

## Y1 and Y2 Long term Overview 2024-2025

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Parental engagement</b>	Reading for pleasure	Christmas Play	R.E. Focus assembly for parents		Maths morning/activity	
<b>Educational Visit and Link to curriculum area</b>	Eureka end of Autumn 1 link to science and human body		Local Mosque visit linked to Islam in R.E.		Tudor Day	
<b>RSHE</b>	<p>Hopes and fears for the year. How to make our school community a better place? Know about everyone's right to learn. Care about other people's feelings. How to work well with others.</p> <p>Online safety review – 1 session</p>	<p>Accept that everyone is different. Include others when working and playing. Know how to help if someone is being bullied. Try to solve problems and use kind words. (Jigsaw)</p> <p>Online Safety – responsive teaching</p>	<p>How do we make a happy school? Who lives in my neighbourhood?  Online Strangers (RSHE unit)</p>	<p>Aspirations – dreams and goals (Jigsaw) (Year 2)</p> <p>Online safety – responsive teaching</p>	<p>Relationships Families Secrets Trust and appreciation – know how to help myself and others when they feel upset or hurt.</p> <p>Online safety – responsive teaching</p>	<p>When should I say no? Who owns my body? What makes a boy or a girl? Keeping safe – exploring physical contact.</p> <p>Fake News (RSHE unit)</p>
<b>English – reading</b>	<p><b>Y1</b> <b>Applying Phonics</b> 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><b>Reading for Pleasure</b> 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><b>Reading Accurately, with Fluency and with Understanding</b> 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><b>Y2</b> <b>Applying Phonics</b></p>		<p><b>Y1</b> <b>Applying Phonics</b> 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><b>Reading for Pleasure</b> 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><b>Reading Accurately, with Fluency and with Understanding</b> I use prior knowledge to understand texts. I identify unfamiliar words and ask about meaning.</p>		<p><b>Y1</b> <b>Applying Phonics</b> 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><b>Reading for Pleasure</b> 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><b>Reading Accurately, with Fluency and with Understanding</b> I discuss the meaning of unfamiliar words with others.</p>	

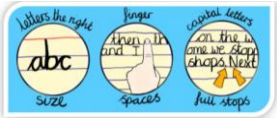
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	<p>I understand the importance of decoding words automatically. I understand that some words cannot be decoded with phonic strategies. I use the graphemes taught to blend sounds. I know that phonemes may be represented by different graphemes. I know 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><b>Reading for Pleasure</b> 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><b>Reading for Pleasure – Poetry</b> 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><b>Reading Accurately, with Fluency and with Understanding</b> 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>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><b>Y2</b> <b>Applying Phonics</b> 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><b>Reading for Pleasure</b> 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><b>Reading for Pleasure – Poetry</b> 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><b>Reading Accurately, with Fluency and with Understanding</b> 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.</p>	<p>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. 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><b>Y2</b> <b>Applying Phonics</b> 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><b>Reading for Pleasure</b> 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><b>Reading for Pleasure – Poetry</b> 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><b>Reading Accurately, with Fluency and with Understanding</b> 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>
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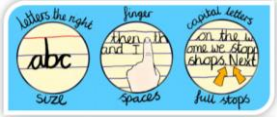
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			I recognise that a writer can have a message for the reader. I can make predictions about possible events.			
<b>Key text</b>	Funny Bones	Molly Mcdrew and the Great Fire of London	Tadpoles Promise	The Dragon Machine by Helen Ward	The bear and the piano by David Litchfield	Toys in Space by Mini Grey
<b>Writing Outcomes</b>	<b>Outcomes</b>  Descriptive writing (character profile or setting description)  Story (to entertain)  Letter to persuade	<b>Outcomes</b>  Diary (to inform)  Warning poster (to inform)  Speech bubbles  Information booklet (to inform)	<b>Outcomes</b>  Simple explanation  Speech bubbles  Setting description  Thought bubbles  Narrative	<b>Outcomes</b>  Instructions (to inform)  Story (to entertain)	<b>Outcomes</b>  News Report (inform)  Story (narrative)  Fact File (inform)	<b>Outcomes</b>  Fact – file (non chronological report) (to inform)  Story (to entertain)
<b>English - writing</b>	<p><u><a href="#">Y1 Composition</a></u></p> <p>To say a sentence out loud before I write it down. (Hold a sentence).</p> <p><b>Handwriting</b></p> <p>To sit correctly at a table, hold a pencil comfortably and correctly.</p> <p><b>To form the digits 0-9 correctly. KPI linked to Astrea writing grid</b></p> <p><u><a href="#">Y2 Composition</a></u></p> <p>To plan and discuss the content of my writing.</p> <p>To write, from memory, simple dictated sentences.</p> <p><b>Handwriting</b></p> <p><b>To use some of the diagonal and horizontal strokes needed to join letters KPI</b></p>		<p><u><a href="#">Y1 Composition</a></u></p> <p>To plan my writing by saying what I am going to write about. (build a sentence)</p> <p><u><a href="#">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</a></u></p> <p><b>Handwriting</b></p> <p><b>To form lower case letters in the correct direction, tarting and finishing in the right place. KPI linked to Astrea writing grid</b></p> <p><u><a href="#">Y2 Composition</a></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><u><a href="#">To organise my writing using presentational devices to structure text and guide the reader. KPI</a></u></p>		<p><u><a href="#">Y1 Composition</a></u></p> <p><u><a href="#">To sequence sentences to form short narratives. (Beginning/middle/ end sentences 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</a></u></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><b>Handwriting</b></p> <p>To name the letters of the alphabet in order.</p> <p>To form capital letters.</p> <p><u><a href="#">Y2 Composition</a></u></p> <p><u><a href="#">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')</a></u></p>	

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		<p><a href="#">To develop the organisation of my writing according to the genre. KPI</a></p> <p><b>Handwriting</b></p> <p><a href="#">To use spacing between words that reflects the size of the letters. KPI</a></p>	<p><a href="#">To make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing.</a></p> <p><b>Handwriting</b></p> <p><a href="#">To form lower case letters of the correct size relative to one another. KPI</a></p>
<p>SPAG</p>	<p><b>Y1</b> <b>Spelling</b></p> <p>To spell unknown words using my phonemes.</p> <p><b>Punctuation</b></p> <p><a href="#">To leave spaces between words. Objective linked to Astrea writing grid.</a></p> <p><a href="#">To use a capital letter for the start of a sentence. Objective linked to Astrea writing grid.</a></p> <p><b>Grammar</b></p> <p><a href="#">To use and capitalise the personal pronoun I. Objective on Astrea writing grid</a></p> <p><a href="#">To know how words can combine to make sentences. Objective linked to Astrea writing grid</a></p> <p><a href="#">To use and to join words (e.g. a list). Objective linked to Astrea writing grid</a></p> <p><a href="#">These are not to be used as objectives but are non-negotiables. See non-negotiable stickers.</a></p>  <p><b>Y2</b> <b>Spelling</b></p>	<p><b>Y1</b> <b>Spelling</b></p> <p><a href="#">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.</a></p> <p>To write from memory simple dictated sentences including the words taught so far.</p> <p><b>Punctuation</b></p> <p><a href="#">To begin to use other punctuation such as exclamation and question marks. KPI linked to Astra writing grid.</a></p> <p><a href="#">To use full stops accurately. Objective linked to Astrea writing grid.</a></p> <p><b>Grammar</b></p> <p><a href="#">To use 'and' to join ideas within a sentence. ('I went to the park and played on the swing.')</a> KPI linked to Astrea writing grid.</p> <p><b>Y2</b> <b>Spelling</b></p> <p><a href="#">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).</a></p> <p><a href="#">To spell many common exception words (door, because, sugar, people, - see year 2 spelling list). KPI</a></p>	<p>Y1</p> <p><b>Spelling</b></p> <p><a href="#">To use letter names to show alternative spellings of the same phonemes. KPI linked to Astrea writing grid.</a></p> <p><a href="#">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</a></p> <p><a href="#">To use the prefix un- (e.g. unkind, undo) KPI linked to Astrea writing grid.</a></p> <p><b>Punctuation</b></p> <p><a href="#">To use capital letters for the names of people, places and days of the week. (Aa) Objective linked to Astrea writing grid.</a></p> <p><b>Grammar</b></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><a href="#">To begin to use adjectives to add detail to my sentences. KPI linked to Astrea writing grid</a></p> <p>Y2</p> <p><b>Spelling</b></p> <p><a href="#">To use apostrophes for the most common contracted words. (e.g. don't, won't, I'll, I'm, won't)</a></p>

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	<p><u>To segment spoken words into phonemes and record these as graphemes.</u></p> <p><b>Punctuation</b></p> <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 KPI</u></p> <p><b>Grammar</b>          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><b>Punctuation</b></p> <p>To use capital letters for the personal pronoun I and for most proper nouns.</p> <p><b>Grammar</b></p> <p><u>To use expanded noun phrases to describe, expand and specify. ('the delicate, blue butterfly flew off into the humid, summer sky'). KPI</u></p> <p><u>To use subordination (using when, if, that or because). KPI linked to Astrea writing grid</u></p>	<p>To spell words with different spellings (multisyllabic words containing new spellings e.g.: race, ice, knock, gnat, typewriter, margarine, muckspreader)</p> <p>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)</p> <p><b>Punctuation</b></p> <p><u>To begin to use commas to separate items in a list. KPI</u></p> <p><u>To use apostrophes for singular possession. KPI</u></p> <p><b>Grammar</b></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') KPI</u></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' KPI</u></p> <p><u>To use adjectives, adverbs and expanded noun phrases to add detail and specify. KPI</u></p>			
<p><b>Maths</b></p> <p><b>Arithmetic skills are taught once per week and maths meetings are taught daily. Separate detailed coverage available.</b></p>	<p><b>Year 1 Numbers to ten</b></p> <ul style="list-style-type: none"> <li>•Represent, compare and explore numbers within 10</li> <li>•One more and one less</li> <li>•Doubling and halving</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>•Represent and explain addition and subtraction</li> <li>•Commutativity</li> <li>•Addition and subtraction facts</li> </ul> <p><b>Shape and Pattern</b></p> <ul style="list-style-type: none"> <li>•Identify, describe, sort and classify 2-D and 3-D shapes</li> <li>•Investigate</li> </ul>	<p><b>Year 1 Numbers to 20</b></p> <ul style="list-style-type: none"> <li>•Identify, represent, compare and order numbers to 20</li> <li>•Doubling and halving</li> <li>•One more and one less</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>•Represent and explain addition and subtraction strategies including 'Make Ten'</li> <li>•Use known facts to add and subtract.</li> </ul>	<p><b>Year 1 Time</b></p> <p>Read, write and tell the time to o'clock and half past on analogue clock</p> <ul style="list-style-type: none"> <li>•Sequencing daily activities</li> <li>•Whole and half turns linked to time.</li> </ul> <p><b>Exploring calculation strategies within 20</b></p> <p>Model, explain and choose addition and subtraction strategies</p>	<p><b>Year 1 Addition and Subtraction within 20</b></p> <ul style="list-style-type: none"> <li>•Illustrate, explain and link addition and subtraction with equations</li> <li>•Apply 'Make Ten' strategy</li> <li>•Use language to quantify and compare difference</li> </ul> <p><b>Fractions</b></p>	<p><b>Year 1 Numbers 50 to 100 and beyond</b></p> <ul style="list-style-type: none"> <li>•Read, write, represent, compare and order numbers to 100</li> <li>•One more / fewer, ten more / fewer</li> <li>•Identify number patterns</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>•Explore addition and subtraction involving 2-digit numbers and ones</li> </ul>	<p><b>Year 1 Money</b></p> <p>Name coins and notes and understand their value</p> <ul style="list-style-type: none"> <li>•Represent the same value using different coins</li> <li>•Find change</li> </ul> <p><b>Multiplication and division</b></p> <p>Share equally into groups</p> <ul style="list-style-type: none"> <li>•Doubling</li> <li>•Link halving to fractions</li> <li>•Add equal groups</li> <li>•Explore arrays</li> </ul>

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	<p>repeating patterns •Use and follow instructional and positional language</p> <p><b>Year 2</b> <b>Numbers within 100</b> Read, write, represent, partition, compare and order numbers to 100 •Explore patterns including, odds and evens, tens and ones <b>Addition and subtraction of 2-digit numbers</b> Apply number bonds to add and subtract •Represent and explain addition and subtraction of two 2-digit numbers. •Add three 1-digit numbers <b>Addition and subtraction word problems</b> Introduction to bar models as a representation •Create, label and sketch bar models</p>	<p><b>Year 2</b> <b>Measures: Length</b> Draw and measure lengths in centimetres •Use and = to compare and order lengths in metres and centimetres <b>Graphs</b> •Represent and interpret: pictograms, block diagrams, tables and tally charts. <b>Multiplication and division: 2, 5, and 10</b> 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><b>Numbers to 50</b> 2-digit numbers – represent, sequence, explore, compare. •Count in 2s, 5s and 10s •Describe and complete number patterns</p> <p><b>Year 2</b> <b>Time</b> 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 <b>Fractions</b> •Part-whole relationships •Fractions as part of a whole or a whole set •Relate to division •Equivalent fractions <b>Addition and subtraction of 2-digit numbers</b> •Illustrate, represent and explain addition and subtraction involving regrouping including ‘Make Ten’, ‘Round and adjust’ and near doubles strategies</p>	<p>Identify 1 2 and 1 4 of a shape or object •Find 1 2 and 1 4 of a quantity <b>Measures: Length and mass</b> Compare and measure lengths and mass using cm and kg •Doubling and halving</p> <p><b>Year 2</b> <b>Money</b> •Recognise coins and notes •Use £ and p accurately •Add and subtract amounts •Calculate change <b>Face, shapes and patterns; lines and turns</b> •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>•Represent and explain addition and subtraction with regrouping •Investigate number bonds within 20</p> <p><b>Year 2</b> <b>Numbers within 1000</b> Represent in different ways •Compare using symbols •Read scales <b>Measures: Capacity and volume</b> Read and measure temperature •Estimate, measure and understand litres and millilitres •Compare and order capacities <b>Measures: Mass</b> Weigh and compare masses in kilograms and grams</p>	<p><b>Measures: Capacity and volume</b> •Compare capacities, volumes and lengths •Explore litres •Apply understanding of fractions to capacity</p> <p><b>Year2</b> <b>Exploring calculation strategies</b> Apply addition and subtraction strategies to solve equations •Illustrate and explain addition and subtraction using column method</p> <p><b>Multiplication and division: 3 and 4</b> 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>
<p><b>Science</b></p>	<p><b>Human Body –</b> What humans need to live, how our skeleton and our muscles help us to move, how bodies digest food, how the heart pumps blood around the body, how scientists have found ways of keeping our bodies healthy.</p>	<p><b>Living Things and their Environment –</b> Know the difference between living, dead and never been alive, to know that a habitat is the name given to a place where plants or animals live, describe rainforests are hot and moist, and deserts as dry and hot or cold, to know that each habitat has plants and animals adapted to survive,</p>	<p><b>Electricity –</b> identify things that use electricity, know that electricity is useful, but it can also be dangerous, construct an electrical circuit, identify materials that conduct electricity</p>	<p><b>Plants –</b> know there are many different kinds of plants, know seeds and bulbs grow into mature plants, how healthy plants need light and water to grow, understand that plants are grown for food</p>	<p><b>Materials and Matter –</b> know that materials have specific uses based on their properties, know that inventors think carefully about materials and their properties, know that scientists use microscopes to see very small things around us, know that the shapes of solid objects made from some materials can be changed, understand that</p>	<p><b>Astronomy –</b> know there are eight planets in our solar system, know that Earth travels around the sun, know that the moon orbits the earth, know that groups of stars are called constellations, understand Scientists, including astronomers, learn from each other to make new discoveries about space</p>

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		name and describe animals who live in underground habitats, to know that a food chain describes 'who eats what' within a habitat			water can be a solid and can also be a liquid	
<b>Computing</b>	Technology around us (1.1)	Digital painting (1.2)	Moving a robot (1.3)	Grouping data (1.4)	Digital writing (1.5)	Programming animations (1.6)
<b>Art</b>	<b>Colour and Shape-</b> Recognise primary, secondary, warm and cool colours, know what a tint and shade is, recognise geometric shapes, understand what an organic shape is,	<b>Colour, Shape and Texture –</b> Mix primary and secondary colours, understand what complimentary colours are, composition, how artists show texture and create visual texture.	<b>Portraits and self-portraits –</b> Understanding what a self-portrait and a portrait is, explore the use of colour in self-portraits, understand how artists represent themselves through self-portraits, understand how artists represent themselves, understand what a cubist looks like	<b>Landscape and Symmetry –</b> Understand what a landscape is, explore different methods for painting landscapes, how Turner used bold brushstrokes, symmetry	<b>History Painting –</b> How artists have shown myths in art through history, stories through art, how characteristics are show through drawings, Picasso and his paintings of the minotaur.	<b>Murals and Tapestry –</b> How murals tell a story, printing using objects, understand what tapestry is, weaving using paper, composition of murals,
<b>Design Technology</b>	Link to healthy eating in science Children create packaging – plan do review in one afternoon. Afternoon 2 Children to create their healthy meal Plan, do, review in one afternoon		Wheels and axels Linked to Romans and roman chariots Making a moving roman chariot		Murals and Tapestry link Template and joining (sewing link to the above art objective)	
<b>History</b>		The Great Fire of London 6 lessons. To experience a modern approach to the risk of fire, compared with ~350 years ago. To generate and answer questions about the great fire of London. To extend children's knowledge about the Great Fire of London through learning about the diary entries of Samuel Pepys and creating a timeline of the four days. To help children understand how things have changed over time. To understand ways that we know about the past. To compose and write a chronological report of the Great Fire of London.		<b>Tudors</b> - The lives of significant individuals in the past who have contributed to national and international achievements • Significant historical events, people and places in their own locality		<b>Powerful voices</b> -Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • The lives of significant individuals in the past who have contributed to national and international achievements.

### Y1 and Y2 Long term Overview 2024-2025

<b>Geography</b>	<b>Spatial Sense</b> - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		<b>British Isles</b> - Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		<b>Northern Europe</b> - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	
<b>Music</b>	<b>Hey You!</b>  Old-School Hip Hop  Pulse, rhythm and pitch	<b>Rhythm in The Way We Walk and Banana Rap</b>  Reggae  Pulse, rhythm and pitch, rapping, dancing and singing	<b>In The Groove</b>  Blues, Baroque, Latin, Bhangra, Folk, Funk  How to be in the groove with different styles of music.	<b>Round and Round</b>  Bossa Nova  Pulse, rhythm and pitch in different styles of music.	<b>Your Imagination</b>  Pop  Using your imagination.	<b>Reflect, Rewind and Replay</b>  Classical  The history of music, look back and consolidate learning, learn some of the language of music.
<b>PE GET SET SCHEME YEAR 2</b>	Fundamentals	Dance	Gym	Dance	Yoga	Gym
	Ball Skills	Sending and receiving	Invasion	Net and Wall	Team building / OAA	Athletics
<b>RE</b>	What is the good news Christians say Jesus brings	What is the good news Christians say Jesus brings	Who are Muslim and how do they live?	Who are Muslim and how do they live?	What makes some places sacred to believers? <a href="#">Islam ref</a>	What does it mean to belong to a faith community? <a href="#">Islam ref</a>
<b>Whole school events</b>						Sports Days