



Hands, feet and hearts that make a difference
Buzzards Class Year 1 & 2 Long Term Overview Cycle A 2023/2024

Big Question	Should we be grateful when difficult things happen?	Should we be compassionate to bullies? (How?)	Should we always tell the truth?	Does justice mean the same as revenge?	If I feel afraid, does that mean I'm not brave?	Should we help people who don't help us?
Values	Thankfulness	Compassion	Truthfulness	Justice	Courage	Service
Theme days	Black History Week	Elf day	E-safety day Number day Children's mental health week	World Book Day Science week	Earth Day	Sports week
Experiences	School Council elections	Whole school pantomime Nativity Performance		Experience Easter	Isingpop Performance poetry	Isingpop concert
Special People	Florence Nightingale Mary Seacole		Alexander Graham Bell, Jesse Eugene Russell, Steve Jobs		Queen Elizabeth II Queen Victoria	
High quality engaging texts	Focus texts: The Proudest Blue Bold Women in Black History	Focus texts: The Snail and the Whale The Lonely Christmas Tree	Focus texts: Rosie Revere Engineer Danny the Champion of the World, If	Focus texts: Where the Wild Things Are The Tiny Seed	Focus texts: Queen Elizabeth Oliver Twist	Focus texts:
Writing genres in English	Narrative - retelling Non-fiction - Biographies	Narrative - adventure Narrative - retelling	Narrative - 1 st person narrative Non fiction - instructions	Narrative - Non Fiction - recount	Narrative - adventure story Non-fiction - biography	Narrative
Maths Year 1	Place Value (within 10)	Addition and Subtraction (within 10) Shape	Place Value (within 20) Addition and Subtraction (within 20)	Place Value (within 50) Length and Height Mass and Volume	Multiplication and Division Fractions Position and Direction	Place Value Money Time
Maths Year 2	Place Value	Addition and Subtraction Shape	Money Multiplication and Division	Length and Height Mass, Capacity and Temperature	Fractions Time	Statistics Position and Direction
Science:	Everyday Materials Sticky Knowledge: All objects are made of one or more materials. Some objects can be made from different materials e.g. plastic, metal or wooden spoons. Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms	Uses of everyday Materials Sticky Knowledge: All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside	Animals including humans Sticky Knowledge: Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them. Animals eat certain things - some eat other animals,	Plants Sticky Knowledge: Growing locally, there will be a vast array of plants which all have specific names. These can be identified by looking at the key characteristics of the plant. Plants have common parts, but they vary between the different types of plants. Some trees keep their leaves all year while other trees drop	Living things and their habitats Sticky Knowledge : All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers. An object made of wood is classed as dead. Objects made of rock, metal and plastic have never been alive (again ignoring that plastics are made of fossil fuels).	



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	<p>with very different properties.</p> <p>The properties of a material determine whether they are suitable for a purpose.</p> <p>Working Scientifically <i>*Ask simple questions and recognise that they can be answered in different ways.</i></p> <p><i>* Observe closely, using simple equipment → perform simple tests → identify and classify</i></p> <p><i>*Gather and record data to help in answering questions.</i></p> <p><i>*Use their observations and ideas to suggest answers to questions.</i></p>	<p>and waterproof so that it holds the water.</p> <p>When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities.</p> <p>A material can be suitable for different purposes and an object can be made of different materials.</p> <p>Materials can be changed by physical force (twisting, bending, squashing and stretching).</p> <p>Working Scientifically <i>*Identifying, grouping and classifying.</i></p> <p><i>*Use observations to suggest answers to questions, noticing similarities, differences and patterns.</i></p> <p><i>*Gather and record data to help answer questions, including from secondary sources of information.</i></p> <p><i>*Communicate ideas, what they have done and what they have found out in a variety of ways</i></p> <p>Asking simple questions and recognising that they can be answered in different ways including use of Scientific language.</p>	<p>some eat plants, some eat both plants and animals.</p> <p>Working scientifically <i>*Identifying, sorting and classifying.</i></p> <p><i>*Use their observations and ideas to suggest answers to questions.</i></p> <p><i>*Asking simple questions and recognising that they can be answered in different ways</i></p>	<p>their leaves during autumn and grow them again during spring.</p> <p>Plants grow from seeds.</p> <p>Plants need light, water and warmth to grow and survive.</p> <p>Flowers make seeds to make more plants (reproduce).</p> <p>We need plants to survive (to clean air, to eat).</p> <p>We can eat different parts of the plants (leaves, stems, roots, seeds, fruit).</p> <p>Working Scientifically <i>*Ask simple questions and recognise that they can be answered in different ways.</i></p> <p><i>* Observe closely, using simple equipment → perform simple tests → identify and classify</i></p> <p><i>*Gather and record data to help in answering questions.</i></p> <p><i>*Use their observations and ideas to suggest answers to questions.</i></p>	<p>Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well.</p> <p>The habitat provides the basic needs of the animals and plants - shelter, food and water. Within a habitat there are different micro-habitats e.g. in a pond- under logs. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect which plants and animals live there.</p> <p>The plants and animals in a habitat depend on each other for food and shelter etc. The way that animals obtain their food from plants and other animals can be shown in a food chain.</p> <p>Working Scientifically <i>*Ask simple questions and recognise that they can be answered in different ways.</i></p> <p><i>* Observe closely, using simple equipment → perform simple tests → identify and classify</i></p> <p><i>*Gather and record data to help in answering questions.</i></p> <p><i>*Use their observations and ideas to suggest answers to questions.</i></p>
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		*Use simple equipment to observe closely, including changes over time. *Performing simple comparative tests.				
RE:	Unit: 1.2 Who do Christians say made the world?	Unit: 1.10 What does it mean to belong to a faith community?	Unit: 1.1 What do Christians believe God is like? [God]	Unit: 1.7 Who is Jewish and how do they live? (Part 1)	Unit: 1.7 Who is Jewish and how do they live? (Part 2)	Unit: 1.9 How should we care for others and for the world, and why does it matter?
History:	<p>Significant individuals - Mary Seacole and Florence Nightingale</p> <p><u>Skills</u> Understand chronology Label timelines with words of phrases such as: past, present, older, and newer. Investigate and interpret the past Use artefacts, pictures, stories, online sources and databases to find out about the past. Ask questions such as: What was it like for people? What happened? How long ago? Build an overview of world history Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. Communicate historically</p>		<p>Changes within living history. How has technology changed the way we communicate over the last 60 years? - the way we talk, write, and are entertained. (how do we find out about the past)</p> <p><u>Skills</u> Understand chronology Place events and artefacts in order on a timeline Label timelines with words of phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives</p> <p>Investigate and interpret the past Observe or handle evidence to ask questions and find answers to questions about the past. Build an overview of world history Describe historical events (invention of the internet)</p>		<p>Significant individuals - What was lifelike for children during the reign of ... Queen Victoria, Queen Elizabeth II</p> <p><u>Skills</u> Understand chronology Place events and artefacts in order on a timeline Use dates where appropriate Investigate and interpret the past Ask questions such as: What was it like for people? What happened? How long ago? Identify some ways the past has been represented. Use artefacts, pictures, stories, online sources, and databases to find out about the past. Build an overview of world history Describe historical events. Describe significant people from the past.</p>	



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	<p>Show an understanding of concepts - war and peace</p> <p><u>Sticky Knowledge</u> Florence Nightingale became a nurse because she felt that God wanted her to help people.</p> <p>A war started in Crimea and Florence went to go and look after the soldiers who had been hurt.</p> <p>The hospitals where Florence worked were not clean, the food was poor, and they did not have many bed meaning infections spread.</p> <p>The soldiers that Florence treated called her 'The lady with the lamp' because she walked around the wards at night with a lantern.</p> <p>Florence was awarded the Order of Merit by Queen Victoria for her hard work.</p>		<p>Communicate historically Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time</p> <p><u>Sticky Knowledge</u> In 1876, Alexander Graham Bell invented the telephone. Before this, people would write letters or speak in person. In 1989 Tim Berners-Lee invented the world wide web. After this, people could send messages via the computer. In 1988, Jesse Eugene Russell invented the concept of the digital smart phone. Before this, mobile phones were rare and could only make calls. In 2007, Steve Jobs shared the iPhone with the world. After this, everyone could carry the internet.</p>		<p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Communicate historically Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy</p> <p><u>Sticky Knowledge</u> Queen Victoria was the Queen in Victorian times. Before Queen Elizabeth II she was the longest reigning monarch. Queen Victoria reigned for 63 years. Children did not all go to school in Victorian times, many had to work. Queen Victoria bought in laws to stop children under 10 going down the mines or in factories. Queen Elizabeth II was the longest reigning monarch in the UK. Queen Elizabeth II reigned for 70 years. A coronation is when a King/Queen take the crown and first become the King/Queen.</p>	
<p>Geography:</p>		<p>Are all islands the same? Continents, oceans, m Investigate places</p>		<p>UK - is the weather the same everywhere? Investigate places</p>		<p>Poles and equator Investigate places Use world maps, atlases and globes to identify continents and oceans.</p>



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		<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p> <p>Use world maps, atlases and globes to identify continents and oceans. Name and locate the world's continents and oceans.</p> <p>Investigate patterns Understand geographical similarities and differences of the United Kingdom and a contrasting non-European country. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Communicate geographically Use compass directions (north, south, east and west)</p> <p>Sticky knowledge: Know the names of the four countries that make up the UK and name the three main seas that surround the UK. Know the names and locate the seven continents of the world Know the names of and locate the five oceans of the world.</p>		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries. Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Investigate patterns Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Communicate geographically Use basic geographical vocabulary to refer to: Key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Use compass directions (north, south, east and west) to describe the location of features.</p> <p>Sticky knowledge: Know which is the hottest and coldest season in the UK. Know and recognise main weather symbols. Know the names of the four countries that make up the UK and name the three main seas that surround the UK. Know where the hot and cold areas are on a globe. Know which is N, E, S and W on a compass.</p>		<p>Investigate patterns Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Communicate geographically</p> <ul style="list-style-type: none"> • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. <p>Sticky knowledge: Know where the equator, North Pole and South Pole are on a globe. Know which is N, S, E, W on a compass. Know features of hot and cold places in the world. Know which is the hottest and coldest season in the UK.</p>
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		Know which is N, E, S and W on a compass. Identify physical features of an island.		Know features of hot and cold places in the world		
Art:	<p>How do you become a hero? Pop Art portraits Artist: Andy Warhol and Roy Lichtenstein Medium: Digital media Style: Pop Art Topic and cross-curricular links: Art this term further enriches children's learning in their history topic about Florence Nightingale and Mary Seacole. Children will have the opportunity to explore images of heroes and how they are represented. Technical Skills (Digital)</p> <ul style="list-style-type: none"> Select simple tools to create different lines, shapes, and fill colours. Select colours Use predefined shapes, motifs and stamps. <p>Evaluating</p> <ul style="list-style-type: none"> Talk about what we like and don't like about an art piece and give some reasons for these ideas. Describe the differences and similarities between two art pieces. Make links to our own work. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore different methods and materials as ideas develop. 		<p>Can art be delicious? Clay fruit/vegetables Artist: Yayoi Kusama Medium: Sculpture Style: Contemporary Technical Skills (Sculpture)</p> <ul style="list-style-type: none"> Use rolling, moulding and carving techniques. Use scoring and slurry to make simple joins. Create patterns by making impressions in clay. <p>Evaluating</p> <ul style="list-style-type: none"> Talk about what we like and don't like about an art piece and give some reasons for these ideas. Describe the differences and similarities between two art pieces. Make links to our own work. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore different methods and materials as ideas develop. Make mistakes and try again. <p>Artist Vocabulary: Yayoi Kusama, Japan, contemporary artist, installation, sculpture,</p>		<p>What if we hadn't landed on the moon? Planet-inspired painting Artist: Alma Thomas Medium: Painting Style: Abstract Topic and cross-curricular links: This art will capture the children's imaginations about space as they explore how to create an image of a planet they would love to visit. Technical Skills (Painting)</p> <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. Use short, controlled brush strokes to create pattern and texture. <p>Evaluating</p> <ul style="list-style-type: none"> Talk about what we like and don't like about an art piece and give some reasons for these ideas. Describe the differences and similarities between two art pieces. Make links to our own work. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore different methods and materials as ideas develop. 	



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	<ul style="list-style-type: none"> Make mistakes and try again. <p>Artist Vocabulary: Andy Warhol, Pop Art, American, Marilyn 1967, screen print, Skills Vocabulary: fill, copy, paste, outline, background</p>		<p>sculptor, Pumpkin 1994, Infinity Rooms, polka dots</p> <p>Skills Vocabulary: roll, mould, carve, score, slurry, impression</p>		<ul style="list-style-type: none"> Make mistakes and try again. <p>Artist Vocabulary: Alma Woodsey Thomas, America, abstract, The Eclipse 1970, acrylic, canvas, Skills Vocabulary: primary, secondary, tint, tone, complementary, brush strokes, texture</p>	
D&T:		Sliders and levers		Free standing structures		Preparing fruit and vegetables
Computing:	<p>Information Technology - Shadow Puppets Edu - Y1</p> <ul style="list-style-type: none"> I know how to record a film using the camera app. I know how to select images and record a voiceover. I know how to highlight and zoom into images as I record. <p>Video Creation • I know how to select images and record a voiceover. • I know how to highlight and zoom into images as I record.</p> <p>Vocabulary Search, select, rearrange, title, text, record, pause, undo, zoom, pan, highlight.</p>	<p>Computer Science AI - Adobe Spark Video Y2</p> <ul style="list-style-type: none"> I can explain some advantages and disadvantages of using simple AI technology I know that artificial intelligence can be used to simulate human-like abilities in a computer. <p>Artificial Intelligence I can explain some advantages and disadvantages of using simple AI technology</p> <p>Video Creation I know how to use tools to add effects to a video</p> <p>Presentations, web design and eBook Creation I know how to add a voice recording to a storyboard</p> <p>Vocabulary</p>	<p>Information Technology Speech Bubble Pictures Y2</p> <ul style="list-style-type: none"> I know how to use the space bar only once between words and use touch to navigate to words letter to edit I know how to copy and paste images and text I know how to use caps locks for capital letters. I know how to add images alongside text in a word-processed document. I know how to dictate longer passages into a digital device with accurate punctuation. <p>Presentation I can add speech bubbles to an image to show what a character thinks.</p> <p>Computational Thinking I can critically evaluate my work and suggest improvements I can explain how I am developing an online reputation which will</p>	<p>Computer Science Programming Animations Y1</p> <ul style="list-style-type: none"> I know how to add filters and stickers to enhance an animation of a character. I know how to create an animation to tell a story with more than one scene. I know how to add my own pictures to my story animation. <p>Animation • I know how to animate a simple image to speak in role • I know how to add filters and stickers to enhance an animation of a character</p> <p>Vocabulary Upload, character, draw, record, playback, filter, stickers, save, export.</p>	<p>Information Technology - Presentation linked to famous individual Y2</p> <p>I know how to use the space bar only once between words and use touch to navigate to words letter to edit</p> <ul style="list-style-type: none"> I know how to copy and paste images and text I know how to use caps locks for capital letters. I know how to add images alongside text in a word-processed document. I know how to dictate longer passages into a digital device with accurate punctuation. <p>Presentations, Web Design and eBook Creation • I know how to add voice labels to an image.</p> <p>Vocabulary Upload, image, add, tag, label, audio, media, copy, save.</p>	<p>Computer Science - Programming Scratch Jnr Maze Game Y1</p> <ul style="list-style-type: none"> I know how to create a simple program on a digital device e.g. Bee Bot or tablet I know how to use sequence in programs I know how to locate and fix bugs in my program <p>Computational Thinking • I understand what algorithms are • I know how to write simple algorithms • I understand the sequence of algorithms is important • I know how to debug simple algorithms</p> <p>Coding/Programming • I know how to create a simple program on a digital device e.g. Bee Bot or tablet</p>



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		AI, technology, voice assistant, text, recognise	allow other people to form an opinion of me. I can describe some simple ways that help build a positive online reputation Vocabulary			<ul style="list-style-type: none"> ● I know how to use sequence in programs ● I know how to locate and fix bugs in my program Vocabulary Algorithm, sequence, order, bug, fix, precise, Digital, program, follow, code, bugs, fix, order, ScratchJr
PE:	Principles of Play Year 1 - I can play fairly and take turns I can follow simple rules of a game Year 2 - I can be honest when playing games I can say well done when someone does something well	Fitness and Health	Multi-Skills	Dodgeball	Catching and Fielding	Athletics Year 1 - I can run with control and balance I can throw underarm and overarm Year 2 - I can run with control and balance using arms to generate speed and power I can throw underarm and overarm using the correct technique
PSHE:	Me and my Relationships Feelings Getting help Classroom rules Special people Being a good friend	Valuing Difference Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Keeping Safe How our feelings can keep us safe - including online safety Safe and unsafe touches Medicine Safety Sleep	Rights and Respect Taking care of things: Myself My money My environment	Being my Best Growth Mindset Healthy eating Hygiene and health Cooperation	Growing and Changing Getting help Becoming independent My body parts Taking care of self and others
Music:	Hey you! How pulse, rhythm and pitch work together	Rhythm in the way we walk: pulse, rhythm and pitch, rapping, dancing and singing/ Nativity	In the groove: how to be in the groove with different styles of music.	Round and round: pulse, rhythm and pitch in different styles of music.	Your imagination! Using your imagination to create pop!	Reflect, rewind and replay: The history of music, look back and consolidate learning and some of the language of music.