

## Year 1/2 Overview (Cycle B – 2024/2025)

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Guided Reading</b>	<p><b>Nellie Choc Ice Penguin Explorer</b> Jeremy Strong</p> <p><b>Call the Puffins</b> Cath Howe</p>	<p><b>Stubby</b> Michael Foreman</p> <p><b>Flo of the Somme</b> Michael Foreman</p>	<p><b>Lots: The Diversity of Life on Earth</b> Nicola Davies</p> <p><b>Funny Bums and Freaky Beaks</b> Alex Morss</p>	<p><b>The Log Princess</b> Tom Gauld</p> <p><b>Captain Firebeard’s School for Pirates</b> Chae Strathie</p>	<p><b>The Boy Who Would be King</b> Michael Morpurgo</p> <p><b>Our King Charles</b> Eleanor Grey</p>	<p><b>Royal Animals</b> Julia Golding, Emily Sutton</p> <p><b>Amazing Facts - King Charles</b> Hannah Wilson</p>
<b>Core Texts</b>	<p><b>Meerkat Mail</b> Emily Gravett</p> <p><b>How To Hide A Lion</b> Helen Stephens</p> <p><b>Jampires</b> David O’Connell</p>	<p><b>The Comet</b> Joe Todd Stanton</p> <p><b>The Bear and The Piano</b> David Litchfield</p>	<p><b>The Tiny Seed</b> Eric Carle</p> <p><b>Lila and the Secret of Rain</b> David Conway</p>	<p><b>The Pirates Next Door</b> Johnny Duddle</p> <p><b>Mrs Mole, I’m Home</b> Jarvis</p>	<p><b>Hansel and Gretel</b> Bethan Woollvin</p> <p><b>Hibernation Hotel</b> John Kelly</p>	<p><b>The Incredible Book Eating Boy</b> Oliver Jeffers</p> <p><b>Dear Teacher</b> Amy Husband</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 inform</b> Instruction writing for making a jam sandwich</p>	<p><b>Writing to entertain</b> Narrative for The Comet</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> Instruction writing for how to plant a seed – linked to Science</p> <p><b>Writing to entertain</b> Narrative writing for Lila</p>	<p><b>Writing to entertain</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 moles</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 letter to their new teacher about what they are looking forward to/nervous about next year Linked to PSHE – changes and transitions</p> <p><b>Writing to inform</b> Non-chronological report about London landmarks.</p>



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<b>Mathematics</b>	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)
<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. Sources of light.  <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>Food and Nutrition</b> Following instructions to make jam – linked to Jampires in English and PSHE Healthy Lifestyles		<b>Textiles</b> Designing, creating and evaluating a gingerbread puppet to be used alongside Hansel and Gretel in English	



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<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> TC 2A Robot algorithms (6)	<b>Art and Design</b> <b>Creating Media</b> TC 2 Digital Music (6)	<b>Data and Information</b> TC 2 Pictograms (6)	<b>Coding and Computational thinking</b> TC 2B Programming quizzes (6)	<b>Creating Media</b> TC 2 Digital photography (6)
<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.	

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<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)	