

Brimscombe C of E (VA) Primary School  
Robin Class (Year R/Year 1) Long Term Overview

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| Our EYFS curriculum vision | <p><b>Our vision for our EYFS pupils is to promote independence, inspire curiosity and create a love of learning.</b></p> <p>We strive to create an inclusive and engaging environment where children feel safe, valued and excited about new challenges. We want children to be confident, independent learners who are eager to explore the world around them. We do this through play and rich communications and interactions between adults and children. Our aim is to develop strong relationships, resilience, a sense of community and to show love and kindness for each other and our world.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |
| Termly Themes              | Our Wonderful World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Let's Explore!                                                                    | Seasons and Skies                                                                  | Seeds and Stories                                                                   | Amazing Animals                                                                     | Toys, Tools and Tech                                                                |
| Key Texts                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |
| English (Y1)               | <b>Communication and Language (EYFS)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |
|                            | <p><b>Spoken Language:</b></p> <p><b>Listening and attention:</b> YR - Listens in whole class, small group and play. Responds appropriately. Follows simple instructions. Y1 - Listening to adults and peers. Follows short instruction. Stays focused in brief talk tasks.</p> <p><b>Vocabulary and language choice:</b> YR - Uses new vocabulary from stories, talk and play. Begins to explain word meanings. Y1 - Uses taught words in speech. Begins to choose topic words in full sentences.</p> <p><b>Sentence construction and spoken fluency:</b> YR - Speaks in full sentences with support. Links ideas using simple joining words. Y1 - Speaks in full sentences. Retells events in order. Uses because to add a reason.</p> <p><b>Discussion and interaction:</b> YR - Takes turns in talk. Joins in with a partner, group and class. Y1 - Takes turns and stays on topic. Responds to a partner's comment.</p> <p><b>Explanation, reasoning and justification:</b> YR - Gives simple explanations. Answers how and why questions. Y1 - Gives a simple reason for an answer or choice.</p> <p><b>Presentation and register:</b> YR - Speaks to familiar adults and children. Shares ideas in small groups and class. Y1 - Speaks audibly to the class. Shares simple information or retelling.</p> |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |

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|                                           | <p><b><u>Phonics (Little Wandle)</u></b><br/>Reception: Phase 2 graphemes and tricky words</p> <p>Y1: Phase 2, 3 and 4 are reviewed. Phase 5 begins with new sounds and tricky words.</p> <p><b><u>Early Reading</u></b> is taught through Little Wandle.</p>                                                                                                                                                                                                                                                                                           | <p><b><u>Phonics (Little Wandle)</u></b><br/>Reception: Phase 2 graphemes and tricky words continued.</p> <p>Y1: Phase 5 continues with further sounds, split digraphs and new tricky words.</p> <p><b><u>Early Reading</u></b> is taught through Little Wandle.</p>                                                                                                                                                                                                  | <p><b><u>Phonics (Little Wandle)</u></b><br/>Reception: Phase 3 graphemes and tricky words</p> <p>Y1: Phase 5 continues with alternative graphemes and new tricky words.</p> <p><b><u>Early Reading</u></b> is taught through Little Wandle.</p>                                                                                                                                                                                                                                                              | <p><b><u>Phonics (Little Wandle)</u></b><br/>Reception: Phase 3 is reviewed and consolidated.</p> <p>Y1: Phase 5 continues with more alternative spellings and new tricky words.</p> <p><b><u>Early Reading</u></b> is taught through Little Wandle.</p>                                                                                                                                                                                                                 | <p><b><u>Phonics (Little Wandle)</u></b><br/>Reception: Phase 4 graphemes and tricky words.</p> <p>Y1: Phonics Screening Check</p> <p><b><u>Early Reading</u></b> is taught through Little Wandle.</p>                                                                                                                                                                                                                                                                                                       | <p><b><u>Phonics (Little Wandle)</u></b><br/>Reception: Phase 4 is reviewed and consolidated.</p> <p>Y1: Phase 5 concludes with further alternative spellings and new tricky words.</p> <p><b><u>Early Reading</u></b> is taught through Little Wandle.</p>                                                                                                                                                                                                                                                 |
| <p>Fiction<br/>Non-fiction<br/>Poetry</p> | <p><b><u>Writing</u></b><br/>Reception will apply learnt phoneme-grapheme correspondence to write simple captions using images as a stimulus.</p> <p>Year 1 will spend the first part of this term focusing on quality sentence construction, looking at nouns, verbs and adjectives.</p> <p><b>To entertain:</b><br/>Character Descriptions</p> <p><b><u>Handwriting</u></b><br/>Reception: Gross and fine motor development, posture, pencil grip, pre-writing patterns.</p> <p>Y1: Letter families, secure-lower-case formation, capital letters</p> | <p><b><u>Writing</u></b><br/>Reception will apply learnt phoneme-grapheme correspondence to write simple captions using images as a stimulus.</p> <p><b>To entertain:</b><br/>Setting Descriptions<br/>A short poem, with rhyming couplets</p> <p><b>To inform:</b><br/>Simple Instructions</p> <p><b><u>Handwriting</u></b><br/>Reception: Lower-case letter formation, orientation and starting points.</p> <p>Y1: Capital letters, printed letters and numbers</p> | <p><b><u>Writing</u></b><br/>Reception: Weekly Little Wandle sentences.</p> <p>Reception: Captions, Labels and short sentences based on a weekly theme.</p> <p><b>To entertain:</b><br/>A short, 3<sup>rd</sup> person narrative inspired by a book</p> <p><b>To inform:</b><br/>Recount – a postcard from a visit</p> <p><b><u>Handwriting</u></b><br/>Reception: Further lower-case letter formation, harder letters and simple words.</p> <p>Y1: Punctuation marks, symbols, spacing and presentation.</p> | <p><b><u>Writing</u></b><br/>Reception: Weekly Little Wandle sentences.</p> <p>Reception: Captions, Labels and short sentences based on a weekly theme.</p> <p><b>To inform:</b><br/>Recount - Diary entries<br/>A sound journey poem using onomatopoeia</p> <p><b><u>Handwriting</u></b><br/>Reception: consolidation of lower-case letters, size and position on the line.</p> <p>Y1: Consistency of size, orientation and formation in words and short sentences.</p> | <p><b><u>Writing</u></b><br/>Reception: Weekly Little Wandle sentences.</p> <p>Reception: Longer sentences leading to short narratives based on a weekly theme.</p> <p><b>To inform:</b><br/>A fact file linked to something learnt in science.</p> <p><b>To inform:</b><br/>Recount – a postcard from a visit or event</p> <p><b><u>Handwriting</u></b><br/>Reception: Application in words, increasing control and consistency.</p> <p>Y1: Pre-cursive patterns and introduction to cursive movements.</p> | <p><b><u>Writing</u></b><br/>Reception: Weekly Little Wandle sentences.</p> <p>Reception: Longer sentences leading to short narratives based on a weekly theme.</p> <p><b>To entertain:</b><br/>A short, 3<sup>rd</sup> person narrative inspired by a book.</p> <p><b>To inform:</b><br/>A simple recipe linked to DT – Smoothies</p> <p><b><u>Handwriting</u></b><br/>Reception: Fluency, independence and readiness for Year 1</p> <p>Y1: Cursive letter practice in preparation for joining Year 2.</p> |

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| <b>Maths (Y1)</b> | <b>Maths (EYFS)</b>                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                         |                                                                                                                                                             |                                                                                                                                                                     |                                                                                                                                                            |                                                                                                                                                      |
|                   | YR: Counting to 5, 6 and 7<br><br>Y1: Number and Place Value to 20, Shapes, Addition and Subtraction                                                                                                                                                                                                                                                           | YR: Counting to 8, 9 and 10<br><br>Y1: Number and Place Value up to 100, Properties of shapes, Addition and Subtraction                                 | YR: Composition and calculating 2,3,4,5 and 6<br><br>Y1: Addition and Subtraction, Length                                                                   | YR: Comparing numbers<br>Composition and calculating 7 and 8<br><br>Y1: Addition and subtraction, Fractions, Position and Direction                                 | YR: Composition and calculating 9 and 10, Equal groups, Securing and using number facts.<br><br>Y1: Addition and subtraction, Time                         | YR: Distributing equally, Securing and using number facts, shape, space and measure<br><br>Y1: Multiplication and division, Money, Mass and capacity |
| <b>PSHE (Y1)</b>  | <b>Personal, Social, Emotional Development (EYFS)</b>                                                                                                                                                                                                                                                                                                          |                                                                                                                                                         |                                                                                                                                                             |                                                                                                                                                                     |                                                                                                                                                            |                                                                                                                                                      |
|                   | <b>Me and My Relationships</b><br><br>YR: All about me, what makes me special, my special people<br><br>Y1: Classroom rules, Listening, Feelings and bodies                                                                                                                                                                                                    | <b>Valuing Difference</b><br><br>YR: Same and different families, homes and people<br><br>Y1: Unkind, teasing or bullying, school rules, it's not fair! | <b>Keeping Safe</b><br><br>YR: Online safety, Keeping myself safe (medicines), Indoors/outdoors<br><br>Y1: Who can help, good/bad touches, sharing pictures | <b>Rights and Respect</b><br><br>YR: Looking after my friends, Caring for our home, classroom, money, world<br><br>Y1: Caring for our home, classroom, money, world | <b>Being my best</b><br><br>YR: When things go wrong, Healthy eating, Healthy mind, Exercise, Sleep<br><br>Y1: Eating well, wash and brush up, handwashing | <b>Growing and changing</b><br><br>YR: Life stages – plants, animals, humans<br><br>Y1: Surprises and secrets, keeping privates private              |
| <b>PE (Y1)</b>    | <b>Physical Development (EYFS)</b>                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                         |                                                                                                                                                             |                                                                                                                                                                     |                                                                                                                                                            |                                                                                                                                                      |
|                   | YR – <b>Gross Motor Skills:</b> Running safely, balancing, carrying, building, climbing, pushing/pulling, copying actions, sequencing movements, changing direction, simple games.<br><br>YR – <b>Fine Motor Skills:</b> Pencil grip, mark making, cutting simple shapes, threading, weaving, using tools, tape, glue and connectors, forming letters/numbers. |                                                                                                                                                         |                                                                                                                                                             |                                                                                                                                                                     |                                                                                                                                                            |                                                                                                                                                      |
|                   | Y1: Playing by the rules                                                                                                                                                                                                                                                                                                                                       | Y1: Teamwork games                                                                                                                                      | Y1: Gymnastics/Dance                                                                                                                                        | Y1: Tagging games                                                                                                                                                   | Y1: Dodgeball                                                                                                                                              | Y1: Athletics                                                                                                                                        |

|  | Understanding the World (EYFS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|  | YR: Health and Safety<br>Staying safe with electricity, exploring things in the home, people you can trust, discovering first aid.<br><br>Y1: Animals, including humans – all about me!<br>Body parts and senses.<br><br>Y1: What is it like here?<br>Where is the world are we? Maps of our classroom and school, playground design.<br><br>YR: Computing Skills<br>Arrow keys games, mouse finder game, matching quiz, sorting and sequencing quiz<br><br>Y1: Introduction to Purple Mash/Creative Computing<br>Logging in, creating an avatar, using the tools – paint, jigsaw.<br><br>Online Safety: Self-Image and Identity<br>Knowing I can tell someone when I'm sad, angry or upset.<br><br>Who do Christians say made the world? | YR: Materials<br>Living/non-living things, melting, exploring materials and building sandcastles.<br><br>Y1: Everyday Materials – exploring<br>Identifying materials, describing properties or materials, floating and sinking, which material is best?<br><br>Y1: How have explorers change the world?<br>What is an explorer? Christopher Columbus, Matthew Henson, how has exploration changed?<br><br>Remembrance: What does the poppy mean and why do people wear it?<br><br>YR: Computing Skills<br>Arrow keys games, mouse finder game, matching quiz, sorting and sequencing quiz<br><br>Y1: Data Explorers<br>Grouping and sorting items using a computer, data collection.<br><br>Online Safety: Online Relationships<br>Recognising ways the internet can be used to communicate and give examples.<br><br>Why does Christmas matter to Christians? | YR: Weather and Seasons<br>Rain, ice and water, snow and melting, how rainbows form.<br><br>Y1: Seasonal Change<br>Identifying changes that take place in autumn, winter, spring and summer.<br><br>Y1: What is the weather like in the UK?<br>Where is the UK, what are compass directions? Weather observation and preparation.<br><br>YR: Computing Skills<br>Arrow keys games, mouse finder game, matching quiz, sorting and sequencing quiz.<br><br>Y1: Creating and Following Instructions<br>Algorithms, follow and create instructions on a device<br><br>Online Safety: Online Bullying<br>Describe ways people can unkind online and how it makes people feel.<br><br>Who is Jewish and how do they live? | YR: Plants<br>Where plants come from and how to look after them.<br><br>Y1: Plants<br>Seeds and plants, identifying basic parts of a plant, identify common wild plants, tree and vegetables, how plants change over time.<br><br>Y1: How am I making history?<br>What is my history? How are special events remembered? What was it like for children in the past?<br><br>YR: Computing Skills<br>Arrow keys games, mouse finder game, matching quiz, sorting and sequencing quiz.<br><br>Y1: Animated Stories<br>Digital books, creating characters, backgrounds and objects for a story.<br><br>Online Safety: Managing Online Information<br>How the internet is used as a way of finding information<br><br>Why does Easter matter to Christians? | YR: Animals<br>Where animals and birds live and what they need to survive, farm animals, dinosaurs.<br><br>Y1: Animals including humans – all about animals!<br>Animal families, difference between mammals and birds; amphibians, reptiles and fish, food animals eat, wild animals and pets.<br><br>Y1: How is life different in China?<br>Where is China? What might you see in China? How is it different from where we live?<br><br>YR: Computing Skills<br>Arrow keys games, mouse finder game, matching quiz, sorting and sequencing quiz.<br><br>Y1: Technology Around Us<br>Understand what technology is and how it's used, consider purposes of technology in the wider world.<br><br>Online Safety: Health and Wellbeing<br>Identify rules that help keep us safe and healthy when using technology.<br><br>What makes places sacred to believers? | YR: Machines<br>Mechanisms, machines that helps us, transport.<br><br>Y1: Everyday material – building<br>Build a structure strong enough for wind/water, understand properties of glass, furniture and fabrics.<br><br>Y1: How have toys changed?<br>Favourite toys, toys from the past, similarities and differences, teddy bears over time.<br><br>YR: Computing Skills<br>Arrow keys games, mouse finder game, matching quiz, sorting and sequencing quiz.<br><br>Y1: Making Beats<br>Explore making music using computers, explore mixing sounds and compose a tune to match a picture<br><br>Online Safety: Privacy and Security<br>Identify some examples of my personal information, describe who would be trustworthy to share this information with.<br><br>How should we care for the world and others? |

Science,  
History,  
Geography,  
Computing  
RE (Y1)

|                                                      | Expressive Arts and Design (EYFS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>Art and Design, Design Technology, Music (Y1)</p> | <p><b>YR: Drawing – Marvellous Marks</b><br/>Wax crayons, felt tips, chalk, observational pencil drawings, drawing faces and adding colour.</p> <p><b>Y1: Drawing – Exploring Line and Shape</b><br/>Exploring line, musical lines, exploring shapes, shape in art and Klee portraits.</p> <p><b>YR: Textiles – Bookmarks</b><br/>Sewing with hessian, designing and making hessian bookmarks.</p> <p><b>Y1: Textiles - Simple Stiches</b><br/>Sewing with hessian, designing and making hessian bookmarks and bunting.</p> <p><b>Singing:</b> Songs about the world around us, songs from the past, singing games to develop individual voices, Nativity songs and performance</p> <p><b>Listening and Appraising:</b> Exploring tempo</p> | <p><b>YR: 3D Creation Station</b><br/>Clay, playdough, landscape art, creating and painting animal sculptures.</p> <p><b>Y1: Craft and Design – Woven Wonders</b><br/>Wool wrapping, exploring thread, warp and weft, fibre art.</p> <p><b>YR: Stable Structures – Junk Modelling</b><br/>Cutting/scissor skills, choosing resources, joining materials, making models.</p> <p><b>Y1: Stable Structures – Pencil Pots</b><br/>Exploring stability, building stable towers, stabilising structures with weight, designing and making a pencil pot using a cardboard tube.</p> <p><b>Performing:</b> Building rhythm patterns</p> <p><b>Listening and Appraising:</b> Listening to music from the past; making our mark – Graphic Scores</p> <p><b>Composting and Improvisation:</b> Making our mark – Graphic Scores</p> | <p><b>YR: Painting and Mixed Media</b><br/>Finger painting, outdoor painting, painting to music, collage, landscape collage, group art.</p> <p><b>Y1: Painting and Mixed Media</b><br/>Making colours, painting, printing, colouring mixing, Clarice Cliff plates.</p> <p><b>Cooking and Nutrition - Smoothies</b><br/>Fruits, growing, cutting and juicing, testing ingredients making smoothies, evaluating.</p> <p><b>Y1: Wheels and Axles</b><br/>Exploring wheels, designing and making a pull-along toy.</p> <p><b>Performing:</b> Contrast in music – high/low, fast/slow, long/short</p> <p><b>Listening and Appraising:</b> ‘Four Seasons’ by Vivaldi; ‘Carnival of the Animals’ by Saint-Saens</p> <p><b>Composting and Improvisation:</b> Contrast in music – high/low, fast/slow, long/short</p> |