



**North Cerney C of E Primary Academy**  
**Long Term Planning Overview Wren Class**  
**2020/2021 - Year B/D**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Topic	My family History (1)	Bonfire Night and the Great Fire of London (2)	People and their communities (1)	Local Heroes (2)	Our wonderful world (2)	Animals and Habitats (1)
Topic focus	History	History	Geography	History	Geography	Geography
History	<p><b>Knowledge</b> Describe changes within living memory and how these reflect changes in national life</p> <p>Explore how toys have changed from the Victorian, War time era, 1980's and now.</p> <p><b>Skills</b> Sort artefacts from 'then' and 'now'.</p> <p>Show understanding of some of the ways in which we find out about the past and identify</p>	<p><b>Knowledge</b> Explore how homes have changed over time : Iron Age Romans Tudors Victorian era</p> <p>Describe events beyond living memory that are significant nationally or globally (Great Fire)</p> <p><b>Skills</b> Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p>	(revise skills/knowledge taught in Year A/C and in Autumn term)	<p><b>Knowledge</b> Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</p> <p><b>Skills</b> Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how he/she has found out about the past.</p>	(revise skills/knowledge taught in Year A/C and this year)	(revise skills/knowledge taught in Year A/C and this year)

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	<p>different ways in which it is represented</p> <p>Record what he/she has learned by drawing and writing.</p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time</p>		<p>Record what he/she has learned by drawing and writing.</p>		
Geography	<p>(revise skills/knowledge taught in Year A/C)</p>	<p>(revise skills/knowledge taught in Year A/C)</p>	<p><b>Knowledge</b></p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom.</p> <p>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.</p> <p><b>Skills</b></p> <p>Use basic geographical vocabulary to refer to key physical features</p> <p>Use basic geographical vocabulary to refer to key human features,</p> <p>Use aerial photographs to recognise land marks and physical and human features</p>	<p>(revise skills/knowledge taught in Year A/C)</p>	<p><b>Knowledge</b></p> <p>Identify seasonal and daily weather patterns in the UK</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom.</p> <p><b>Skills</b></p> <p>Use basic geographical vocabulary to refer to key physical features</p> <p>Use basic geographical vocabulary to refer to key human features,</p> <p>Use aerial photographs to recognise local land marks and physical and human features</p>	<p><b>Knowledge</b></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>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.</p> <p>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 of Zambia</p> <p><b>Skills</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and</p>

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			Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.			its countries, as well as the countries, continents and oceans studied at this key stage.  Use basic geographical vocabulary to refer to key physical features  Use basic geographical vocabulary to refer to key human features,
Maths Y1	Place Value  Addition and Subtraction within 10	Geometry  Numbers to 20	Addition and subtraction within 20	Numbers up to 50  Measurement length and height	Multiplication  Fractions	Position and direction  Place value to 100
Maths Y2	Place Value  Addition and subtraction	Money  Multiplication and Division	Statistics  Geometry	Fractions  Measurement length and height	Position and Direction  Time	Mass, capacity and temperature
English Writing	Little Red Reading Hood (Narrative)  The day the crayons Quit (non-fiction Persuasive letter)	Bold Women in Black History  (non-fiction Biography)  My Christmas Star (narrative)	Building Boy (Narrative)  Our trip to the woods (non-fiction recount)	Travel journal (non-fiction Journal)  Stardust (narrative)	Pirates  Song of the sea	A crow's tale (narrative)  Big Cats (non-chronological report)
English Reading	<b>Owl Babies</b> - Martin Waddell	<b>Rosie's Walk</b> - Pat Hutchins	<b>The Gruffalo</b> Julia Donaldson	<b>Handa's Surprise</b> Eileen Brown	<b>We are going on a Bear Hunt</b> Michael Rosen	<b>Where's my Teddy</b> by Jez Alhborough

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	<p><b>Hairy McClary</b> by Lynley Dodd</p> <p><b>Traditional fairy tales</b> Berlie Doherty Stories from Fairy Tales</p> <p>Poetry to be read regularly. Michael Rosens <b>A-Z of children's poetry Tuesday</b> - David Wiesner</p>	<p><b>The Tiger who came to Tea</b> - Judith Kerr Stories</p> <p><b>The Jolly Christmas Postman</b> Janet and Alan Ahlberg</p>	<p><b>Elmer</b> David McKee</p> <p><b>Flat Stanley</b> by Jeff Brown</p>	<p><b>Where the Wild Things Are</b> Maurice Sendak</p> <p><b>Dogger</b> - Shirley Hughes</p>	<p><b>Mr Gumpy's Outing</b> John Birmingham</p> <p><b>The Lighthouse Keeper's Lunch</b> David and Rhonda Armitage</p>	<p><b>The Rainbow Fish</b> March Pffster</p> <p><b>The Twits</b> by Roald Dahl.</p>
Science	<p>Treasure Island and Who am I (overlap year)</p> <p><b>Knowledge</b> Identify and name a variety of common animals including fish.</p> <p>Identify and name a variety of common plant.</p> <p><b>Need to include catch up work on food chains and habitats</b></p> <p>Describe the simple properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Materials Monster</p> <p><b>Knowledge</b> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Skills</b> To observe closely . To perform simple tests.</p>	<p>Celebrations revision - as not linked unit</p> <p>Healthy Me</p> <p><b>Knowledge</b> To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Skills</b> To observe closely.  To perform simple tests.  To identify and classify.  To use observations and ideas to suggest answers to questions.</p>	<p>Squash bend twist and stretch revision as not linked unit</p> <p>Young Masterchef</p> <p><b>Knowledge</b> To find out about and describe the basic needs of humans, for survival (water, food and air).</p> <p>To describe the importance for humans of eating the right amounts of different types of food, and hygiene.</p> <p>To observe and describe how seeds and bulbs grow into mature plants.</p>	<p>Young gardeners revision as not linked unit</p> <p>Holiday - Lets go to the seaside</p> <p><b>Knowledge</b> Identify and name a variety of common animals including fish, birds and mammals</p> <p>Describe the simple properties of a variety of everyday materials</p> <p><b>Skills</b> To ask simple questions and recognise that they can be answered in different ways.</p> <p>To observe closely, using simple equipment.</p>	<p>On Safari</p> <p><b>Knowledge</b> Identify and name a variety of common animals - invertebrates</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><b>Skills</b> To ask simple questions and recognise that they can be answered in different ways.  To observe closely.  To perform simple tests.  To identify and classify.</p>

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	<p><b>Skills</b>            To ask simple questions and recognise that they can be answered in different ways.            To observe closely, using simple equipment.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To use their observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions</p> <p>Who am I?  <b>Knowledge</b></p> <p>Identify, name, draw and label the basic parts of the human body            Say which part of the body is associated with each sense</p> <p><b>Skills</b>            Identifying and classifying</p>	<p>To identify and classify.</p> <p>To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions</p>	<p>To gather and record data in answering questions.</p>	<p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p><b>Skills</b>            To observe closely.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions.</p>	<p>To perform simple tests.</p> <p>To identify and classify.            To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions</p>	<p>To gather and record data to help in answering questions.</p> <p>To describe the simple physical properties of a variety of everyday materials.</p>

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	Gather and record data to help answer questions  Perform simple tests					
Computing	Block coding  Following instructions	Block coding  Start and end events	Using a keyboard	Programme buttons  Digital Art	Purple mash	Purple Mash
Art	Discovering Charcoal/ Drawing like a caveman	Wax resist autumn leaves/ squiggle drawing	Drawing spirals/ Drawing spiral snails	Drawing feathers/ Making sculptural birds	Plasticine print making	Making magic spells
DT	Textiles  Bendy Bags	Textiles  Puppets	Mechanisms  Toys	Mechanisms  Wheels	Food  Fantastic fruit	Food  Super salad
PE/Dance	Multi skills  Ball games	Multi skills  invasion games	Dance  Gymnastics	Multi skills  Tag rugby	Striking & fielding  Tennis	Striking and Fielding  Athletics
Music	Hey You! (1)  Old- school hip hop	Rhythm in the way we walk (1)  Reggae	I wanna sing in a band (2)  Rock	Zootime (2)  Singing and instruments	Our World (R)  Traditional songs	Big bear funk! (R)  Funk
PSHE	Me and My relationships (1)	Valuing Differences (2)	Being My Best (1)	Growing and Changing (2)	Keeping myself safe (1)	Rights and responsibilities (2)
RE	1.6 Who is Muslim and how do they live? (PART 1)	1.3 Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? (PART 2)	1.5 Why does Easter matter to Christians?	1.4: What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?