

## Termly topic long term overview - Green Learning Team

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number of weeks	7	7	6	7	5	7
Topic question	SPACE	ONCE UPON A TIME	RAINFORESTS	ANIMALS	CIRCUS	SEASIDE
Hooks, collaboration, trips, visitors	Planetarium	Three Little Pigs / Snow White	Puppet Explorer	Animal Magic / Bugs and Bones	Circus	
Geography	Globe - where is space?	Make Maps based on Traditional Stories. Basic Geographical Vocabulary	Atlas / Globe Work Comparisons between Melbourne and Rainforest Location Compass work - directions	x	x	Physical and human features.
History	First Moon Landing - Neil Armstrong	Christmas around the world	x	x	x	Seaside holidays in the past Punch and Judy Thomas Cook (link Melbourne)
Science	Day and Night Seasonal Change - Autumn Working Scientifically	Materials Working Scientifically	Plants and Trees	Animals (including Humans)	Animals including Humans	Seasonal changes - weather
Computing	Digital Art  <b>Online Safety</b>	Algorithms - Beebots Maps <b>Online Safety</b>	Safer Internet Day	Bee-Bots (directions / maps) <b>Online Safety</b>	Algorithms / de-bugging / abstraction <b>Online Safety</b>	Natural Patterns <b>Online Safety</b>
Art	Colour mixing - quality of lines Artist - Joan Miro - The constellations	Firework Paintings Christmas Art	Artists - Van Gogh and Monet Observational Drawings	Local Artist - sculpture  Collage rainforest pictures Henri Rousseau	Sculpture Textiles	x
DT	Making Rockets	Making Houses - The Three Little Pigs (strengthening) Gingerbread Biscuits	Plant pots	x	Food and Nutrition	Puppets Moving Pictures
Music	Composer - Holst Planets Space Music - composition	Christmas Songs Traditional Story Music	Vivaldi - link with Science Seasonal Changes.	The Carnival of the Animals - composition Animal Songs	Circus Music - Entry of the Gladiators (link with PE) Outdoor Music	
PE	Space Dance Real PE	Three Little Pigs Dance Real PE	Drummercise Real PE	Drummercise Animal Dance - Rumble in the Jungle	Circus Skills Team Games	Real PE Sport Day Practise
RE	Cycle B - Who is a Christian?	Christmas & Diwali	Leaders	How & Why do we celebrate special times?	What do Jesus' stories tell Christians?	What does it mean to belong?
PSHE	Relationships	Relationships	Living in the Wider World	Living in the Wider World	Health and Well Being	Health and Well Being
Safeguarding	Friendship	Fire and Firework Safety		Sun Safety	Road Safety Health & Safety (Risk)	
Global learning	Dot Day 9-15 <sup>th</sup> Sept Harvest 21 - 25 <sup>th</sup> Oct	Children in Need 16 <sup>th</sup> Nov St Andrew's Day 30 <sup>th</sup> Nov Parliament Week 2-8 Nov	Valentines 14 <sup>th</sup> Feb	St David's Day Mar 1 <sup>st</sup> St Patricks Day mar 17 <sup>th</sup> Holi Mar 21-22nd Mothers' Day Mar 31st	St George's Day Apr 23rd VE Day 8 <sup>th</sup> May Empty Classroom Day May 22 <sup>nd</sup>	Queen's Birthday 13 <sup>th</sup> June Fathers' Day 16 <sup>th</sup> June World Music Day 21 <sup>st</sup> June Olympics

## Termly coverage - Green Learning Team - Term 3

Maths	Topic	Science
<p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20.</li> <li>Read, write and interpret mathematical statements involving addition +, subtraction - and equals = signs</li> <li>Add and subtract one and two digit numbers to 20, including zero.</li> <li>Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems e.g. <math>7 = \square - 9</math>.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Recognise and name common 2-D shapes (including rectangles, squares, circles and triangles).</li> <li>Recognise and name common 3-D shapes (including cuboids, cubes, pyramids and spheres).</li> </ul>	Rainforests	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Seasonal Changes - Winter</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways.</li> <li>Observe closely using simple equipment.</li> <li>Perform simple tests.</li> <li>To identify and classify - classifying within a given criteria and beginning to develop own criteria.</li> <li>Use observations and ideas to suggest answers to questions.</li> <li>Gather and record data to help answer questions.</li> </ul>
	Focus text/ texts	
	<p>The Gingerbread Man The Three Little Pigs</p> <p>Ensure a wide range of Traditional Stories are shared with the whole class whenever possible - daily reading/guided reading.</p>	
English	Hook, collaboration, trip, visitor	Spelling rules/ Phonics
<p><u>Fact file, Recount, Non-Chronological Report</u></p> <p><b>Reading - word reading</b></p> <ul style="list-style-type: none"> <li>Read words containing common suffixes - s, es.</li> <li>Read words of more than one syllable.</li> <li>Recognising and joining in with predictable phrases.</li> <li>Use phonic knowledge and skills as the route to decode words.</li> </ul> <p><b>Reading - Comprehension</b></p> <ul style="list-style-type: none"> <li>Discuss the significance of the title and events.</li> <li>Predict what might happen next on the basis of what has been read so far.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Begin to form lowercase letters in the correct direction, starting and finishing in the right place.</li> </ul> <p><b>Writing - composition</b></p> <ul style="list-style-type: none"> <li>Say out loud what they are going to write about.</li> <li>Compose a sentence orally before writing it.</li> </ul>	Police, fire service.	<p>Alternative pronunciations for graphemes:</p> <p>i - fin, find o - hot, cold c - cat, cent g - got, giant ow - cow, blow ie - tie, field ea - eat, bread a - hat, what y - yes, by, very ch - chin, school, chef ou - out, shoulder, could, you</p> <p>Ninja Words: Continue to work on the Year 1 common exception words (Ninja words) (45) See in front of blue diary for complete list. Weekly common exception words (Ninja words) see Spelling Shed.</p>
	Library day/ PE day	
	<p>Koala PE - Monday - Drummercise Tuesday - Real PE Tiger PE - Monday - Drummercise Thursday - Real PE Library Day - Koala Class: Friday pm Tiger Class:</p>	

<ul style="list-style-type: none"> <li>• Begin to punctuate sentences with a capital letter and a full stop.</li> <li>• Leave spaces between words.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Begin to use the suffixes - s, es</li> </ul>		
PSHE	Art	Computing
<p>Core theme 3 - Living in The Wider World</p> <ul style="list-style-type: none"> <li>• Know what improves and harms their local, natural and built environments.</li> <li>• Develop strategies and skills needed to care for these (including conserving energy).</li> <li>• Know about the 'special people' who work in their community and who are responsible for looking after them and protecting them.</li> <li>• Know how to contact those special people when they need their help, including dialling 999 in an emergency.</li> </ul>	<p>Observational Drawing</p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products.</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• Looking at the work of Van Gogh and Monet, describing the differences and similarities.</li> </ul>	<p>Online Safety</p> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping information private.</li> <li>• Know where to go for help when they have concerns about content or contact on the internet.</li> </ul> <p>Algorithms</p> <ul style="list-style-type: none"> <li>• Understand that algorithms are a set of instructions and that programs follow clear instructions.</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> </ul>
RE	PE	Geography
<p>Leaders - Who is an Inspiring person?</p> <ul style="list-style-type: none"> <li>• I can talk about what qualities inspiring people have including significant religious figures, local leaders and people who influence pupils and themselves.</li> <li>• I can make links between the stories and teachings.</li> </ul>	<p><i>Drummercise</i> <i>Real P.E</i></p> <ul style="list-style-type: none"> <li>• <i>Co-ordination - Footwork</i></li> <li>• <i>Balance - 1 leg static</i></li> </ul>	<p>Maps/Atlas/Globe work</p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use simple compass directions (North, South, East, West)</li> <li>• Use world maps, atlases and globes to identify different countries.</li> </ul> <p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>• Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>• Identify seasonal weather patterns - Winter.</li> <li>• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>

History	DT	Music
	<ul style="list-style-type: none"> <li>• Design purposeful appealing products for themselves and other users.</li> <li>• Generate, develop and communicate ideas through talking and drawing.</li> <li>• Select and use a range of tools and equipment to perform practical tasks.</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<p>Vivaldi - Seasonal change.</p> <ul style="list-style-type: none"> <li>• Use voices expressively by singing songs.</li> <li>• Play tuned and un-tuned instruments musically.</li> <li>• Practise, rehearse and present performances.</li> <li>• Listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul>

**What you can do at home**

Read with your child. Allow your child time to read by themselves. Visit 'Spelling Shed' to practise weekly phonic sounds and Ninja words. Visit Bug Club to read allocated books. Talk to your child about their day at school. Carry out homework activities form the termly homework grid.

## Termly coverage - Green Learning Team - Term 2

Maths	Topic	Science
<p>Addition and Subtraction</p> <ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 10.</li> <li>Read, write and interpret mathematical statements involving addition +, subtraction - and equals = signs</li> <li>Add and subtract one digit numbers to 10, including zero.</li> <li>Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems.</li> </ul> <p>Shape</p> <ul style="list-style-type: none"> <li>Recognise and name common 2-D shapes (including rectangles, squares, circles and triangles).</li> <li>Recognise and name common 3-D shapes (including cuboids, cubes, pyramids and spheres).</li> </ul>	Once Upon a Time	<p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> <li>To distinguish between an object and the material from which it is made.</li> <li>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>To describe the simple physical properties of a variety of everyday materials.</li> <li>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p>Seasonal Changes - Autumn</p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Describe weather associated with the seasons</li> </ul> <p>Working Scientifically - measuring length (link with maths)</p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways.</li> <li>Observe closely using simple equipment.</li> <li>Perform simple tests.</li> <li>To identify and classify - classifying within a given criteria and beginning to develop own criteria.</li> </ul>
	Focus text/ texts	
	<p>The Gingerbread Man The Three Little Pigs</p> <p>Ensure a wide range of Traditional Stories are shared with the whole class whenever possible - daily reading/guided reading.</p>	
English	Hook, collaboration, trip, visitor	Spelling rules/ Phonics
<p><u>Poetry and Traditional Tales</u></p> <p>Reading</p> <ul style="list-style-type: none"> <li>Listen to and discuss a wide range of poems and stories at a level beyond that which they can read independently.</li> <li>Become familiar with fairy stories and traditional tales, retelling them and noting key characteristics.</li> <li>Recognising and joining in with predictable phrases.</li> </ul>	Library day/ PE day	<p>Alternative pronunciations for graphemes: Ai - ay, a-e Ow - ou, Oi - oy</p> <p>Ninja Words: Continue to work on the Year 1 common exception words. To Today Go</p>
	Library day/ PE day	
	<p>PE - Thursday and Friday Library Day - Koala Class: Friday pm Tiger Class:</p>	

<ul style="list-style-type: none"> <li>Learning to appreciate rhymes and poems and recite some by heart.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Compose a sentence orally before writing it.</li> <li>Begin to punctuate sentences with a capital letter and a full stop.</li> <li>Leave spaces between words.</li> <li>Discuss what I have written with the teacher or other pupils.</li> <li>Begin to use the suffixes -ed and -ing.</li> </ul>		<p>Going Says</p>
<b>PSHE</b>	<b>Art</b>	<b>Computing</b>
<p>Core theme 2 - Relationships          Recognise when people are being unkind          Recognise different types of teasing and bullying          Strategies to resist teasing and bullying.          Friendship WEEK - 11<sup>TH</sup>-15<sup>TH</sup> November</p>	<p>Create firework pictures and Christmas crafts</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p>E - Safety</p> <ul style="list-style-type: none"> <li>Use technology safely and respectfully.</li> <li>Identify where to go for support if you have concerns.</li> </ul> <p>Algorithms</p> <ul style="list-style-type: none"> <li>Understand that algorithms are a set of instructions and that programs follow clear instructions.</li> </ul>
<b>RE</b>	<b>PE</b>	<b>Geography</b>
<p><u>Christmas and Divali</u>          How and why do we celebrate special times?</p> <ul style="list-style-type: none"> <li>Identify a special time they have celebrated and explain what celebration means.</li> <li>Identify some ways Christians celebrate.</li> <li>Retell stories connected with Divali and say why these are important to believers.</li> <li>Understand the customs and practices associated with the celebrations.</li> <li>Retell stories connected with Christmas and say why these are important to believers.</li> </ul>	<p>Firework Dances / Autumn Dances</p> <ul style="list-style-type: none"> <li>Perform simple dances</li> </ul>	<p><u>Maps</u>          Make maps based on Traditional stories.          Basic geographical vocabulary.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Use basic geographical vocabulary to refer to:</b></p> <ul style="list-style-type: none"> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> </ul>

		<ul style="list-style-type: none"> <li>• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>
<b>History</b>	<b>DT</b>	<b>Music</b>
	<p>Making houses for the Three Little Pigs</p> <ul style="list-style-type: none"> <li>• Design purposeful appealing products for themselves and other users.</li> <li>• Generate, develop and communicate ideas through talking and drawing.</li> <li>• Use a range of tools and equipment, including construction materials.</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<p>Jack and the Beanstalk/Little Red Riding Hood</p> <ul style="list-style-type: none"> <li>• Use voices expressively by singing songs.</li> <li>• Play un-tuned instruments musically.</li> <li>• Practise, rehearse and present performances.</li> <li>• Create and develop musical ideas.</li> <li>• Respond and review.</li> <li>• Explain your own ideas and feelings about music using movement, dance and expressive language and musical vocabulary.</li> </ul>
<b>What you can do at home</b>		
<p>Share your child's reading books. Talk to your child about their day at school.</p>		

## Termly coverage - Green Learning Team - Term 1

Maths	Topic	Science
<p>Place Value</p> <ul style="list-style-type: none"> <li>Count to 10 forwards and Backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write words to 10 in numerals and words.</li> <li>Given a number, identify 1 more or 1 less.</li> <li>Identify and represent numbers using objects and pictorial representations including a number line, and use the language of: equal to, more than, less than, fewer, most, least.</li> </ul> <p>Addition and Subtraction</p> <ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 10.</li> <li>Read, write and interpret mathematical statements involving addition +, subtraction - and equals = signs</li> <li>Add and subtract one digit numbers to 10, including zero.</li> <li>Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems.</li> </ul>	<p><b>Question - What is Space?</b></p>	<p>Day and Night</p> <ul style="list-style-type: none"> <li>Discuss how day length varies.</li> </ul> <p>Seasonal Changes - Autumn</p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Describe weather associated with the seasons</li> </ul> <p>Working Scientifically - measuring length (link with maths)</p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways.</li> <li>Observe closely using simple equipment.</li> <li>Perform simple tests.</li> <li>Gather and record data to help in answering questions.</li> </ul>
	<p><b>Focus text/ texts</b></p>	
	<p><b>Hook, collaboration, trip, visitor</b></p>	
<p><b>English</b></p>	<p><b>Planetarium Visit</b></p>	<p><b>Spelling rules/ Phonics</b></p>
<p><u>Non-fiction</u></p> <ul style="list-style-type: none"> <li>Fact files</li> <li>Lists</li> <li>Recount</li> <li>Non-chronological report</li> </ul> <ul style="list-style-type: none"> <li>I can compose a sentence orally before writing it.</li> <li>I will begin to punctuate sentences with a capital letter and a full stop.</li> <li>I will leave spaces between words.</li> <li>I will discuss what I have written with the teacher or other pupils.</li> </ul>	<p><b>Library day/ PE day</b></p>	<p>Phase 4 (cvcc/ccvc/ccvcc)</p> <p>Phase 5 : ay (day) ou (out) ie (tie) ea (eat) oy (boy)</p> <p>Ninja Words: oh, there, people, Mr, Mrs, looked, called, asked, said, so, have, like, some, come, were, their.</p>
	<p><b>PE - Wednesday and Thursday</b></p>	
	<p><b>Library Day -</b></p>	



<ul style="list-style-type: none"> <li>• I will apply my phonic knowledge and skills as a route to decode words.</li> <li>• I will re-read texts to build fluency and confidence.</li> <li>• I will participate in discussions.</li> </ul>		
<b>PSHE</b>	<b>Art</b>	<b>Computing</b>
Core theme 2 - Relationships	Colour Mixing - quality of lines <ul style="list-style-type: none"> <li>• Develop a wide range of techniques, line, colour.</li> </ul> Artist - Joan Miro The Constellations <ul style="list-style-type: none"> <li>• Know about the work of a range of artists making links to their own work.</li> </ul>	Online Safety <ul style="list-style-type: none"> <li>• Use technology safely and respectfully.</li> <li>• Identify where to go for support if you have concerns.</li> </ul> Digital Art / Green Screen <ul style="list-style-type: none"> <li>• Use technology purposefully to create digital content.</li> </ul>
<b>RE</b>	<b>PE</b>	<b>Geography</b>
Christianity <ul style="list-style-type: none"> <li>• Who is a Christian?</li> <li>• Who is Jesus and why is he important to Christians?</li> <li>• Why do Christians celebrate harvest?</li> </ul>	Space Dance <ul style="list-style-type: none"> <li>• Perform simple dances</li> </ul> Real PE <ul style="list-style-type: none"> <li>• Master basic movements - simple balances and coordination</li> </ul>	N/A
<b>History</b>	<b>DT</b>	<b>Music</b>
First Moon Landing - Neil Armstrong <ul style="list-style-type: none"> <li>• Find out about the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• Know about events beyond living memory that are significant nationally or globally.</li> </ul>	Making Rockets <ul style="list-style-type: none"> <li>• Design purposeful appealing products for themselves and other users.</li> <li>• Generate, develop and communicate ideas through talking and drawing.</li> <li>• Use a range of tools and equipment.</li> </ul>	Space Songs and Space Sounds <ul style="list-style-type: none"> <li>• Use voices expressively by singing songs.</li> <li>• Play un-tuned instruments musically.</li> <li>• Experiment with, create, select and combine sounds using the inter related dimensions of music.</li> </ul> Composer - Holst The Planets <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul>
<b>What you can do at home</b>		
Share your child's reading books. Talk to your child about their day at school.		