Brimscombe C of E (VA) Primary School **Dragonfly Class Long Term Overview - Year 1/Year 2**

Year A

'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.' 1 Corinthians 16:13-14

We are committed to developing **confident**, **curious** and **responsible** leaners who are well-prepared for the next stage of their education. Through a carefully planned curriculum and a wide range of enrichment opportunities, underpinned by our Christian values - **kindness, respect, friendship, courage and responsibility** - pupils are encouraged to think deeply, work collaboratively and develop the skills and attitudes they need to thrive both in school and beyond.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Here we are in Gloucestershire! (Geography/Science)	Inside your Outside! (Science/RE)	Whatever the weather we grow! (Geography/Science)	Flying Machines and Materials! (History/Science)	Plants and Pebbles Seaweed and Sand dunes (Geography/Science)	Poles Apart! (History/Science)
Here we are by Oliver Jeffers **Dear Earth** by Isabel Otter **Dear Greenpeace** by Simon James	**Parts** by Tedd Arnold **Inside your outside!** by Dr Suess **Hanukkah Moon** by Deborah Da Costa	**Willow takes on the weather** by Rachel Nobel **The most important animal of all** by Penny Worms	**Rosie Revere Engineer** by Andrea Beaty **Until I met Dudley** by Roger McGough **A planet full of plastic** by Neal Layton	**The Tiny Seed** by Eric Carle **What the worm saw The Sea Saw** by Tom Percival (local author) **The Storm Whale** by Benji Davies	**Poles Apart!** Jarvis Jeanne Willis **The lights that dance in the night** by Yuval Zoomer **The Polar Bear** by Jenni Desmond

English

Spoken Language
Pupils will be taught to:

- Listen and respond to others.
- Ask questions and explore ideas.
- Explain and justify thoughts clearly.
- Speak confidently using appropriate vocabulary and Standard English.
- Take part in discussions and presentations, considering different viewpoints.

Handwriting
By the end of Year 1, children will be able to:

- Sit correctly at a table with feet flat on the floor.
- Hold a pencil comfortably and correctly using a standard grip.
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters accurately.
- Form digits 0 to 9 correctly.
- Understand letter families
- Leave clear spaces between words.
- Write line-by-line moving consistently from left to right.

Handwriting
By the end of Year 2, children will be able to:

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters

Children will learn to write:	Children will learn to write:	Children will learn to write:	Children will learn to write:	Children will learn to write:	Children will learn to write:
An information leaflet about our local area. (to inform) A report about an animal and their habitats linked to learning in science (to inform) A letter to ask the government to help protect our earth (to persuade)	A short story about Hanukkah linked to learning in RE (to entertain) Acrostic Poetry linked to a body part linked to learning in science (poetry) A fact file about a part of the body linked to learning in science (to inform)	A diary about the weeks weather linked to learning in Geography (to inform) Write a plan for activities you would like to do in all different weathers (to inform) A letter to someone about an animal you think is the most important animal of all (to persuade)	A poem about plastic linked to learning in science (poetry) A fictional explanation about how a household appliance works (to entertain) A set of instructions to make a paper/ lolly stick aeroplane (to inform)	A set of instructions on how to plant a seed or look after a plant linked to learning in science (to inform) A letter to encourage people to plant more trees (to persuade) A short story about the journey of a seed. (to entertain)	A persuasive poster or letter to tell someone to come and see the Northern Lights (to persuade) A fact file about the poles and animals that live there (to inform) A story about an animal that gets taken from one of the poles to another place like Penguin Blue (to entertain)
Maths					
Y1: Number and Place Value, Properties of shapes, Addition and Subtraction Y2: Number and Place Value; Shape, Addition	Y1: Number and Place Value, Addition and Subtraction, Properties of Shapes Y2: Subtraction, Shape, Multiplication and Division, Position and Direction	Y1: Addition and Subtraction, Length, Y2: Multiplication tables, Length and Mass	Y1: Addition and Subtraction, Fractions, Position and Direction Y2: Fractions, Time, Money	Y1: Addition and Subtraction, Time Y2: Statistics, Capacity and Temperature	Y1: Multiplication and Division, Money, Mass and Capacity Y2: Place Value, Addition and Subtraction, Geometry and Measurement, Multiplication and Division, Fractions
Science Year 1 Seasons unit covered throughout the year					
Living things and their habitats (Y2 unit)	Animals including humans - All about me! (Y1 unit)	Animals including humans - Growth (Y2 unit)	Everyday Materials - Exploring (Y1 Unit)	Plants (Y2 unit)	Living things and their habitats - around the world (Y2 unit)

Religious Education (RE)					
What do Christians believe God is like? (Unit 1.1 Year 1)	What is it like to be brought up in a Jewish home in the UK today? (Unit 1.6 Year 2)	What is it like to be brought up in a Muslim home in the UK today? (Unit 1.7 Year 1)	Why does Easter matter to Christians and how do people celebrate it? (Unit 1.3 Year 2)	How can someone's worldview be seen in the choices they make? (Unit 1.10 Year 2)	
Personal, Social, Health, Economic (PSHE) / British Values					
Connecting with others: How can I help myself and others feel happy and safe? Mutual respect and tolerance **What is fair and unfair?**	The Online world: How do we spend time online? Rule of Law **What happens when rules are broken?**	Health protection: How can I protect myself and others in daily life? Democracy **How does voting work?**	Staying Safe: How can I stay safe? Individual Liberty **What does freedom mean for children?**	Connecting with others: How can I build safe, kind and caring relationships with others? Mutual respect and Tolerance **What do different people believe and celebrate?**	The online world: How can we stay safe online? Democracy, Responsibility, Respect **How can we improve our local area?**
Computing / Online Safety					
Computing Systems and networks: Improving mouse skills. Programming 1: Commands unplugged	Skills Showcase: Rocket to the moon!	Computing systems and networks: What is a computer?	Programming: Algorithms and debugging	Computer systems and networks: Word Processing	Online Safety: Year 1
History / Geography					
What is it like here? (Y1)	How am I making history? (Y1)	What is the weather like in the UK? (Y1)	How did we learn to fly? (Y2)	What is it like to live by the coast? (Y2 unit)	How have toys changed? (Y1)

Physical Education					
Gross Motor Skills: Fundamental movement skills, becoming more competent and confident, and extending **agility, balance and coordination.** **Master basic movements** including **running, jumping, throwing and catching**					
Endball	Dodgeball	Gymnastics/Dance	Orienteering	Batting and fielding	Athletics
Art and Design / Design Technology					
Drawing: Exploring line and shape Drawing: Understanding tone and texture	Structures: Stable Structures	Craft and design: Woven Wonders	Mechanisms: Wheels and axles	Craft and design: Map it out	Cooking and nutrition: Smoothies
Music					
Listening & appraising: Listen to music from different cultures and styles.	**Composing & improvising:** Improvise with clear musical guidance applying pitch, rhythm and tempo.	**Singing:** Sing a wide range of songs from memory Use dynamics and expression when singing Begin simple part singing including call and response.	**Listening & appraising:** Identify changes in sound including different families of instruments.	**Listening & appraising:** Describe music and identify key features in line with the elements of beat, pitch, rhythm and tempo Share opinions using simple musical vocabulary.	**Performing:** Play music using simple dot and stick notation.