

Y1 and Y2 Long term Overview 2023-24

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Parental engagement	Graves Park Photo share	Christmas Play	Mini Maths Morning	Easter Cards	Share a story	Photos from trip
Educational Visit and Link to curriculum area	Graves Park end of Autumn 1 link to Geography		History workshop linked to Kings and Queens		Visit to Botanical Garden linked to Plants in Science	
Personal Development (RSHE & PSHE incl Online Safety)	Where do feelings come from Who am I What helps me to be happy 1 session Online Safety review – Health, Wellbeing and Lifestyle	Who is my friend? What makes a good friend Should friends tell us what to do How do we stop bullying? (Anti bullying weeks)	Aspirations – dreams and goals (Jigsaw) Screen Time (RSHE unit – 1 lesson) Privacy and Security	Personal Information (RSHE unit – 2 lessons) Road safety?	Who's in my family Do families always stay the same How should families treat each other Online Safety- Online Relationships	Are all families the same Online Safety – responsive teaching
English – reading	<p>Y1 Applying Phonics I know when to use phonic knowledge to decode words. I read common words using phonic knowledge, where possible. I read words of more than one syllable that contain taught GPCs. I read phonically decodable texts.</p> <p>Reading for Pleasure I know that there are different kinds of books. I know the difference between a story book and an information book. I can find the title, author and the illustrator of a book. I know some familiar stories. I recognise familiar story language.</p> <p>Reading Accurately, with Fluency and with Understanding I use picture clues to support my understanding. I use picture cues to deepen my understanding. I identify the characters in a story. I recognise a character's feelings. I say why a character has a feeling.</p> <p>Y2 Applying Phonics I understand the importance of decoding words automatically. I understand that some words cannot be decoded with phonic strategies. I use the graphemes taught to blend sounds. I know that phonemes may be represented by different graphemes.</p>		<p>Y1 Applying Phonics I know which parts of words can be decoded using phonics. I blend sounds in unfamiliar words based on known GPCs. I read words with familiar endings - s, es, ing, ed, er, est. I read words which have the prefix –un added. I read phonically decodable texts, with confidence. I divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset.</p> <p>Reading for Pleasure I say what I like or dislike about a book. I say if a story reminds me of another story or something that I have experienced. I listen to others' ideas about a book. I find familiar story language in stories read aloud to me or ones I have read independently. I retell key stories orally using narrative language. I recognise rhyming language.</p> <p>Reading Accurately, with Fluency and with Understanding I use prior knowledge to understand texts. I identify unfamiliar words and ask about meaning. I use the context to make informed guesses about the meaning of unfamiliar words. I make predictions based on the events in the story. I give an opinion about a character. I know that stories can have similar characters.</p>		<p>Y1 Applying Phonics I hear and recognise all 40+ phonemes. I match all 40+ graphemes to their phonemes (Phase 3). I identify all 40+ graphemes in my reading. I know that words can have omitted letters and that an apostrophe represents the omitted letters. I find contractions in my reading. I read words with contractions. I read compound words, for example, football, playground, farmyard, bedroom.</p> <p>Reading for Pleasure I say whether I agree or disagree with other's ideas. I say whether I agree or disagree with others' ideas. I say why I agree or disagree with ideas. I recognise repeated or patterned language I recognise patterned language in the poems and rhymes I know. I know some poems and rhymes by heart.</p> <p>Reading Accurately, with Fluency and with Understanding I discuss the meaning of unfamiliar words with others. I know that stories can have similar patterns of events. I make links to other stories. I make links with characters in other stories. I can answer retrieval questions about a book. I use information from the story to support my opinion.</p>	

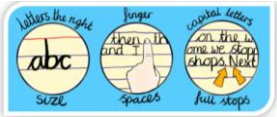
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	<p>I know that familiar words do not need to be sounded out and blended. I read these familiar words automatically and accurately without sounding or blending.</p> <p>Reading for Pleasure know that there are different kinds of stories. I listen to or read a range of different kinds of stories. I make choices about the books I read. I know that non-fiction books are organised differently from fiction texts. I know that books or texts have a purpose.</p> <p>Reading for Pleasure – Poetry know the difference between poetry and narrative. I know that there are different kinds of poetry. I listen to different kinds of poetry. I talk about books or poems read. I know that stories and poems can have patterned or recurring literary language.</p> <p>Reading Accurately, with Fluency and with Understanding I know that the purpose of reading is to make meaning. I know that there is a range of decoding strategies. I check that text I read makes sense. I re-read when I have lost the meaning.</p>	<p>Y2 Applying Phonics I know that the same grapheme may be read in different ways. I recognise alternatives and consider which will make more sense. I recognise syllables in words. I know that breaking words into syllables helps fluent decoding. I know that other strategies can be used to read unfamiliar words. I use other strategies to support fluent decoding.</p> <p>Reading for Pleasure I explain why I prefer certain books or stories. I can retell stories with the key events in the correct sequence. I can retell a story with the key events and the characters. I know how to find information in a non-fiction book. I identify the purpose of a book or a text. I know that books and stories are set in different places and times.</p> <p>Reading for Pleasure – Poetry I talk about the meaning of different poems. I recognise that a poem can tell a story. I learn a poem by heart. I give an opinion on books or poems read. I find patterned or recurring literary language in poems and stories. I find favourite words and phrases.</p> <p>Reading Accurately, with Fluency and with Understanding I self-correct when I have lost the meaning. I use prior knowledge and reading experiences to understand text. I use the context to understand texts. I ask questions to clarify understanding. I can find the answers to retrieval questions about stories, poems or non-fiction texts. I recognise that a writer can have a message for the reader. I can make predictions about possible events.</p>	<p>I understand that a writer can leave gaps for the reader to fill. I answer questions which fill the gaps in a story. (Inference)</p> <p>Y2 Applying Phonics I read words of two or more syllables accurately. I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. I read these books fluently and confidently.</p> <p>Reading for Pleasure I decide how useful a non-fiction book is to find the information I need. I can find the setting or time in books or stories. I can discuss the setting or time in books</p> <p>Reading for Pleasure – Poetry I recite or perform a poem making the meaning clear. I talk about favourite words and phrases. I know that word choice affects meaning. I can explain why a writer has chosen a word to affect meaning</p> <p>Reading Accurately, with Fluency and with Understanding I know what the inference - ‘reading between the lines’- means. I find inferences about characters’ feelings and thoughts. I can explain inferences about characters’ feelings and thoughts. I give reasons for characters’ actions or behaviour. I recognise key ideas in a text. I can explain a writer’s message. I can make predictions about how characters might behave.</p>			
Key text	<p>Beegu by Alexis Deacon The Odd Egg by Emily Gravett</p>	<p>Cave Baby by Julia Donaldson and Emily Gravett Goldilocks and the One Bear</p>	<p>Lost and Found by Oliver Jeffers *book and film</p>	<p>Send for a Superhero by Michael Rosen and Katharine McEwan</p>	<p>Jim and the Beanstalk by Raymond Briggs</p>	<p>Stanley’s Stick by John Hegley and Neal Layton</p>

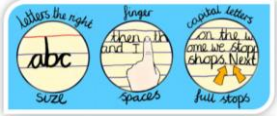
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			The Journey Home by Frann Preston-Gannon	Rosie Revere, Engineer by Andrea Beatty and David Roberts		The Minpins by Roald Dahl and Patrick Benson
Writing Outcomes	Descriptive writing (character profile or setting description) Story (to entertain) Innovated story	Diary (to inform) Description (character) Story (to entertain)	Information text (to inform) Story (to entertain)	Poetry Letter Non chronological report (to inform)	Promotional Leaflet (to inform) Newspaper (to inform) Non chronological report (to inform)	Character/setting description Story
English - writing	<p><u>Y1 Composition</u></p> <p>To say a sentence out loud before I write it down. (Hold a sentence).</p> <p>Handwriting</p> <p>To sit correctly at a table, hold a pencil comfortably and correctly.</p> <p>To form the digits 0-9 correctly. KPI linked to Astrea writing grid</p> <p><u>Y2 Composition</u></p> <p>To plan and discuss the content of my writing.</p> <p>To write, from memory, simple dictated sentences.</p> <p>Handwriting</p> <p>To use some of the diagonal and horizontal strokes needed to join letters KPI</p>	<p><u>Y1 Composition</u></p> <p>To plan my writing by saying what I am going to write about. (build a sentence)</p> <p>To read my own writing aloud so it can be heard by others and check it makes sense. '(oops I forgot to put a capital letter after that full sop.)' Objective linked to Astrea writing grid</p> <p>Handwriting</p> <p>To form lower case letters in the correct direction, tarting and finishing in the right place. KPI linked to Astrea writing grid</p> <p><u>Y2 Composition</u></p> <p>To evaluate my writing independently with peers and with my teacher by making simple additions and corrections. (Re-reading to check for sense; verbs used correctly).</p> <p>To develop stamina for writing by writing for different purposes.</p> <p>To organise my writing using presentational devices to structure text and guide the reader. KPI</p> <p>To develop the organisation of my writing according to the genre. KPI</p> <p>Handwriting</p> <p>To use spacing between words that reflects the size of the letters. KPI</p>	<p><u>Y1 Composition</u></p> <p>To sequence sentences to form short narratives. (Beginning/middle/ endsentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home.) KPI linked to Astrea writing grid</p> <p>To use sequence sentences in chronological order to recount an event /experience. (Basic adverbials for when-First, Then, Next, After that)</p> <p>Handwriting</p> <p>To name the letters of the alphabet in order.</p> <p>To form capital letters.</p> <p><u>Y2 Composition</u></p> <p>To proof-read to check for errors in spelling, grammar and punctuation. (Will spot most of their own spelling and errors quickly. e.g. 'This should be an exclamation because she's shouting for help' 'I forgot to double the p of stop when adding -ing')</p> <p>To make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing.</p> <p>Handwriting</p> <p>To form lower case letters of the correct size relative to one another. KPI</p>			

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<p>SPAG</p>	<p>Y1 Spelling</p> <p>To spell unknown words using my phonemes.</p> <p>Punctuation</p> <p>To leave spaces between words. Objective linked to Astrea writing grid.</p> <p>To use a capital letter for the start of a sentence. Objective linked to Astrea writing grid.</p> <p>Grammar</p> <p>To use and capitalise the personal pronoun I. Objective on Astrea writing grid</p> <p>To know how words can combine to make sentences. Objective linked to Astrea writing grid</p> <p>To use and to join words (e.g. a list). Objective linked to Astrea writing grid</p> <p>These are not to be used as objectives but are non-negotiables. See non-negotiable stickers.</p>  <p>Y2 Spelling</p> <p>To segment spoken words into phonemes and record these as graphemes.</p> <p>Punctuation</p>	<p>Y1 Spelling</p> <p>To use suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. KPI linked to Astrea writing grid.</p> <p>To write from memory simple dictated sentences including the words taught so far.</p> <p>Punctuation</p> <p>To begin to use other punctuation such as exclamation and question marks. KPI linked to Astrea writing grid.</p> <p>To use full stops accurately. Objective linked to Astrea writing grid.</p> <p>Grammar</p> <p>To use 'and' to join ideas within a sentence. ('I went to the park and played on the swing.') KPI linked to Astrea writing grid.</p> <p>Y2 Spelling</p> <p>To spell longer words using suffixes such as ment, ness, ful, less, ly (Root words ending in a consonant = merriment, happiness, plentiful, penniless, happily, quickly, thoughtless).</p> <p>To spell many common exception words (door, because, sugar, people, - see year 2 spelling list). KPI</p> <p>Punctuation</p> <p>To use capital letters for the personal pronoun I and for most proper nouns.</p> <p>Grammar</p>	<p>Y1</p> <p>Spelling</p> <p>To use letter names to show alternative spellings of the same phonemes. KPI linked to Astrea writing grid.</p> <p>To spell words that use suffixes for plurals or 3rd person. (E.g.: adding s/es; box, fox, fix, pencil, pen). Objective linked to Astrea writing grid</p> <p>To use the prefix un- (e.g. unkind, undo) KPI linked to Astrea writing grid.</p> <p>Punctuation</p> <p>To use capital letters for the names of people, places and days of the week. (Aa) Objective linked to Astrea writing grid.</p> <p>Grammar</p> <p>To attempt to use other conjunctions.</p> <p>To make sure that word choices are relevant to the context and I use word banks to support this.</p> <p>To begin to use adjectives to add detail to my sentences. KPI linked to Astrea writing grid</p> <p>Y2</p> <p>Spelling</p> <p>To use apostrophes for the most common contracted words. (e.g. don't, won't, I'll, I'm, won't)</p> <p>To spell words with different spellings (multisyllabic words containing new spellings e.g.: race, ice, knock, gnat, typewriter, margarine, muckspreader)</p>

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	<p><u>To use full stops and capital letters- most are correct. (This will be consistent across a range of dictated and independent writing)</u> <u>To mostly use exclamation and question marks accurately to demarcate sentences.</u> <u>To leave spaces between words that reflects the size of the letters</u> KPI</p> <p><u>Grammar</u> My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing. <u>To use co-ordination.</u></p> 	<p><u>To use expanded noun phrases to describe, expand and specify. ('the delicate, blue butterfly flew off into the humid, summer sky').</u> KPI</p> <p><u>To use subordination (using when, if, that or because).</u> KPI <u>linked to Astrea writing grid</u></p>	<p><u>To identify and apply my knowledge of homophones/ near homophones (There/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night)</u></p> <p><u>Punctuation</u></p> <p><u>To begin to use commas to separate items in a list.</u> KPI</p> <p><u>To use apostrophes for singular possession.</u> KPI</p> <p><u>Grammar</u></p> <p><u>To use sentences with different forms: statements, questions, exclamations and commands. ('The colourful butterfly flew from flower to flower' 'Where do clouds come from?' 'What big eyes you have!' Sift the flour and mix the other ingredients')</u> KPI</p> <p><u>To use present and past tenses correctly and consistently including the progressive form. (Consistently makes the correct choice eg: 'She is drumming; she drummed, she was drumming'.</u> KPI</p> <p><u>To use adjectives, adverbs and expanded noun phrases to add detail and specify.</u> KPI</p>			
<p>Maths</p> <p>Arithmetic skills are taught once per week and maths meetings are taught daily. Separate detailed coverage available.</p>	<p>Year 1 Numbers to ten •Represent, compare and explore numbers within 10 •One more and one less •Doubling and halving Addition and subtraction •Represent and explain addition and subtraction •Commutativity •Addition and subtraction facts Shape and Pattern •Identify, describe, sort and classify 2-D and 3-D shapes •Investigate repeating patterns •Use and follow instructional and positional language</p>	<p>Year 1 Numbers to 20 •Identify, represent, compare and order numbers to 20 •Doubling and halving •One more and one less Addition and Subtraction •Represent and explain addition and subtraction strategies including 'Make Ten' •Use known facts to add and subtract.</p>	<p>Year 1 Time Read, write and tell the time to o'clock and half past on analogue clock •Sequencing daily activities •Whole and half turns linked to time. Exploring calculation strategies within 20 Model, explain and choose addition and subtraction strategies Numbers to 50 2-digit numbers – represent, sequence, explore, compare. •Count in 2s, 5s and 10s</p>	<p>Year 1 Addition and Subtraction within 20 •Illustrate, explain and link addition and subtraction with equations •Apply 'Make Ten' strategy •Use language to quantify and compare difference Fractions Identify 1 2 and 1 4 of a shape or object •Find 1 2 and 1 4 of a quantity Measures: Length and mass Compare and measure lengths and mass using cm and kg •Doubling and halving</p>	<p>Year 1 Numbers 50 to 100 and beyond •Read, write, represent, compare and order numbers to 100 •One more / fewer, ten more / fewer •Identify number patterns Addition and Subtraction •Explore addition and subtraction involving 2-digit numbers and ones •Represent and explain addition and subtraction with regrouping •Investigate number bonds within 20</p>	<p>Year 1 Money Name coins and notes and understand their value •Represent the same value using different coins •Find change Multiplication and division Share equally into groups •Doubling •Link halving to fractions •Add equal groups •Explore arrays Measures: Capacity and volume •Compare capacities, volumes and lengths •Explore litres •Apply</p>

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	<p>Year 2 Numbers within 100 Read, write, represent, partition, compare and order numbers to 100 •Explore patterns including, odds and evens, tens and ones Addition and subtraction of 2-digit numbers Apply number bonds to add and subtract •Represent and explain addition and subtraction of two 2-digit numbers. •Add three 1-digit numbers Addition and subtraction word problems Introduction to bar models as a representation •Create, label and sketch bar models</p>	<p>Year 2 Measures: Length Draw and measure lengths in centimetres •Use and = to compare and order lengths in metres and centimetres Graphs •Represent and interpret: pictograms, block diagrams, tables and tally charts. Multiplication and division: 2, 5, and 10 Calculate the times tables of 2, 5, and 10 by skip counting •Relate the 2 times table to doubling •Explore representations of multiplication and division •Commutativity</p>	<p>•Describe and complete number patterns Year 2 Time Tell the time on an analogue clock: quarter past, quarter to and five minute intervals •Calculate durations of time in minutes and seconds •Sequence daily events •Minutes in an hour and hours in a day Fractions •Part-whole relationships •Fractions as part of a whole or a whole set •Relate to division •Equivalent fractions Addition and subtraction of 2-digit numbers •Illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust' and near doubles strategies</p>	<p>Year 2 Money •Recognise coins and notes •Use £ and p accurately •Add and subtract amounts •Calculate change Face, shapes and patterns; lines and turns •Explore, sort and describe 2-D shapes •Lines of symmetry in 2-D shapes •Identify 2-D shapes on 3-D shapes •Compare and sort 2-D and 3-D shapes •Use language to describe position, direction and rotation to follow a route</p>	<p>Year 2 Numbers within 1000 Represent in different ways •Compare using symbols •Read scales Measures: Capacity and volume Read and measure temperature •Estimate, measure and understand litres and millilitres •Compare and order capacities Measures: Mass Weigh and compare masses in kilograms and grams</p>	<p>understanding of fractions to capacity Year 2 Exploring calculation strategies Apply addition and subtraction strategies to solve equations •Illustrate and explain addition and subtraction using column method Multiplication and division: 3 and 4 Multiplication and division facts for 3 and 4 •Relate 4 times table to doubling the 2 times tables •Describe, interpret and represent using arrays and bar models •Recognise inverse relationship</p>
Science	<p>The Human Body In this children look at the parts of the human body and their functions. Children then move on to study the eye in more detail, learning that scientists look closely at things to find out how they work. They will understand that light travels into our eyes which helps us to see. Children then progress to find out more about our ears, how we hear and the importance of hearing. Touch, taste and smell are studied, and children will begin to understand that our senses help us to process what is</p>	<p>Animals and their Needs In this unit, children will explore common animals, describing and naming them. They will build on the knowledge learnt in lesson one by looking at how scientists group animals according to their features. Children will learn that another way to group animals is based on what they eat. They will describe animals using scientific words and diagrams.</p>	<p>Seasons and Weather In this unit, children will learn about the four seasons, why they occur and what the weather is like for us during these seasons. We will look at weather data and how to represent it in a graph for comparison and so that we can understand weather better. Children will learn about the three main types of cloud and their links to the weather. Finally, children look at weather forecasts, the symbols used within them and how to interpret them.</p>	<p>Taking care of the Earth In this unit, children learn that there are different ways we damage the earth. This knowledge will be built upon in lesson two when children learn about the difference between natural and manufactured resources, and renewable and non-renewable resources. Children will explore pollution: how people create it and how it can harm the environment. Finally, children will learn that recycling is one way we can</p>	<p>Plants In in unit, children learn about what conditions plants need in order to grow. They will explore the parts of a plant and their function in supporting the plant. In lesson three, children will build upon this knowledge through learning that plants spread their seeds to make new plants. Lesson four will look at deciduous and evergreen trees, linking to prior knowledge about parts of plants from lesson two. Lesson five will also build on</p>	<p>Materials and Magnets In this unit, children will learn to recognise everyday materials, understanding that the objects around us are all made from materials. This knowledge is built upon when children will identify the properties of materials as things we can measure, see or feel. They will learn that the properties of materials make them useful for different purposes. Children to sort materials based on whether they are magnetic or not. Children</p>

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	happening around us, helping us to be aware of the world we live in. Children will consider the role of our senses in protecting us from danger. Children will work scientifically in this unit, exploring senses and experiencing how we use them.			take care of the earth and the benefits it has for the environment	knowledge from lesson two, looking at the different plants we commonly eat and which parts of the plant they are.	will use knowledge learnt to investigate which materials would be suitable for a particular purpose
Computing Computer Days	Information technology around us. Identifying IT and how its responsible use improves our world in school and beyond	Digital photography. Capturing and changing digital photographs for different purposes.	Robot algorithms. Creating and debugging programs, and using logical reasoning to make predictions.	Pictograms. Collecting data in tally charts and using attributes to organise and present data on a computer.	Digital music. Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Programming quizzes. Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
<p>ONLINE SAFETY</p> <p>Screen Time, Personal information, Online Strangers, Fake News</p>						
Art	Colour Children carry out a separate task in each lesson of this unit These are: <ul style="list-style-type: none"> • Creating a painting using primary colours to imitate the work of Mondrian • Creating a sunflower in the style of Van Gogh by mixing and painting a template with a secondary colour (orange) and applying collage using warm colours • Creating a colour chart which shows tints and shades of blue getting gradually lighter/darker • Painting a rough seascape using tints and shades of blue and a variety of brushstrokes 	Line This unit introduces children to the element of line. It presents the idea that lines are like basic tools for artists and explores Klee's influential statements describing lines. They investigate the work of Miro, Bratescu and Klee which show how lines can be used to show different things, ranging from simple shapes and objects to representing dreams and music. They look at how artists can use different materials to make lines, not only using pencils, pens and paint but using 3D media, such as wire and string. They then produce their own work using mixed media. Looking at huge paintings by Miro affords the opportunity to address the idea of scale and the children work as a group to produce a large piece of work.	Architecture This unit introduces children to the art of designing buildings. It uses famous London landmarks (St Paul's Cathedral, Westminster Abbey and The Houses of Parliament) to explore definitions for architecture and architects. Children become visually familiar with these buildings by producing line drawings of them. The purpose and features of these different buildings are then considered, providing the children with an opportunity to explore working with different materials: collage to recreate a rose window and modelling clay to make a gargoye.	Style in Art This unit introduces two separate subject areas within one unit: style in art and narrative art. Style is introduced at this early stage in the curriculum as it is a central concept in art. It is defined as 'how a piece of art looks' and this is explored by reference to particular paintings techniques: pointillism used by Seurat and short brushstrokes used by Van Gogh. Narrative art (art which tells stories) is an introduction to the wider concept of history painting which is explicitly taught in year 3. In year 1 the children learn that art can tell a story by representing characters and settings, ideas which should be familiar to children	Paintings of Children The Graham Children by Hogarth provides a focus for the whole unit. The children consider the hidden messages that the group portrait conveys as well as investigating how the painting shows the difference of the lives of the Graham children in comparison to their own. Copying small sections of the painting allow the children to consider how to work from close observation, planning where lines and colours should go, colour-matching and using watercolours with different sized brushes. The children use photographs of themselves to explore the poses the children hold in the portrait, which they use	Sculpture This unit introduces children to 3D art. Children are likely to be aware of sculpture through statues they have seen in public spaces. They start by exploring how sculptors can use different materials to make sculptures. Children compare Degas' drawings and sculptures of ballerinas. Over the course of three lessons the children then learn about the process of making a sculpture, using the work of Gormley and Hepworth to explore making models for larger sculptures, casting and applying colour to sculptures.

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				from their work in English. Children will learn, by looking at paintings representing the story of St George and the Dragon that artists can show different characteristics and personalities by the way they draw and paint.	at the end of the unit to reinvent the portrait in a modern way, based on the cubist photo collages of Hockney.	
Design Technology	<p>Food - Preparing fruits and vegetables</p> <p>Designing</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. <p>Making</p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <p>Evaluating</p> <ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>. • Know and use technical and sensory vocabulary relevant to the project. <p>WC link: Science, Human Body</p>		<p>Mechanism - Sliders and levers</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. <p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project. 	<p>Structures - Free standing structures</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. <p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project. <p>WC link: Art, Sculptures, Science, Materials and Magnets</p>		
History		Discovering History		Kings, Queens and Leaders		Parliament and Prime Ministers

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		<p>The 'Discovering History' unit introduces children to discipline of history and creates a solid foundation to help our children understand what a historian is, what an archaeologist is, and how sources and evidence help in uncovering facts about the past. Our key objective for this unit is for all pupils to understand that history is the story of the past.</p>		<p>This 'Kings, Queens & Leaders' unit provides the foundation for understanding the changing power of the monarchy in Britain. It will explore how the power that Kings and Queens hold has changed over time, from the all-powerful monarchs who could dictate how the country was run and managed, to the establishment of parliament which created a check on the power of the King or Queen. Understanding this change will create a foundation for children who will go on to understand modern society and politics today.</p>		<p>The children will be introduced to historically significant events that highlight the development of British democracy, including the introduction of the Bill of Rights and the introduction of the first Prime Minister: Robert Walpole. As well as learning about the changing role of Parliament, and the introduction of the office of Prime Minister, the children will also learn about what Parliament and the Prime Minister do today. This includes looking at changes in living memory, such as the change in government/Prime Minister/local MP.</p>
<p>Geography</p>	<p>Spatial Sense In this unit Year One pupils will be introduced to aerial views; the first step in supporting children's conceptual understanding of maps. Building on an understanding of what things look like from an aerial perspective, children then look at how cartographers (map makers) represent physical (natural) and human (made by people) features of an area on a drawn map. They find out how symbols are used on maps and how a key can tell us what the symbols mean. The four-point compass is introduced, and children will use some positional language to describe locations. They will look at simple routes on a map based around a familiar location using firsthand observation to help them link what they see in the</p>		<p>The UK During this unit children will be introduced to the name, location and characteristics of the four countries and capital cities of the United Kingdom. They will look at the formation of the Union Jack and identify it as the flag of the United Kingdom. They will look at physical and human features of the countries within the UK and will use maps to identify coastlines, hills, rivers, lakes, towns and cities. They will identify seasonal and daily weather patterns in the UK. Children will use maps and atlases to locate the United Kingdom and will recognise the location of the countries within the UK.</p>		<p>The Seven Continents This unit zooms out to encompass the seven continents and five oceans of the world. Children will use globes and will begin to understand that a globe is a 3D model of our Earth showing continents and oceans. They will learn to recognise the north and south poles and the equator and will begin to understand what geographic location can tell us about climate. Throughout this unit children will be forming an understanding that the world is a diverse place, and continents can host many different landscapes and living things.</p>	

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	world around them, to what is represented on a map.					
Music	<p>Hey You!</p> <p>This unit contains all the classic teaching resources you would expect; Listen & Appraise apps, new progressive Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool.</p>	<p>Rhythm in the way we walk and banana Rap</p> <p>All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p>	<p>In the groove</p> <p>This unit contains all the classic teaching resources you would expect; Listen & Appraise apps, new progressive Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool.</p>	<p>Round and Round</p> <p>All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.</p>	<p>Your Imagination</p> <p>This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool.</p>	<p>Reflect, rewind, replay</p> <p>This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool.</p>
PE – GET SET CYCLE 1	<p>Y1 Fundamentals</p> <p>In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: balance, jump, hop, run, speed, agility, dodge, skip, co-ordination 	<p>Y1 Dance (lessons 1 - 6)</p> <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p>This unit links to the following strand of the NC: perform dances using simple movement patterns.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships Social: respect, work safely, collaboration, communication 	<p>Y1 Gym (Lesson 1 - 6)</p> <p>In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: travelling actions, shapes, balances, shape 	<p>Y1 Dance (lessons 7 - 12)</p> <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p>This unit links to the following strand of the NC: perform dances using simple movement patterns.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships 	<p>Year 1 Yoga</p> <p>Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group.</p> <p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: balance, strength, flexibility, co-ordination 	<p>Y1 Gym (Lesson 7 - 12)</p> <p>In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: travelling actions, shapes, balances,

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	<ul style="list-style-type: none"> • Social: collaboration, work safely, support others • Emotional: determination, self regulation, honesty, perseverance • Thinking: comprehension, select and apply skills <p>Y2 Fundamentals</p> <p>In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Key Skills</p> <ul style="list-style-type: none"> • Physical: run, speed, agility, dodge, balance, jump, hop, skip • Social: collaboration, respect, take turns, 	<ul style="list-style-type: none"> • Emotional: empathy, confidence, acceptance, determination, kindness • Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall <p>Y2 Dance (Lessons 1 – 6)</p> <p>Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p>This unit links to the following strand of the NC: perform dances using simple movement patterns.</p> <p>Key Skills</p> <ul style="list-style-type: none"> • Physical: actions, dynamics, space, relationships 	<p>jumps, barrel roll, straight roll, forward roll</p> <ul style="list-style-type: none"> • Social: respect, collaboration, sharing, work safely • Emotional: confidence, self regulation, perseverance • Thinking: comprehension, select and apply action, creativity <p>Y2 Gym (Lesson 1 – 6)</p> <p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p>This unit links to the following strands of the NC: master basic movements as well as</p>	<ul style="list-style-type: none"> • Social: respect, work safely, collaboration, communication • Emotional: empathy, confidence, acceptance, determination, kindness • Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall <p>Y2 Dance (lesson 7-12)</p> <p>Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p>This unit links to the following strand of the NC:</p>	<ul style="list-style-type: none"> • Social: move safely, listen to others, collaborate • Emotional: concentration, focus, identify feelings • Thinking: observation, copy and repeat, recognise, create, select and apply <p>Year 2 Yoga</p> <p>Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group.</p> <p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p> <p>Key Skills</p> <ul style="list-style-type: none"> • Physical: balance, flexibility, 	<p>shape jumps, barrel roll, straight roll, forward roll</p> <ul style="list-style-type: none"> • Social: respect, collaboration, sharing, work safely • Emotional: confidence, self regulation, perseverance • Thinking: comprehension, select and apply action, creativity <p>Y2 Gym (Lessons 7 – 12)</p> <p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p>This unit links to the</p>
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	<p>communication, encourage others</p> <ul style="list-style-type: none"> Emotional: determination, honesty, perseverance Thinking: comprehension, make decisions, creativity, use tactics, recall 	<ul style="list-style-type: none"> Social: respect, collaboration, work safely, communication Emotional: independence, confidence, perseverance, determination Thinking: provide feedback, comprehension, reflection, observation, creativity 	<p>developing balance, agility and co-ordination.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll Social: leadership, work safely, respect Emotional: confidence, independence Thinking: select and apply actions, creativity 	<p>perform dances using simple movement patterns.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships Social: respect, collaboration, work safely, communication Emotional: independence, confidence, perseverance, determination Thinking: provide feedback, comprehension, reflection, observation, creativity 	<p>strength, co-ordination</p> <ul style="list-style-type: none"> Social: respect, leadership, work safely, collaboration Emotional: confidence, perseverance, honesty, focus, identify feelings Thinking: create, select and apply, comprehension, decision making, reflection 	<p>following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll Social: leadership, work safely, respect Emotional: confidence, independence Thinking: select and apply actions, creativity
<p>Y1 Ball Skills</p> <p>In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p>This unit links to the following strands of the NC: master basic</p>	<p>Year 1 Sending and Receiving</p> <p>In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p> <p>This unit links to the following strands of the NC: master basic</p>	<p>Year 1 Invasion</p> <p>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They</p>	<p>Year 1 Net and Wall</p> <p>Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use</p>	<p>Year 1 Team Building/OAA</p> <p>In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving. They are given the opportunity to discuss and plan their ideas and reflect on their success.</p> <p>This unit links to the following strands of the NC: participate in team games, developing simple tactics.</p>	<p>Year 1 Athletics</p> <p>In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p> <p>This unit links to the following strands of the NC:</p>	

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	<p>movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: dribble with hands, roll, throw, catch, dribble with feet, track Social: communication, support others, co-operation Emotional: perseverance, honesty, determination Thinking: exploration, make decisions, comprehension, use tactics <p>Y2 Ball Skills</p> <p>In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team</p>	<p>movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: roll, throw, catch, track, kick, receive with feet, send with racket Social: support others, communication Emotional: determination, honesty, independence Thinking: comprehension, select and apply skills <p>Y2 Sending and Receiving</p> <p>In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing</p>	<p>learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed Social: supporting others, communication, co-operation, kindness Emotional: perseverance, confidence, honesty Thinking: comprehension, identifying strengths and areas for development, select and apply <p>Year 2 Invasion</p>	<p>and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: throw, catch, hit a ball, track a ball Social: support others, work safely, communication, co-operation Emotional: perseverance, independence, determination Thinking: comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making <p>Year 2 Net and Wall</p> <p>Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball</p>	<p>Key Skills</p> <ul style="list-style-type: none"> Physical: run, jump, hit, balance, co-ordination Social: trust, communication, inclusion Emotional: determination, confidence Thinking: identify, comprehension, reflection, planning <p>Year 2 Team Building/OAA</p> <p>In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. They also begin to use basic map skills.</p> <p>This unit links to the following strands of the NC: participate in team games, developing simple tactics.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: balance, jump, run, co-ordination 	<p>master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: run, balance, agility, co-ordination, hop, jump, leap, throw Social: work safely, collaboration Emotional: perseverance, independence, honesty, determination Thinking: reflection, comprehension, select and apply skills <p>Year 2 Athletics</p> <p>In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given</p>
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	<p>games, developing simple tactics for attacking and defending.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: roll, track, dribble with feet, kick, throw, catch, dribble with hands Social: inclusion, communication, collaboration, leadership Emotional: independence, honesty, perseverance, determination Thinking: comprehension, select and apply skills, use tactics 	<p>and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: roll, track, catch, receive with feet, kick, send and receive with a racket Social: communication, collaboration, leadership Emotional: honesty, determination Thinking: identifying how to improve, comprehension 	<p>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed Social: communication, kindness, support others, co-operation, respect, collaborate Emotional: empathy, 	<p>over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: throw, catch, hit, track Social: co-operation, respect, support others Emotional: perseverance, honesty Thinking: select and apply, reflection, decision making, comprehension 	<ul style="list-style-type: none"> Social: support and encourage others, communication, inclusion, trust, kindness Emotional: perseverance, confidence, determination, accepting Thinking: comprehension, identify strengths and areas for development, problem solving 	<p>opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: run, jump for distance, jump for height, throw for accuracy Social: communication, work safely, support others Emotional: determination, independence Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills
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			<p>perseverance, honesty, integrity, independence</p> <ul style="list-style-type: none"> Thinking: creativity, select and apply, comprehension, problem solving, provide feedback 			
RE	<p>Theme Myself Religion: Christianity</p> <p>Pupils will learn about several different religious festivals and acquire new religious vocabulary.</p> <p>They will develop understanding Christian religions as identities held dear by some people, and learn about related symbols, including welcoming a new baby.</p>	<p>Theme Worship Religion: Christianity</p> <p>Pupils will learn detailed information about the stories of Christmas and the celebrations today, gaining new vocabulary. They will discover and remember what symbols of Christmas point towards. They will find out how the bible tells the stories of Jesus and connect these stories to celebrations and songs, music and carols.</p>	<p>Theme Stories of Jesus Religion: Christianity</p> <p>Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. They learn that these stories matter to Christians because of who they believe Jesus was: God came to earth, with the power to help people in many ways.</p>	<p>Theme Inspirational People Religion: Islam</p> <p>Pupils will learn from stories of the Prophet Muhammad and from visiting and/or studying a mosque about the use of a Muslim place of worship. They will know about worship at a mosque, including the symbols, artefacts, holy books and other things that are used there. Consider what happens at the mosque on the festival of Eid Al Fitr.</p> <p>Pupils will learn that the Prophet Muhammad matters to Muslims. They will learn that Muslims usually say 'Peace Be Upon Him' (PBUH) when they mention the Prophet. They will think about what makes us make up our minds about other people, and why it is good to change our minds. They will learn that appearances are not everything. They may think about times when they have been negative about a person they found out was good.</p>		
Whole school events	<p>KS1 Tennis Taster PM</p> <p>KS1 Cross Country Event</p>	KS 1 Christmas Play				Sports Day