

North Cerney C of E Primary School – Long Term Planning Overview Wrens Years 1 and 2 Year A/C and B/D

Year A/C	T1	T2	T3	T4	T5	T6
CLL : Listening, Understanding and Attention	1 : 1 conversation Back and forth	Small group conversations	Comment on experiences and asking for clarifications	Comment on experiences and asking for clarifications	Listen as part of a small group to book talk and ask questions	Listen as part of a whole class to book talk and ask questions
CLL : Speaking	1 : 1 conversations offering own ideas	Paired talk/ small group Offering own ideas	Explanations for why things happen linked to stories, experiences	Explanations using newly taught vocab	Expressing themselves using full sentences in past and present tense using conjunctions with support from teacher	Expressing themselves using full sentences in past and present tense using conjunctions with support from teacher
PE/dance (Gross Motor)	Multi Skills Ball Games (Movement Skills/Fitness)	Multi Skills Invasion Games	Gymnastics Dance	Multi Skills Tag Rugby	Striking & Fielding Net & Wall	Striking & Fielding Athletics
Fine Motor	Pincer grip Tweezers Vertical and circular patterns Variety of sensory experiences	Scissors Small tools Cutlery Tripod grip Variety of sensory experiences	Scissors Small tools Cutlery Tripod grip	Refining pencil grip to improve presentation skills/ drawing accuracy	Refining pencil grip to improve presentation skills/ drawing accuracy	Refining pencil grip to improve presentation skills/ drawing accuracy
PSED	Opportunities for learning embedded across the curriculum through adult led and child led activities across the year					
Book Talk Focus (taken from DGAT progression in reading)	We are going on a Bear Hunt	Handa’s Surprise	The Gruffalo	Rosie’s Walk	Owl Babies	Where’s my Teddy ?
Comprehension Skills	Anticipate – where appropriate – key events in stories Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play					
Writing Skills	Mark making Initial letter to words	Mark making Initial and final letter to words Attempts at words using known letters	Word writing Small phrase	Attempts at short sentences	Short sentences Attempts at conjunctions	Two sentences per plot point Attempts at conjunctions
English texts and genre (Using Jane Considine units)	We’re Going on A Bear Hunt (Journey) Ruby’s Worry (Feelings) On Sudden Hill	Chocolate Mug Cake(Non Fiction) Handa’s Surprise (Cultures) Jack and the Jellybean Stalk (Trad Tale)	Perfectly Norman (Fiction) I Wanna Iguana (Non – Fiction) Pigs Might Fly (Fiction)	Penguins (Non Fiction) Sam and Dave Dig a Hole (Fiction)	Rainbow Fish (Fiction) If Sharks Disappeared (Non Fiction) Postcard/ Letter writing	
Maths Number	Subitising numbers to 5 Understand composition of numbers to 10		Automatically recall number bonds to 5		Automatically recall some number bonds to 10 and some double facts	
Maths Numerical Patterns	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity		Verbally count beyond 20, recognising the pattern of the counting system; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. We also cover shape, space and measure activities - please see Maths long term plan for more details			
Topic	Seasons (2)	Journeys – Food (2)	Great Inventions : Transport (1)	The Greatest Explorers (1)	Holidays (2)	Our local area (1)
Humanities G/H	Geography	Geography	History	History	History	Geography

Geography/History objectives covered	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
Science / UW	<p>Who am I?</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Exploring senses</p>	<p>Celebrations</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Move it</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Polar Adventures</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p>	<p>Young Gardeners</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; -</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Mini-Worlds</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; -</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>
Weekly Forest School /UW	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; -</p>					

	<p>Describe their immediate environment using knowledge from observation, discussion,</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>					
EAD	<p>Mechanisms</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -</p> <p>Share their creations, explaining the process they have used;</p> <p>- Make use of props and materials when role playing characters in narratives and stories.</p> <p>Levers and sliders and pivots</p> <p>Making a moving human skeleton for a book about me</p>	<p>. Food</p> <p>Understand where ingredients come from and the basis of a healthy and varied diet.</p>	<p>Sculpture</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -</p> <p>Share their creations, explaining the process they have used;</p> <p>- Make use of props and materials when role playing characters in narratives and stories.</p> <p>Clay sculpture Paper sculpture</p>	<p>Painting</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -</p> <p>Share their creations, explaining the process they have used;</p> <p>- Make use of props and materials when role playing characters in narratives and stories.</p> <p>Colour wheels Colour wash Wet and dry techniques</p>	<p>Landscape (drawing and painting)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -</p> <p>Share their creations, explaining the process they have used;</p> <p>- Make use of props and materials when role playing characters in narratives and stories.</p> <p>Pastel Charcoal Different pencils</p>	<p>Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -</p> <p>Share their creations, explaining the process they have used;</p> <p>- Make use of props and materials when role playing characters in narratives and stories.</p>
Charanga Music Units /EAD	New MMC: How do we make friends when we sing together? (Y1 unit 1))	How does music teach us about the past (Y2 unit 2)	How does music make the world a better place (y1 unit 3)	How does music teach us about our neighbourhood? (Year 2 unit 4)	What songs can we sing to help us through the day? (Year 1 unit 5)	How does music teach us about looking after our planet? (year 2 unit 6)
EYFS Music objectives	<p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>					
PSHE / PSED	Growing and Changing	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best
RE/ People and communities	<p>UC Concept: Creation</p> <p>Key Question: Who made the world?</p> <p>Religion: Christianity UC</p>	<p>UC Concept: Incarnation</p> <p>Key Question: Why does Christmas matter to Christians?</p> <p>Religion: Christianity UC</p>	<p>Y2 Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism</p>	<p>UC Concept: Salvation</p> <p>Key Question: Why does Easter matter to Christians?</p> <p>Religion: Christianity UC</p>	<p>Theme: Shabbat</p> <p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religion: Judaism</p> <p>Y2</p> <p>Theme: The Covenant</p> <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p>	<p>Theme: Rosh Hashanah and Yom Kippur</p> <p>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Religion: Judaism</p> <p>Y2</p> <p>Theme: Rites of Passage and good works</p> <p>Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Religion: Judaism</p>

RE : EYFS objective	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
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Year B/D	T1	T2	T3	T4	T5	T6
CLL : Listening, Understanding and Attention	1 : 1 conversation Back and forth	Small group conversations	Comment on experiences and asking for clarifications	Comment on experiences and asking for clarifications	Listen as part of a small group to book talk and ask questions	Listen as part of a whole class to book talk and ask questions
CLL : Speaking	1 : 1 conversations offering own ideas	Paired talk/ small group Offering own ideas	Explanations for why things happen linked to stories, experiences	Explanations using newly taught vocab	Expressing themselves using full sentences in past and present tense using conjunctions with support from teacher	Expressing themselves using full sentences in past and present tense using conjunctions with support from teacher
PE/dance (Gross Motor)	Multi Skills Ball Games (Movement Skills/Fitness)	Multi Skills Invasion Games	Gymnastics Dance	Multi Skills Tag Rugby	Striking & Fielding Net & Wall	Striking & Fielding Athletics
Fine Motor	Pincer grip Tweezers Vertical and circular patterns Variety of sensory experiences	Scissors Small tools Cutlery Tripod grip Variety of sensory experiences	Scissors Small tools Cutlery Tripod grip	Refining pencil grip to improve presentation skills/ drawing accuracy	Refining pencil grip to improve presentation skills/ drawing accuracy	Refining pencil grip to improve presentation skills/ drawing accuracy
PSED	Opportunities for learning embedded across the curriculum through adult led and child led activities across the year					
Book Talk Focus (taken from DGAT progression in reading)	Owl Babies	Rosie’s Walk	The Gruffalo	Handa’s Suprise	We are going on a Bear Hunt	Where’s my Teddy ?
Comprehension Skills	Anticipate – where appropriate – key events in stories Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play					
Writing Skills	Mark making Initial letter to words	Mark making Initial and final letter to words Attempts at words using known letters	Word writing Small phrase	Attempts at short sentences	Short sentences Attempts at conjunctions	Two sentences per plot point Attempts at conjunctions
English texts and genre	Within each week there are 3 sessions focusing on fiction and 2 sessions on non-fiction The focus at the beginning of the year will be oral responses, followed by writing of words followed by phrases and by the summer term the children should be writing sentences for each plot point.					
Maths Number	Subitising numbers to 5 Understand composition of numbers to 10		Automatically recall number bonds to 5		Automatically recall some number bonds to 10 and some double facts	
Maths Numerical Patterns	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity		Verbally count beyond 20, recognising the pattern of the counting system; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. We also cover shape, space and measure activities - please see Maths long term plan for more details			
Topic	My Family History (1)	Bonfire Night and the Great Fire of London (2_	People and their communities (1)	Local Heroes or Florence Nightingale	Our Wonderful World (2)	Animals and Habitats (1)
Humanities G/H	History	History	Geography	History	Geography	Geography

Geography/History objectives covered	<p>. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Talk about the lives of the people around them and their roles in society</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about the lives of the people around them and their roles in society (Fire visit)</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; -</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p>. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p>Talk about the lives of the people around them and their roles in society (Nurse visit)</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; -</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; -</p>
Science / UW	<p>Healthy Me Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Talk about the lives of the people around them and their roles in society; (Nurse visit)</p>	<p>Materials Monster Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>-</p> <p>Share their creations, explaining the process they have used;</p> <p>- Make use of props and materials when role playing characters in narratives and stories</p>	<p>Young Masterchef Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p>	<p>Treasure Island Explore the natural world around them, making observations and drawing pictures of animals and plants; -</p>	<p>Holiday – Let’s go to the seaside Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>	<p>On Safari Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>
Weekly Forest School /UW	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; -</p> <p>Describe their immediate environment using knowledge from observation, discussion,</p>					

	<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>					
EAD	Textiles Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Bendy Bag	Freestanding structure Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Wallpaper print	Print Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Wallpaper print	Textiles Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Tie Dye	Collage Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Ocean collage	Mechanics Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Safari vehicle
Charanga Music Units /EAD	Hands, Feet and Heart (Year 2)	Hey You ! (Year 1)	I wanna play in a band (Year 2)	Round and Round (Year 1)	Friendship (Year 2)	Reflect Rewind Review
EYFS Music objectives	<p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>					
PSHE / PSED	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/ People and communities	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	UC Concept: Gospel Key Question: What is the good news that Jesus brings? Religion: Christianity	Theme: Prayer at home Key Question: Does praying at regular intervals every day help a Muslim in his/her everyday life? Religion: Islam	UC Concept: God Key Question: What do Christians believe God is like? Religion: Christianity	Theme: Community and Belonging Key Question: Does going to the Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam
RE : EYFS objective	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;					