

## Long Term Curriculum Overview – Willow Class – Cycle 2 (2021-2022)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/ Key Q	Fun and Games		Explorers		Who lives here?	
Outcome	Make a hand puppet and put on a show		Make a boat and test to see if it floats or sinks		Hold a banquet fit for a King or Queen	
Enhancements	<ul style="list-style-type: none"> <li>· Toy lady</li> <li>· Sparsholt park – local area</li> </ul>		<ul style="list-style-type: none"> <li>· Gilbert Whites Museum – Arctic explorers</li> <li>· Marwell Zoo – animals hot and cold climates</li> </ul>		Visit to King Alfred’s statue and the round table	
Text Driver suggestions	M.Blackwell – Binky’s Big adventure M.Balckwell – Binky in trouble Elliot.D – Henry’s Map Hutchins.P – Rosie’s Walk Grey.M – Traction Man is here McPhail.D – The Teddy Bear Hughes. S - Dogger		O.Jeffers – Lost and Found J.Kerr – The Tiger who came to tea K.Haworth – Emma Jane’s Aeroplane F.Preston Gannon – The Journey Home J.Donaldson – The Snail and the Whale		R.Harvey – At the Beach E.Bailey – One Day on our Blue Planet J.Hitchman – In Every House, On Every Street O.Jeffers – Here We Are	
English	WRITING TO ENTERTAIN <ul style="list-style-type: none"> <li>• Re-tell the story of Rosie’s Walk</li> <li>• Write a poem about toys</li> </ul> WRITING TO INFORM <ul style="list-style-type: none"> <li>• Leaflet about Sparsholt</li> <li>• How to play ‘snakes and ladders’</li> </ul> WRITING TO PERSUADE <ul style="list-style-type: none"> <li>• A letter to Binky Bear</li> </ul>		WRITING TO ENTERTAIN <ul style="list-style-type: none"> <li>• Poetry- Shape poems that rhyme</li> <li>• Writing about the snail’s journey</li> </ul> WRITING TO INFORM <ul style="list-style-type: none"> <li>• Poster to find the penguin</li> <li>• Information about Antarctica</li> </ul> WRITING TO PERSUADE <ul style="list-style-type: none"> <li>• Invitation to the tiger to came back for tea</li> </ul>		WRITING TO ENTERTAIN <ul style="list-style-type: none"> <li>• Postcards to a friend</li> <li>• Write your own version of ‘In Every House, On Every Street’</li> </ul> WRITING TO INFORM <ul style="list-style-type: none"> <li>• Information booklet about Alice Springs</li> </ul> WRITING TO PERSUADE <ul style="list-style-type: none"> <li>• A letter to someone in Australia telling them about ourselves and Winchester</li> </ul>	
Maths	White Rose Maths <ul style="list-style-type: none"> <li>- Number and place value to 10/20</li> <li>- Number- Addition and Subtraction within 10</li> <li>- Place value to 10/20</li> <li>- Number bonds to 10</li> <li>- Recognise, name and sort 2D and 3D</li> </ul>		White Rose Maths <ul style="list-style-type: none"> <li>- Represent and use number bonds within 20</li> <li>- Number- Addition and Subtraction within 10</li> <li>- Addition and Subtraction – one step problems</li> </ul>		White Rose Maths <ul style="list-style-type: none"> <li>- Count and solve problems in twos, fives and tens</li> <li>- Double and halve numbers to 20</li> <li>- Fractions - halves and quarters</li> <li>- Describe position, direction and movement</li> </ul>	

	shapes - Make patterns using 2D/3D shapes	- Count, read and write number to 50 - One more/less to 50 - Count in twos, fives and tens - Measurement – mass, weight, capacity and volume - Measure and record length and height	- Count forwards and backwards to 100 - Compare and order numbers to 100 - Recognise the value of different coins - Sequence events, tell time to the hour and half past			
Science	<ul style="list-style-type: none"> <li>Animals including humans</li> <li>Seasonal Changes - Taught throughout the year</li> </ul>	- Everyday Materials - Living things and their habitats	<ul style="list-style-type: none"> <li>Plants</li> </ul>			
Longitudinal Study	<p>KQ: How does the local environment change throughout the year</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Working scientifically</b></p> <hr/> <p><b>Statutory requirements</b></p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul> </div>					
Computing (Computing)  <i>All units include Online Safety</i>	(1.4) Collectors: Finding images using the web	1.6 Productivity We are celebrating: Creating a card electronically	(1.3) Creativity: We are painters: Illustrating an ebook.	(1.1) Programming: We are treasure hunters Using programmable toys - Beebots	1.5 Communication We are story tellers: producing a talking book	1,2 Computational thinking We are TV Chefs: Filming the steps of a recipe

<p><b>Geography</b></p>	<p><b>Where is Sparsholt?</b>          Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Identify relevant human and physical features in Sparsholt</p> <p>Use a map to locate features and landmarks in my local area</p> <p>Draw a simple map</p> <p>Create and use symbols in a key</p> <p>Use simple fieldwork and observational skills to learn about our local area</p>		<p><b>Hot or cold?</b>          Identify on a map that there are seven continents and five oceans and name them</p> <p>Identify the location of hot and cold areas in the world</p> <p>Identify the human and physical features of a beach</p>		<p><b>What is the same?</b>          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 in a contrasting non-European country</p>	
<p><b>History</b></p>	<p><b><u>Toys from the past</u></b></p> <p>Changes within living memory</p> <p>What were toys like in the past?</p> <p>How have toys and games changed over the years?</p>		<p><b><u>Amelia Earhart - The lives of significant individuals</u></b></p> <p>Who is Amelia Earhart?</p> <p>Why is she famous?</p> <p>What impact did she have?</p>		<p><b><u>King Alfred - Significant historical events, people and places in their own locality</u></b></p> <p>Who was King Alfred?</p> <p>Where did he live?</p> <p>Why is there a statue of him in Winchester?</p>	
<p><b>Art</b></p>	<p>Artist Study: Mondrian Kandinsky</p> <p>Clay sculpture - To make a Binky Bear</p>	<p>Printing- Seasonality and colours. Children will use a variety of objects to create printed artwork related to the seasons</p>	<p>Artist Study: Giuseppe Arcimboldo</p>	<p>Sketching - using different techniques to draw a penguin</p>	<p>Artist Study: Aboriginal art O'Keefe</p>	<p>Collage – use different material to create a portrait of a King or Queen</p>
<p><b>DT</b></p>	<p>Design, make and evaluate a hand puppet</p>		<p>Design, make and evaluate a boat. Evaluation as a result of testing.</p>		<p>Design, make and evaluate a dreamcatcher</p>	

<b>RE</b> (Understanding Christianity and Living Difference)	<b>UC: CreationF1</b> Why is the word 'God' so important?	<b>UC: IncarnationF2</b> Why do Christians perform nativity plays at Christmas?	<b>UC: SalvationF3</b> Why do Christians put a cross in an Easter garden?		<b>WR: Judaism Remembering</b> Passover	<b>WR: Judaism Special (books)</b> Moses and the Torah
<b>PE</b>	<b>Exercise (360)</b> <ul style="list-style-type: none"> <li>- Develop balance, agility &amp; coordination</li> <li>- Develop flexibility, strength, technique, control &amp; balance</li> <li>-</li> </ul>	<b>Exercise (360)</b> <ul style="list-style-type: none"> <li>- Develop balance, agility &amp; coordination</li> <li>- Develop flexibility, strength, technique, control &amp; balance</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>- Perform dances using simple movement patterns</li> <li>- Develop coordination</li> </ul>	<b>Invasion games</b> <ul style="list-style-type: none"> <li>- Participate in team games, simple tactics for attacking and defending - throwing &amp; catching</li> </ul>	<b>Athletics – Track &amp; Field –</b> <ul style="list-style-type: none"> <li>- Develop agility, coordination, running, jumping, throwing &amp; catching</li> </ul>	<b>Health and Exercise (ABC)</b> <ul style="list-style-type: none"> <li>- master basic movements including running, jumping, throwing and catching,</li> <li>- Develop balance, agility and coordination</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Use instruments and voices with increasing accuracy, fluency, control and expression</li> <li>• Body percussion</li> <li>- Practising and performing Christmas songs</li> <li>- Nativity performance</li> </ul>		<ul style="list-style-type: none"> <li>- Play and perform a group piece using the hand bells</li> </ul>		<ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes</li> <li>• Use Percussion/ Boomwhackers to compose, play and recall music</li> </ul>	
<b>PSHE (SCARF)</b>	Me and my Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing