**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 , labelsHanda’s Surprise- descriptive writingNon Fiction(Handa’s Surprise – African animals)Dictionary workThe Giant Jam Sandwich – Instruction WritingReading comprehensions; writing responses to various texts  | A view from the window at night descriptive writingFireworks poemsNon-fiction learning about Owls and writing questions/statementsCreating a class BookReading comprehensions; writing responses to various texts   | RecountsDescribing 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 AntonyLetter 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 SmithReading comprehensions; writing responses to various texts  | Using contractions ‘You Can’t Take an Elephant on a bus’ by Patricia Cleveland-PeckInstruction 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 sortingHealthy Eating – cook a healthy pudding – blackberry and apple cobblerThe Tongue – how we tasteTeeth – different types of teeth and their roles.The Teeth – how to brush them and keep them healthy. | Sources of lightWhat makes shadowsHow do shadows changeOpaque and reflective materials | Properties of materialsSorting materialsTesting waterproofing of materialsTesting materials that are good insulators.Water as a material – ice, puddles, freezing and melting. | Classifying objects according to their materials.Testing flexibilityTesting 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 ChainsMicrohabitatsHabitats around the worldDesigning a bug hotel |
| **COMPUTING** | Researching why food is grown in different countries | Maths GamesPurple Mash | AlgorithmsProgramming ‘Bee-bots’.Decomposition of instructions. Pattern spotting | Maths GamesPurple Mash | Researching mini beastsMaths games Hit the ButtonLearning how to use the internet safelyUsing a digital camera | Using Espresso CodingWriting algorithms.Creating simple appsLearning how to debug a program. |
| **HISTORY** | Food from the pastFood from the past –WW2 rations |  | Creating time-line of clothes through the decadesFinding 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 schoolDrawing a school planCan 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 housesGoing on a village walkComparing houses around the worldCreating 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 areaWhy are insects important to us?Bees and honeyTrip 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 / vegMaking a Fruit and vegetable face in the style of Guiseppe ArchimboldoRecreate AG image from photo to print | Firework PicturesDrawing a night time scene inspired by our night walkStill life (Looking at light and dark)Charcoal drawings/paintings |  | Collage / house buildingSketching 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 sculpturesRangoli PatternsPainting postcards, looking at holiday scenes painted by variety of artists. |
| **DESIGN & TECHNOLOGY** |  |  | Making clothes for teddiesWhere does wool come from? Carding wool.Paper weaving.Loom weaving.Designing, making and reviewing felt accessory for our teddy. | Planning a shoe-box houseMaking 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 instrumentsPerform ‘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 compositionsListen 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, BartokComposing mini-beast music.Construct dances to ‘The Garden Song’ by David Mallet. |  |
| **PE** | Clever Bodies UnitReal PE Unit 1 | Riding on my Bike – Coordination – Floor Movement PatternsPirates’Static Balances  | Real PE – Co-ordination and Floor Movement PatternsReal PE – Static Balances | Real PE – Static BalancesDynamic BalancesMulti skills | Real PE – Co-ordination and ball skills.Rugby | Real PE – Counter Balance in PairsMulti-SkillsSwimming (Year 2) |
| **RE** | Preciousness of waterIs 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, traditionsCelebrations – how do we celebrate and why?Jewish traditions | The Easter StoryWhat 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 ChristianI can explain key features of a mosqueLooking at different places of worshipWhy places of worship are important and should be respected. |
| **PSHE** | CLASS RULESEstablishing class rules to follow in order to keep safe and be happySchool Council RepsHow we keep healthy – waterHow 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 presentsUsing 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: communityWhat improves and harms the local environment | Circle Time activities – focusing on expressing our own opinions and listening to othersWhere 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.**