YEARLY OVERVIEW 2024/2025 YEAR 1 / 2

	8 week	7 weeks	6 weeks	7 weeks	4 weeks	7 weeks
Text	The truth about my unbelievable summer Lost and found Dear teacher	Tidy How to trap a dragon Albert le Blanc	Great Explorer Light house keepers lunch Extraordinary	Emily Brown and the thing Leaf On sudden hill Poetry	Storm whale Rhythm of the rain	The disgusting sandwich Robot and blue bird Transition writing
WOW		-	Chepstow castle trip		Vicar – visitor	Walk around Woolaston - Fieldwork
Writing outcomes	- Letter writing - Narrative - Recounts - Instruction writing	- Non chronological report - Instructions - poetry	- Narrative - Diary entry - Instruction writing -	- Narrative - Diary entry - Non chronological report	- Narrative - Descriptions	- Instructions - Narrative - letter
Mathematics	**Yr. 1** Number and place value up to 30 Geometry: Properties of shape Addition and subtraction. **Yr. 2** Number and place value. Geometry – Properties of shapes. Addition and subtraction: Addition.	**Yr. 1** Addition and subtraction: facts of 7-10 Geometry: Properties of shapes Measurement: Time **Yr. 2** Addition and subtraction: Subtraction Geometry: Properties of shapes	**Yr. 1** Number and place value up to 100 Addition and subtraction **Yr. 2** Multiplication and division (Tables) Measurement – Length	**Yr. 1** Fractions Measurement – length Money **Yr. 2** Fractions Measurement: time Money	**Yr. 1** Geometry – position and direction. Addition and subtraction. Multiplication and division **Yr. 2** Consolidation Statistics	**Yr. 1** Place value Measurement – Mass and volume Measurement: Capacity **Yr. 2** Place value: secure Measurement: Capacity and temperature.
Science Y1	**Biology – human body** - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - Explore the enquiry – do the oldest children have the biggest feet? **Biology – seasonal changes** - Observe changes they see in Autumn - Collect and record data	**Chemistry – materials** - describe the simple physical properties of a variety of everyday materials - Explore and group different types of rock. - Explore the simple processes of; melting and freezing; floating and sinking; suitability of materials and their absorption. **Biology – seasonal changes** - Observe changes they see in Winter - Collect and record data	**Biology – planting/seasonal change** - Begin to notice change over time. - Identify the basic needs of plants. - Name key parts of a plant. **Biology – animals** - understand which animals classify as mammals, birds, fish, amphibians and reptiles. - Being to group animals based on their classification. - Learn to identify animals by their features.	**Biology – animals** - Understand the meaning of carnivores, herbivores and omnivores and group animals based on their eating habits. **Sustainability – caring for the planet** - Explore the concept of sustainability - Identify positive and negative impact on the planet. - Consider how changes can be made to positively impact the planet. **Biology – planting/seasonal changes** - Observe changes they see in Spring - Collect and record data	**Biology – plants** - Name and identify key section of a plant and explore these through dissection. - Identify and name key parts of trees. Considering the similarities and differences between different types of trees. - Identify and categorise a range of wild and common flowers/plants. - Explore and identify plants and trees which are deciduous and ever green. **Biology – planting** Explore change over time and how seeds have developed/grown into plants.	**Sustainability – growing and cooking** - Explore how food is grown - Look at the impact farming has on the foods we eat. - Explore – Where does my food come from. **Biology – planting/seasonal changes** - Observe changes they see in the summer. - Collect and record data - Compare the changes they have noticed throughout the year.
Science Y2	Animals needs for survival - notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Seasonal changes - Observe changes they see in Autumn - Collect and record data	Animals including humans - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. - Seasonal changes - Observe changes they see in Winter - Collect and record data	Plants - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Where does my food come from? - What have I planted and grown this year?	Human body Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense - Seasonal changes - Observe changes they see in Spring - Collect and record data	Material - describe the simple physical properties of a variety of everyday materials Seasonal changes - Observe changes they see in Summer - Collect and record data	Sustainability How is plastic helpful and harmful How can we reduce our plastic waste Wildlife
History Geography	History How has our school changed?	Geography What is it like here?	History	Geography What is the weather like in the UK?	History Florence Nightingale and Mary Seacole	Geography What is it like to live in Shanghai?

	Children will consider how Woolaston school has changed since the Victorian times thinking about daily timetable, classrooms. Discipline. Uniform and playtimes.	Understand where we live on a map. Identify physical and human features of Woolaston. Create a messy map of our classroom Evaluate features of our playground and how it can be improved.	How are castles different to the homes we live in? Children will learn about significant places within their own locality – Chepstow castle. Learn about the significant people who lived there and compare castles to our houses.	Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.	Who had the most impact on nursing? Children will learn about what makes these individuals significant. They will compare how they were different and what their job was.	Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.
Art / DT	Art Painting: Colour splash Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.	DT Structures: Constructing windmills Inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.	Art Drawing: Make your mark Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.	DT Textiles: Puppets Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.	Art Structures and 3D: Paper play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.	DT Food: Fruit and vegetables Opportunities for children to learn food preparation skills and greater emphasis on taste testing and ingredient choices.
Music	Pulse and rhythm (All about me) Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	Tempo (Snail and mouse) Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focusing on fast and slow.	Pitch and tempo (Superheroes) Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.	Musical me Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.	Dynamics, timbre, tempo and Motifs Developing knowledge and understanding of dynamics, timbre, tempo and instruments; learning to compose and play motifs.	Orchestral instruments (Traditional stories) Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.
PE	Prostars Fundamental skills and basic ball skills	Prostars Fundamental skills and basic ball skills	Prostars Gymnastics/ Dance	Prostars Advanced ball skills	Prostars Athletics	Prostars Ball and team games.
Computing	Computing systems and networks Technology around us Children will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and start to consider how to use technology responsibly.	Creating media Digital painting Explore the world of digital art and its exciting range of creative tools with your learners. Empower them to create their own paintings, while getting inspiration from a range of other artists. Conclude by asking them to consider their preferences when painting with, and without, the use of digital devices.	Programming Moving a robot Children will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs.	Data and information Grouping Data Children will begin by using labels to put objects into groups, and labelling these groups. They will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.	Creating media Digital writing Children will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.	Programming Animations Children will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Children will also be introduced to the early stages of program design through the introduction of algorithms.
PSHE	SCARF Me and my relationships -	SCARF Valuing differences	SCARF Keeping myself safe	RSE growing and changing	SCARF Rights and responsibilities	SCARF Being my best (resilience)
RE	What does it mean to belong to a faith community?	Why does Christmas matter to Christians?	Who is Muslim and How do they live?	Why does Easter matter to Christians?	Who do Christians say made the world?	What makes some places sacred to believers?