Bibury CofE Primary School – Long Term Planning Overview Acorns Year A/C and B/D

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| Year A/C | T1 | | T2 | | T3 | T4 | | T5 | T6 |
| Topic | Seasons ( 2) | | Journeys – Food ( 2) | | Great Inventions : Transport (1) | The Greatest Explorers (1) | | Holidays (2) | Our local area (1) |
| Humanities G/H | Geography | | Geography | | History | History | | History | Geography |
| Geography/History objectives covered | **Knowledge**  Identify seasonal and daily weather patterns in the United Kingdom  **Skills**  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment ( local land use)  Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. | | **Knowledge**  Name and locate 7 continents and 5 oceans of the world  Identify hot and cold places of the world in relation to the Equator, North and South Poles  **Skills**  Use world maps, atlases, globes to identify the UK, continents and oceans of the world  Use basic geographical vocabulary to refer to key physical features  Use basic geographical vocabulary to refer to key human features, | | **Knowledge**  Describe significant historical events, people and places in his/her own locality.  **Skills**  Use a wide vocabulary of everyday historical terms.  Speak about how he/she has found out about the past.  Record what he/she has learned by drawing and writing.  Show understanding of some of the ways in which we find out about the past (artefact focus) | **Knowledge**  Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods  Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.  **Skills**  Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.  Show understanding of some of the ways in which we find out about the past and identify different sources of evidence | | **Knowledge**  Describe changes within living memory and aspects of change in national life ( transport theme – railways in the Victorian age / first flight / motor cars and developments in transport to present day)  Describe where events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.  **Skills**  Use a wide vocabulary of everyday historical terms.  Speak about how he/she has found out about the past.  Record what he/she has learned by drawing and writing. | **Knowledge**  Use basic geographical vocabulary to refer to key physical and human features  **Skills**  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. |
| English Texts and Genres | **Animal Stories**  **Letters**  **Poetry** | | **Adventure Stories**  **Non Chronological Report** | | **Traditional Tales**  **Instructions** | **Stories about feelings**  **Recount** | | **Fable**  **Information Texts** | **Travel Journal**  **Humorous Poetry** |
| English | Song of the Sea – Jane Considine  Meerkat Mail  I’m by myself – Jane Considine | The Owl who was Afraid of the Dark – Jane Considine  Nocturnal Animals -Jane Considine | | Pinnochio – Jane Considine  How to make a bird feeder – Jane Considine | | **Star Dust – Jane Considine**  **Bob : The Man on the Moon** | **The Crows Tale – Jane Considine**  **Pirates – Jane Considine** | | On Safari – Jane Considine  Desk Diddler – Jane Considine |
| Maths Year 1 | Place Value within 10  Addition | | Addition and Subtraction  2D Shape  Place value within 20 | | Addition and Subtraction within 20  Place Value within 50 | Measure : length, height, mass, capacity | | Multiplication and Division  Fractions | Position and Direction  Place Value within 100  Money  Time |
| Maths Year 2 | Place Value  Addition with and without regrouping | | Subtraction with and without regrouping  Money  Multiplication and Division | | Multiplication and Division  Data | Shape  Fractions  Position and Direction | | Measure : Length and Height, mass, capacity, temperature  Time | Data  Time  Problem solving |
| Science | Who am I?  **Knowledge**  Identify, name, draw and label the basic parts of the human body  Say which part of the body is associated with each sense  **Skills**  Identifying and classifying  Gather and record data to help answer questions  Perform simple tests | | Celebrations  **Knowledge**  To distinguish between an object and the material from which it is made.  To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.  To describe the simple physical properties of a variety of everyday materials.  **Skills**  Ask questions and recognise they can be answered in different ways  Use observations and ideas to suggest answers to questions  Observe closely  Gather and record data to help answer questions  To name animals that are birds, fish and mammals.  To name common animals that are carnivores, herbivores and omnivores  Identify and name a variety of everyday materials  Compare and group together a variety of everyday materials on the basis of their simple physical properties  **Skills**  Identifying and classifying  Ask questions and recognise they can be answered in different ways  Use observations and ideas to suggest answers to questions  Gather and record data to help answer questions | | Move it  **Knowledge**  To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  **Skills**  To observe closely.  To perform simple tests.  To identify and classify.  To use observations and ideas to suggest answers to questions.  To gather and record data to help in answering questions | Polar Adventures  **Knowledge**  To name animals that are birds, fish and mammals.  To name common animals that are carnivores, herbivores and omnivores  Identify and name a variety of everyday materials  Compare and group together a variety of everyday materials on the basis of their simple physical properties  **Skills**  Identifying and classifying  Ask questions and recognise they can be answered in different ways  Use observations and ideas to suggest answers to questions  Gather and record data to help answer questions | | Young Gardeners  **Knowledge**  To identify and name a variety of plants.  To observe and describe how seeds and bulbs grow into mature plants.  To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  To identify and compare the suitability of a variety of everyday materials, including word, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  **Skills**  To ask simple questions and recognise that they can be answered in different ways.  To observe closely, using simple equipment.  To perform simple tests.  To identify and classify.  To use observations and ideas to suggest answers to questions.  To gather and record data to help in answering questions | Mini-Worlds  **Knowledge**  To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  To explore and compare the differences between things that are living, dead, and things that have never been alive.  To identify that most living things live in habitats and micro-habitats to which they are suited.  To describe how different habitats provide for the basic needs of different kinds of animals and plants.  To describe how animals obtain their food from plants and other animals.  To use the idea of a simple food chain.  To identify and name different sources of food.  **SKills**  To observe closely.  To identify and classify.  To use observations and ideas to suggest answers to questions.  To gather and record data to help in answering questions |
| Computing | Unit 2.2 online safety (3 weeks)  Unit 2.3 spreadsheets (4 weeks) | | Unit 1.6 Animated Story Books (5 weeks) | | Coding  Espresso (first 6 weeks) | Unit 2.4 questioning (5 weeks)  Unit 1.4 Lego Builders (begin 2 weeks) | | Unit 1.4 Lego Builders  Unit 1.5 Maze Explorers (3 weeks)  Unit 2.8  Presenting ideas (2 weeks) | Unit 2.8 Presenting ideas (2 weeks)  Coding  Espresso (2nd 5 weeks) |
| ART/DT | **Mechanisms**  Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)  • Cut materials safely using tools provided.  Levers and sliders and pivots  **Making a moving human skeleton for a book about me** | | . **Food**  Designing appealing products for a user; investigating fruit and vegetables and generating ideas; communicating through talk and drawings.   Selecting a range of fruits and vegetables; using simple utensils and equipment.   Tasting and evaluating user’s preference; evaluating ideas and finished products against original criteria.   Understand where ingredients come from and the basis of a healthy and varied diet. | | **Sculpture**  **•** Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. | **Painting**  • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to make tones  Colour wheels  Colour wash  Wet and dry techniques | | **Landscape (drawing and painting)**  **•** Draw lines of different sizes and thickness.  • Colour (own work) neatly following the lines.  • Show pattern and texture by adding dots and lines.  • Show different tones by using coloured pencils.  **Pastel**  **Charcoal**  **Different pencils** | **Materials**  • Cut materials safely using tools provided.  • Measure and mark out to the nearest centimetre.  • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).  • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). |
|  | **To design, make, evaluate and improve**  • Design products that have a clear purpose and an intended user.  • Make products, refining the design as work progresses.  • Use software to design  **To take inspiration from the greats (classic and modern)**  • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. | | | | | | | | |
| PE/dance | Multi Skills  Ball Games (Movement Skills/Fitness) | | Multi Skills  Invasion Games | | Gymnastics  Dance | Multi Skills  Tag Rugby | | Striking & Fielding  Net & Wall | Striking & Fielding  Athletics |
| Charanga Music Units | New MMC: How do we make friends when we sing together? (Y1 unit 1)) | | How does music teach us about the past (Y2 unit 2) | | How does music make the world a better place (y1 unit 3) | How does music teach us about our neighbourhood?  (Year 2 unit 4) | | What songs can we sing to help us through the day?  (Year 1 unit 5) | How does music teach us about looking after our planet? (year 2 unit 6) |
| PSHE  Year A on Scarf resources | Growing and Changing | | Me and My Relationships | | Valuing Differences | Keeping Myself Safe | | Rights and Responsibilities | Being My Best |
| RE | 1.2 Who do Christians say made the world? Harvest | | 1.10 What does it mean to belong to a faith community? | | 1.1 What do Christians believe God is like? | 1.7 Who is Jewish and how do they live? (PART 1) | | 1.7 Who is Jewish and how do they live? (PART 2) | 1.9 How should we care for the world and for others, and why does it matter? |

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| Year B/D | T1 | T2 | T3 | | T4 | | T5 | T6 | |
| **Topic** | My Family History (1) | Bonfire Night and the Great Fire of London (2\_ | People and their communities ( 1) | | Local Heroes or Florence Nightingale | | Our Wonderful World  (2) | Animals and Habitats (1) | |
| Humanities G/H | History | History | Geography | | History | | Geography | Geography | |
| Geography/ History objectives covered | **Knowledge**  Describe changes within living memory and how these reflect changes in national life  Explore how toys have changed from the Victorian, War time era, 1980’s and now.  **Skills**  Sort artefacts from 'then' and 'now'.  Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented  Record what he/she has learned by drawing and writing.  . | **Knowledge**  Explore how homes have changed over time :  Iron Age  Romans  Tudors  Victorian era  Describe events beyond living memory that are significant nationally or globally  (Great Fire)  **Skills**  Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.  Show an awareness of the past, using common words and phrases relating to the passing of time. | **Knowledge**  Name, locate and identify characteristics of the seas surrounding the United Kingdom.  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.  **Skills**Use basic geographical vocabulary to refer to key physical features  Use basic geographical vocabulary to refer to key human features,  Use aerial photographs to recognise land marks and physical and human features  Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. | | .  **Knowledge**  Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods  **Skills**  Use a wide vocabulary of everyday historical terms.  Speak about how he/she has found out about the past.  Record what he/she has learned by drawing and writing. | | **Knowledge**  Identify seasonal and daily weather patterns in the UK  Name, locate and identify characteristics of the seas surrounding the United Kingdom.  **Skills**  Use basic geographical vocabulary to refer to key physical features  Use basic geographical vocabulary to refer to key human features,  Use aerial photographs to recognise local land marks and physical and human features | **Knowledge**  Name and locate the world's seven continents and five oceans.  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area of Zambia  **Skills**  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.  Use basic geographical vocabulary to refer to key physical features  Use basic geographical vocabulary to refer to key human features, | |
| **English** | **Narrative:**  Write stories with imaginary setting  Write stories and plays that use the language of fairy tales and traditional tales  Write stories that mimic significant authors  Write stories set in places pupils have been  Write narrative diaries  Write stories from other cultures | | | | **Non-Fiction:**  Write captions/postcards  Write recounts  Write non chronological reports  Write instructions  Write glossaries  Present information | | | **Poetry:**  Write poems that use pattern, rhyme and description  Write nonsense and humorous poems and limericks | |
| **English texts and genre** | Little Red Riding Hood  (Fairy Tale)  Hibernation  (Non Chron Report)  Traditional Poem | Christmas Star  ( Narrative with repetition)  Vlad the Flea  (Narrative Diary/letter)  Acrostic Poem | | Author Study : Oliver Jeffers  Jane Considine : The Way Back Home unit  Explanation  How to grow plants  Poems by same author | | The Fluffy Squishy Itsy Bitty ( Story in familiar setting)  Recount : based on a school trip  Poem : The Sound Collector | Humorous Story : Traction Man  Persuasive Letter ( The Day the Crayons Quit)  Poems on a Theme : Sea | | Wombat goes walkabout ( Story from other cultures)  Instructions : How to care for Bog Baby  Rhythmic Poetry |
| **Maths Year 1** | Place Value within 10  Addition | Addition and Subtraction  2D Shape  Place value within 20 | | Addition and Subtraction within 20  Place Value within 50 | | Measure : length, height, mass, capacity | Multiplication and Division  Fractions | | Position and Direction  Place Value within 100  Money  Time |
| **Maths Year 2** | Place Value  Addition with and without regrouping | Subtraction with and without regrouping  Money  Multiplication and Division | | Multiplication and Division  Data | | Shape  Fractions  Position and Direction | Measure : Length and Height, mass, capacity, temperature  Time | | Data  Time  Problem solving |
| **Science** | Healthy Me  **Knowledge**  To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  **Skills**  To observe closely.  To perform simple tests.  To identify and classify.  To use observations and ideas to suggest answers to questions.  To gather and record data in answering questions. | Materials Monster  **Knowledge**  To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  **Skills**  To observe closely  .  To perform simple tests.  To identify and classify.  To use observations and ideas to suggest answers to questions.  To gather and record data to help in answering questions | Young Masterchef  **Knowledge**  To find out about and describe the basic needs of humans, for survival (water, food and air).  To describe the importance for humans of eating the right amounts of different types of food, and hygiene.  To observe and describe how seeds and bulbs grow into mature plants.  To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  **Skills**  To observe closely.  To perform simple tests.  To identify and classify.  To use observations and ideas to suggest answers to questions.  To gather and record data to help in answering | | | Treasure Island  **Knowledge**  Identify and name a variety of common animals including fish.  Identify and name a variety of common plant.  **Need to include catch up work on food chains and habitats**  Describe the simple properties of a variety of everyday materials  Compare and group together a variety of everyday materials on the basis of their simple physical properties  **Skills**  To ask simple questions and recognise that they can be answered in different ways.  To observe closely, using simple equipment.  To perform simple tests.  To identify and classify.  To use their observations and ideas to suggest answers to questions.  To gather and record data to help in answering questions | Holiday – Lets go to the seaside  **Knowledge**  Identify and name a variety of common animals including fish, birds and mammals  Describe the simple properties of a variety of everyday materials  **Need to include catch up work on food chains and habitats**  **Skills**  To ask simple questions and recognise that they can be answered in different ways.  To observe closely, using simple equipment.  To perform simple tests.  To identify and classify.  To use observations and ideas to suggest answers to questions.  To gather and record data to help in answering questions | On Safari  **Knowledge**  Identify and name a variety of common animals – invertebrates  Compare and group together a variety of everyday materials on the basis of their simple physical properties  **Skills**  To ask simple questions and recognise that they can be answered in different ways.  To observe closely.  To perform simple tests.  To identify and classify.  To gather and record data to help in answering questions.  To describe the simple physical properties of a variety of everyday materials. | |
| **Computing** | Unit 1.1 Online safety and exploring purple mash (4 weeks)  Unit 1.2 Grouping and sorting (2 weeks) | Unit 2.6 creating pictures (5 weeks) | Coding  Espresso (first 6 weeks) | | | Unit 2.5 effective searching (3 weeks)  Unit 2.7 Making music (3 weeks) | Unit 1.3 pictograms (3 weeks)  Unit 1.9 Technology outside school (2) weeks | Coding  Espresso (2nd 6 weeks) | |
| **ART/DT** | **Textiles**  Shape textiles using templates.  • Join textiles using running stitch.  **Hand Puppets** | Drawing  Draw lines of different sizes and thickness.  • Colour (own work) neatly following the lines.  • Show pattern and texture by adding dots and lines.  • Show different tones by using coloured pencils.  **Pastel**  **Charcoal**  **Different pencils** | **Print**  **•** Use repeating or overlapping shapes.  • Mimic print from the environment (e.g. wallpapers).  • Use objects to create prints (e.g. fruit, vegetables or sponges).  • Press, roll, rub and stamp to make prints. | | | **Freestanding structure**  • Cut materials safely using tools provided.  • Measure and mark out to the nearest centimetre.  • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).  • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). | **Collage**  • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.  **Ocean inspired collage** | **Mechanics**  • Create products using, wheels and axles mechanisms.  **Safari vehicle**  **Pop up safari picture with levers and sliders** | |
|  | |  |  | | --- | --- | |  | **To design, make, evaluate and improve**  • Design products that have a clear purpose and an intended user.  • Make products, refining the design as work progresses.  • Use software to design  **To take inspiration from the greats (classic and modern)**  • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. | | | | | | | | | |
| **PE/dance** | Multi Skills  Ball Games | Multi Skills  Invasion Games | Dance  Gymnastics | | | Multi Skills  Tag Rugby | Striking & Fielding  Tennis | Striking & Fielding  Athletics | |
| **Charanga Music Units** | How does music help us to make friends?  (Year 2 unit 1) | How does music tell us stories about the past  (Year 1 unit 2) | How does music make the world a better place? (year 2 unit 3) | | | How does music help us to understand our neighbours? ( Year 1 unit 4) | How does music make us happy ( Year 2 unit 5) | How does music teach us about looking after our planet (year 1 unit 6) | |
| **PSHE**  **/P4C**  **Year B on Scarf Resources** | Me and My relationships (1) | Valuing Differences (2) | Being My Best (1) | | | Growing and Changing (2) | Keeping myself safe (1) | Rights and responsibilities (2) | |
| **RE** | 1.6 Who is Muslim and how do they live? (PART 1) | 1.3 Why does Christmas matter to Christians? | 1.6 Who is Muslim and how do they live? (PART 2) | | | 1.5 Why does Easter matter to Christians? | 1.4: What is the ‘good news’ Christians believe Jesus brings? | 1.8 What makes some places sacred to believers? | |