**St Martins CE Primary School - Long Term Plan – Curriculum Overview 2016-2017 Cycle 3**

**Class: Silver Birch Year group: 1/2**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **TOPIC TITLE** | **We Are What We Eat** | **Seeing the Light** | **All Dressed Up** | **Buildings** | **Flowers and Insects** | **Hooray Let’s Go on Holiday!** |
| **ENGLISH** | Recounts- Class Book ‘All About Me’.  Stories from familiar settings – The Lighthouse Keeper’s Lunch- role-play, speech , labels  Handa’s Surprise- descriptive writing  Non Fiction  (Handa’s Surprise – African animals)  Dictionary work  The Giant Jam Sandwich – Instruction Writing  Reading comprehensions; writing responses to various texts | A view from the window at night descriptive writing  Fireworks poems  Non-fiction learning about Owls and writing questions/statements  Creating a class Book  Reading comprehensions; writing responses to various texts | Recounts  Describing pictures from ‘The Smartest Giant in Town’ by Julia Donaldson.  Re-telling the story of ‘The Smartest Giant’  Commands: writing instructions to make a crown for giant.  Traditional tales: The Elves and the Shoemaker – comparing to The Smartest Giant’.  Reading comprehensions; writing responses to various texts | Exclamatory sentences using ‘The Queen’s Hat’ by Steve Antony  Letter writing using ‘Dear Zoo’ by Rod Campbell and ‘Dear Greenpeace’ by Simon James.  Writing alternative endings to traditional tales using ‘The 3 Little Wolves and the Big Bad Pig’ by Eugene Trivizas and Helen Oxenbury and The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith  Reading comprehensions; writing responses to various texts | Using contractions ‘You Can’t Take an Elephant on a bus’ by Patricia Cleveland-Peck  Instruction Writing (How to Plant Seeds).  Mini beast poetry. Reading poems and writing our own acrostics and riddles.  Reading comprehensions; writing responses to various texts | Using our 5 senses to write descriptions of the beach.  Study of a variety of different poems about the Seaside.  Writing our own seaside poems.  Exploring ‘The Sand Horse’ by Michael Foreman  Reading comprehensions; writing responses to various texts |
| **SCIENCE** | Healthy Eating – food groups sort.  Fruit and Vegetables -tasting and sorting  Healthy Eating – cook a healthy pudding – blackberry and apple cobbler  The Tongue – how we taste  Teeth – different types of teeth and their roles.  The Teeth – how to brush them and keep them healthy. | Sources of light  What makes shadows  How do shadows change  Opaque and reflective materials | Properties of materials  Sorting materials  Testing waterproofing of materials  Testing materials that are good insulators.  Water as a material – ice, puddles, freezing and melting. | Classifying objects according to their materials.  Testing flexibility  Testing magnets and magnetic properties of different materials.  Testing strength of paper bridges.  Designing and making homes for 3 Little Pigs using different materials.  Testing suitability of different materials to make homes for 3 Little Pigs. | Sorting objects according to whether they are alive, dead or have never lived.  Seeds. Conditions needed to grow into healthy plants.  Seeds: How and why they are dispersed.  Flowers: different parts of flower, their purposes and how they are necessary to animals. | Sorting objects according to whether they are alive, dead or have never lived.  Food Chains  Microhabitats  Habitats around the world  Designing a bug hotel |
| **COMPUTING** | Researching why food is grown in different countries | Maths Games  Purple Mash | Algorithms  Programming ‘Bee-bots’.  Decomposition of instructions.  Pattern spotting | Maths Games  Purple Mash | Researching mini beasts  Maths games Hit the Button  Learning how to use the internet safely  Using a digital camera | Using Espresso Coding  Writing algorithms.  Creating simple apps  Learning how to debug a program. |
| **HISTORY** | Food from the past  Food from the past –WW2 rations |  | Creating time-line of clothes through the decades  Finding out about clothes in the past from paintings.  Clothes your family wore in the past.  Clothes we might wear in the future. | Looking at houses in the past.  Comparing different houses in our local environment and looking at how they have changed |  | What were holidays like for our grandparents when they were young?  What was the beach holiday like in the past?  What was my favourite holiday like? |
| **GEOGRAPHY** | Can you locate where you went on holiday?  Can we locate where are food comes from?  Why is food grown in different countries: climate / weather?  Food from other countries (parents visit making Tacos)  Tasting Session | Sources of light around the school  Drawing a school plan  Can we begin to understand why we have Day and Night?  Can we find out about a different country where its dark all day long?  NIGHT WALK | Clothes we wear in UK compared to Africa – similarities and differences. | Looking at plans of houses  Going on a village walk  Comparing houses around the world  Creating an estate agents leaflet/ advert for a house. | What do we know already about flowers and insects? What do we want to find out?  Looking at flowers and insects that we can find in our nature area  Why are insects important to us?  Bees and honey  Trip to Nature Discovery Centre, Thatcham for mini beasts study and pond dipping. | Where would we go on holiday if we could choose anywhere in the world?  Why the UK is a good holiday destination. |
| **ART** | Painting rules. Draw fruit / veg  Making a Fruit and vegetable face in the style of Guiseppe Archimboldo  Recreate AG image from photo to print | Firework Pictures  Drawing a night time scene inspired by our night walk  Still life  (Looking at light and dark)  Charcoal drawings/paintings |  | Collage / house building  Sketching local houses in the village | Photographing and sketching plants in our local environment.  Making craft insects (bees, butterflies, dragonflies, spiders).  Studying work of artists \_\_\_\_ and their responses to nature. | Sand art and sculptures  Rangoli Patterns  Painting postcards, looking at holiday scenes painted by variety of artists. |
| **DESIGN & TECHNOLOGY** |  |  | Making clothes for teddies  Where does wool come from? Carding wool.  Paper weaving.  Loom weaving.  Designing, making and reviewing felt accessory for our teddy. | Planning a shoe-box house  Making a shoe-box house |  |  |
| **MUSIC** | Handa’s Surprise ‘listen and join in with Floella Benjamin cd’ | Compose a ‘light and dark’ piece of music using instruments  Perform ‘Peace at Last’ story using musical instruments.  Rehearse songs for Nativity | Singing and learning new songs | Compose simple refrains with percussion instruments.  Learn to notate our compositions  Listen to William Tell Overture by Rossini and Turkish Rondo by Mozart and explore their repetitive structures. | Listening and responding to ‘insect music’ by variety of composers including Schubert, Schumun, Rimsky Korsako, Berlioz, Mussorsky, Bartok  Composing mini-beast music.  Construct dances to ‘The Garden Song’ by David Mallet. |  |
| **PE** | Clever Bodies Unit  Real PE Unit 1 | Riding on my Bike – Coordination – Floor Movement Patterns  Pirates’  Static Balances | Real PE – Co-ordination and Floor Movement Patterns  Real PE – Static Balances | Real PE – Static Balances  Dynamic Balances  Multi skills | Real PE – Co-ordination and ball skills.  Rugby | Real PE – Counter Balance in Pairs  Multi-Skills  Swimming (Year 2) |
| **RE** | Preciousness of water  Is water precious in different situations to different people?  How do Christians use water in a way to show it is precious?  Why is the River Ganges precious to Hindus? | Jesus’ Birthday  Why do Christians celebrate the story of Jesus’ Birthday?  How do Christians celebrate Jesus’ Birthday?  What do we think about Christians celebrating Jesus’ Birthday? | Passover – meanings, traditions  Celebrations – how do we celebrate and why?  Jewish traditions | The Easter Story  What is belief?  What do Christians believe about Easter?  What do I think about Christians’ beliefs?  What do I believe?  How does what I believe affect what I do? | Special Places’  Where do we go to feel safe?  Where do Christians go to be close to God?  What places are special to Muslims? | Special Places’  I can understand why a church is special to a Christian  I can explain key features of a mosque  Looking at different places of worship  Why places of worship are important and should be respected. |
| **PSHE** | CLASS RULES  Establishing class rules to follow in order to keep safe and be happy  School Council Reps  How we keep healthy – water  How we keep healthy – healthy eating | Money – Where does money come from? What can it be used for?  Creating Christmas lists for our family to buy Secret Santa presents  Using lists to buy presents at Secret Santa | Clothing that keeps us safe.  Understanding the difference between surprises and secrets.  Physical contact. What is acceptable / unacceptable.  Learning that people’s feelings and bodies can be hurt. | Circle time activities: community  What improves and harms the local environment | Circle Time activities – focusing on expressing our own opinions and listening to others  Where do we go to feel safe? | Listening skills activities  Being a good friend |

**Phonics: Y1 follow the letters and sounds progra and the Hampshire required phonics. Phonics play website for games and activities.**