

## Long Term Curriculum Overview Year 1 & 2

Cycle 1 Topics	Term 1		Term 2		Term 3	
	Under the Sea	The Carousel of Progress		Dungeons and Dragons		
<b>Phonics</b>	KS1 follow the Essential Letters and Sounds phonics scheme					
<b>English texts</b>						
<b>Year One</b>	<b>Where the Wild Things Are</b> <i>Morris Sendak</i>	<b>The Secret of Black Rock</b> <i>Joe Todd Statdon</i>	<b>Hermelin</b> <i>Mini Grey</i>	<b>Paper Planes</b> <i>Jim Helmore</i>	<b>Rapunzel</b> <i>Bethan Woolvin</i>	<b>The Last Wolf</b> <i>Mini Grey</i>
		Return Narrative	Detective Narrative	Promise Narrative	Narrative: Characters and Settings	Hunting Narrative
	Portal Narrative	Postcards	Letters	Messages		Recipe
<b>Year Two</b>	<b>A River</b> <i>Marc Martin</i>	<b>The Night Gardener</b> <i>The Fan Brothers</i>	<b>Bog Baby</b> <i>Jean Willis and Owen Milward</i>	<b>Grandad's Island</b> <i>Benji Davies</i>	<b>Jack and the Baked Beanstalk</b> <i>Colin Stimpson</i>	<b>Rosie Revere Engineer</b> <i>Andrea Beaty</i>
	Circular Narrative	Settings narrative	Finding Narrative	Return Narrative	Twisted Narrative	Invention Narrative
	Letters	Diary	Instructions	Information Report	Persuasion	Explanation
<b>Maths</b>	Number and Place Value, Addition and Subtraction, Geometry, Measure.	Multiplication and division, Geometry, Fractions, Time	Number and Place Value, Addition and Subtraction, Geometry, Multiplication and Division, Measure.	Addition and Subtraction, Statistics, Multiplication and Division, Fractions, Measure	Number and Place Value, Addition and Subtraction, Geometry, Multiplication and Division, Measure	Addition and Subtraction, Statistics, Multiplication and Division, Fractions, Measure.
<b>Geography</b>	While learning about the Titanic, we will be looking at its journey, where it was built and its links to the North West.		We will be doing a comparison of Saighton alongside and a small contrasting non-European country.		While studying royal families we will look at where they ruled and where they lived.	
	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> <li>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 in a contrasting non-European country.</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	

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<b>History</b>	<p>We will study the Titanic; how and where it was built as well as what happened to its passengers. We will look at its links to the North West.</p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality.</li> <li>• Events beyond living memory that are significant nationally or globally.</li> </ul>	<p>As we learn about transport we will look into some significant individuals that have influenced this industry e.g. Henry Ford, The Wright Brothers &amp; Richard Branson.</p> <ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul>	<p>We will be learning about royalty throughout history and compare the lives of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II.</p> <ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>
<b>Art</b>	<p>We will be studying pictures of storms in the sea. We'll be painting pictures of stormy seas and adding sand and other materials to our paint to give different texture.</p> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p>Draw an artistic map of our local area depicting important landmarks.</p> <ul style="list-style-type: none"> <li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>	<p>We will create a bust sculpture of one of the royal queens that we have investigated using clay.</p> <ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>
<b>D &amp; T</b>	<p>Make an unsinkable ship, testing appropriate materials.</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves</li> </ul>	<p>Investigate moving vehicles. Design and make their own moving vehicle (wind up car using elastic bands).</p> <ul style="list-style-type: none"> <li>• Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products.</li> </ul>	<p>Exploring bridge structures by creating our own using materials, and testing how much weight they can hold.</p> <ul style="list-style-type: none"> <li>• Select from and use a wide range of materials and components,</li> </ul>

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	<p>and other users based on design criteria.</p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas and products against design criteria.</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas and products against design criteria.</li> </ul>	<p>including construction materials, textiles and ingredients, according to their characteristics.</p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas and products against design criteria.</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>
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Design Technology in addition to above:

Design

- **Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.**
- **Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.**

Make

- **Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.**
- **Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.**

Evaluate

- **Investigate and analyse a range of existing products.**
- **Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.**
- **Understand how key events and individuals in design and technology have helped shape the world**

<b>RE</b>	Christianity  UC Concept 1.2: Creation  Who made the world?	Christianity  UC Concept 1.3: Incarnation  Why does Christmas matter to Christians?	Free Choice  CWAC: How is light used in religion?	Christianity  UC Concept 1.5: Salvation  Why does Easter matter to Christians?	Islam – Year 1  How do Muslims express their beginnings?	Islam – Year 1.1  CWAC: How and why are Muhammad and Allah important to Muslims?
<b>SEAL</b>	New Beginnings HS - Get HeartSmart		Going for Goals HS - 'No Way Through' isn't True		Relationships HS –Too much Selfie isn't Healthy	
Science	Year 2 Module 1 – <b>What is your habitat?</b> Lessons 1, 2, 3		Year 2 Module 4 – <b>Materials: Shaping Up</b> Lessons 1, 2, 3, 4		Year 2 Module 6 – <b>Growing Up</b> Lessons 1, 2, 3, 4	

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	Year 2 Module 3 – <b>Materials, good choices</b> Lessons 1, 3, 4, 5, 6, 7	Year 1 Module 2 – <b>Looking at Animals</b>  Lessons 1, 2, 3, 4, 7, 6, E1 and E4	Year 1 Module 1 – <b>Plant Detectives</b>  Lessons 1, 2, 3, 4, 5
<b>Our Changing World</b> modules			
	(Teach with <b>What is your habitat?</b> ) Lessons 1, 2, 3	Lessons 5 and 6	Lessons 6 and 7 Lesson 4 (teach with <b>Growing Up</b> )
Computing	<p>Technology around us</p> <ul style="list-style-type: none"> <li>• Recognise common uses of information technology beyond school</li> <li>• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul> <p>IT around us.</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li>• Recognise common uses of information technology beyond school</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	<p>Programming A – Moving a robot.</p> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> <li>• Recognise common uses of information technology beyond school</li> </ul> <p>Programming A – Robot algorithms.</p> <ul style="list-style-type: none"> <li>• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<p>Data and information – Grouping data.</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li>• Use technology safely and respectfully</li> </ul> <p>Programming B – Introduction to animation</p> <ul style="list-style-type: none"> <li>• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> </ul>
Music	Charanga music programme.		

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Year 2 – Hands, Feet, Heart  Christmas Songs/ Year 1 – Rhythm in the way we Walk and Banana Rap	Year 1 – In The Groove  Easter Songs/ Year 2- Zootime	Year 2 – Friendship Song  Year 1 – Reflect, Rewind, Replay
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Cycle 2 Topics	Term 1		Term 2		Term 3	
	London's Burning		Come Dine With Me		School of Rock	
<b>Phonics</b>	<b>KS1 follow the Essential Letters and Sounds phonics scheme</b>					
<b>English texts Year One</b>	<b>Where the Wild Things Are</b> <i>Morris Sendak</i>  Portal Narrative  Postcards	<b>The Secret of Black Rock</b> <i>Joe Todd Statdon</i>  Return Narrative  Postcards	<b>Hermelin</b> <i>Mini Grey</i>  Detective Narrative  Letters	<b>Paper Planes</b> <i>Jim Helmore</i>  Promise Narrative  Messages	<b>Rapunzel</b> <i>Bethan Woolvin</i>  Narrative: Characters and Settings	<b>The Last Wolf</b> <i>Mini Grey</i>  Hunting Narrative  Recipe
<b>Year Two</b>	<b>A River</b> <i>Marc Martin</i>  Circular Narrative  Letters	<b>The Night Garden</b> <i>r The Fan Brothers</i>  Settings narrative  Diary	<b>Bog Baby</b> <i>Jean Willis and Owen Milward</i>  Finding Narrative  Instructions	<b>Grandad's Island</b> <i>Benji Davies</i>  Return Narrative  Information Report	<b>Jack and the Baked Beanstalk</b> <i>Colin Stimpson</i>  Twisted Narrative  Persuasion	<b>Rosie Revere Engineer</b> <i>Andrea Beaty</i>  Invention Narrative  Explanation
<b>Maths</b>	Number and Place Value, Addition and Subtraction, Geometry, Measure.	Multiplication and division, Geometry, Fractions, Time	Number and Place Value, Addition and Subtraction, Geometry, Multiplication and Division, Measure.	Addition and Subtraction, Statistics, Multiplication and Division, Fractions, Measure	Number and Place Value, Addition and Subtraction, Geometry, Multiplication and Division, Measure	Addition and Subtraction, Statistics, Multiplication and Division, Fractions, Measure.

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<p><b>Geography</b></p>	<p>We will learn about The Great Fire of London, where it was and how it started.</p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>We will investigate food across the seven continents and how they are similar and different. After investigation, we will choose a continent to focus our study on.</p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• 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.</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>• 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.</li> </ul>	
<p><b>History</b></p>	<p>We will learn about The Great Fire of London and its effect on Britain and its population.</p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality.</li> </ul>	<p>While studying the different continents we will look at significant chefs.</p> <ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<p>We will be investigating how music technology has changed over time.</p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>
<p><b>Art</b></p>	<p>Collage of Fire of London scene using a wide range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p><b>Cross-curricular link to computing</b></p> <p>The continent that we will focus our study on, we will research an artist from that continent and use them as inspiration to create our own work.</p> <ul style="list-style-type: none"> <li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different</li> </ul>	<p><b>Cross-curricular link to computing</b></p> <p>We will create our very own album cover using digital painting.</p> <ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities</li> </ul>

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		<p>practices and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p>between different practices and disciplines, and making links to their own work.</p>
<b>D &amp; T</b>	<p>Design and make a house using a range of materials to explore how buildings have developed in their sturdiness over time.</p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<p>Cook a dish from the chosen continent and design and create the packaging for the product.</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas and products against design criteria.</li> </ul>	<p>To design and make a keyring as a part of the merchandise for a band.</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul>

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Design Technology in addition to above:

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world

<b>RE</b>	Christianity  DRE Theme Autumn 1: What did Jesus teach?  Is it possible to be kind to everyone all of the time?	Christianity  UC Concept 1.4: Gospel  What is the good news that Jesus brings?	Free Choice  What is religion?  (Year 2 Free Choice Unit)	Christianity  UC Concept 1.1: God  What do Christians believe God is like?	Judaism  DRE Theme Summer 1: Shabbat  Is Shabbat important to Jewish children?	Judaism  DRE Theme Spring 1: Passover  How important is it for Jewish people to do what God asks them to do?
<b>SEAL</b>	Getting on and falling out Good to be me HS - Don't Forget to Let Love In		'Say no to bullying' SEAL guidance. HS – Don't Rub it in, Rub it Out!		'Changes' SEAL guidance HS – Fake is a Mistake!	
<b>Science</b>	Year 1 Module 4 – <b>Everyday Materials</b> Lessons 1, 2, 3, 4	Year 1 Return to module 4 – <b>Everyday Materials</b> Lessons 5, 6, 7, 10 and E1		Year 2 Return to module 2 – <b>The Apprentice Gardener</b> Lessons 9 and 10		
	Year 1 Module 3 – <b>Using Our Senses</b> Lessons 1, 2, 3, 4, 5, 6, and E1	Year 2 module 2 – <b>The Apprentice Gardener</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8		Year 2 Module 5 – <b>Take Care</b> Lessons 1, 2, 3, 4		
	<b>Our Changing World</b> modules					
	Year 1 Plants – lessons 1 and 2 Year 1 Animal Antics – lesson 1 Year 1 Changing Seasons (link to using senses lesson 2 and 3)	Year 1 – Plants Lessons 3 and 4 Year 1 Animal Antics – Lesson 2 Year 1 Changing Seasons – lesson 4		Year 1 Plants – Revist lessons 3 and 4, teach lesson 5 Year 1 Sensing Seasons Lessons 2 and 3		
<b>Computing</b>	Programming B – An introduction to quizzes.  <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following</li> </ul>	Creating media – Digital writing.  <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li>• Use technology safely and respectfully, keeping</li> </ul>		Creating media - Digital painting.  <ul style="list-style-type: none"> <li>• To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul> Creating media – Making music.		



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	<p>precise and unambiguous instructions</p> <ul style="list-style-type: none"> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> </ul> <p>Data and information – Pictograms.</p> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	<p>personal information private</p> <p>Creating media - Digital photography.</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li>• Recognise common uses of information technology beyond school</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>
<b>Music</b>	Charanga music programme.		
	Year 1 – Hey You  Christmas songs/ Year 2 Ho Ho Ho	Year 2 - I wanna play in a band  Easter Songs/ Year 1 – Round and Round	Year 1 – Your Imagination  Year 2 – Reflect, Rewind, Replay