

## Rolling Plan 2-year Overview for Year 1 and Year 2

YEAR A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Our capital city</b> Possible educational visit - London		<b>Tanzania</b>		<b>We're all going on a summer holiday</b> Possible educational visit - Hunstanton	
<b>Maths</b> White Rose	<b>Number</b> Place value <b>Number</b> Addition and subtraction <b>Measurement</b> money <b>Number</b> Multiplication and division		<b>Number</b> Multiplication and division <b>Statistics</b> <b>Measurement</b> Length and height <b>Geometry</b> Shape and properties of shape <b>Number</b> Fractions		<b>Geometry</b> Position and direction <b>Measurement</b> Time <b>Measurement</b> Weight and mass <b>Measurement</b> Volume and capacity <b>Measurement</b> Temperature	
<b>English</b>	<b>Narrative:</b> <i>The three little pigs</i> - Defeat the monster tale	<b>Poetry:</b> <i>Autumn leaves</i> (bonfire night senses poems) <b>Instructions:</b> How to trap a wolf	<b>Narrative:</b> <i>Why the elephant has a trunk</i> (Tinga Tinga tale) <b>Poetry:</b> African animal Kennings and What am I	<b>Non-chronological report:</b> African animal fact file <b>Narrative:</b> <i>The enormous crocodile</i> by Roald Dahl	<b>Narrative:</b> <i>The lighthouse keeper's lunch</i> by David and Ronda Armitage <b>Recount</b> based on <i>Lucy and Tom at the seaside</i> by Shirley Hughes	<b>Explanation:</b> Lifecycle of a seagull <b>Persuasion:</b> Clean up our beaches
	<b>Other texts:</b> <i>Katie in London</i> by James Mayhew Compare <i>The three little pigs</i> with <i>The three little wolves and the big bad pig</i>		<b>Other texts:</b> <i>We all went on safari - A counting journey through Tanzania</i> by Laurie Krebs - Repetitive tale <i>How the elephant got its trunk</i> (adapted from Rudyard Kipling).		<b>Other texts:</b> <i>The lighthouse keeper's cat</i> by David and Ronda Armitage <i>One world</i> by Michael Foreman <i>Sally and the Limpet</i> by Simon James	
<b>Science</b>	<b>Everyday materials</b> - Year 1 Let's build	<b>Animals including humans</b> - Year 1 Ourselves and our senses	<b>Living things and their habitats</b> - Year 2 Explore habitats and food chains <i>How are the animals in Tanzania suited to their habitats?</i>		<b>Living things and their habitats</b> - Year 2 Microhabitats – pond dipping and minibeast hunt. <i>What lives in a rock pool micro-habitat?</i> Compare to other micro habitats	
	<b>Seasonal changes</b> Observe, record and answer questions					
<b>History</b>	<b>Authority, power and hierarchy</b> The gunpowder plot <b>Newspaper report:</b> The gunpowder plot		<b>Exploration, Invasion and War</b> Vasco da Gamma and Tanzania		<b>Equality, equity and diversity</b> At the seaside	
<b>Geography</b>	<b>Places and Geographical Features</b> My capital city		<b>Places and Geographical Features</b> Tanzania <b>Persuasion:</b> Come on an African safari!		<b>Human Interaction and Impact</b> Coastlines <b>Non-chronological report:</b> Hunstanton – a guide for tourists	
<b>Computing</b> Switched on Computing Y1	<b>We are painters</b> Illustrating an e-book	<b>We are celebrating</b> Creating a card digitally	<b>We are storytellers</b> Producing a talking book	<b>We are TV chefs</b> Filming the steps of a recipe	<b>We are treasure hunters</b> Using programmable toys	<b>We are collectors</b> Finding images using the web
<b>Art</b>	<b>Drawing</b> Famous London landmarks, inspired by Lowry's <i>Piccadilly Circus</i>		<b>Printing</b> African patterns Tanzania - Tinga Tinga		<b>Collage and painting mixed media</b> Coastlines – inspired by Turner's seascapes	
<b>DT</b>	<b>Construction (stable structures)</b> Building a London landmark replica		<b>Food</b> Healthy eating – A Tanzanian fruit salad		<b>Textiles</b> Puppets, Punch and Judy <b>Instructions:</b> Making a puppet	

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<b>Music</b>	<b>Pulse Performance</b>		<b>Pitch Singing</b> Explore instruments of different pitches. Traditional Tanzanian songs: <a href="http://www.artintanzania.org/en/about/children-songs-africa-tanzania/coastal-tanzania-children-songs">http://www.artintanzania.org/en/about/children-songs-africa-tanzania/coastal-tanzania-children-songs</a>		<b>Graphic Scores Notation</b> <b>Listening and Music History</b> Ensemble playing - ukuleles (inc. history of ukulele) Reading and playing from graphic scores Writing graphic scores	
<b>RE</b> Understanding Christianity	<b>God/Creation</b> What do Christians believe God is like? Who made the world?	<b>Incarnation</b> Why does Christmas matter to Christians? <b>Narrative:</b> Retell the nativity story	<b>Gospel</b> What is the good news Jesus brings?	<b>Salvation (Easter)</b> Why does Easter matter to Christians?	<b>Judaism</b> How does being Jewish make a difference to families and celebration?	<b>Judaism</b> How does the Torah influence the lives of Jewish people?
<b>PSHE</b> Cambridgeshire scheme	<b>Myself and My Relationships 4</b> Beginning and Belonging	<b>Myself and My Relationships 5</b> My Emotions	<b>Healthy and Safer Lifestyles 4</b> Managing safety and risk	<b>Healthy and Safer Lifestyles 5</b> Safety Contexts	<b>Healthy and Safer Lifestyles 6</b> SRE	<b>Healthy and Safer Lifestyles 7</b> Healthy Lifestyles
<b>PE</b> Cambridgeshire scheme Year 1	<b>Games Fundamentals unit 1</b> Space, sending and receiving <b>Dance</b> Great fire of London		<b>Gymnastics</b> Points of contact <b>Games Fundamentals unit 2</b> Moving and scoring		<b>Athletics</b> Sports day skills <b>Games</b> Ball skills	<b>Swimming</b> <b>Games</b> Cricket

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YEAR B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Up, up and away</b> Possible educational visit – IWM Duxford		<b>Around the world</b>		<b>On the farm</b> Possible educational visit - A local farm	
<b>Maths</b> White Rose	<b>Number</b> Place value <b>Number</b> Addition and subtraction <b>Measurement</b> Length and height <b>Geometry</b> Shape and properties of shape <b>Number</b> Multiplication and division		<b>Number</b> Multiplication and division <b>Measurement</b> Time <b>Measurement</b> money <b>Number</b> Fractions		<b>Geometry</b> Position and direction <b>Statistics</b> <b>Measurement</b> Weight and mass, <b>Measurement</b> Volume and capacity <b>Measurement</b> Temperature	
<b>English</b>	<b>Narrative</b> <i>The way back home</i> by Oliver Jeffers – Meeting tale <b>Instructions</b> Making a paper aeroplane	<b>Recount</b> <i>The school trip</i> by Nick Butterworth <b>Poetry</b> <i>If I had wings</i> by Pie Corbett	<b>Recount (newspaper report)</b> <i>The Snowman</i> by Raymond Briggs <b>Narrative</b> <i>Where the wild things are</i> by Maurice Sendak - Journey tale	<b>Recount</b> Diary entry based on <b>Poetry</b> Sea poems	<b>Narrative</b> <i>Farmer Duck</i> by Martin Waddell - Overcoming a problem tale <b>Instructions</b> Making butter and cheese	<b>Explanation</b> Life cycle of a plant, based on the <i>The tiny seed</i> by Eric Carle <b>Weather poems</b>
	<b>Other texts:</b> Compare a traditional tale and an alternative version - <i>Jack and the beanstalk</i> traditional tale/ <i>Jim and the beanstalk</i> by Raymond Briggs <i>Journey</i> by Aaron Becker, <i>Tuesday</i> by David Weisner <i>Aladdin</i> - wishing tale		<b>Other texts:</b> Explore the theme of sacrifice for the greater good - <i>The rainbow crow</i> retold by Nancy van Laan/ <i>The rainbow fish</i> by Mark Pfister		<b>Other texts:</b> Explore the theme of greed - <i>Fantastic Mr Fox</i> by Roald Dahl/ <i>The goose that laid golden eggs</i> (Aesop's fable).	
<b>Science</b>	<b>Common animals</b> - Year 1 <i>Which animals live with and near us?</i>	<b>Pets</b> <i>Which animals live with and near us?</i>	<b>Uses of Everyday materials</b> - Year 2 <i>Which material is best for a boat?</i>		<b>Common Plants</b> - Year 1 <i>Which plants can be found in our local area?</i>	<b>Plants</b> - Year 2 <i>How do plants grow best?</i>
	<b>Seasonal changes</b> Observe, record and answer questions					
<b>History</b>	<b>Progress and change</b> The history of flight and Molly Rose Marshall		<b>Exploration, Invasion and War</b> Christopher Columbus		<b>Progress and change</b> On the farm	
<b>Geography</b>	<b>Location and fieldwork</b> Swaffhams from the sky		<b>Location and fieldwork</b> Oceans and continents		<b>Human Interaction and Impact</b> Farming in the UK	
<b>Computing</b> Switched on Computing Y2	<b>We are astronauts</b> Programming on screen	<b>We are games testers</b> Exploring how computer games work	<b>We are researchers</b> Researching a topic	<b>We are detectives</b> Collecting clues	<b>We are photographers</b> Taking better photos	<b>We are zoologists</b> Collecting data about bugs
<b>Art</b>	<b>Painting</b> Landscapes, inspired by Hockney's <i>Garrowby Hill</i>		<b>Sculpture</b> Bird sculptures using wire and paper		<b>Weaving</b> Inspired by natural colours and materials	
<b>DT</b>	<b>Mechanisms (wheels and axels)</b> <i>How can I make a trailer that can be pulled?</i>		<b>Construction (materials)</b> <i>How can I make a boat that floats?</i> <b>Instructions:</b> <i>How to make a boat.</i>		<b>Food</b> <i>How can I make fat balls for local birds?</i>	

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Music	Body & Vocal Sounds Singing Composition		Long & Short Sounds Notation		Gradation of Dynamics Composition - improvisation and graphic scores	
<b>RE</b> Understanding Christianity	<b>God / Creation</b> (Use Digging deeper resources)	<b>Incarnation</b> Why does Christmas matter to Christians?	<b>Islam</b> How do some Muslims show Allah is compassionate and merciful?	<b>Salvation (Easter)</b> Why does Easter matter to Christians?	<b>Sikhism</b> Worship, prayer, family, 5Ks	<b>Sikhism</b> What does it mean to be a Sikh in Britain?
<b>PSHE</b> Cambridgeshire scheme	<b>Citizenship 5</b> Rights, Rules and Responsibility	<b>Citizenship 4</b> Diversity and Communities	<b>Myself and My Relationships 6</b> Family and Friends	<b>Myself and My Relationships 6</b> Anti-bullying	<b>Healthy and Safer Lifestyles 8</b> Drug Education	<b>Healthy and Safer Lifestyles 9</b> Personal Safety
<b>PE</b> Cambridgeshire scheme Year 2	<b>Games Fundamentals unit 1</b> Space, sending and receiving <b>Dance</b> Moving words		<b>Gymnastics</b> Jumping jacks <b>Games Fundamentals unit 2</b> Moving and scoring		<b>Athletics</b> Sports day skills	<b>Swimming</b>