using compositional skills</p>	



Term	Autumn		Spring		Summer	
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Drama & Performance	Christmas Theatrical Performance		Helicopter stories		Performance poetry Linked to the Great Fire of London	
PSHE	Myself and My Relationships Ground rules, responsibilities, communicating emotions.	Citizenship Recognising and valuing strengths of myself and others, stereotypes	Healthy and Safer Lifestyles Reacting to risk situations, friends and risk taking, balanced diets, SRE – personal hygiene		Economic Wellbeing Ways to earn and spend money.	Online Safety
Themed Study	Anti-Bullying Week Choose Kindness		World Book Week		Transition	
Sport	Invasion Skills		Striking and Fielding Skills		Athletic Skills Linked to Sports Day Maths link – cardinal numbers PSHE – Losing and winning	
Indoor PE	Gymnastics		Dance		Yoga	
Outdoor Learning	Natural Art Goldsworthy inspired (linked to Art) Art in frames Scavenger hunts – linked to Maths and Phonics		Shelter building Linking to Geography – building a woodland town Planting and growing seeds		Stories in the forest Linked to English – chapter books	

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

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
Guided Reading	<p>Nellie Choc Ice Penguin Explorer Jeremy Strong</p> <p>Call the Puffins Cath Howe</p>	<p>Stubby Michael Foreman</p> <p>Flo of the Somme Michael Foreman</p>	<p>Lots: The Diversity of Life on Earth Nicola Davies</p> <p>Funny Bums and Freaky Beaks Alex Morss</p>	<p>The Log Princess Tom Gauld</p> <p>Captain Firebeard’s School for Pirates Chae Strathie</p>	<p>The Boy Who Would be King Michael Morpurgo</p> <p>Our King Charles Eleanor Grey</p>	<p>Royal Animals Julia Golding, Emily Sutton</p> <p>Amazing Facts - King Charles Hannah Wilson</p>
Core Texts	<p>Meerkat Mail Emily Gravett</p> <p>How To Hide A Lion Helen Stephens</p> <p>Jampires David O’Connell</p>	<p>The Comet Joe Todd Stanton</p> <p>The Bear and The Piano David Litchfield</p>	<p>The Tiny Seed Eric Carle</p> <p>Lila and the Secret of Rain David Conway</p>	<p>The Pirates Next Door Johnny Duddle</p> <p>Mrs Mole, I’m Home Jarvis</p>	<p>Hansel and Gretel Bethan Woollvin</p> <p>Hibernation Hotel John Kelly</p>	<p>The Incredible Book Eating Boy Oliver Jeffers</p> <p>Dear Teacher Amy Husband</p>
Writing	<p>Writing to entertain Writing a letter to Sunny to ask him to visit our school</p> <p>Writing to entertain Retelling with an alternative hiding place.</p> <p>Writing to inform Instruction writing for making a jam sandwich</p>	<p>Writing to entertain Narrative for The Comet</p> <p>Writing to inform Writing an advert to inform people of the bear’s performance.</p>	<p>Writing to inform Instruction writing for how to plant a seed – linked to Science</p> <p>Writing to entertain Narrative writing for Lila</p>	<p>Writing to entertain Letter writing to the pirates to persuade them to leave – focusing on writing in first person.</p> <p>Writing to inform Researching, planning and writing a fact file about moles</p>	<p>Writing to entertain Writing a description of the missing children and/or the good witch</p> <p>Writing to entertain Writing a diary entry from Hibernation Hotel</p>	<p>Writing to inform 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> <p>Writing to inform Non-chronological report about London landmarks.</p>



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Science Seasonal Changes Identify key features of each season, to name all the seasons and know their order.	Materials Can all materials help us to stay dry? 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. Scientist study – Charles Macintosh	Light What can you see when there is absolutely no light? 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. Sources of light. Scientist study: Thomas Young	Plants What is a plant? 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. Scientist study: Charles Darwin	Animals & Humans Do all living things change or stay the same? 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. Scientist study: David Attenborough Linked to Forest School – What kind of habitat do insects need? Making bug hotels Seasonal changes	Sound How can you create different sounds? Explore how sound is made and can travel inc. pitch & volume. Making instruments e.g water in glass bottles, drums and elastic band guitars. Scientist study: Evelyn Glennie Linked to Music – Pentatonic scales and playing of instruments	
Technology	Evaluating products and creating your own prototype Design, make, evaluate a waterproof shelter. Linked to Meerkat Mail - Creating a shelter for Sunny		Food and Nutrition Following instructions to make jam – linked to Jampires in English and PSHE Healthy Lifestyles		Textiles Designing, creating and evaluating a gingerbread puppet to be used alongside Hansel and Gretel in English	



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Computing	Communication and networks Logging in, Logging out Keeping ourselves Safe PM1.1 (4) Internet and email Online Safety PM 2.2 (3)	Coding and Computational thinking Maze explorers PM 1.5 (3) Databases and Graphing Questioning PM 2.4 (5)	Art and Design Animated story books PM 1.6 (5)	Music Making Music PM 2.7 (3)	Spreadsheets Spreadsheets PM 2.3 (4)	Databases and Graphing Pictograms PM 1.3 (3) Writing and Presenting Presenting Ideas PM 2.8 (4)
History	Remembrance Why do we remember? Cause and effect; Chronology; Human perseverance; Life and death; Primary sources; Aftermath				The Monarchy Do we need a monarch? Structure of UK governance and head of state/church Law and order Belief/faith	
Geography			Our Planet Are all maps the same? 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.	England Counties, Cities, Towns and Villages Where do we live in England? Town – Huntingdon case study Physical and human features Compare with London (city) and Old Hurst (village)		
RE	Special books What books are special to me? Holy books in Judaism, Islam and Christianity Parables from the Q'uran, Torah and Bible What do message do these carry?		Family Who is special to you? What it is like to belong to a Christian or Muslim family 10 commandments What rules do we have to follow in society?		Celebrations Why celebrate? Celebrations within different religions Including: Christmas, Hanukah, Diwali How are these celebrated across the world and why?	
Art	Light & Dark (Tone) 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		Whole school artist study 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)			
Music	Composing Music Well-known nursery rhymes and traditional stories in small groups. Think about effects created through instrument choice etc.		Famous Composers A look at the society around the classical period and how influential famous composers were during this period. Focus on Haydn .		Instruments Pentatonic scale work and compositions on xylophones and keyboards. Children begin to learn correct notation for treble clef on a keyboard.	

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Drama & Performance	Christmas Theatrical Performance		Visiting theatre / performance		Performance poetry	
PSHE	Myself and My Relationships What is a good friend? Forms of bullying Managing change friendships	Healthy and Safer Lifestyles 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	Citizenship Decision making, democracy in school, debating and voting		Citizenship Rules, rights and responsibilities	Healthy and Safer Lifestyles Medicines and substances at home and in school, personal safety. SRE How do babies change and grow?
Themed Study	Anti-Bullying Week Choose Kindness				Enterprise – whole school theme.	
Sport	Invasion Skills		Striking and Fielding Skills		Athletic Skills Linked to Sports Day Maths link – cardinal numbers PSHE – Losing and winning	
Indoor PE	Gymnastics		Dance		Yoga	
Outdoor Learning	Waterproof shelters Linked to Meerkat Mail (English and Technology)	Is the forest alive in winter? Scavenger hunts	Sharing and making stories in the forest Linked to English (This Story Can Read Your Mind) Planting and growing seeds		Making bug hotels Linked to English (Hibernation Hotel)	

