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# Great Alne Primary School – Reception, Year 1 and 2



## Long Term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p><b>Art</b></p>	<p>KS1 <b>Paint and mixed media</b> <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 <b>Painting and mixed media: Paint my world</b> 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 <b>Drawing: Make your mark</b> Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.</p> <p>EYFS <b>Drawing: Marvellous marks</b> Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p>	<p>KS1 <b>Craft and design: Woven wonders</b> 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 <b>Craft and design: Let's get crafty</b> Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p>	<p>KS1 <b>Sculpture and 3D: Paper play</b> 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 <b>Sculpture and 3D: Creation station</b> 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><b>Seasonal crafts across the year</b> A craft for each season, including Easter and Christmas.</p> <p><b>Enrichments</b> Whole school art project. Local artist workshop/visit to local travelling art gallery</p>	



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<p><b>Design Technology</b></p> 	<p><b>KS1</b> <b>Cooking and nutrition: Fruit and vegetables</b> Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging.</p> <p>EYFS <b>Cooking and nutrition: Soup</b> 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.</p>	<p><b>KS1</b> <b>Mechanisms</b> <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.</p> <p>EYFS <b>Seasonal projects</b> A series of seasonal projects to choose from to deliver across the year – covering Autumn, Christmas, Easter, Spring and Summer.</p>	<p><b>KS1</b> <b>Textiles</b> <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</p> <p>EYFS <b>Textiles: Bookmarks</b> 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.</p>	<p><b>KS1</b> <b>Structures: Baby Bear’s chair</b> Explore stability and methods to strengthen structures, to understand Baby Bear’s chair weaknesses and develop an improved solution for him to use.</p> <p>EYFS <b>Structures: Junk modelling</b> 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.</p>
	<p><b>Enrichment-</b> Provide a Smoothie/soup Café for the older pupils in school. Create Christmas gift for a relative</p>			
<p><b>Geography</b></p> 	<p><b>KS1</b> <b>Y1/2 (A): What is it like here?</b> 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. Following simple routes around the school grounds</p>	<p><b>KS1</b> <b>Y1/2 (A): What is the weather like in the UK?</b> 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.</p>	<p><b>KS1</b> <b>Y1/2 (A): What can you see at the coast?</b> 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.</p>	



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	<p>and carrying out an enquiry as to how their playground can be improved.</p> <p><b>EYFS Exploring maps</b> Exploring maps through discussion, story-telling, games and creative activity.</p>	<p><b>EYFS Outdoor adventures</b></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><b>EYFS</b></p> <p><b>Around the world</b> 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: <b>Weather and Seasonal changes</b>/Map of the United Kingdom/Map of the World: Continents and Oceans/Compass directions <b>Enrichment-</b> 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><b>History</b></p> 	<p><b>KS1</b> <b>How am I making history? (Cycle A)</b> 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><b>EYFS</b> <b>Spot the difference</b> To compare pictures from the past and present. <b>My life timeline</b> To begin to recognise the order events happen. <b>Family tree</b> To begin to understand the concept of generations.</p>	<p><b>KS1</b> <b>How have toys changed? (Cycle A)</b> 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><b>EYFS</b> <b>Toy box</b> To identify toys from the past. <b>Past and present</b> To sort photographs from the past and present.</p>	<p><b>KS1</b> <b>How did we learn to fly? (Cycle A)</b> 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><b>EYFS</b> <b>Transport through time</b> To compare modes of transport of the past with the present. <b>Picture detective</b> To understand that the environment around us changes as time passes.</p>



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	<p><b>Enrichment:</b> 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><b>Computing</b></p> 	<p><b>KS1</b> <b>Online safety:</b> 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><b>EYFS</b> <b>Online Safety</b> Learning about online safety, including using useful tips to stay safe when online.</p>	<p><b>KS1</b> <b>Computing Systems/ Programming/ Creating Media/Data Handling/Online Safety</b> <b>Rocket to the Moon</b> Developing keyboard and mouse skills through designing, building and testing. Creating a digital list of materials, using drawing software and recording data.</p> <p><b>EYFS</b> <b>Computing systems and networks 1: Using a computer</b> Learning about the main parts of a computer and how to use the keyboard and mouse. Logging in and out</p>	<p><b>KS1</b> <b>Computing System/Creating Media/Data Handling/Online Safety</b></p> <p><b>Introduction to Data</b> 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><b>EYFS</b> <b>Data handling:</b> Introduction to data Children sort and categorise data and are introduced to branching databases and pictograms</p>	<p><b>KS1</b> <b>Programming/ Online Safety</b></p> <p><b>Programming Bee-Bots</b> Introducing programming through the use of a Bee-Bot and exploring its functions.</p> <p><b>Computing Systems/Creating Media/Online Safety</b> <b>Improving Mouse Skills</b> 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><b>EYFS</b> <b>Computing systems and networks 2: Exploring hardware</b> Tinkering and exploring with different computer hardware and learning to operate a camera</p>	<p><b>KS1</b> <b>Programming 2: ScratchJr</b> Exploring what 'blocks' do, using the app 'ScratchJr,' by carrying out an informative cycle of predict &gt; test &gt; 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><b>EYFS</b> <b>Programming 1: All about instructions</b> The children learn to receive and give instructions and understand the importance of precise instructions</p>	<p><b>KS1</b> <b>Creating media: Digital imagery</b> 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><b>EYFS</b> <b>Programming 2: Programming Bee-Bots</b> Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware</p>



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

	<p><b>Online Safety</b>- specific lessons plus reviewed at the start of each lesson.  <b>Enrichment</b> – 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><b>Music</b></p> 	<p><b>I've got a grumpy face</b> Focus: Timbre, beat, pitch contour.  <b>The Sorcerer's Apprentice</b> Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p>	<p><b>Witch, witch</b> Focus: Call-and-response, pitch (la-so-mi-do), timbre.  <b>Row, row, row your boat</b> Focus: Beat, pitch (step/leap), timbre.  <b>Nativity play singing</b></p>	<p><b>Bird spotting- cuckoo polka</b> Focus: Active listening, beat, pitch (so-mi), vocal play.  <b>Shake my sillies out</b> Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat</p>	<p><b>Up and down</b> Focus: Pitch contour rising and falling, classical music.  <b>Five fine bumble bees</b> Focus: Timbre, tempo, structure (call-and-response), active listening.</p>	<p><b>Down there under the sea</b> Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape  <b>It's oh so quiet</b> Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</p>	<p><b>Slap clap clap</b> Focus: Music in 3-time, beat, composing and playing  <b>Bow, bow, bow Belinda</b> Focus: Beat, active listening, instrumental accompaniment</p>
<p><b>Musical Vocabulary</b> – Introduce and retrieve subject specific vocabulary to eventually be able to describe music and express what they enjoy.  <b>Enrichment:</b> 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><b>P.E.</b></p> 	<p><b>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</b></p> <p><u>Fundamentals</u></p> <p><u>Dance</u></p>	<p><b>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</b></p> <p><u>Team Building</u></p> <p><u>Yoga</u></p>	<p><b>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</b></p> <p><u>Fitness</u></p> <p><u>Gymnastics</u></p>	<p><b>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</b></p> <p><u>Ball Skills</u></p> <p><u>Sending and Receiving</u></p>	<p><b>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</b></p> <p><u>Net and Wall Games</u></p> <p><u>Invasion games</u></p>	<p><b>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</b></p> <p><u>Striking and Fielding games</u></p> <p><u>Athletics</u></p>
<p><b>Enrichment-</b> take part in county games opportunities/Sports Evening/School Games/Sport After School Clubs offered/Feckenham Wake Country Dancing</p>						



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 <p><b>P.S.H.E</b></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><b>Citizenship</b> – Throughout the year through our Values programme and events in school <b>Enrichment-</b> Visitors into class/assemblies</p>					
 <p><b>R.E.</b></p>	<p><b>KS1</b> <u>K1.1</u> <u>How might your religion or worldview be seen in the choices you take?</u></p> <ul style="list-style-type: none"> <li>• People may show their belonging to an organised worldview through what they choose to wear.</li> <li>• People may show their belonging to an organised worldview through the actions they choose to take.</li> <li>• The 'Golden Rule' is a way of living that can be applied across many religious and non-religious worldviews.</li> <li>• People can choose to express personal responsibility through different rituals, for example: worship, prayer and service.</li> <li>• People's worldviews can influence the way they choose to live, leading to diverse lived expressions of both religious and non-religious Worldviews.</li> </ul>	<p><b>KS1</b> <u>Buddhism Layover unit</u> What is the significance of the Buddha and his life in Buddhist traditions? The Buddha Is the Dharma of the Buddha an organised way of seeing the world? Exploring the concept of nontheism How is the soul/self understood in Buddhist worldviews? Exploring the concept of anatman/anatta Is meditation central to Buddhist worldviews? Exploring the concept of meditation What do Buddhist worldviews have to say about how to live? Exploring the concept of dharma Is it easy to be enlightened in this day and age? Exploring the concept of nirvana</p>	<p><b>KS1</b> <u>K1.2</u> <u>Where do people turn for guidance in life?</u></p> <ul style="list-style-type: none"> <li>• Philosophy is one of the disciplines that can be used to study religion and worldviews. The other main ones are theology (sacred texts and beliefs) and human &amp; social sciences (lived expressions of worldviews).</li> <li>• There are more non-religious people living in the UK now than ever before. These are sometimes called 'Nones' and there can be different types: spiritual, campaigning and tolerant.</li> <li>• Those with religious worldviews often turn to sacred texts for guidance. For example: Bible (Christian worldviews), Torah (Jewish worldviews), Qur'an (Muslim worldviews) and Guru Granth Sahib (Sikh worldviews).</li> <li>• The same story can be expressed differently in different sacred texts, such as the story of Noah/Nuh in Abrahamic worldviews as told in the Old Testament (Bible) Torah and the Qur'an.</li> <li>• Those with Sikh worldviews usually believe in God as</li> </ul>	<p><b>KS1</b> <u>K1.2 for first 3 weeks to finish off unit</u> <u>Hindu Layover Unit</u> How is God/supreme being understood in Hindu traditions? Exploring the concept of the Trimurti What is Sanatan Dharma? Exploring the concept of duty How is the soul/self understood in Hindu worldviews? Exploring the concept of atman, karma and moksha What is the source of Hindu wisdom? Exploring the concept of the Vedas How are the body and the mind nurtured? Exploring the concept of yoga What is worship and why is it important for those with Hindu worldviews? Exploring the concept of puja</p>	<p><b>KS1</b> <u>K1.3</u> <u>How do people with similar religion and worldviews share and celebrate their beliefs?</u></p> <ul style="list-style-type: none"> <li>• There is freedom of religion in the UK expressed through worship, holidays, diet/food, clothes, rituals, buildings, sharing of texts and adjustments to laws.</li> <li>• Worship is often important in individual and communal worldviews and is a way of showing devotion to God/a deity. It can be influenced by the geographical location and ethnicity of those who are worshipping.</li> <li>• Worship can be done in places of worship or at home and often involves using sacred objects and artefacts that are special for those worshipping.</li> <li>• There are specific ceremonies which showcase personal/community connection with organised worldviews.</li> <li>• There are festivals which showcase personal/community connection with organised worldviews.</li> </ul>	<p><b>KS1</b> <u>K1.3 for first 5 weeks to finish off unit</u> <u>Islamic Layover Unit</u> What is God like for those with Muslim worldviews? Exploring the concept of tawhid and 99 attributes of God Why might living in harmony be so important for those with Muslim worldviews? Exploring the concept of ummah and rights of our neighbour How do those with Muslim worldviews often demonstrate their beliefs? Exploring the concept of the masjid, prayer and service to humanity What is so important about the Qur'an? Exploring the concept of divine revelation and divine guidance What is the role of Muhammad (PBUH) in Islamic worldviews? Muhammad as Prophet Are all Muslims living life in the same way? Exploring the concept of the Five Pillars of Islam</p>



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			<p>Waheguru and the teachings of the Ten Gurus as captured in the Guru Granth Sahib are often an important source of guidance for them.</p> <ul style="list-style-type: none"> <li>• Angels can be an important part of religious worldviews such as Christian, Muslim and Jewish, but they can also be part of non-religious worldviews or Pagan worldviews.</li> </ul>		<ul style="list-style-type: none"> <li>• Many people have or use certain objects which showcase personal community connection with organised worldviews.</li> </ul>	
	<p><b><u>EYFS</u></b></p> <p>F1 How can people show they belong together?</p> <ul style="list-style-type: none"> <li>• Some people choose to belong to religious communities.</li> <li>• People can show their worldview through symbols or what they choose to wear.</li> <li>• Some people go to places of worship to feel close to God e.g. church, mosque/masjid, gurdwara.</li> <li>• Some people remember special times by celebrating together and we call those times festivals.</li> <li>• Many people feel it is important to work together to care for the world and help others.</li> <li>• Some people think it is important to be respectful to God by wearing particular clothes or doing certain things.</li> </ul>		<p><b><u>EYFS</u></b></p> <p>F2 Who are the people in sacred (special) stories and why might they still be important today?</p> <ul style="list-style-type: none"> <li>• Sacred stories impact people today, through celebrations, festivals or lived experience.</li> <li>• Jesus is an important figure for those with Christian worldviews.</li> <li>• The Nativity story (the birth of Jesus) has a connection with Christmas celebrations in Britain and worldwide.</li> <li>• Sacred stories are often important in religious worldviews and the people in them are often seen as good leaders/examples.</li> <li>• Muhammad (PBUH), Rama and Guru Hargobind Ji are special leaders who are sacred in Muslim, Hindu and Sikh worldviews and stories about them can be found in sacred texts and often link to celebrations.</li> <li>• People with Humanist worldviews will often look to other stories for guidance in life, such as fables and other important moral stories.</li> </ul>		<p><b><u>EYFS</u></b></p> <p>F3 How do people know how to treat each other?</p> <ul style="list-style-type: none"> <li>• Confucius was an ancient Chinese philosopher who taught that wisdom involved treating others with kindness and respect.</li> <li>• The ‘Golden Rule’ is a philosophy focused on treating others how you yourself would want to be treated and is common in many different organised worldviews.</li> <li>• Jesus and the stories he told are important for most people with Christian worldviews and can provide inspiration for how to treat others.</li> <li>• Muhammad (PBUH) and the stories he told are important for most people with Islamic worldviews and can provide inspiration for how to treat others.</li> <li>• Stories are important in the different Dharmic traditions for inspiring people on how to treat others.</li> <li>• People with non-religious worldviews are also often inspired by stories when considering how to treat others.</li> </ul>	






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	<p>Celebration Calendar for multi-faiths. Focus on Christian calendar to explore Christmas and Easter Enrichment: Visit our local Church to explore the layout and artefacts</p>					
<p><b>Science</b></p> 	<p><b>KS1 Materials: Everyday materials</b> 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 unobservable properties.</p>	<p><b>KS1 (A): Animals, including humans: Life cycles and health</b> 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 their peers, while also developing their ability to take measurements and record data. They consider how scientific knowledge helps people to make healthy choices. <b>EYFS-Living and non-living</b> To sort objects into living and non-living.</p>	<p><b>KS1 (A): Living things and their habitats: Habitats</b> 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 found there. They learn how a range of different living things depend on each other for food or shelter <b>EYFS – Animal homes</b> To sort animals based on where they live. <b>Describing minibeasts</b> To find and describe minibeasts.</p>	<p><b>KS1 (A): Forces, Earth and space: Seasonal Changes</b> 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. They plan and carry out their own weather reports, considering the knowledge required for this job. <b>EYFS - To compare my home with a zoo animal home</b></p>	<p><b>KS1 (A): Plants: Plant growth</b> 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 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. <b>EYFS-On the farm</b> Animals and plants move, grow and feed. To sort and describe farm animals.</p>	<p><b>KS1 (A): Making connections</b> Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills. EYFS: Making connections</p>
<p><b>Forces, Earth and Space</b> Seasonal changes- to complete throughout the year as continuous provision <b>Plants: Introduction to plants during spring, introduce through gardening development and include the finding and describing of minibeasts.</b> Enrichment: Explore the local Forest School site for different plants/evidence of seasonal changes</p>						