




Responsible
Respectful
Ready

Great Alne Primary School – Reception, Year 1 and 2



Long Term Overview

Foundation subjects plus Maths/Science/Computing/R.E.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Art</p>	<p>KS1 Paint and mixed media <u>Colour Splash</u> Colour mixing/tools/surfaces Exploring colour mixing through paint play, children use a range of tools and work on different surfaces.</p> <p>EYFS Painting and mixed media: Paint my world Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.</p>	<p>KS1 Drawing: Make your mark Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.</p> <p>EYFS Drawing: Marvellous marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p>	<p>KS1 Craft and design: Woven wonders Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.</p> <p>EYFS Craft and design: Let's get crafty Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p>	<p>KS1 Sculpture and 3D: Paper play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p> <p>EYFS Sculpture and 3D: Creation station Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p>	<p>Seasonal crafts across the year A craft for each season, including Easter and Christmas.</p> <p>Enrichments Whole school art project. Local artist workshop/visit to local travelling art gallery</p>	



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Design Technology 	KS1 Cooking and nutrition: Fruit and vegetables Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging. EYFS Cooking and nutrition: Soup In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story ‘The best pumpkin soup’ and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.		KS1 Mechanisms <u>Making a moving story book</u> Slider mechanisms Experiment with sliders before planning and making three pages of a moving story book, based on a familiar story, drawing the page backgrounds, creating the moving parts and assembling it. EYFS Seasonal projects A series of seasonal projects to choose from to deliver across the year – covering Autumn, Christmas, Easter, Spring and Summer.		KS1 Textiles <u>Puppets and Pouches</u> Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating EYFS Textiles: Bookmarks Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.	KS1 Structures: Baby Bear’s chair Explore stability and methods to strengthen structures, to understand Baby Bear’s chair weaknesses and develop an improved solution for him to use. EYFS Structures: Junk modelling In this unit, pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.
	Enrichment- Provide a Smoothie/soup Café for the older pupils in school. Create Christmas gift for a relative					
Geography 	KS1 Y1/2 (A): What is it like here? In line with the KS1 Geography curriculum, in this unit, children are locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds.		KS1 Y1/2 (A): What is the weather like in the UK? Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.		KS1 Y1/2 (A): What can you see at the coast? Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.	



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	<p>Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.</p> <p>EYFS Exploring maps Exploring maps through discussion, story-telling, games and creative activity.</p>		<p>EYFS Outdoor adventures</p> <p>Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.</p>		<p>EYFS</p> <p>Around the world Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.</p>	
	<p>Continuous Provision: Weather and Seasonal changes/Map of the United Kingdom/Map of the World: Continents and Oceans/Compass directions Enrichment- Visit to local area/Use of Forest School site/Plan a school trip Combine with the IT enrichment day and record a weather forecast.</p>					
<p>History</p> 	<p>KS1 How am I making history? (Cycle A) Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.</p> <p>EYFS Spot the difference To compare pictures from the past and present. My life timeline To begin to recognise the order events happen. Family tree To begin to understand the concept of generations.</p>		<p>KS1 How have toys changed? (Cycle A) Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p> <p>EYFS Toy box To identify toys from the past. Past and present To sort photographs from the past and present.</p>		<p>KS1 How did we learn to fly? (Cycle A) Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p> <p>EYFS Transport through time To compare modes of transport of the past with the present. Picture detective To understand that the environment around us changes as time passes.</p>	



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	<p>Enrichment: Invite parents and grandparents into class to discuss toys and games from their youth. Teach the class a new game to play at break times. Visits planned to local areas of interest such as Coughton Court, surrounding areas of historical interest relating to Shakespeare and Warwick Castle.</p>					
<p>Computing</p> 	<p>KS1 <u>Online safety:</u> Learning about online safety, including using useful tips to stay safe when online; how to manage feelings and emotions when someone or something has upset us online; learning about the responsibility we have as online users; exploring the idea of a 'digital footprint'.</p> <p>EYFS <u>Online Safety</u> Learning about online safety, including using useful tips to stay safe when online.</p>	<p>KS1 <u>Computing Systems/ Programming/ Creating Media/Data Handling/Online Safety</u> <u>Rocket to the Moon</u> Developing keyboard and mouse skills through designing, building and testing. Creating a digital list of materials, using drawing software and recording data.</p> <p>EYFS <u>Computing systems and networks 1: Using a computer</u> Learning about the main parts of a computer and how to use the keyboard and mouse. Logging in and out</p>	<p>KS1 <u>Computing System/Creating Media/Data Handling/Online Safety</u> <u>Introduction to Data</u> Learning what data is and the different ways it can be represented. Learning why data is useful and the ways it can be gathered and recorded.</p> <p>EYFS <u>Data handling:</u> Introduction to data Children sort and categorise data and are introduced to branching databases and pictograms</p>	<p>KS1 <u>Programming/ Online Safety</u> <u>Programming Bee-Bots</u> Introducing programming through the use of a Bee-Bot and exploring its functions. Computing Systems/Creating Media/Online Safety <u>Improving Mouse Skills</u> Learning how to login and navigate around a computer; developing mouse skills; learning how to drag, drop, click and control a cursor to create works of art</p> <p>EYFS Computing systems and networks 2: Exploring hardware Tinkering and exploring with different computer hardware and learning to operate a camera</p>	<p>KS1 Programming 2: ScratchJr Exploring what 'blocks' do, using the app 'ScratchJr,' by carrying out an informative cycle of predict > test > review. Programming a familiar story and an animation of an animal, children make their own musical instrument by creating buttons and recording sounds as well as following an algorithm to record a joke.</p> <p>EYFS Programming 1: All about instructions The children learn to receive and give instructions and understand the importance of precise instructions</p>	<p>KS1 Creating media: Digital imagery Using creativity and imagination to plan a miniature adventure story and capture it using developing photography skills. Learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase.</p> <p>EYFS Programming 2: Programming Bee-Bots Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware</p>



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	<p>Online Safety- specific lessons plus reviewed at the start of each lesson.</p> <p>Enrichment – Computer whole school enrichment day. Children buddy up in small mixed aged groups to work across a carousel of 3 activities such as: Create a weather report and record, Create a mini movie and make a promotion video for the school.</p>					
<p>Music</p> 	<p>Pulse and Rhythm All about me Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.</p>	<p>Performing-Singing <u>Christmas production</u></p>	<p>Dynamics and Tempo <u>Animals</u> Using our bodies and instruments to listen and respond to pieces of classical music that represent animals. Learning and performing a song and composing a short section of music, with a focus on dynamics and tempo.</p>	<p>Timbre and Rhythmic Patterns <u>Fairy Tales</u> Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.</p>	<p>Pitch and Tempo <u>Superheroes</u> Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.</p>	<p>Vocal and Body Sounds <u>By the Sea</u> Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.</p>
	<p>Musical Vocabulary – Introduce and retrieve subject specific vocabulary to eventually be able to describe music and express what they enjoy.</p> <p>Enrichment: Take part in a Christmas production performed in the local Church for families/Harvest Festival/Easter Service/Hymn practise weekly/listening to music to come into the classroom to settle.</p>					
<p>P.E.</p> 	<p>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</p> <p><u>Fundamentals</u></p> <p><u>Team Building</u></p>	<p>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</p> <p><u>Gymnastics</u></p> <p><u>Team Games</u></p>	<p>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</p> <p><u>Yoga</u></p> <p><u>Sending and Receiving</u></p>	<p>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</p> <p><u>Dance</u></p> <p><u>Ball Skills</u></p>	<p>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</p> <p><u>Fitness</u></p> <p><u>Striking and Fielding games</u></p>	<p>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</p> <p><u>Net and Wall Games</u></p> <p><u>Athletics</u></p>




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	<p>Enrichment- take part in county games opportunities/Sports Evening/School Games/Sport After School Clubs offered/Feckenham Wake Country Dancing</p>					
<p>P.S.H.E</p>	<p>BM (Being Me in My World) 'Who am I and how do I fit?'</p>	<p>CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique</p>	<p>DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this</p>	<p>HM (Healthy Me) Being and keeping safe and healthy</p>	<p>RL (Relationships) Building positive, healthy relationships</p>	<p>CM (Changing Me) Coping positively with change</p>
	<p>Citizenship – Throughout the year through our Values programme and events in school Enrichment- Visitors into class/assemblies</p>					
<p>R.E.</p>	<p>Christianity <i>Making sense of beliefs/Making connections /Understanding impact</i></p> <p>Who do Christians say made the world?</p>	<p>Non-faith linked <i>Making sense of beliefs/Making connections /Understanding impact</i></p> <p>What does it mean to be belong to a faith community?</p>	<p>Judaism <i>Making sense of beliefs/Making connections /Understanding impact</i></p> <p>Who is Jewish and how do they live?</p>	<p>Christianity <i>Making sense of beliefs/Making connections /Understanding impact</i></p> <p>What do Christians believe God is like?</p>	<p>Judaism <i>Making sense of beliefs/Making connections /Understanding impact</i></p> <p>Who is Jewish and how do they live?</p>	<p>Non-faith linked <i>Making sense of beliefs/Making connections /Understanding impact</i></p> <p>How should we care for the world and for others, and why does it matter?</p>
	<p>Celebration Calendar for multi-faiths. Focus on Christian calendar to explore Christmas and Easter</p> <p>Enrichment: Visit our local Church to explore the layout and artefacts</p>					
<p>Science</p>	<p>KS1 Materials: Everyday materials Identifying and naming objects and the materials from which they are made. Pupils compare and group materials based on how they look and feel and carry out tests to sort materials based on</p>	<p>KS1 (A): Animals, including humans: Life cycles and health Studying the life cycles of various animals, children learn what animals need to survive and how they change over time. Pupils collect data that allows them to observe changes in</p>	<p>KS1 (A): Living things and their habitats: Habitats Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. Pupils explore global habitats, naming plants and animals that can be</p>	<p>KS1 (A): Forces, Earth and space: Seasonal Changes Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and our choices about outfits.</p>	<p>KS1 (A): Plants: Plant growth Carrying out comparative tests, pupils identify the conditions required for seed germination and compare these to the survival needs of plants in later growth phases. Pupils use rulers to measure stem growth and</p>	<p>KS1 (A): Making connections Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills. EYFS: Making connections</p>



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	unobservable properties.	their peers, while also developing their ability to take measurements and record data. They consider how scientific knowledge helps people to make healthy choices. EYFS-Living and non-living To sort objects into living and non-living.	found there. They learn how a range of different living things depend on each other for food or shelter EYFS – Animal homes To sort animals based on where they live. Describing minibeasts To find and describe minibeasts.	They plan and carry out their own weather reports, considering the knowledge required for this job. EYFS - To compare my home with a zoo animal home	record data in a table. They use their results to conclude that plants need water, light and a suitable temperature to grow and stay healthy. Children identify the stages in a plant's life cycle and discover how humans impact plants in the environment. EYFS-On the farm Animals and plants move, grow and feed. To sort and describe farm animals.	
	<p>Forces, Earth and Space Seasonal changes- to complete throughout the year as continuous provision Plants: Introduction to plants during spring, introduce through gardening development and include the finding and describing of minibeasts. Enrichment: Explore the local Forest School site for different plants/evidence of seasonal changes</p>					
<p>Maths</p> 	<p>KS1 Place value (within 20) Addition and subtraction (within 20)</p> <p>EYFS Match, sort and compare Talk about measure and patterns</p>	<p>KS1 Place value (within 100) Shape</p> <p>EYFS It's me 1,2,3 Circles and Triangles 1,2,3,4,5 Shape with 4 sides</p>	<p>KS1 Addition and subtraction (within 100) Multiplication and division</p> <p>EYFS Alive in 5 Make and capacity Growing 6,7,8 Length, height and time</p>	<p>KS1 Multiplication and division Length and height Statistics Consolidation</p> <p>EYFS Building 9 and 10 Explore 3-D shapes</p>	<p>KS1 Money Fractions</p> <p>EYFS To 20 and beyond How many now? Manipulate, compose and decompose</p>	<p>KS1 Time Mass, capacity and temperature Position and direction Consolidation</p> <p>EYFS Sharing and grouping Visualise, build and map Consolidation</p>



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	Continuous Provision across the year to revisit and retrieve previous learning. Enrichment: experience and explore different strategies to learn mathematics concepts in an interactive fun manner and understand abstract concepts better through games and outdoor learning.					

English to plan and add

Terms split between Art and DT History and Geography

Weekly coverage - one each of above PSHE PE x 2 Science IT RE Music