

Singleton C of E School Long term planning Overview Cycle B

Year 1/2 Cycle B						
	Autumn Term		Spring Term		Summer Term	
Christian Values	Caring and Friendship	Love	Trust	Forgiveness	Wisdom	Endurance
Class Novel	Julia Donaldson books	Roald Dahl	Poetry	Roald Dahl	Raymond Briggs Books	Poetry
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	<p>Animals and their Habitats.</p> <ul style="list-style-type: none"> Children need to learn about a variety of animals including, fish, amphibians, reptiles, birds and mammals. Identify: Carnivores, herbivores, and omnivores. Children should be able to comment on their differences and make comparisons. 	<p>Animals and their habitats</p> <ul style="list-style-type: none"> PSHE 	<p>Humans and their lifecycles</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Recognise that humans are animals. Compare and describe differences in their features. Recognise that humans have many similarities. Make simple observations of characteristics. Use primary and secondary sources to find things out. Ask questions Investigate a scientist who has been relevant in human research. Begin to suggest 	<ul style="list-style-type: none"> Humans and their lifecycles. 	<ul style="list-style-type: none"> Materials 	<ul style="list-style-type: none"> Materials

Singleton C of E School Long term planning Overview Cycle B

			<p>ways that they may find out answers to questions.</p> <ul style="list-style-type: none"> • Communicate what they have found to an audience. • Use scientific language in their reports. 			
RE	<p>1.1 Harvest around the world (3 hrs) 1.2</p> <p>1.2 God and creation (5hrs)</p> <p>1.3 Christmas gifts and gift bringers (4hrs)</p>		<p>1.4 Jesus, the son of God was special (6hrs)</p> <p>1.5- Easter- New life and changes (5 hrs)</p>		<p>Multi-Cultural Christianity (4hrs)</p> <p>Places of Worship – Non-Christian (4 hrs)</p> <p>Non-Christian faith unit- Special books (4hrs)</p>	
PHSE / SEAL	See Cycle A	See Cycle A	See Cycle A	See Cycle A	See Cycle A	See Cycle A
PE	<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 movements and patterns 	<p>Gym</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 • Sports day
Fantastic Friday Year 1	<p>Art</p> <p>Use a range of materials, share ideas and experiences and use their imagination to sculpt. Children will be asked to create a collage.</p> <ul style="list-style-type: none"> • Using boxes, card, plastic, modelling materials e.g. - play dough <p>Link to Fantasy and castles (with the creative curriculum) e.g. mythical creatures, dragons etc.</p>	<p>Musical Theatre</p> <ul style="list-style-type: none"> • To use voices expressively by singing songs, chanting rhymes while being accompanied by percussion and some tuned instruments. ▪ To perform in solo and ensemble contexts, using their voices or instruments. ▪ Perform dances using simple movements and patterns. <p>Focusing on messages/morals that told through a musical –</p>	<p>Healthy Life Styles (DT)</p> <p>Pupils should be taught the principles of eating a balanced diet and where food comes from. They should be encouraged to develop an interest in food and cooking.</p> <p>The children will be tasked:</p> <ul style="list-style-type: none"> • To investigate where food comes from. • To taste healthy foods from around the world. • To explain where food comes from. • To visit a supermarket. 	<p>Construction</p> <ul style="list-style-type: none"> • Make vehicles with construction kits which contain free running wheels • Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. • Use hacksaws 	<p>Endeavour (ICT - / enter prize)</p> <p><u>ICT</u> Organise, store, manipulate and retrieve data in a range of digital formats – link this to the accounts.</p> <p><u>Enterprise</u> 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>	

Singleton C of E School Long term planning Overview Cycle B

	<p>PSHE Core Skills See Cycle as A</p>	<p>right / wrong / war / peace/ love / goodness overcoming all/ faith / trust / hope. 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"> • Make healthy smoothies using fruit from different countries. • Understand the needs for a variety of food in a diet. • Measuring and weighing food. • Select and name tools. • Describe what they need to do next. Note changes that are made. • Explain what they are making. • See design, make and evaluate on KLIPS page 12 	<p>and bench hooks while also using a template.</p> <ul style="list-style-type: none"> • Fold, tear and cut paper and card. • Cut along lines e.g. straight and curved. • Insert paper fasteners for card. <p>See design make and evaluate on KLIPS page 12.</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>Y6 to: Complete the excel spread sheet to indicate income.</p>	
<p>Fantastic Friday Y2</p>	<p>Musical Theatre</p> <ul style="list-style-type: none"> • To use their voices expressively by singing songs, chanting rhymes – accompanied by percussion and some tuned instruments. ▪ To perform in solo and ensemble contexts – using voices and instruments ▪ Perform dances using simple movements and patterns. <p>Focusing on messages that come through a musical – right / wrong / war / peace/ love / goodness overcoming all/ faith / trust/ hope. Musicals –</p> <ul style="list-style-type: none"> • Annie • Matilda • Joseph • Les Miserables • Wicked 	<p>Art Use a range of materials, share ideas and experiences and use their imagination to sculpt.</p> <ul style="list-style-type: none"> • Continue with Play-dough but begin to introduce clay. <p>Link to Fantasy and castles (creative curriculum) – mythical creatures, dragons etc.</p>	<p>Construction (DT) See Spring 2 above.</p>	<p>Healthy Lifestyles (DT) See Spring 1 above.</p>	<p>Textiles (DT)</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 techniques. 	<p>Endeavour Endeavour (ICT - / enter prize)</p> <p><u>ICT</u> Organise, store, manipulate and retrieve data in a range of digital formats – link this to the accounts.</p> <p><u>Enterprise</u> 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.

Singleton C of E School Long term planning Overview Cycle B

	<ul style="list-style-type: none"> Miss Saigon Oliver Wizard of OZ 					<ul style="list-style-type: none"> Make price tags and sell the products. Count the money. <p style="background-color: yellow; margin: 0;">Y6 to</p> <p>Complete the excel spread sheet to indicate income.</p>
Creative Curriculum						
Theme	Reach for the Stars (Space and time travel)		Under the sea (Water)		Sports for all (Olympics / world cup)	
Role Play theme	Space station	Time Machine	Pirate Ship	Aquarium	County of origin – world cup/ Olympics	TV studio/ radio station/ reporting / commenting
History / Geography	<p>Geography</p> <ul style="list-style-type: none"> Use aerial photos and plan perspectives to recognise land marks and basic physical features. Look at features such as: beach, coast, forest, mountain, ocean and valley. Design and use a simple map and create key using basic symbols. Use geographical language. Study photographs of an area that has been changed, compare before and after an event e.g. Fracking. Recognise simple features. Look at the local area, including using aerial photographs of local area. Use camera and audio equipment to record features of the local area. Use geographical language to talk about the local area. Use postcodes and grid references for the local area. Talk about everyday life e.g. 	<p>History</p> <p>Move through time looking at people who have shaped our world:</p> <ul style="list-style-type: none"> Joseph Rowntree Isaac Newton Michael Faraday William Wilberforce Isambard Kingdom Brunel Florence Nightingale Elizabeth Fry <ul style="list-style-type: none"> Study concepts of peace and democracy. How did these people stand up for their beliefs? How have these people changed the world in which we live? 	<p>Geography</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment. Use camera and audio equipment to record geographical features e.g. changes and differences in weather, vegetation, buildings. Make a weather chart and think about the local weather throughout the year. Study the local area using key observational language and through fieldwork. Identify features of the local environment and look at seasonal patterns. Investigate the local 	<p>History</p> <p>Study significant historical events, people and places in our locality</p> <p>Victorian Britain –</p> <ul style="list-style-type: none"> Link to industrialisation in Preston – growth of cotton mills – largest dock in the world. The growth of railway network. <p>Link to the national concept of industrialisation within Victorian Britain and the world.</p> <p>Key Local people</p> <ul style="list-style-type: none"> Alderman Thomas Miller - key figure in Singleton – bought all the land in Great Singleton – hence why we now have the Trust in Singleton and was linked to the Preston Cotton manufacturers 	<p>Geography</p> <p>Study the county where the Olympics or world cup is being held</p> <ul style="list-style-type: none"> Use geographical language. Study weather. Study aerial maps and plans. Study human and physical geography of the country. Think about how the people have changed the environment. Compare their life with children from another area. Investigate through different mediums. 	<p>History</p> <p>Study key events nationally and globally that have historic importance.</p> <ul style="list-style-type: none"> Where possible, link to the county where the Olympics or world cup is being held and look at the history of the country and its civilisation. <p>Focus on</p> <ul style="list-style-type: none"> Civilisation Monarchy Parliament Democracy War

Singleton C of E School Long term planning Overview Cycle B

	<p>journey to school.</p>	<p>PSHE</p> <ul style="list-style-type: none"> • People who have made our country great. • Topic for Debate : Who do you admire and why? What have they done for our country? 	<p>environment by going out and observing and describing</p> <ul style="list-style-type: none"> • Speak about, write, draw, observe and describe simple geographical concepts such as what they can see and where. • Use the zoom on a map to show that zooming in and out means you can see more or less. 	<p>Harrocks and Miller – owned cotton mills in Preston</p> <ul style="list-style-type: none"> • Local History group – will come and do talks – set up a Victorian classroom etc. <p>PSHE: Being proud of our local “heroes”.</p>		
<p>Art / DT DT covered through Fantastic Friday</p>			<p>Art - Painting</p> <ul style="list-style-type: none"> • Use a variety of tools and techniques including different brush sizes and types • Mix and match colours to artefacts and objects. • Work on different scales. • Experiment with tools and techniques e.g. layering, mixing media, scrapping through coats of paint. • Name different types of paint and 		<p>Art – Printing</p> <ul style="list-style-type: none"> • Using a range of materials to design and make a project (e.g. A T-Shirt). • Study techniques/developments in colour and printing focusing specifically on money. • Using painting to share ideas, experiences and imagination. • Practices and disciplines of painting and making links to their own work. • See Click plans – 	

Singleton C of E School Long term planning Overview Cycle B

			<p>its properties.</p> <ul style="list-style-type: none"> Identify primary and secondary colours by name Mix primary shades and tones. Mix secondary colours. Create textured paint by adding sand and salt. Record from first hand observations. <p>Development ideas:</p> <ul style="list-style-type: none"> Explore the work of various artists Explore work from different cultures. Review their work. 		<p>Printing Sports T-Shirts.</p> <ul style="list-style-type: none"> PSHE reflecting. Working as a group and collaborating 	
Music		<ul style="list-style-type: none"> Christmas singing 		<ul style="list-style-type: none"> Music Notation 		<ul style="list-style-type: none"> Music Following instructions. Playing instruments.
Computing (ICT)	<p>Year 2 - Block 1</p> <p>Real World Modelling</p> <p><i>I can</i></p> <ul style="list-style-type: none"> I can talk about my work and make changes to improve it. I can find content from the World Wide Web using a web browser. I know that computers have no intelligence 	<p>Year 1 – Block 2 Programming Shapes</p> <p><i>I can</i></p> <ul style="list-style-type: none"> I can show care and precision to avoid errors. I know that users can write their own programs. I can create a simple program. I can run, check 	<p>Year 2 - Block 3</p> <p>Block 3 Programming Blocks</p> <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 	<p>Year 1 – Block 4 Virtual Trucking</p> <p><i>I can</i></p> <ul style="list-style-type: none"> I know that all software executed on digital devices is programmed. I know that computers need precise instructions. 	<p>Year 2 - Info Tech 1 (Block 5) Information collectors 1</p> <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 the importance of communicating safely and respectfully online, 	<p>Year 1 – Block 6 Simulators</p> <p><i>I can</i></p> <ul style="list-style-type: none"> I know that people interact with computers. I know that digital content can be represented in many forms.

Singleton C of E School Long term planning Overview Cycle B

	and that computers can do nothing unless a program is run.	and change programs.	<p>instructions.</p> <ul style="list-style-type: none"> I can use logical reasoning to predict the behaviour of programs. I know how programs specify the function of a general purpose computer. 		<p>and the need for keeping personal information private.</p> <ul style="list-style-type: none"> I know what to do when concerned about content or being contacted. I can use technology with increasing independence to purposefully organise digital content. I can show awareness for the quality of digital content collected. 	
MFL – French	N/A	N/A	N/A	N/A	N/A	N/A
Creative weeks(try to organise external people /groups to come in these weeks)	<p>Science week and Science Fiction story week</p> <p>Trip to Manchester Museum – of science and industry.</p>		Stations of the Cross.	<p>MAD Week (Music Art and Drama).</p> <p>Auditions for Pantomime.</p> <p>PSHE: Performing self-esteem.</p>	<p>ICT Media week – role plays in each classroom –radio stations/ TV studios and newspapers.</p> <p>Possible trip? Use Millfield high schools Media suite?</p>	
Creative day / enrichment		<p>Interactive – whole school maths challenge day – Indoor and outdoor challenges.</p> <p>Link with Hodgson Academy?</p>		<p>Whole School Eco / Gardening day</p> <p>Links with Village / Trust / Church– School and community projects.</p>		<p>Creative – Reading Festival – Tents on the field – different genres. Invite to authors to read?</p>