**Bibury C of E Primary School – Long Term Planning Overview Acorns Years 1 and 2 Year A/C and B/D**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year A/C | T1 | T2 | T3 | T4 | | T5 | | T6 | |
| CLL : Listening, Understanding and Attention | 1 : 1 conversation  Back and forth | Small group conversations | Comment on experiences and asking for clarifications | Comment on experiences and asking for clarifications | | Listen as part of a small group to book talk and ask questions | | Listen as part of a whole class to book talk and ask questions | |
| CLL : Speaking | 1 : 1 conversations offering own ideas | Paired talk/ small group  Offering own ideas | Explanations for why things happen linked to stories, experiences | Explanations using newly taught vocab | | Expressing themselves using full sentences in past and present tense using conjunctions with support from teacher | | Expressing themselves using full sentences in past and present tense using conjunctions with support from teacher | |
| PE/dance  (Gross Motor) | Multi Skills  Ball Games (Movement Skills/Fitness) | Multi Skills  Invasion Games | Gymnastics  Dance | Multi Skills  Tag Rugby | | Striking & Fielding  Net & Wall | | Striking & Fielding  Athletics | |
| Fine Motor | Pincer grip  Tweezers  Vertical and circular patterns  Variety of sensory experiences | Scissors  Small tools  Cutlery  Tripod grip  Variety of sensory experiences | Scissors  Small tools  Cutlery  Tripod grip | Refining pencil grip to improve presentation skills/ drawing accuracy | | Refining pencil grip to improve presentation skills/ drawing accuracy | | Refining pencil grip to improve presentation skills/ drawing accuracy | |
| PSED | **Opportunities for learning embedded across the curriculum through adult led and child led activities across the year** | | | | | | | | |
| **Book Talk Focus ( taken from DGAT progression in reading)** | We are going on a Bear Hunt | Handa’s Surprise | The Gruffalo | Rosie’s Walk | | Owl Babies | | Where’s my Teddy ? | |
| **Comprehension Skills** | Anticipate – where appropriate – key events in stories  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play | | | | | | | | |
| **Writing Skills** | Mark making  Initial letter to words | Mark making  Initial and final letter to words  Attempts at words using known letters | Word writing  Small phrase | Attempts at short sentences | | Short sentences  Attempts at conjunctions | | Two sentences per plot point  Attempts at conjunctions | |
| **English texts and genre ( Using Jane Considine units )** | We’re Going on A Bear Hunt ( Journey)  Ruby’s Worry ( Feelings)  On Sudden Hill | Chocolate Mug Cake( Non Fiction)  Handa’s Surprise ( Cultures)  Jack and the Jellybean Stalk ( Trad Tale) | Perfectly Norman ( Fiction)  I Wanna Iguana ( Non – Fiction)  Pigs Might Fly ( Fiction) | | Penguins ( Non Fiction)  Sam and Dave Dig a Hole ( Fiction) | | Rainbow Fish ( Fiction)  If Sharks Disappeared ( Non Fiction)  Postcard/ Letter writing | |  |
| Maths Number | Subitising numbers to 5  Understand composition of numbers to 10 | | Automatically recall number bonds to 5 | | | Automatically recall some number bonds to 10 and some double facts | | | |
| Maths  Numerical Patterns | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity | | Verbally count beyond 20, recognising the pattern of the counting system;  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  **We also cover shape, space and measure activities - please see Maths long term plan for more details** | | | | | | |
| **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 | Explore the natural world around them, making observations and drawing pictures of animals and plants;  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Explore the natural world around them, making observations and drawing pictures of animals and plants;  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  Understand the past through settings, characters and events encountered in books read in class and storytelling. | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  Understand the past through settings, characters and events encountered in books read in class and storytelling.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  Understand the past through settings, characters and events encountered in books read in class and storytelling. | | Explore the natural world around them, making observations and drawing pictures of animals and plants;  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | |
| Science / UW | Who am I?  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  Exploring senses | Celebrations  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | Move it  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, **form and function** | Polar Adventures  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; | | Young Gardeners  Explore the natural world around them, making observations and drawing pictures of animals and plants; -  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter | | Mini-Worlds  Explore the natural world around them, making observations and drawing pictures of animals and plants; -  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter  . | |
| Weekly Forest School /UW | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; -  Describe their immediate environment using knowledge from observation, discussion,  Negotiate space and obstacles safely, with consideration for themselves and others;  Demonstrate strength, balance and coordination when playing;  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | | | | | | | | |
| EAD | **Mechanisms**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -  Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories.  **Levers and sliders and pivots**  **Making a moving human skeleton for a book about me** | . **Food**  .   **Understand where ingredients come from and the basis of a healthy and varied diet.** | **Sculpture**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -  Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories.  **Clay sculpture**  **Paper sculpture** | **Painting**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -  Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories.  **Colour wheels**  **Colour wash**  **Wet and dry techniques** | | **Landscape (drawing and painting)**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -  Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories.  **Pastel**  **Charcoal**  **Different pencils** | | **Materials**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -  Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories. | |
| Charanga Music Units /EAD | 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) | |
| EYFS Music objectives | Sing a range of well-known nursery rhymes and songs;  Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | | | | | | | | |
| PSHE / PSED | Growing and Changing | Me and My Relationships | Valuing Differences | Keeping Myself Safe | | Rights and Responsibilities | | Being My Best | |
| RE/ People and communities | UC Concept: Creation  Key Question: Who made the world?    Religion: Christianity UC | UC Concept: Incarnation  Key Question: Why does Christmas matter to Christians?  Religion: Christianity UC | Y2 Theme: Passover  Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism | UC Concept: Salvation  Key Question: Why does Easter matter to Christians?  Religion: Christianity UC | | Theme: Shabbat  Key Question: Is Shabbat important to Jewish children?  Religion: Judaism  Y2  Theme: The Covenant  Key Question: How special is the relationship Jews have with God?  Religion: Judaism | | Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?  Religion: Judaism  Y2  Theme: Rites of Passage and good works  Key Question: What is the best way for a Jew to show commitment to God?  Religion: Judaism | |
| RE : EYFS objective | Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; | | | | | | | | |

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| Year B/D | T1 | T2 | T3 | T4 | T5 | T6 |
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| CLL : Speaking | 1 : 1 conversations offering own ideas | Paired talk/ small group  Offering own ideas | Explanations for why things happen linked to stories, experiences | Explanations using newly taught vocab | Expressing themselves using full sentences in past and present tense using conjunctions with support from teacher | Expressing themselves using full sentences in past and present tense using conjunctions with support from teacher |
| PE/dance  (Gross Motor) | Multi Skills  Ball Games (Movement Skills/Fitness) | Multi Skills  Invasion Games | Gymnastics  Dance | Multi Skills  Tag Rugby | Striking & Fielding  Net & Wall | Striking & Fielding  Athletics |
| Fine Motor | Pincer grip  Tweezers  Vertical and circular patterns  Variety of sensory experiences | Scissors  Small tools  Cutlery  Tripod grip  Variety of sensory experiences | Scissors  Small tools  Cutlery  Tripod grip | Refining pencil grip to improve presentation skills/ drawing accuracy | Refining pencil grip to improve presentation skills/ drawing accuracy | Refining pencil grip to improve presentation skills/ drawing accuracy |
| PSED | Opportunities for learning embedded across the curriculum through adult led and child led activities across the year | | | | | |
| **Book Talk Focus ( taken from DGAT progression in reading)** | Owl Babies | Rosie’s Walk | The Gruffalo | Handa’s Suprise | We are going on a Bear Hunt | Where’s my Teddy ? |
| **Comprehension Skills** | Anticipate – where appropriate – key events in stories  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play | | | | | |
| **Writing Skills** | Mark making  Initial letter to words | Mark making  Initial and final letter to words  Attempts at words using known letters | Word writing  Small phrase | Attempts at short sentences | Short sentences  Attempts at conjunctions | Two sentences per plot point  Attempts at conjunctions |
| **English texts and genre** | Within each week there are 3 sessions focusing on fiction and 2 sessions on non-fiction  The focus at the beginning of the year will be oral responses, followed by writing of words followed by phrases and by the summer term the children should be writing sentences for each plot point. | | | | | |
| Maths Number | Subitising numbers to 5  Understand composition of numbers to 10 | | Automatically recall number bonds to 5 | | Automatically recall some number bonds to 10 and some double facts | |
| Maths  Numerical Patterns | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity | | Verbally count beyond 20, recognising the pattern of the counting system;  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  **We also cover shape, space and measure activities - please see Maths long term plan for more details** | | | |
| 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 | . Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class  Talk about the lives of the people around them and their roles in society | Understand the past through settings, characters and events encountered in books read in class and storytelling.  Talk about the lives of the people around them and their roles in society  (Fire visit) | Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; -  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | . Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  *Understand the past through settings, characters and events encountered in books read in class and storytelling.*  Talk about the lives of the people around them and their roles in society  *(Nurse visit)* | Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; -  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - |
| Science / UW | Healthy Me  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  Talk about the lives of the people around them and their roles in society; (Nurse visit) | Materials Monster  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -  Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories | Young Masterchef  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  Use a range of small tools, including scissors, paint brushes and cutlery; | Treasure Island  Explore the natural world around them, making observations and drawing pictures of animals and plants; - | Holiday – Let’s go to the seaside  Explore the natural world around them, making observations and drawing pictures of animals and plants  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class | On Safari  Explore the natural world around them, making observations and drawing pictures of animals and plants  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class |
| Weekly Forest School /UW | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; -  Describe their immediate environment using knowledge from observation, discussion,  Negotiate space and obstacles safely, with consideration for themselves and others;  Demonstrate strength, balance and coordination when playing;  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | | | | | |
| EAD | **Textiles**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -  Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories.  Bendy Bag | **Freestanding structure**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -  Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories. | **Print**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -  Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories.  **Wallpaper print** | **Textiles**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -  Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories.  Tie Dye | **Collage**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -  Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories.  Ocean collage | **Mechanics**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -  Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories.  Safari vehicle |
| Charanga Music Units /EAD | Hands, Feet and Heart  (Year 2) | Hey You !  (Year 1) | I wanna play in a band ( Year 2) | Round and Round ( Year 1) | Friendship ( Year 2) | Reflect Rewind Review |
| EYFS Music objectives | Sing a range of well-known nursery rhymes and songs;  Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | | | | | |
| PSHE / PSED | 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/ People and communities | Theme: What did Jesus teach?  Key Question: Is it possible to be kind to everyone all of the time?    Religion: Christianity | UC Concept: Gospel    Key Question: What is the good news that Jesus brings?  Religion: Christianity | Theme: Prayer at home  Key Question: Does praying at regular intervals every day help a Muslim in his/her everyday life?  Religion: Islam | UC Concept: God    Key Question: What do Christians believe God is like?  Religion: Christianity | Theme: Community and Belonging  Key Question: Does going to the Mosque give Muslims a sense of belonging?    Religion: Islam | Theme:  Hajj  Key Question: Does completing Hajj make a person a better Muslim?    Religion: Islam |
| RE : EYFS objective | Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; | | | | | |