

St Margaret's Collier Street CE Primary School
2015/16 Yearly Overview
Pippins Class Years 1 and 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic:	Toys	Toys	London	London	Our Locality	A contrasting locality
Enhancement:	Harvest Festival Church Service PE Skills Day	Science Day: Sand investigation Anti-bullying Week Christmas Church Service Nativity Christmas party Family Trust pantomime	Book Fair School leading Sunday Church Service Internet safety day Parent phonics session Disco	Fire Safety Talk Samuel Pepys Exhibition Visit Easter Church Service Easter Egg Hunt	Kite workshop FOCSS Weekly cookery using local ingredients Life cycles- Living eggs, tadpoles, butterflies	Synagogue visit Commonwealth Day Zoo visit Sports Day Tennis workshop FOCSS Camp out Year 6 Church Service
English:	Information Texts, stories with familiar settings and songs and repetitive poems. Children create an information text on a subject of interest incorporating key features. Children plan and write a sustained story about a familiar character. Children use story structure to write about own experience; use language of time to structure a series of events. SPAG: children use conjunctions to join sentences. Children use capital letters and full stops when writing sentences.	Postcards and letters, stories involving fantasy. Reciting Poetry-The Owl and the Pussy cat by heart. Create an illustrated letter describing an amazing adventure based Dear Teacher by Amy Husband. Find out about telegrams & emails. Explore fantasy narratives through two great John Burningham books. Practise using capital letters and full stops and write a new scene for the story. Then chn plan and write a fantasy story based on The Magic Bed . SPAG: Children identify singular and plural nouns. Children use apostrophes for contractions.	Fantasy Stories and Traditional Stories. Poetry- learn poem on Fire of London Children understand that connectives can be used to link ideas and create tension in a narrative. Children can create new dialogue for characters Children can write a simple traditional story. Children evaluate and improve their own stories, SPAG: Children make compound words and learn to spell common homophones (e.g. see/sea) Children use prefixes and suffixes to change the meaning of words (adding -er, -est, ment or un-). .	Traditional tales from other cultures. Silly Poetry. Poetry-learn poem for Easter Children compare Hansel and Gretel to Baba Yaga and use this to help them write their own story based on a different culture. Children evaluate and improve their stories. Exploring the effect opposites have within poetry. Ensuring consistent use of past and present tense. Write own poem based on Our School. SPAG: Children use inverted commas when using speech in their writing. Children use present and past tense forms of verbs.	Quest and adventure stories. Information texts. Instructions Children read a range of quest stories, exploring structure and language choice. Children write their own extended stories, concluding by performing their writing to a younger child. Children learn about the different life cycles. They explore the features of information texts and write a fact file about them. SPAG: Children use sentences with different forms; statement, question, exclamation and command. Children use capital letters for names of people and places, days of the week and the	Stories by the same author- Anthony Browne. Recounts. Poetry about birds. Children read and discuss some wonderful Anthony Browne books looking at the features that make them distinctive. They use skills of inference to interpret the stories and create characters for an illustrated story book of their own, based on The Night Shimmy. Children learn about the structure and vocabulary of recounts. Then they plan and write a recount from their own experience. Children write an imaginative poem as if they could fly. Then they write short poems based on haiku about birds that interest them.

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		Children use commas to demarcate items in a list.			pronoun 'I'.	SPAG: Recapping areas previously taught which need further embedding.
Maths:	To confidently use number and place value to solve problems. Securing number facts. Measures-money to solve problems. Measures-length. and height to solve problems. Addition and subtraction strategies to solve problems.	Counting, partitioning and calculating Securing number facts Revise basic shape, identify and describe 3D shapes. Statistics and measures Multiplication and division to solve problems.	Number and place value. Addition to solve problems. Subtraction to solve problems. Measures-Money to solve problems. Measures-mass to solve problems. Multiplication and division to solve problems.	Fractions to solve problems. Multiplication and division to solve problems. Time to solve problems. Measures and mass to solve problems.	Number and place value to solve problems. Addition to solve problems. Subtraction to solve problems. Measure-money to solve problems. Shape, position and direction to solve problems. Statistics to solve problems.	Fractions to solve problems. Statistics to solve problems. Shape and position and direction to solve problems. Measures-capacity/volume and temperature to solve problems. Time to solve problems.
Science:	Seasonal changes To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies.	Shadows Describe and create a silhouette. Hibernation and Migration Explain that the seasons (and associated weather) occur at different times of the year in the Northern and Southern Hemispheres. Understand that some animals migrate because of this. Perform simple tests.	Living things and their habitats Understand that animals (including humans) and plants are living. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on one another	Living things and their habitats Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Animals and Humans Study the life cycle of a frog, chicken and butterfly in detail. Children draw, order & label life cycles & sequence life cycles online. Discuss how humans have babies that grow into adults & emphasise that they grow & develop.	Animals and Humans Identify the needs for every animal in order for it to stay alive. To be able to identify the 5 foods groups and design and make a healthy meal. To know the importance for humans of exercise and hygiene for humans and animals.
Religious Education:	Our Special World	The vicar and his role in church, people in the church and Christmas.	Why is the Bible the most popular book ever?	Easter	Judaism	How does being a Christian affect the way that a person lives his or her life?
Computing:	Using a word bank-communications, writing stories.	To be able to research a topic, E-Safety	Multi media and word processing- 2simple books of dragon stories	To create organise, store, manipulate and retrieve digital information	Data handling and research Create an algorithm for a group to follow-beebots	Graphics and digital imagery

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History:	Toys from the past		The Great fire of London	Elizabeth I		
Geography:		Toys from around the world			Our Locality	Contrasting locality- Australia
Art:		Produce a sketch using close observation, suitable materials and a variety of sketching techniques	Picture this! The Great Fire of London. Examine artists at the time techniques.	Elizabeth I portraits	Design and paint a Rousseau jungle painting. Rousseau the artist	
Design Technology:	To design and build a wooden spoon puppet	Make individual Christmas cakes			Cooking with local ingredients	Aboriginal paintings and sculptures
Physical Education:	Dance- Toys dance	Gymnastics	Gymnastics	Striking and Fielding	Striking and Fielding Small sided invasion games	Athletics
Personal, Social & Health Education including British Values:	Class rules, politeness, manners and feelings	Healthy relationships, how do I feel? E-Safety	Staying safe	Keeping healthy	Water and road safety	SRE: How have I changed? Body parts. Rights over own body. What have I achieved? Review of learning.
Music:	Exploring duration, the long and short of it Music Time	Feel the pulse, exploring pulse and rhythm/nativity Music Time	Exploring the long and short of it Music Time	Exploring sounds Compose music to accompany an Easter poem Music Time	What's the score? Exploring instruments and symbols Music Time	Composition Music Time

Please note: Guided reading sessions, spellings and mental maths tasks take place throughout the year. Speaking and listening sessions occur in range of contexts across the curriculum.