

North Cerney CoFE Primary School – Long Term Planning Overview Acorns Year A/C and B/D

Year A/C	T1	T2	T3	T4	T5	T6
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>Knowledge Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Skills 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 (local land use)</p> <p>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.</p>	<p>Knowledge Name and locate 7 continents and 5 oceans of the world</p> <p>Identify hot and cold places of the world in relation to the Equator, North and South Poles</p> <p>Skills Use world maps, atlases, globes to identify the UK, continents and oceans of the world</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>Knowledge Describe significant historical events, people and places in his/her own locality.</p> <p>Skills Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what he/she has learned by drawing and writing.</p> <p>Show understanding of some of the ways in which we find out about the past (artefact focus)</p>	<p>Knowledge 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>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Skills 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> <p>Show understanding of some of the ways in which we find out about the past and identify different sources of evidence</p>	<p>Knowledge Describe changes within living memory and aspects of change in national life (transport theme – railways in the Victorian age / first flight / motor cars and developments in transport to present day)</p> <p>Describe where events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Skills Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what he/she has learned by drawing and writing.</p>	<p>Knowledge Use basic geographical vocabulary to refer to key physical and human features</p> <p>Skills 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.</p> <p>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.</p> <p>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.</p>
English Texts and Genres	<p>Animal Stories</p> <p>Letters</p> <p>Poetry</p>	<p>Adventure Stories</p> <p>Non Chronological Report</p>	<p>Traditional Tales</p> <p>Instructions</p>	<p>Stories about feelings</p> <p>Recount</p>	<p>Fable</p> <p>Information Texts</p>	<p>Travel Journal</p> <p>Humorous Poetry</p>
English	<p>Song of the Sea – Jane Considine</p> <p>Meerkat Mail</p> <p>I'm by myself – Jane Considine</p>	<p>The Owl who was Afraid of the Dark – Jane Considine</p> <p>Nocturnal Animals -Jane Considine</p>	<p>Pinnocchio – Jane Considine</p> <p>How to make a bird feeder – Jane Considine</p>	<p>Star Dust – Jane Considine</p> <p>Bob : The Man on the Moon</p>	<p>The Crows Tale – Jane Considine</p> <p>Pirates – Jane Considine</p>	<p>On Safari – Jane Considine</p> <p>Desk Diddler – Jane Considine</p>

Maths Year 1	Place Value within 10 Addition	Addition and Subtraction 2D Shape Place value within 20	Addition and Subtraction within 20 Place Value within 50	Measure : length, height, mass, capacity	Multiplication and Division Fractions	Position and Direction Place Value within 100 Money Time
Maths Year 2	Place Value Addition with and without regrouping	Subtraction with and without regrouping Money Multiplication and Division	Multiplication and Division Data	Shape Fractions Position and Direction	Measure : Length and Height, mass, capacity, temperature Time	Data Time Problem solving
Science	<p>Who am I?</p> <p>Knowledge</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>Skills</p> <p>Identifying and classifying Gather and record data to help answer questions</p> <p>Perform simple tests</p>	<p>Celebrations</p> <p>Knowledge</p> <p>To distinguish between an object and the material from which it is made.</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials.</p> <p>Skills</p> <p>Ask questions and recognise they can be answered in different ways</p> <p>Use observations and ideas to suggest answers to questions</p> <p>Observe closely Gather and record data to help answer questions</p> <p>To name animals that are birds, fish and mammals. To name common animals that are carnivores, herbivores and omnivores Identify and name 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>Skills</p> <p>Identifying and classifying Ask questions and recognise they can</p>	<p>Move it</p> <p>Knowledge</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>Skills</p> <p>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>Polar Adventures</p> <p>Knowledge</p> <p>To name animals that are birds, fish and mammals. To name common animals that are carnivores, herbivores and omnivores Identify and name 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>Skills</p> <p>Identifying and classifying Ask questions and recognise they can be answered in different ways Use observations and ideas to suggest answers to questions Gather and record data to help answer questions</p>	<p>Young Gardeners</p> <p>Knowledge</p> <p>To identify and name a variety of plants.</p> <p>To observe and describe how seeds and bulbs grow into mature plants.</p> <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</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>Skills</p> <p>To ask simple questions and recognise that they can be answered in different ways.</p> <p>To observe closely, using simple equipment.</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>Mini-Worlds</p> <p>Knowledge</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>To explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>To identify that most living things live in habitats and micro-habitats to which they are suited.</p> <p>To describe how different habitats provide for the basic needs of different kinds of animals and plants. To describe how animals obtain their food from plants and other animals.</p> <p>To use the idea of a simple food chain.</p> <p>To identify and name different sources of food.</p> <p>Skills</p> <p>To observe closely.</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</p>

		be answered in different ways Use observations and ideas to suggest answers to questions Gather and record data to help answer questions				in answering questions
Computing	Unit 2.2 online safety (3 weeks) Unit 2.3 spreadsheets (4 weeks)	Unit 1.6 Animated Story Books (5 weeks)	Coding Espresso (first 6 weeks)	Unit 2.4 questioning (5 weeks) Unit 1.4 Lego Builders (begin 2 weeks)	Unit 1.4 Lego Builders Unit 1.5 Maze Explorers (3 weeks) Unit 2.8 Presenting ideas (2 weeks)	Unit 2.8 Presenting ideas (2 weeks) Coding Espresso (2 nd 5 weeks)
ART/DT	Mechanisms Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) • Cut materials safely using tools provided. Levers and sliders and pivots Making a moving human skeleton for a book about me	Food Designing appealing products for a user; investigating fruit and vegetables and generating ideas; communicating through talk and drawings. ☑ Selecting a range of fruits and vegetables; using simple utensils and equipment. ☑ Tasting and evaluating user's preference; evaluating ideas and finished products against original criteria. ☑ Understand where ingredients come from and the basis of a healthy and varied diet.	Sculpture • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.	Painting • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to make tones Colour wheels Colour wash Wet and dry techniques	Landscape (drawing and painting) • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. Pastel Charcoal Different pencils	Materials • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
To design, make, evaluate and improve • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design To take inspiration from the greats (classic and modern) • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.						
PE/dance	Multi Skills Ball Games (Movement Skills/Fitness)	Multi Skills Invasion Games	Gymnastics Dance	Multi Skills Tag Rugby	Striking & Fielding Net & Wall	Striking & Fielding Athletics
Charanga Music Units	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)
PSHE Year A on Scarf resources	Growing and Changing	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best
RE	1.2 Who do Christians say made the world? Harvest	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live? (PART 1)	1.7 Who is Jewish and how do they live? (PART 2)	1.9 How should we care for the world and for others, and why does it matter?

Year B/D	T1	T2	T3	T4	T5	T6
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>Knowledge 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>Skills Sort artefacts from 'then' and 'now'. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented Record what he/she has learned by drawing and writing.</p>	<p>Knowledge 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>Skills 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> <p>Show an awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>Knowledge 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>SkillsUse 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>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</p>	<p>Knowledge 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>Skills Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what he/she has learned by drawing and writing.</p>	<p>Knowledge 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>Skills 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>Knowledge 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>Skills 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>Use basic geographical vocabulary to refer to key physical features</p> <p>Use basic geographical vocabulary to refer to key human features,</p>

			routes on a map.			
English	Narrative: Write stories with imaginary setting Write stories and plays that use the language of fairy tales and traditional tales Write stories that mimic significant authors Write stories set in places pupils have been Write narrative diaries Write stories from other cultures			Non-Fiction: Write captions/postcards Write recounts Write non chronological reports Write instructions Write glossaries Present information		Poetry: Write poems that use pattern, rhyme and description Write nonsense and humorous poems and limericks
English texts and genre	Little Red Riding Hood (Fairy Tale) Hibernation (Non Chron Report) Traditional Poem	Christmas Star (Narrative with repetition) Vlad the Flea (Narrative Diary/letter) Acrostic Poem	Author Study : Oliver Jeffers Jane Considine : The Way Back Home unit Explanation How to grow plants Poems by same author	The Fluffy Squishy Itsy Bitty (Story in familiar setting) Recount : based on a school trip Poem : The Sound Collector	Humorous Story : Traction Man Persuasive Letter (The Day the Crayons Quit) Poems on a Theme : Sea	Wombat goes walkabout (Story from other cultures) Instructions : How to care for Bog Baby Rhythmic Poetry
Maths Year 1	Place Value within 10 Addition	Addition and Subtraction 2D Shape Place value within 20	Addition and Subtraction within 20 Place Value within 50	Measure : length, height, mass, capacity	Multiplication and Division Fractions	Position and Direction Place Value within 100 Money Time
Maths Year 2	Place Value Addition with and without regrouping	Subtraction with and without regrouping Money Multiplication and Division	Multiplication and Division Data	Shape Fractions Position and Direction	Measure : Length and Height, mass, capacity, temperature Time	Data Time Problem solving
Science	Healthy Me Knowledge To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Skills To observe closely. To perform simple tests. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data in answering questions.	Materials Monster Knowledge 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. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Skills To observe closely To perform simple tests. To identify and classify. To use observations and ideas to suggest	Young Masterchef Knowledge To find out about and describe the basic needs of humans, for survival (water, food and air). To describe the importance for humans of eating the right amounts of different types of food, and hygiene. To observe and describe how seeds and bulbs grow into mature plants. To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and	Treasure Island Knowledge Identify and name a variety of common animals including fish. Identify and name a variety of common plant. Describe the simple properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties Skills To ask simple questions and recognise that	Holiday – Lets go to the seaside Knowledge Identify and name a variety of common animals including fish, birds and mammals Describe the simple properties of a variety of everyday materials Need to include catch up work on food chains and habitats Skills To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identify and classify. To use observations and ideas to suggest answers to questions.	On Safari Knowledge Identify and name a variety of common animals – invertebrates Compare and group together a variety of everyday materials on the basis of their simple physical properties Skills 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. To gather and record data to help in answering questions.

		answers to questions. To gather and record data to help in answering questions	cardboard for particular uses Skills To observe closely. To perform simple tests. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering	they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identify and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions	To gather and record data to help in answering questions	To describe the simple physical properties of a variety of everyday materials.
Computing	Unit 1.1 Online safety and exploring purple mash (4 weeks) Unit 1.2 Grouping and sorting (2 weeks)	Unit 2.6 creating pictures (5 weeks)	Coding Espresso (first 6 weeks)	Unit 2.5 effective searching (3 weeks) Unit 2.7 Making music (3 weeks)	Unit 1.3 pictograms (3 weeks) Unit 1.9 Technology outside school (2) weeks	Coding Espresso (2 nd 6 weeks)
ART/DT	Textiles Shape textiles using templates. • Join textiles using running stitch. Hand Puppets	Drawing Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. Pastel Charcoal Different pencils	Print • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.	Freestanding structure • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	Collage • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. Ocean inspired collage	Mechanics • Create products using, wheels and axles mechanisms. Safari vehicle Pop up safari picture with levers and sliders
		To design, make, evaluate and improve • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design To take inspiration from the greats (classic and modern) • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.				
PE/dance	Multi Skills Ball Games	Multi Skills Invasion Games	Dance Gymnastics	Multi Skills Tag Rugby	Striking & Fielding Tennis	Striking & Fielding Athletics
Charanga Music Units	How does music help us to make friends? (Year 2 unit 1)	How does music tell us stories about the past (Year 1 unit 2)	How does music make the world a better place? (year 2 unit 3)	How does music help us to understand our	How does music make us happy (Year 2 unit 5)	How does music teach us about looking after our

				neighbours? (Year 1 unit 4)		planet (year 1 unit 6)
PSHE /P4C Year B on Scarf Resources	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?