

## Long Term Curriculum Overview – Beech Class Y1/2 (2024-2025)

| Term                    | Autumn 1   | Autumn 2 | Spring 1   | Spring 2 | Summer 1  | Summer 2 |
|-------------------------|--|----------|--|----------|---|----------|
| Theme/ Key Q            | <b>Fireworks and Festivals</b>   |          | <b>Water, Water Everywhere!</b>  |          | <b>Kings, Queens and Superheroes</b>  |          |
| Hook                    | Slow reveal of image of fireworks over the Houses of Parliament. What do they see, notice, think?  |          | Mystery – suitcase for Grace Darling. Clues about her life.  |          | Who is this? Trail to find pieces of a puzzle of King Charles III.  |          |
| Outcome                 | To create a ‘Did you know...?’ information card for a box of fireworks explaining the history behind them.   |          | Keeping Safe at the Beach guide  |          | To create a class nature booklet about who lives in the local environment.  |          |
| Enrichment Ideas        | <ul style="list-style-type: none"> <li>• History Pack</li> <li>• Trip to Hawk Conservancy (Science)</li> </ul>   |          | <ul style="list-style-type: none"> <li>• Beach Study - Stubbington</li> </ul>  |          | <ul style="list-style-type: none"> <li>• Local Walk</li> <li>• Swanwick Lakes- Science</li> </ul>   |          |
| Text Driver suggestions | M. Bond- Paddington<br>A Walk in London – Salvatore Rubbino<br><br>D.Long- Buildings that Made London<br>S.Antony- The Queens Hat<br>P.Hegarty- Tree (Science)   |          | Y Zommer- The big Book of the Blue<br>R.Harvey- At the Beach<br>J T-Standon- The Secret of Black Rock<br>J.Donaldson- The Snail and the Whale  |          | R. Munsch- The Paper Bag Princess<br>A.Kemp- The Worst Princess<br>B. Davies -On sudden Hill<br><br>** More Texts will be added dependant on class interest and progress throughout the year.   |          |
| English                 | WRITING TO ENTERTAIN <ul style="list-style-type: none"> <li>• Stories in 3<sup>rd</sup> Person</li> <li>• Story Writing from POV of the Queen/Corgi/Soldier</li> <li>• Innovation- E.G: The day Paddington came to school</li> </ul> WRITING TO INFORM <ul style="list-style-type: none"> <li>• Diary entry</li> <li>• Leaflet about a trip to London</li> </ul> |          | WRITING TO ENTERTAIN <ul style="list-style-type: none"> <li>• Poetry- Sea themed</li> <li>• Innovating stories</li> </ul> WRITING TO INFORM <ul style="list-style-type: none"> <li>• Newspaper report</li> <li>• Postcards from the beach</li> </ul> WRITING TO PERSUADE <ul style="list-style-type: none"> <li>• Come to the Beach</li> </ul> |          | WRITING TO ENTERTAIN <ul style="list-style-type: none"> <li>• Poems using the senses</li> <li>• Stories with patterned, predictable language</li> </ul> WRITING TO INFORM <ul style="list-style-type: none"> <li>• Instructions linked to design technology</li> </ul> WRITING TO PERSUADE <ul style="list-style-type: none"> <li>• Letter writing</li> </ul> |          |
| Maths                   | White Rose Maths <ul style="list-style-type: none"> <li>- Number and place value to 20 (y1) to 100 (y2)</li> </ul>   |          | White Rose Maths <ul style="list-style-type: none"> <li>- Multiplication &amp; Division</li> <li>- Place value to 50 (y1)</li> </ul>   |          | White Rose Maths <ul style="list-style-type: none"> <li>- -Addition and Subtraction (y2)</li> <li>- Place value to 100 (y1)</li> </ul>  |          |

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|                       | <ul style="list-style-type: none"> <li>- Number- Addition and Subtraction within 100, including money (y2) within 20 (y1)</li> <li>- Place value to 50 (y1)</li> <li>- 2D/3D shape</li> </ul>   | <ul style="list-style-type: none"> <li>- Statistics (y2)</li> <li>- Fractions</li> <li>- Measurement- Time</li> </ul>  | <ul style="list-style-type: none"> <li>- Position and direction</li> <li>- Measure- Length and Height</li> <li>- Measurement- Weight and Volume, capacity and temperature</li> </ul> |   |   |                                       |
| Science               | <ul style="list-style-type: none"> <li>• Animals including humans (Y1 &amp; Y2)</li> <li>• Seasonal Changes (Y1)- Taught throughout the year</li> </ul>   | <ul style="list-style-type: none"> <li>- Everyday Materials (Y1)</li> <li>- Use of Everyday Materials (Y2)</li> <li>- Living things and their habitats (Y1 &amp; 2)</li> </ul> | <ul style="list-style-type: none"> <li>• Plants (Y1 &amp; Y2)</li> </ul>   |   |   |                                       |
| Longitudinal Study    | <p>KQ: How does our field change throughout the year</p> <p>Objectives:</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> |  |  |   |   |                                       |
| Computing (Computing) | (2.5)Programming: We are detectives: communicating clues  | (2.1) Programming: We are astronauts   | (2.4) computer networks<br>We are researchers  | (2.2) Computational thinking<br>We are game testers | 2.3 Creativity<br>We are photographers.   | (2.6) Productivity: We are zoologists |
| Geography Y1          | <b>Where is London? Where is Sparsholt? Countries and capital cities of UK</b>  |  | <b>Brilliant Beaches</b>   |   | <b>Local Study</b>  |                                       |
| Geography Y2          | <b>Local Study – Settlement and Land Use</b><br>Do we like our local area and does it meet our needs?   |  | <b>Biomes and Climate Zones</b><br>Comparing Egypt and the UK. Which is the easiest to live in?  |   | <b>Economic activity – Chocolate</b><br>What is unique about chocolate?   |                                       |
| History Y1            | <b><u>The Gunpowder plot</u></b> - a significant national event beyond living memory  |  | <b><u>Grace Darling RNLI</u></b> - a significant person in History<br>History of RNLI  |   | <b><u>Kings &amp; Queens</u></b><br>Victoria and Elizabeth 2 <sup>nd</sup> and King Charles 3 <sup>rd</sup><br>Lives of significant individuals in the past who have contributed to national and international achievements |                                       |
| History Y2            | <b>Changes in Britain from the Stone Age to the Iron Age.</b><br>Was Stone Age man a simple hunter-gatherer?<br>How different was life in the Stone Age when man started to farm?   |  | <b>Ancient Egypt</b><br>What was life like under the rule of the Egyptian Pharaohs?<br>Why was the Nile so important to the Egyptians?   |   |   |                                       |

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|  | Why is it so difficult to work out why Stonehenge was built?<br>How much did life change in the Iron Age and how can we possibly know?   |  | What did the Ancient Egyptians think about death?<br>How did the Ancient Egyptians leave a lasting impact on our lives today?   |                                      |   |   |
| Art Y1   | Artist Study: L.S Lowry. Look at some of his iconic images and recreate them linked to the streets of London. Develop understanding around the use of layered art and use of a range of materials.<br><br>Colour Chaos: Children will learn how to choose, use and mix their own colours to create abstract pieces of art. | Printing- Seasonality and colours. Children will use a variety of objects to create printed artwork related to the seasons | Artist Study: David Hockney Pool Pictures. Focus on water and use of materials to create quirky pool pictures. Look at use of straight lines, block colours and curved aspects. | Still life drawing and perspectives. | Artist Study: Eric Carl: Explore the life of Eric Carl and create pieces of Art in the same/ similar style. | To use drawing to create still life pictures.<br><br>To use colour, pattern, texture, line, shape, form and space |
| Art Y2   | Painting using alternative materials from nature<br>Cave painting inspired by Lascaux<br>Shadow art collage - Stonehenge<br>Chalk iron man<br>Pointillism – mini artist study Georges Seurat<br>Newspaper collage Iron Man   |  | Papyrus making with pastel gods and goddesses<br>Ancient Egyptian pharaoh paintings with added cartouche  |                                      | Andy Warhol – artist study – Chocolate themed imitation<br><br>Nature - observational drawings              |   |
| DT Y1  | Mechanisms- sliders and levers<br>Create a moving picture of a firework launching into the air.  |  | Structures – free standing<br>Design, make and evaluate a boat. Evaluation as a result of testing.  |                                      | <b>Food – preparing fruit and vegetables</b><br>Design and make a fruit drink fit for a King.               |   |
| DT Y2  | Structures – Shell: Design, research, make and evaluate a house based on the Stone, Bronze or Iron age.  |  | Weaving   |                                      | Cooking and nutrition – research, design, make and evaluate a chocolate bar.                                |   |
| RE<br>(Understanding Christianity and Living Difference) | UC: God (1.1) What do Christians believe God is like   | WR: Judaism<br>Light (as a symbol)<br>Hannukah<br>UC - Christingle   | UC Salvation (1.5)<br>Why does Easter matter to Christians?   |                                      | WR: Juddaism<br>Shabbat   | UC Gospel (1.4)<br>What is the good news that Jesus brings?   |

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|-----------------|-------------------------------|--|-------------------------------------|---------------------------------|--|--|
| PE<br>TBC       | (ABC) Indoor<br>Integr8 dance | Playground games -<br>multiskills<br>Integrat8 dance | Football<br><br>Integrat8 dance     | Football<br><br>Integrat8 dance | Invasion Games<br>(Strike and Fielding)<br>Focus Rounders<br>Integrat8 dance | Health and Exercise-<br>Athletics<br>Integrat8 dance |
| Music           | The Three Bears -<br>Pitch    | Christmas is coming<br>Pitch and duration            | Jolly Rogers – Structure and Timbre |                                 | Minibeasts on the Move   |  |
| PSHE<br>(SCARF) | Me and my<br>Relationships    | Valuing Difference                                   | Keeping Myself Safe                 | Rights and<br>Responsibilities  | Being my Best  | Growing and Changing                                 |