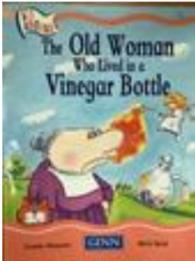
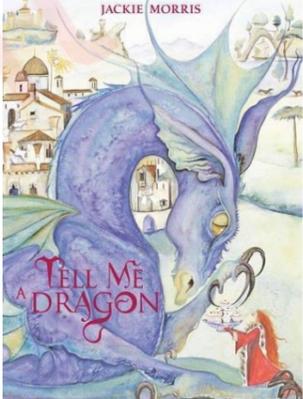
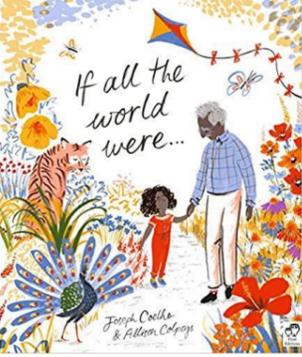
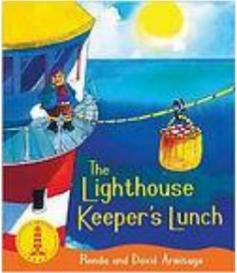
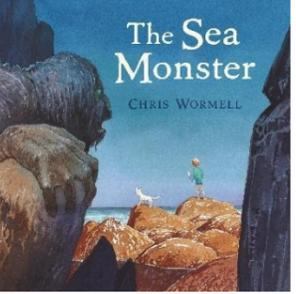
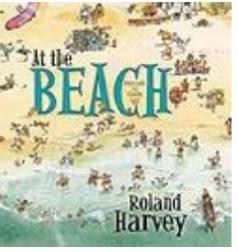


Year One Long Term Overview	Autumn Term		Spring Term		Summer Term	
	Great Fire of London	Castles and Dragons	Location, Location, Location	The Scented Garden	Ocean Adventures	Ocean Adventures
Value Focus	DREAM TEAM Introduction to the 5 values.	Determination We never give up	Responsibility We are honest	Empathy We are kind	Aspiration We aim high	Make a Difference We look after our world.
British Values	Introduction to British Values	Tolerance	Individual Liberty	Democracy	Mutual Respect	Rule of the Law
Lines of Enquiry	Why do we sing London's Burning?	How was England saved by a Lincoln lady?	Would you like to live in the coldest place on earth?		You're never too young to be a hero	How did explorers discover new lands?
	<p>The Old Woman who lived in a Vinegar Bottle. (A Wishing Tale) (3 weeks)</p>  <p>Key Texts – Talk For Writing</p> <p>How to keep a Fairy as a pet (Non Fiction – Instructions) (3 weeks)</p>  <p>(Commas, y to ies, imperative verbs, time connectives)</p>	<p>Billy the Brave Knight (A Journey Tale) (3 weeks)</p>  <p>Tell me a Dragon (developing descriptive writing including settings, characters, labels and captions, fact files) (3 weeks)</p> 	<p>Little Red Riding Hood – T4W text based on this traditional tale (A Warning Tale) (3 weeks)</p>  <p>Polar Bears – Arctic Facts (Non-Fiction – Information Text) (1 week)</p>  <p>If all the world were.... (2 weeks)</p> 	<p>The Secret Garden – T4W text based on this book (A Finding Tale) (3 weeks)</p>  <p>The Sound Collector Poetry (2 weeks)</p> <p>"The Sound Collector" by Roger McGough A stranger called this morning Dressed all in black and grey Put every sound into a bag And carried them away</p> <p>The whistling of the kettle The turning of the lock The purring of the kitten The ticking of the clock</p> <p>The popping of the toaster The crunching of the flakes When you spread the marmalade The scraping noise it makes</p> <p>The hissing of the frying pan The ticking of the grill The bubbling of the bathtub As it starts to fill</p> <p>The drumming of the raindrops On the windowpane When you do the washing-up The gurgle of the drain</p> <p>The crying of the baby The squeaking of the chair The swishing of the curtain The creaking of the stair</p> <p>A stranger called this morning He didn't leave his name Left us only silence Life will never be the same</p> <p><small>From <i>All the Best – The Selected Poems of Roger McGough</i> (2012)</small></p>	<p>The lighthouse Keeper's Lunch – T4W text based on this book (A Conquering the Monster Tale) (3 weeks)</p>  <p>Persuasion – An angry letter to the Seagulls (1-2 weeks)</p>	<p>The Sea Monster (A Journey Tale – with a twist) (3 weeks)</p>  <p>Writing postcards (2 weeks)</p>  <p>Trip – recount</p>

	Phonics	Phase 5a and b – revisit and consolidate Phase 5a & 5b alternatives (and to support transition into new year group) before moving to Phase 5C & 6	Phase 5C	Phase 6	Phase 6	Phase 6	Phase 6
English	Teaching of Spelling	<p>Teaching spelling - Linked to T4W text/writing (then revisited in Phase 6 phonics): As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.</p> <p>Introduction to adding –es to nouns and verbs ending in –y - The y is changed to i before –es is added (e.g. fairies, flies, tries, replies, copies, babies, carries)</p>	<p>Teaching spelling - Linked to T4W text/writing (then revisited in Phase 6 phonics): Contractions - In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't – cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> s never used for the possessive (e.g. <i>can't</i>, <i>didn't</i>, <i>hasn't</i>, <i>couldn't</i>, <i>it's</i>, <i>I'll</i>)</p> <p>Homophones and near-homophones - there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</p>	<p>Teaching spelling - Linked to T4W text/writing (then revisited in Phase 6 phonics): Words ending in –tion – e.g. station, fiction, motion, nation, section, information</p> <p>Introduction to adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it - The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> (e.g. copied, copier, happier, happiest, cried, replied ...but copying, crying, replying)</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it - The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added (e.g. hiking, hiked, hiker, nicer, nicest, shiny) Exception: <i>being</i>.</p> <p>The possessive apostrophe (singular nouns) – e.g. <ul style="list-style-type: none"> Grandma's, Woodcutter's, the girl's </p>	<p>Teaching:</p> <ul style="list-style-type: none"> Adding prefix -un and knows how it changes the meaning of these words by negating something e.g. unkind, undoing, untie 		
		<ul style="list-style-type: none"> Common Exception Words Prefix and Suffix Phase 5 tricky words Words with -ies 	<ul style="list-style-type: none"> Contractions Homophones Near homophones 	<ul style="list-style-type: none"> 'tion' words apostrophe for possession past and present tense spelling patterns 	<ul style="list-style-type: none"> words with prefix -un Common exception words 	<ul style="list-style-type: none"> Alternative spellings consolidation 	<ul style="list-style-type: none"> Alternative spellings consolidation
	Word Reading	<ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing common suffixes read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Re-read these books to build up their fluency and confidence in word reading. 					

Comprehension	Term 1 – listen to and discuss stories and non-fiction Term 2 – listen to and discuss stories and poetry	Term 3 – listen to and discuss traditional tales and non-fiction Term 4 – listen to and discuss stories and poetry	Term 5 – listen to and discuss stories and non-fiction Term 6 – listen to and discuss stories and poetry			
Writing – Transcription: Handwriting	Consolidate handwriting skills and focus of handwriting learnt in year 1 – particularly (see year 1 medium term plan)	<ul style="list-style-type: none"> Forming lower-case letters of the correct size relative to one another more consistently Starts using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters more consistently Uses spacing between words that reflects the size of the letters more consistently 	<ul style="list-style-type: none"> Forms lower-case letters of the correct size relative to one another consistently Uses some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters consistently Uses spacing between words that reflects the size of the letters consistently 			
Writing - Grammar and Punctuation	<p>Word:</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs <p>Sentence:</p> <ul style="list-style-type: none"> Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command (sentences with different forms) <p>Text (Grammar):</p> <ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] <p>Punctuation: (learning how to use both familiar and new punctuation correctly – see English NC appendix 2)</p> <ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list <p>Apostrophes to mark contractions (where letters are missing in spelling) and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>					
Writing Tasks	<ul style="list-style-type: none"> Narrative Wishing Tale – Imitate and Innovate Writing to inform/instruct – How to keep a XXXX – Imitate and Innovate 	<ul style="list-style-type: none"> Narrative Journey Tale – innovate Descriptive Writing – application of skills focus: dragon descriptions - write and recite an entry about a dragon they have made up dragon 	<ul style="list-style-type: none"> Narrative Warning Tale - Innovate Writing to inform – Non-chronological report on an arctic animal (innovate) Repetitive text – skills focus: write about something precious they would want to keep – applying SPAG taught to date 	<ul style="list-style-type: none"> Application of Skills to date focus (2 weeks) – predicting, describing a setting and character, prepositions, two adjectives to describe the noun Write a finding tale (2 weeks) – innovate Write a poem featuring short sentences for effect - innovate 	<ul style="list-style-type: none"> Write a conquering monster tale – innovate Persuasive Writing: A letter – including angry explanation (also option to write an apology letter from the seagulls) – imitate and innovate 	<ul style="list-style-type: none"> Write a journey tale with a twist – imitate and Innovate Postcard Writing (including to new teacher)

Maths	Daily Counting/ Subitising	<p>The importance of counting:</p> <ul style="list-style-type: none"> Counting is a child's first experience of number and mathematics Learning to count supports understanding of the number system Counting is one tool for building up calculation strategies Counting backwards is no more difficult than counting forwards Counting must take place every day as part of the maths provision within schools <p>The importance of subitising:</p> <p>This is the process whereby we recognise the size of a set at a glance, without 'counting all'. It is seeing its cardinality, from the pattern or structure without having to count the number of objects. For example, recognising within a large number of dots that this larger number is made up of five dots in a group, six dots in a group and three dots in a group. Subitising is an essential skill to acquire and to exercise regularly as it supports children in becoming more efficient mathematicians and in making progress, particularly in calculation.</p> <p>Therefore, at Mount Street Academy:</p> <p><u>Every day</u> children will spend 5-10 minutes doing whole class daily counting and/or subitising activities (counting linked to the different 5 counting principles as outlined in our counting and calculation policy)</p> <p>This is vital for recall, retrieval and fluency in counting and seeing the cardinality of amounts which underpins all mathematics</p>					
	Objectives	<p>Number: Place Value Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division</p>	<p>Number: Multiplication and Division Statistics Geometry: Properties of Shape Number: Fractions Measurement: Length and Height</p>	<p>Geometry: Position and Direction Problem Solving and Efficient Methods Measurement: Time Measurement: Mass, Capacity and Temperature</p>			
Science	Focus	Use of Every Day Materials	Animals, including Humans	Animals, including Humans ctd	Plants	Living Things and their Habitats	Living Things and their Habitats ctd
	Working Scientifically	<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"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 					
History	<p>By the End of Key Stage One children will:</p> <ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically- valid questions and create their own structured accounts, including written narratives Begin to understand the methods of historical enquiry and different types of historical evidence (firsthand, second hand and begin to know why contrasting arguments and interpretations of the past have been constructed Begin to gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history and between short- and long-term timescales <p>In order to do this, children will:</p> <ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. 						

<p>Focus of Study</p>	<p>Events beyond living memory that are significant nationally or globally:</p> <p>Great Fire of London</p>	<p>Similarities and differences between ways of life in the past:</p> <p>Medieval Castles and castle life</p> <p>Significant historical events, people and places in their own locality:</p> <p>Battle of Lincoln – Nicola de la Haye</p> <p>Events beyond living memory that are significant nationally or globally:</p> <p>Remembrance Day</p>			<p>Significant Individuals from the past:</p> <p>Study of Grace Darling</p>	<p>Significant Individuals from the past:</p> <p>Study of Captain Cook Compare to Christopher Columbus</p>
<p>Geography</p>	<p>In KS1 children will grasp:</p> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> ▪ 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>Human and physical geography</p> <ul style="list-style-type: none"> ▪ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ▪ key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 					
	<p>Focus of Study</p>	<p>Locational Knowledge:</p> <p>Name the 4 countries and identify on a map</p> <p>Name and locate the capital cities</p>	<p>Human and Physical Geography & Geographical skills and field work:</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Plot features onto a map, using symbols and a key.</p>	<p>Human and Physical Geography:</p> <p>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>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Locational Knowledge:</p> <p>Name and locate the 7 continents and 5 oceans on a world map.</p> <p>Geographical skills and field work:</p> <p>Locate countries on a world map/globe</p>	<p>Human and Physical Geography</p> <p>Link to Eco week – pollution (in our seas) – how we can make improvements, raise awareness.</p>	<p>Locational Knowledge:</p> <p>Name and locate the 7 continents and 5 oceans on a world map.</p> <p>Geographical skills and field work:</p> <p>Locate countries on a world map/globe</p> <p>Human and Physical Geography – coasts; features of coasts</p> <p>Human and physical geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>

Physical Education	Focus	Dance (unit 1) (Class Teacher) Hit Catch and Run (Unit 1) (Class Teacher)	Gymnastics (Trinity Coach) Dance (Unit 2) (Class Teacher)	Archery (Trinity Coach) Hit, catch and run (Unit 2) (Class Teacher)	Swimming (External Teaching) Attack, defend, shoot (Unit 1) (Class Teacher)	Attack, defend, shoot (Unit 2) (Class teacher) Run, jump, throw (Unit 1) (Class Teacher)	Athletics/team games (Trinity Coach) Run, jump, throw (Unit 2) (Class Teacher)
Religious Education	Discovery RE	Theme: What did Jesus teach? Concept: Gospel AT1 A Beliefs, teachings and sources AT2 F Values and commitments Religion: Christianity	Theme: Christmas - Jesus as gift from God Concept: Incarnation AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth Religion: Christianity	Lincolnshire Agreed Syllabus Additional Unit: Theme: Thankfulness Concept: Gratitude AT1 E Meaning, purpose and truth AT2 F Values and commitments Religion: Christianity/Islam Theme: Prayer at home Concept: Prayer AT1 B Practices and ways of life AT1 F Values and commitments Religion: Islam	Theme: Easter Resurrection Concept: - Salvation AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth Religion: Christianity	Theme: Places of Worship Concept: Community and Belonging T1 B Practices and ways of life AT2 D Identity, diversity and belonging Religion: Islam	Theme: Hajj Concept: :Hajj AT1 B Practices and ways of life AT2 F Values and commitment Religion: Islam
PSHE	Jigsaw	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Art		Drawing Application: Line and shade Understand pencil grading Pastels – blending Artist Focus: Jan Griffier the Elder – Great Fire of London	Sculpture/3D Application: Human form Environmental sculpture Feature Sculpture Artist Focus: Andy Goldsworthy Drawing Application: Pastels – intensifying colours, blending. Artist Focus: Georgia O’Keefe – Poppies	Sculpture/3D Application: External Activity - Usher gallery trip – clay heads Painting Application: Tints, tones and shades. Warm, cool colours. Mixing secondary and tertiary colours. Artist Focus: Edvard Munch Printing: Application: Marbling ink print Relief printing into clay. Repeating pattern – polystyrene prints Artist Focus: William Morris – Victorian artist/illustrator	Drawing Application: Observational drawings Painting Application: Acrylic Artist Focus: Van Gogh Sunflowers	Sculpture Application: Clay sea creature Painting Application: Use watercolour paints to explore intensity of colours and marks using the medium. Artist Focus: Hokusai’s – The Great Wave	Printing Application: Mono printing Sculpture Application: Explore the qualities of Modroc/Poproc Painting Application: Aboriginal art using dots Artist Focus: Albert Namatjira

Design and Technology		Area of Focus: Food and nutrition Application: Preparing fruit and vegetables	Area of Focus: Mechanisms or Structures Application: Freestanding structures		Area of Focus: Textiles Application: Templates and joining techniques		
Music	Music Express Programme	'Ourselves' Exploring sounds (3 lessons) 'Toys' Beat (3 lessons)	'Our land' Exploring sounds (3 lessons) 'Our Bodies' Beat (3 lessons)	'Animals' Pitch (3 lessons) 'Number' Beat (3 lessons)	'Storytime' Exploring sounds (3 lesson) 'Seasons' Pitch (3 lessons)	'Weather' Exploring sounds (3 lessons) 'Pattern' Beat (3 lessons)	'Water' Pitch (3 lessons) 'Travel' Performance (3 lessons)
Computing	Including Purple Mash	Online safety Effective Searching	Stop Motion	Coding	Creating Pictures Coding	Making music	Coding – using Scratch Junior