

Singleton C of E School Long term planning Overview Cycle A

Year 1/2 Cycle A						
	Autumn Term		Spring Term		Summer Term	
Christian Values	Caring and Friendship	Love	Trust	Forgiveness	Wisdom	Endurance
Class Novel	Julia Donaldson	Raymond Briggs	Poetry	Roald Dahl- James and the giant peach	Poetry	Roald Dahl – George’s Marvellous Medicine
Numeracy	Modified Numeracy Strategy – linked to NC 2014	Modified Numeracy Strategy – linked to NC 2014	Modified Numeracy Strategy – linked to NC 2014	Modified Numeracy Strategy – linked to NC 2014	Modified Numeracy Strategy – linked to NC 2014	Modified Numeracy Strategy – linked to NC 2014
Literacy	NC Literacy Plans	NC Literacy Plans	NC Literacy Plans	NC Literacy Plans	NC Literacy Plans	NC Literacy Plans
Science	Plants and their Habitats See I can statements for what to cover including: <ul style="list-style-type: none"> • Naming plants. • Sorting and classification. • Observing in our own environment. • Naming parts of a plant. • Plants that I can and cannot eat. 	<ul style="list-style-type: none"> • Plants and habitats • See I can statements for what to cover 	<ul style="list-style-type: none"> • Fieldwork including weather • See I can statement • Including scientific study of local weather using a weather gauge. • I can talk about seasonal changes. • Making accurate measurements. • Interpreting data. • Asking questions and finding out answers. 	<ul style="list-style-type: none"> • Fieldwork • See I can statements. • Making observations in our own environment. • How habitats change over the course of a year. • How plants change over the course of a year. • How our weather changes. 	<ul style="list-style-type: none"> • Materials • See I can statements • Including • Looking at different types of materials. • Looking at properties of materials. • Grouping and classification. 	<ul style="list-style-type: none"> • Materials • See I can statements.
RE	2.1 The Bible (6 hrs) Refer also to other Holy Books. 2.2 Christmas- The journey to Bethlehem (4hrs) 2.7 Christmas – Good news and new bringers (2 hrs) Include Diwali (PSHE)-Accepting other faiths.-		2.5 The Church (5 hours) S12 Pease (2hrs) 2.4 Easter Symbols (5 hrs)		1.1 Saints and followers (6hr) 1.2 Jesus friend to everyone (6 hrs)	
PHSE / SEAL	The year will start with the children setting their goals for the new academic year. Recognising that in our class we have values and expectations.	This term includes <ul style="list-style-type: none"> • Children in need • Anti –Bullying week— relevant class to perform a whole school assembly on anti- 	This term the Life Bus visits school. <ul style="list-style-type: none"> • Keeping Safe including: Being assertive 	Continue as previous half term <ul style="list-style-type: none"> • Stations of The Cross • Emotional health and well being 	This term Sex and Relationships Unit2 LWLW page 29 including <ul style="list-style-type: none"> • Me , myself and others 	
Financial capability Health and well-being covered in fantastic						

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<p>Friday</p> <p>Also see Fantastic Friday for core skills coverage</p> <p>See all RE for Christian Values</p> <p>Refer to other subjects to see links threaded through.</p>	<p>Taking Part LWLW page 83</p> <ul style="list-style-type: none"> Need for rules Right and wrong Contribute to the class our class council Speaking and listening to one another <p>Emotional LWLW page 49</p> <ul style="list-style-type: none"> Being sensitive. Being caring What is it like to be in someone else's shoes Assertiveness Happy and sad Self-affirmation 	<ul style="list-style-type: none"> bullying Christmas <p>Anti –Bullying LWLW Page 97</p> <ul style="list-style-type: none"> Keeping safe from bullying behaviour Sharing Friendships <p>Being Different LWLW Page93</p> <ul style="list-style-type: none"> Being different Celebrating differences. Being aware of the differences in our multicultural society and how we accept one another. <p>Christmas Emotional Health and well being LWLW Page 49</p> <ul style="list-style-type: none"> Happy Life Events Being happy Sex and Relationships <p>LWLW Page29</p> <ul style="list-style-type: none"> Birth of a baby Families Love in a family 	<ul style="list-style-type: none"> Playing safe. Me and my secrets. It's ok to tell worries. <p>Unit 5 LWLW Page59</p> <ul style="list-style-type: none"> Drug Alcohol and tobacco awareness Keeping ourselves safe Making choices. Being responsible for our own choices. <p>Unit7 LWLW page 71</p>	<ul style="list-style-type: none"> Learning what it is like to be in someone else's shoes. Setting goals for myself Being caring Recognising the impact of their behaviour on others. Unit4 LWLW Page 49 	<ul style="list-style-type: none"> Other types of families. Love between people and family members. Cooperation and team building. Teasing and aggression. 	
<p>PE</p> <p>Link to PSHE Keeping healthy.</p>	<p>Games - Multi Skills – (ball)</p> <ul style="list-style-type: none"> Throwing and catching 	<p>Dance</p> <ul style="list-style-type: none"> Simple movement and patterns Linked to the nativity 	<p>Gymnastics</p> <ul style="list-style-type: none"> Focus on balance / agility and simple patterns 	<p>Games – focus on team games and the following skills</p> <ul style="list-style-type: none"> Attacking and defending tactics 	<p>Games – focus on team games and the following skills</p> <ul style="list-style-type: none"> Attacking and defending tactics 	<p>Athletics – track and field</p> <ul style="list-style-type: none"> Running Jumping Throwing <p>Linked to sports day</p>
<p>Fantastic Friday Year 1</p>	<p>Art</p> <p>Use a range of materials, share ideas and experiences and imagination to sculpt</p> <ul style="list-style-type: none"> Using boxes, card, plastic and modelling materials e.g. - play dough 	<p>Musical Theatre</p> <ul style="list-style-type: none"> To use voices expressively by singing songs/ chanting rhymes – accompanied by percussion and some tuned instruments To perform in solo and ensemble contexts – using 	<p>Healthy Life Styles (DT)</p> <p>Pupils should be taught the principles of balanced eating and where food come from and should be encouraged to develop an interest in food and cooking</p>	<p>Construction</p> <ul style="list-style-type: none"> To plan / design/ make and evaluate decorative objects out of Card <p>Make something that moves.</p>	<p>Endeavour Endeavour (ICT - / enterprise)</p> <p>ICT</p> <p>Organise, store manipulate and retrieve data in a range of digital formats – link this</p>	<p>Textiles</p> <ul style="list-style-type: none"> To plan, design, make, repair and decorate practical objects using a range of textures and employing a range of

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	<p>Link to Fantasy and castles (creative curriculum) – mythical creatures, dragons etc.</p>	<p>voice / instruments</p> <p>Focusing on messages that come through a musical – right / wrong / war / peace/ love / goodness overcoming all/ faith / trust /hope</p> <p>Musicals –</p> <ul style="list-style-type: none"> Annie Matilda Joseph Les Miserables Wicked Miss Saigon Oliver Wizard of OZ 	<ul style="list-style-type: none"> To investigate where food comes from Taste healthy foods from around the world Visit a supermarket? Make healthy smoothies using fruit from different countries 		<p>to the accounts</p> <p>Enterprise</p> <p>To set up a company that makes a profit – where by the profits are used to buy outdoor play equipment for the school woods – Through making products to sell at key event during the year – Christmas fair / Easter open afternoon/ BBQ in summer</p> <ul style="list-style-type: none"> Understand what enterprise means Look at the business plan made by Y6 Make the products for the BBQ open afternoon <p>•</p> <p>Y6 to</p> <ul style="list-style-type: none"> Complete the excel spread sheet to indicate income 	<p>techniques</p>
	<p>Core Skills For PSHE</p> <ul style="list-style-type: none"> Explain ideas Work with others Demonstrate listening skills Negotiate Recognise likes and dislikes. 	<p>Core Skills For PSHE</p> <ul style="list-style-type: none"> Recognize likes and dislikes Work in a group Demonstrate speaking and listening skills Speak in front of others. Demonstrate compassion, empathy and tolerance Understand that they can get help if someone is trying to influence them. Recognize their feelings Recognize simple body language. 	<p>Core Skills For PSHE</p> <ul style="list-style-type: none"> Work with others To verbalise what is important Make simple choices Why do you make choices To not be persuaded 	<p>Core Skills For PSHE</p> <ul style="list-style-type: none"> Demonstrate listening skills Negotiate Take a risk on an idea. Recognise how other factors can influence their choice. Make a choice and recognise why. Make safe choices 	<p>Core Skills For PSHE</p> <ul style="list-style-type: none"> Understand risk taking. Make simple choices Why did we make that choice? Know that it is ok to make mistakes Ask questions Demonstrate active listening skills 	<p>Core Skill For PSHEs</p> <ul style="list-style-type: none"> Make a choice. Negotiate Work as a team
Fantastic Friday Y2	<p>Musical Theatre</p> <ul style="list-style-type: none"> To use voices expressively by singing songs/ chanting rhymes – accompanied by 	<p>Art</p> <ul style="list-style-type: none"> Use a range of materials, share ideas and experiences and use their imagination to 	<p>Construction (DT)</p> <ul style="list-style-type: none"> To plan / design/ make and evaluate decorative objects 	<p>Healthy Lifestyles (DT)</p> <p>Pupils should be taught the principles of balanced eating and where food</p>	<p>Textiles</p> <ul style="list-style-type: none"> To plan, design, make repair and decorate 	<p>Endeavour Endeavour (ICT - / enterprise)</p> <p><u>ICT</u></p>

	<p>percussion and some tuned instruments</p> <ul style="list-style-type: none"> To perform in solo and ensemble contexts – using voice / instruments <p>Focusing on messages that come through a musical – right / wrong / war / peace/ love / goodness overcoming all/ faith / trust / hope</p> <p>Musicals –</p> <ul style="list-style-type: none"> Annie Matilda Joseph Les Miserables Wicked Miss Saigon Oliver Wizard of OZ <p>Core Skills Same as year 1</p>	<p>sculpt.</p> <ul style="list-style-type: none"> Continue with Playdough and introduce clay <p>Core Skills Same as year 1</p>	<p>out of card</p> <ul style="list-style-type: none"> Must be something that moves <p>Core Skills Same as year 1</p>	<p>comes from and should be encouraged to develop an interest in food and cooking</p> <ul style="list-style-type: none"> To investigate where food comes from Taste healthy foods from around the world Visit a supermarket? Plant a range of food – cress / lettuce / tomatoes/ potatoes Make a range of healthy salad using the type of foods that they grow <p>Core Skills Same as year 1</p>	<p>practical objects using a range of textures and employing a range of techniques</p> <p>Core Skills Same as year 1</p>	<p>Organise, store manipulate and retrieve data in a range of digital formats – link this to the accounts Enterprise</p> <p>To set up a company that makes a profit – where by the profits are used to buy outdoor play equipment for the school woods – Through making products to sell at key event during the year – Christmas fair / Easter open afternoon/ BBQ in summer</p> <ul style="list-style-type: none"> Understand what enterprise means Look at the business plan made by Y6 Make the products for the BBQ open afternoon Make price tags and to indicate income <p>Core Skills Same as year 1</p>
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Creative Curriculum

Theme	Cool Castle		Rain Forests / Eco		Wonder Emporium	
Role Play theme	Castles and dragons	Kings and queens – thrones and dressing up	Forest – trees / animals	Zoo / Jurassic park	Super hero world	Museum – opportunities – for making artefacts and museum displays and leaflets
History / Geography	<p>Geography</p> <p>Study of maps and atlases in relation to local geography.</p> <ul style="list-style-type: none"> Name / locate and identify of the 4 countries and capital cities of the UK Identify and name surrounding seas 	<p>History – this carries over in to block 4</p> <ul style="list-style-type: none"> To study vocabulary relating to the passing of time – chronology and time lines Make a time line of British history and of kings and queens 	<p>Geography</p> <p>Continue with the study of maps , extending to world geography</p> <ul style="list-style-type: none"> Name continents and oceans and further explore weather and regions 	<p>History</p> <p>Continue with the development of the time line from Block 2 – adding key events. Look at past 80 years so we can relate to our family.</p> <ul style="list-style-type: none"> Make a time line 	<p>Geography</p> <ul style="list-style-type: none"> Understand the geographical similarities and differences through studying the human and physical geography of a small 	<p>History</p> <p>Continue with the development of the time line from Block 2 – adding key events but from our locality now</p> <p>Study significant historical</p>

	<ul style="list-style-type: none"> • Use geographical language • Use a postcode to find a place on a digital map. • Use compass directions • Use directional language. <p>PSHE Our Nation What does Great Britain mean to us?</p> <p>PSHE</p> <ul style="list-style-type: none"> • Britain- our country 	<ul style="list-style-type: none"> • Look at objects and artefacts from the past • Compare artefacts. • What were they used for? • Add to the time line throughout the year • How has the past influenced our lives today? <p>PSHE</p> <ul style="list-style-type: none"> • Proud to be British • What makes our country democratic? • How Britain has developed and grown? • PSHE • The British monarchy over time. 	<p>– describing physical features including – beach, coast, forest, hill, mountain, ocean, sea, river, soil, valley, weather</p> <ul style="list-style-type: none"> • Look at a hot location in the world and a cold location and describe weather patterns and position in relation to the poles and the equator • Use pictures and maps to identify features in hot and cold places. • Use aerial photographs to recognise landmarks. • Use digital maps and zoom in and out to focus on more detail. <p>PSHE</p> <ul style="list-style-type: none"> • Our world, recognising the importance of looking after our world. • How do different people in the world cope with living in a different region? 	<p>of our family.</p> <ul style="list-style-type: none"> • Put ‘myself’ on the time line • Ask people to come who recount events from the past. Do we live the same kind of life today? Compare artefacts past and present. From our grandparents lives to our lives. • What remains a constant through his passage of time? • What shapes our lives overall. We still have a monarchy just different people. We still have parliament –just different people and we still live by democratic rules. 	<p>area of the United Kingdom, and of a contrasting non-European country.</p> <ul style="list-style-type: none"> • Recognise differences between their own and others’ lives. • Investigates through factual books. • Use human key language: city, town, village, factory farm, house office port harbour, shop. • How do different countries and societies live? • Look at migration from one country to another. <p>PSHE</p> <ul style="list-style-type: none"> • Look at migration across the continents. • Especially looking at current day migration and how this affects the multi-cultural society that we live in. 	<p>events, people and places in our locality</p> <ul style="list-style-type: none"> • Building of Blackpool tower and the development of the holiday / leisure time – how this linked to industrialisation – it was like a ‘Wonder emporium’ for the Victorians • John Bickerstaff (Mayor Blackpool – who played a major role in building Blackpool Tower) • Development of Fleetwood • Peter Hesketh – Key figure in the development of the town <p>Trips to Blackpool Tower / Fleetwood museum</p> <p>PSHE</p> <ul style="list-style-type: none"> • Proud of our local area. • Reflect on our local area. • How the demographics of Blackpool have changes—consider the immigration of Eastern Europeans who work in the travel industry.
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				<p>PSHE: Britain celebrating our rules and democracy.</p> <ul style="list-style-type: none"> Thinking about our Parliament. 		
			<p>Art – Drawing and printing</p> <ul style="list-style-type: none"> Using drawing to share their ideas, experiences and imagination. Drawing lines. Using different mediums to draw 	<p>Art- Painting</p> <ul style="list-style-type: none"> Using painting to share their ideas, experiences and imagination. Developing techniques in colour Being taught about the work of a range of artists, describing differences and similarities between different practices and disciplines and making links to their own work. See Click Plans – Painting – Van Gogh 		
Music		<ul style="list-style-type: none"> Christmas singing. 			<ul style="list-style-type: none"> Make and combine sounds using the inter related dimensions of music Use Music Express 	<ul style="list-style-type: none"> Listen with concentration to high quality music. Think about the different composers
Computing (ICT)	Year 1 - Block 1 LEGO Builders	Year 2 - Block 2 How to train your Robot	Year 1 - Block 3 Operating System operators	Year 2 - Block 4 Maze Explorers	Year 1 – Block 5 Info Tech 1 Internet Explorers	Year 2 – Block 6 Info Tech 2 presenting my ideas 1

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	<p><i>I can</i></p> <ul style="list-style-type: none"> • I know that computers need precise instructions. • I know that computers have no intelligence and that computers can do nothing unless a program is run. 	<p><i>I can</i></p> <ul style="list-style-type: none"> • I know what an algorithm is and I can express simple algorithms using symbols. • I know that computers need precise instructions. • I can create a simple program. • I know that programs run by following precise instructions. • I can design simple algorithms using loops, and selection i.e. if statements. 	<p><i>I can</i></p> <ul style="list-style-type: none"> • I know that computers need precise instructions. • I know that computers have no intelligence and that computers can do nothing unless a program is run. 	<p><i>I can</i></p> <ul style="list-style-type: none"> • I know that computers need precise instructions • I can show care and precision to avoid errors • I know that all software executed on digital devices is programmed • I know that algorithms are implemented on digital devices as programs. • I can use logical reasoning to predict outcomes. 	<p><i>I can</i></p> <ul style="list-style-type: none"> • I can find content from the world wide web using a web browser • I know that people interact with computers 	<p><i>I can</i></p> <ul style="list-style-type: none"> • I know that digital content can be represented in many forms • I know that data can be structured in tables to make it useful. • I can use technology with increasing independence to purposefully organise digital content. • I can use a variety of software to manipulate and present digital content: and information. • I can talk about my work and make improvements to solutions based on feedback received. • I can collect, organise and present data and information in digital content. • I can create digital content to achieve a given goal through combining software packages
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MFL - French	KS2 only	KS2 only	KS2 only	KS2 only	KS2 only	KS2 only
Creative weeks(try to organise external people /groups to come in these weeks)	Creative out door learning week		Stations of the cross MAD week – Music / Art and Drama week			ICT / Media Week
Creative day / enrichment		Numeracy – a Creative maths day – with an ICT focus	Story telling / creative writing day	Whole School ECO / Gardening day		