

Long Term Overview

Class: Kingfishers

Teacher: Mrs Reeves

Date: 2015/16

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	GET READY FOR THIS	Aha! Oho! Tracks in the Snow!	Fire & Dragons!	Books! Books! Books!	Climbing up the stalk...	Going for Gold!
WOW	IPAD PUPPET makes videos for the classes	Winter Woodland and Cave in Classroom The Gruffalo's Child	Visit of Bearded Dragons and lizards	Visit from Story teller Book Dress Up Day	Finding a beanstalk growing through the classroom roof.	Bear arrives in classroom – Where has he been? What does he have in his bag?
Subject Focus (main areas in red)	<p>PSHE – getting to know each other, what we are good at etc. Understanding we can be good at different things.</p> <p>Science – looking at the human body, naming and labelling different parts. Looking at senses.</p> <p>DT – making and designing a sock puppet with a simple criteria.</p>	<p>Communication and Language/Literacy The story of Gruffalo's child</p> <p>Science – identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Music Learning new songs and dances</p> <p>Celebrations/events Diwali, Christmas</p>	<p>HISTORY - St George</p> <p>P.E – dragon dance</p>	<p>R.E –why stories are important in religion.</p> <p>English – stories/ language</p>	<p>Communication and Language/Literacy Jack and the bean stalk</p> <p>SCIENCE - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>P.E - athletics</p> <p>Geography – countries around the world</p>
Trip / Visitor		Pantomime (whole school) (Jan)	Visit from fire service Visit from bearded dragons.	Trip to library/ publisher/Author	Garden centre – sunflower seeds & plant for garden– watch them grow	Cotswold Wildlife Park
Final Event	Outdoor Team Activities	The Gruffalo's Child Christmas Production	Chinese Banquet.	Making picture books.	EYFS/ KS 1 garden party	Olympic Sports Day



Literacy	Text Types	<p>Instructions Story - characters</p>	<p>Story – setting No- fiction - Information/ Report</p>	<p>Story - opening Dragon Poem Non- Fiction; Letter to St George. (History focus)</p>	<p>Stories – story structure/ language Non-Fiction text: Recount – What happened at school on World book day</p>	<p>Fiction Text: The Queen’s Knickers Jack and the Beanstalk Non-Fiction text: Explanation – How do plants grow?</p>	<p>Fiction - character Poetry – repetition</p>
	SPAG	<p>Modelling of capital letters, full stops, finger spaces, using their sounds to spell out words. Learn five red words add to display.</p>	<p>Modelling of capital letters, full stops, finger spaces, using their sounds to spell out words. Using “and” and “because” to join sentences together. Writing a sequence of sentences.</p>	<p>Modelling of capital letters, full stops, finger spaces, using their sounds to spell out words. Using “and” and “because” to join sentences together. Writing a sequence of sentences which vary with different sentence starters. Using adjectives throughout writing. Full stops, capital letters, exclamation marks, question marks.</p>	<p>Continuing the previous skills: Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>) Identify root words Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>) Understand the apostrophe in contractions represents omitted letters</p>	<p>Continuing the previous skills: Full stops, capital letters, exclamation marks, question marks.</p>	<p>Modelling of capital letters, full stops, finger spaces, using their sounds to spell out words. Using “and” and “because” to join sentences together. Writing a sequence of sentences which vary with different sentence starters. Using adjectives throughout writing. Full stops, capital letters, exclamation marks, question marks.</p>

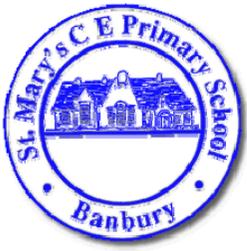


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<p>Maths</p>	<p>Counting forwards and backwards reaching 70. Adding one and taking away one. Using counters and number tracks and number lines.</p> <p>Place value ordering numbers identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>recognise and name common 2-D shapes [for example, rectangles (including squares),</p>	<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Position, direction and movement: compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] <p>Multiplication – arrays 2 times table</p> <p>2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>3-D shapes [for</p>	<p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>read and write numbers from 1 to 20 in numerals and words</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>recognise and know the value of different denominations of coins and notes</p> <p>sequence events in chronological order using language [for example, before and after, next, first, today,</p>	<p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>read and write numbers from 1 to 20 in numerals and words</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>	<p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>recognise and know the value of different denominations of coins and notes</p> <p>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p>	<p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>add and subtract one-digit and two-digit numbers to 20, solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the</p>
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		circles and triangles]	example, cuboids (including cubes), pyramids and spheres].	yesterday, tomorrow, morning, afternoon and evening]			support of the teacher
			describe position, direction and movement, including whole, half, quarter and three-quarter turns.	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times			
	RE	What makes me special? (Christianity/God/Belonging)	Should we celebrate Harvest or Christmas? (Christianity/Harvest/Christmas/ Celebration)	Do we need shared special places? (Judaism/Synagogue/Community/Symbols)	Are some stories more important than others? (Christianity/Judaism/Old Testament/Moral stories)	How should people care for the world? (Christianity/Judaism/Creation)	Should everyone follow Jesus? (Christianity/Jesus/Leaders/Rabbi/Vicars)
	PE	Games/Object control (Send and receive a ball, passing, sending, stopping) Gymnastics/Stability (Explore basic movements, balance, jumping off)	Games/Object control Working with a partner – sending and receiving objects Dance/Locomotor Explore travelling movements to stimulus – picture/poem/music, bouncing, hopping, jumping, skipping, galloping, copy, repeat with control.	Games/Object control Mini opposing partner/team games – sending, receiving. Dance/Locomotor Static balance Body shape Control	Games/Object control Racket control – balancing objects, bouncing objects Gymnastics/Stability Jumping and landing Simple low apparatus Changing direction	Games/Locomotor (Throwing and catching, sending and receiving) Dance/Locomotor Change of direction and speed	Athletics/Locomotor/Object control Running at different speeds /distances, jumping from standing, throwing to a target Gymnastics/Stability Rolling Egg roll, log roll, rocking on back Linking rolls with balances
	PSHCE	Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings	Feelings, SMART behaviour, rule of law.	Goals, achievements, celebrating			Changes -Transition to Year 2 – getting ready. Reception children to visit, discuss how they could help next year's new Year 1 class.



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