

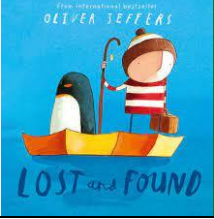
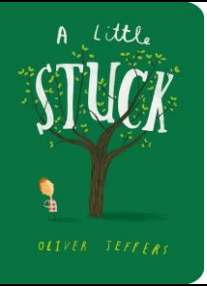
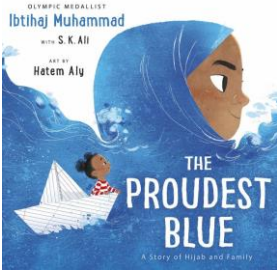
AUTUMN TERM			SPRING TERM		SUMMER TERM	
Hook into topic	HOOK - class trip: a short journey by bus, train or tram (contrasts with the immediate local area) HOOK: Investigate environmental issues in the local area	HOOK - class trip to Windsor Castle - KS1 workshop on castles				
Home learning project	What would you pack in your suitcase?	Design, make and evaluate a castle structure				
Class trip or visitor	Portchester Castle					
English	English Key Texts for Writing	Author study- Oliver Jeffers				
		<div>  </div>	<div>   Compare to Disney film (Tangled)</div>	<div>  </div>	<div>  </div>	<div> </div>

Yearly Overview

CYCLE B

Heron Class

Longparish C.E Primary School


		AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Writing Outcomes	<p>Lost & Found</p> <p>Writing outcomes: Year 1 A list Year 1 Letter Year 2 Persuasive letter</p> <p>The Way Back Home</p> <p>Writing outcomes: Year 2 Character description Year 2 Portal story Year 2 Instruction leaflet</p>	<p>The Castle The King built Y1: Fact file for a castle Y2: Persuasive job advert for castle roles</p> <p>The Very Last Castle</p> <p>Writing outcomes: Year 2 descriptive narrative retelling Year 1 Sequenced story map/ Year 1 Narrative Year 1 Fact files for a class book</p> <p>Rapunzel Writing outcomes: Year 2 A recount in the form a diary entry Year 1 First person narrative</p>	<p>Counting on Katherine To write a fact file(improving on last term) about Katherine Johnson, including a short biography.</p> <p>Stone Girl Bone Girl Hall of Fame- pupils make posters/info sheets to promote Mary Anning and her achievements and get her included in to the Paentologist's Hall of Fame.</p> <p>Great women who changed the world Information leaflet about the two women in their own words</p>			
	Shared Reading Texts (NF) (F) (P)	 					
	Read Aloud						
Maths		<p>Year 1 Place Value (within 10) 5 weeks Year 1 Addition and Subtraction (within 10) 5 weeks Year 1 Geometry (shape) 1 week</p> <p>Year 2 Place Value 4 weeks Year 2 Addition and Subtraction 5 weeks Year 2 Shape 3 weeks</p>		<p>Year 1 Place Value (within 20) 3 weeks Year 1 Addition and Subtraction (within 20) 3 weeks Year 1 Place Value (within 50) 2 weeks Year 1 Measurement Length and Height 2 weeks Year 1 Measurement Mass and Volume 3 weeks</p> <p>Year 2 Measurement Money 2 weeks Year 2 Number Multiplication and Division 5 weeks Year 2 Measurement Length and Height 2 weeks Year 2 Measurement Mass, Capacity and Temperature 3 weeks</p>		<p>Year 1 Multiplication and Division 3 weeks Year 1 Fractions 2 weeks Year 1 Geometry Position and Direction 1 week Year 1 Place Value (within 100) 2 weeks Year 1 Measurement Money 1 week Year 1 Measurement Time 2 weeks</p> <p>Year 2 Fractions 2 weeks Year 2 Measurement Time 3 weeks Year 2 Statstics 2 weeks Year 2 Geometry Position and Direction 2 weeks</p>	
Computing		Digital Literacy: Unit 1.1: Online Safety & Exploring Purple Mash Programs – Various	Digital Literacy: Unit 2.2: Online Safety Programs - various	Information Technology: Unit 2.3 Spreadsheets (2Calculate)	Information Technology: Unit 1.6 Animated storybooks (2create a story)	Information Technology: Unit 1.6 Animated storybooks (2create a story)	Computer Science: Unit 2.1 Coding Program: (2code)

Yearly Overview





CYCLE B



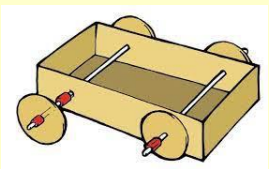

Heron Class

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		AUTUMN TERM	SPRING TERM		SUMMER TERM		
H u m a n i t i e s	History	<p>How castles developed and improved over time</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p>A castle is a large, strong building, built in the past by a ruler or important person to protect the people inside from attack. They were both a home and a fortress.</p> <p>The choice of location was important for its defence. A castle was built to withstand attack from enemy. Castle builders added many defensive features to make their castles difficult to attack. Many castles were built on high ground with clear views of the surrounding land.</p> <p>The first castles were mounds of earth.</p> <p>Castle design has changed over time because of changes in technology, function and purpose. (Old Sarum - hill fort, Motte and Bailey, Norman stone keep)</p> <p>Motte and Bailey - These castles were built first because they were quick and cheap to build. King William needed castles as soon as possible to defend his new crown. They were made out of wood. It has been said that nearly 1000 motte and bailey castles were built by the Normans.</p> <p>Keep and Bailey - When the rebellion against King William calmed down they were able to build Keep and Bailey castles, which took longer to build and were made out of stone. Some of them are still around today, including Windsor Castle and the Tower of London.</p> <p>From around 1100 onwards, people began to build castles in stone.</p> <p>Medieval castles are castles built from the time of the Norman Conquest, which began in 1066, to the start of the Tudor period in 1485.</p> <p>The biggest castle in England is Windsor Castle, one of the three homes of the Queen. It is said to be the largest inhabited fortress in the world.</p> <p>castle, ruler, fortress, defence, withstand, enemy, defensive features, surrounding land, mounds of earth, purpose, Motte and Bailey, Normans, Medieval, King William, inhabited</p>	<p>Inspiring Woman in medical history: Florence Nightingale, Mary Seacole and Edith Cavell</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements <p>Jamaican Mary Seacole broke social rules and prejudices to help the sick and injured</p> <p>Edith Cavell saved the lives of soldiers from both sides and helped over 200 Allied soldiers escape from German-occupied Belgium during the First World War.</p> <p>Florence Nightingale broke social rules by becoming a nurse, not considered suitable for a lady of Upper Class. Her efforts to reform healthcare greatly influenced the quality of care in the 19 and 20 centuries.</p> <p>prejudices, Allied soldiers, First World War</p>		<p>Titanic</p> <ul style="list-style-type: none"> significant historical events, people and places in their own locality <p>Knowledge about:</p> <p>why people travelled on Titanic</p> <p>Life on board comparison</p> <p>Compare New York to Southampton?</p> 		
	Geography	<p>take a short journey by bus, tram or train to investigate a slightly more distant site that contrasts with the immediate local area</p> <p>investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety issues) in the school grounds or local area</p>					
Environmental Studies							
Science		<p>Y1 and Y2 Animals including humans</p> <p>Year 1</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Year 2- recap on previous learning</p> <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Y1 Seasonal changes (Link to Environmental Studies)</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies 	<p>Y1 Everyday materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials <p>wood: hard, stiff, strong, opaque, can be carved into any shape.</p> <p>plastic: waterproof, strong, can be made to be flexible or stiff, smooth or rough</p>	<p>Year 1 plants</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees :</p> <p>A plant is a living thing that usually grows from the ground.</p> <p>A seed is the part of a flowering plant that can develop into a new plant.</p> <p>Plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem)</p> <p>A garden plant is a flower grown especially in a garden.</p> <p>Some common garden plants to be able to recognise and name: Rose, Daffodil, Sunflower, Tulip</p>	Exploring changes	<p>Food chains</p> <p>Y2 Living things and their habitat</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and

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			<p>paper: lightweight, flexible. fabric: soft, flexible, hard-wearing, can be stretchy, warm, absorbent glass: waterproof, transparent, hard, smooth metal: strong, hard, easy to wash. cardboard: strong, light, stiff rubber: hard-wearing, elastic, flexible, strong.</p> <ul style="list-style-type: none"> compare and group together a variety of everyday materials on the basis of their simple physical properties. <p><u>Y2 Uses of everyday materials</u></p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Squash an object by pushing both hands together. Bend an object by grabbing both ends of the object and bringing the ends inwards together. Twist an object by turning your hands in opposite directions. Stretch an object by pulling your hands slowly and gently apart. John McAdam was a Scottish engineer who experimented with using new materials to build roads, inventing a new process called ‘macadamisation’. John Dunlop was a Scottish inventor who invented the air-filled rubber tyre. It was originally invented in 1887 to use with bicycles, and then became very useful when automobiles were developed. Macadamisation was the name given to John McAdam’s construction process</p>	<p>A wild plant will grow by itself. It does not need to be cared for. Some common wild plants to be able to recognise and name: Daisy, Dandelion, Buttercup</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees: Evergreen trees have green leaves all year round. Their leaves are generally thick, waxy and narrow like needles. Deciduous trees lose their leaves in the autumn every year. Their leaves are generally broad, flat and have veins running through them.</p> <p>Year 2 plants: <i>observe and describe how seeds and bulbs grow into mature plants:</i> <i>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i></p> <p>Germination is when the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell What do plants need to grow well? Sunlight All plants need light from the sun to grow well. Some plants need lots of sunlight. Some plants only need a little sunlight.</p> <p>Water All plants need water to grow. Without water, seeds and bulbs will not germinate.</p> <p>Temperature Temperature is how warm or cold something or somewhere is. Some plants like cooler temperatures and some like warmer temperatures.</p> <p>Nutrition Food or nourishment. Plants make their own food in their leaves using sunlight.</p> <p>Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.</p>		<p>animals in their habitats, including microhabitats</p> <ul style="list-style-type: none"> describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	

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			of building roads. The name tarmac means a road made like this using tar.				
Art	Drawing Autumn Artists Monet, David Hockney (Landscape Art) Perspective Have a range of paintings from these artists, can they group them to each artist?  Art Appreciation Understand and discuss the 7 elements of art (line, shape, form, space, texture, value and colour) when looking at a piece of artwork. Generate basic questions about the content of artworks looking at mood, process, content and form. (e.g. What is the artwork about? What did the artists want to show?) Have a range of paintings from these artists, can they group them to each artist? Drawing: To explore lines and blending using pencils, pastels chalk and oil pastels. To study and analyse landscapes using artists vocabulary. To identify backgrounds and foregrounds in a landscape. To study landscapes created by famous artists. To use secondary source images to observe and draw a landscape. To create objects in the foreground that appear larger than those in the background. 		Spring Sculpture Clay Houses Kapow Planning yr2 Artist Appreciation Rachel Whiteread  Developing understanding of sculpture to construct and model simple forms. Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Developing basic skills for shaping and joining clay, including exploring surface texture. To know that pieces of clay can be joined using the ‘scratch and slip’ technique. To know that a clay surface can be decorated by pressing into it or by joining pieces on. To know that patterns can be made using shapes. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that patterns can be used to add detail to an artwork. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. Talking about art they have seen using some appropriate subject vocabulary. Explaining their ideas and opinions about their own and other’s art work, giving reasons.		Summer Collage and Textiles Painting with Paper Art Appreciation Megan Coyle & Eric Carle Have a range of paintings from these artists, can they group them to each artist? Show clip to support and encourage drafting work https://www.youtube.com/watch?v=LXNmMy9Uu3s  To appreciate and discuss the work of collaging artists. To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. To cut and tear organic and geometric shapes. To collect, sort and arrange materials according to colour or texture. To use sketchbooks to design collage creations.		
DT	DT Structures Building a Castle <i>Kapow Planning yr3 adapted for 1/2</i> Draw and label a simple castle that includes the most common features. Recognise that a castle is made up of multiple 3D shapes. Design a castle with key features which satisfy a given purpose. Score or cut along lines on the net of a 2D shape. Use glue to securely assemble geometric shapes. Utilise skills to build a complex structure from simple geometric shapes. Evaluate their work by answering simple questions. To understand that wide and flat based objects are more stable. To understand the importance of strength and stiffness in structures. To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse – and their purpose. To know that a façade is the front of a structure. To understand that a castle needed to be strong and stable to withstand enemy attack.		DT Mechanisms Wheels and Axels Know how wheels and axles work together. Know the size and position of wheels affects how they move. To create a simple wheel mechanism. To use wheel mechanisms to propel a simple vehicle. Can apply knowledge about the positioning of wheels and axles to a vehicle design. Can make informed decisions about size of wheels to use and can explain reasoning. Can make a simple model to demonstrate a fixed and rotating axle. Can identify strengths and suggest improvements in a model vehicle’s construction and performance. Selecting a suitable linkage system to produce the desired motions. Designing a wheel. Selecting appropriate materials based on their properties. Selecting materials according to their characteristics. Following a design brief. Evaluating different designs. Testing and adapting a design.		DT Fruit Salad Food Know why fruit is so important to our health. Know what processed foods are. To prepare a range of fruits and know their names and origins. To shape fruits. Know the difference between fresh food and ultra-processed foods. To shape and form ingredients to make delicious food. To use a range of culinary techniques. Can explain that eating healthily means to eat a wide variety of fresh foods so that the body receives all the nutrients it needs. Can explain the difference between processed and fresh food. Can use the claw, bridge and ribboning techniques to prepare fruit with increasing control. Can experiment with a range of flavours to develop a spice mix. Can identify some examples of types of food that are processed or ultra-processed.		

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	  <p>stable, structure, net, construct, assemble, cut, score, pierce, fold, secure, reinforce,</p> <p>Books to Engage</p> <p>'Lift-the-Flap Questions and Answers About Food' by Katie Daynes</p> <p>'The Christmasaurus' by Tom Fletcher and Shane Devries</p> <p>'Mrs Armitage on Wheels' by Quentin Blake</p> <p>'The Story of the Car' by Giles Chapman</p>		 <p>Books to Engage</p> <p>Wheel Axle Axle Holder Chassis Rotate Position Centre</p> <p>'Mrs Armitage on Wheels' by Quentin Blake</p> <p>'The Story of the Car' by Giles Chapman</p>		 <p>Free-Range Processed Coagulate Vitamins Protein Wholemeal Ingredients Fibre Protein Starch</p> <p>Books to Engage</p> <p>'How Your Body Works' by Rosie Dickens</p>	
RE	<p>Candlelight - Divali and Advent - LDIV Christianity and Hindu</p> <p>Start with review of children's knowledge of key beliefs within Hindu faith.</p>	<p>Jesus Birth (celebrating birthdays) LDIV Christianity</p>	<p>Ideas about God - LDIV Christianity and Hindu</p>	<p>Christianity Salvation unit 1.5 - UC Why does Easter matter to Christians Christianity</p> <ul style="list-style-type: none"> Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus rose again, giving people hope of a new life Christians show their beliefs about Jesus as saviour in church worship Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose again, giving people hope of a new life. 	<p>God Unit 1.1 UC What do Christians believe God is like? Christianity</p> <ul style="list-style-type: none"> Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Some stories show these Christian beliefs. Christians worship God and try to live in ways that please him. 	<p>GOSPEL Unit 1.4 UC What is the good news Jesus brings Christianity</p> <ul style="list-style-type: none"> Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.
Sports, Health and Wellbeing	<p>Feelings Getting help Classroom rules Special people Being a good friend</p>	<p>Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help</p>	<p>How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep</p>	<p>Taking care of things: Myself My money My environment</p>	<p>Growth Mindset Healthy eating Hygiene and health Cooperation</p>	<p>Getting help Becoming independent My body parts Taking care of self and others</p>

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	AUTUMN TERM		SPRING TERM		SUMMER TERM	
PE	REAL PE PH Sports	REAL PE PH Sports	REAL Dance PH Sports Hockey	REAL Gym PH Sports Basketball/Netball	Ball Sports PH Sports Ball Skills	Athletics PH Sports Athletics/Sports Day
Music	I Wanna Play In A Band	Christmas Practise for a performance	Round And Round	Zootime	RRR	