

Y1 and Y2 Long term Overview 2025-26

Educational visits

3 visits to be booked in for the year. One to be local, one to be internal and one 'big' one.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Parental engagement	Reading For Pleasure – Book Share	Christmas Play	Mini Maths Morning	Easter Cards	Share a story	Sports day
Educational Visit and Link to curriculum area	Graves Park end of Autumn 1 link to Geography		Recycling Group – Visitors into school to talk about how best to recycle our rubbish. Local Council.		Potential Visit to Yorkshire Sculpture Park – links to sculptures art topic	
Personal Development (RSHE & PSHE incl Online Safety)	Where do feelings come from Who am I What helps me to be happy 1 session Online Safety review – Health, Wellbeing and Lifestyle	Who is my friend? What makes a good friend Should friends tell us what to do How do we stop bullying? (Anti bullying weeks)	Aspirations – dreams and goals (Jigsaw) Screen Time (RSHE unit – 1 lesson) Privacy and Security	Personal Information (RSHE unit – 2 lessons) Road safety	Who's in my family Do families always stay the same How should families treat each other Online Safety- Online Relationships	Are all families the same Online Safety – responsive teaching
English – reading	Y1 Applying Phonics I know when to use phonic knowledge to decode words. I read common words using phonic knowledge, where possible. I read words of more than one syllable that contain taught GPCs. I read phonically decodable texts. Reading for Pleasure I know that there are different kinds of books. I know the difference between a story book and an information book. I can find the title, author and the illustrator of a book. I know some familiar stories. I recognise familiar story language. Reading Accurately, with Fluency and with Understanding I use picture clues to support my understanding. I use picture cues to deepen my understanding. I identify the characters in a story. I recognise a character's feelings. I say why a character has a feeling.		Y1 Applying Phonics I know which parts of words can be decoded using phonics. I blend sounds in unfamiliar words based on known GPCs. I read words with familiar endings - s, es, ing, ed, er, est. I read words which have the prefix –un added. I read phonically decodable texts, with confidence. I divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset. Reading for Pleasure I say what I like or dislike about a book. I say if a story reminds me of another story or something that I have experienced. I listen to others' ideas about a book. I find familiar story language in stories read aloud to me or ones I have read independently. I retell key stories orally using narrative language. I recognise rhyming language. Reading Accurately, with Fluency and with Understanding I use prior knowledge to understand texts.		Y1 Applying Phonics I hear and recognise all 40+ phonemes. I match all 40+ graphemes to their phonemes (Phase 3). I identify all 40+ graphemes in my reading. I know that words can have omitted letters and that an apostrophe represents the omitted letters. I find contractions in my reading. I read words with contractions. I read compound words, for example, football, playground, farmyard, bedroom. Reading for Pleasure I say whether I agree or disagree with other's ideas. I say whether I agree or disagree with others' ideas. I say why I agree or disagree with ideas. I recognise repeated or patterned language I recognise patterned language in the poems and rhymes I know. I know some poems and rhymes by heart. Reading Accurately, with Fluency and with Understanding I discuss the meaning of unfamiliar words with others. I know that stories can have similar patterns of events. I make links to other stories. I make links with characters in other stories.	

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	<p>Y2 Applying Phonics I understand the importance of decoding words automatically. I understand that some words cannot be decoded with phonic strategies. I use the graphemes taught to blend sounds. I know that phonemes may be represented by different graphemes. I know that familiar words do not need to be sounded out and blended. I read these familiar words automatically and accurately without sounding or blending.</p> <p>Reading for Pleasure know that there are different kinds of stories. I listen to or read a range of different kinds of stories. I make choices about the books I read. I know that non-fiction books are organised differently from fiction texts. I know that books or texts have a purpose.</p> <p>Reading for Pleasure – Poetry know the difference between poetry and narrative. I know that there are different kinds of poetry. I listen to different kinds of poetry. I talk about books or poems read. I know that stories and poems can have patterned or recurring literary language.</p> <p>Reading Accurately, with Fluency and with Understanding I know that the purpose of reading is to make meaning. I know that there is a range of decoding strategies. I check that text I read makes sense. I re-read when I have lost the meaning.</p>	<p>I identify unfamiliar words and ask about meaning. I use the context to make informed guesses about the meaning of unfamiliar words. I make predictions based on the events in the story. I give an opinion about a character. I know that stories can have similar characters.</p> <p>Y2 Applying Phonics I know that the same grapheme may be read in different ways. I recognise alternatives and consider which will make more sense. I recognise syllables in words. I know that breaking words into syllables helps fluent decoding. I know that other strategies can be used to read unfamiliar words. I use other strategies to support fluent decoding.</p> <p>Reading for Pleasure I explain why I prefer certain books or stories. I can retell stories with the key events in the correct sequence. I can retell a story with the key events and the characters. I know how to find information in a non-fiction book. I identify the purpose of a book or a text. I know that books and stories are set in different places and times.</p> <p>Reading for Pleasure – Poetry I talk about the meaning of different poems. I recognise that a poem can tell a story. I learn a poem by heart. I give an opinion on books or poems read. I find patterned or recurring literary language in poems and stories. I find favourite words and phrases.</p> <p>Reading Accurately, with Fluency and with Understanding I self-correct when I have lost the meaning.</p>	<p>I can answer retrieval questions about a book. I use information from the story to support my opinion. I understand that a writer can leave gaps for the reader to fill. I answer questions which fill the gaps in a story. (Inference)</p> <p>Y2 Applying Phonics I read words of two or more syllables accurately. I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. I read these books fluently and confidently.</p> <p>Reading for Pleasure I decide how useful a non-fiction book is to find the information I need. I can find the setting or time in books or stories. I can discuss the setting or time in books</p> <p>Reading for Pleasure – Poetry I recite or perform a poem making the meaning clear. I talk about favourite words and phrases. I know that word choice affects meaning. I can explain why a writer has chosen a word to affect meaning</p> <p>Reading Accurately, with Fluency and with Understanding I know what the inference - 'reading between the lines'- means. I find inferences about characters' feelings and thoughts. I can explain inferences about characters' feelings and thoughts. I give reasons for characters' actions or behaviour. I recognise key ideas in a text. I can explain a writer's message. I can make predictions about how characters might behave.</p>
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			I use prior knowledge and reading experiences to understand text. I use the context to understand texts. I ask questions to clarify understanding. I can find the answers to retrieval questions about stories, poems or non-fiction texts. I recognise that a writer can have a message for the reader. I can make predictions about possible events.			
Key text	Cave Baby by Julia Donaldson and Emily Gravett Lost and Found by Oliver Jeffers *book and film	Send for a Superhero by Michael Rosen and Katharine McEwan Stanley Stick John Hegley	The Odd Egg by Emily Gravett Beegu by Alexis Deacon	The Magic Bed by John Burningham Rosie Revere, Engineer by Andrea Beatty and David Roberts	Jim and the Beanstalk by Raymond Briggs The Journey Home by Frann Preston-Gannon	Flooded by Mariajo Ilustrajo Billy and the Beast by Nadia Shireen
Writing Outcomes	Narrative retellings Labels and captions, informal letters Own version ‘losing/finding’ narratives Character descriptions, retellings, advice, instructions, non-chronological reports	Own version superhero narratives Wanted posters, letters, speech bubbles, diaries, emails, character descriptions Own version narratives ‘Book of sticks’ entry, speech bubble, thought bubble, postcard	Egg-spotter’s guides (non-fiction reports) Thought and speech bubbles, diaries, letter, certificates Own version ‘alien’ narratives Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports	Own version fantasy stories Setting descriptions, additional scenes, description of magical piece of furniture, lists Explanation text Short explanations, adverts, advice letters, character description, invention descriptions	Sequel stories Narrative retellings (including dialogue), thought bubbles, informal letters Persuasive letters Posters, lists, postcards, wanted posters, information reports, short stories	Own version adventure narratives Y1: phonics to spell, composing sentences orally , command sentences, noun phrases to describe Y2(Protest signs, Diary entry, character descriptions, letters, information reports) Wanted posters , summaries, emails, character descriptions, recipes
English - writing	Text: Cave Baby Genre: Fiction Skills Y1 <ul style="list-style-type: none">Capital letters and full stopsJoining sentences using and joining sentences using but noun phrases simpleAdjectives to expand nounsSequencing sentences to form short narratives-y for /ee/ sound at end of wordsSuffixes with no change to the root wordConjunctions and/but to join sentences Skills Y2		Text: The Odd Egg Genre: Non-Fiction Skills Y1 <ul style="list-style-type: none">Adjectives to describe feelingsNoun phrasesUse of ‘and’ to join ideascapital letters and full stopsexclamation marks question marksFirst person-est suffixun- prefix		Text: Jim and the beanstalk Genre: Fiction Skills Y1 <ul style="list-style-type: none">Capital letters and full stopsCapital letters for proper nounsQuestion marksExclamation marksConjunction and to join sentencesSequence sentences to form short narratives-ing suffixun- prefixRead aloud what they have written with appropriate intonation to make the meaning clear.	

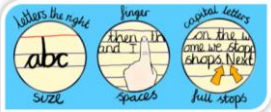
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	<ul style="list-style-type: none"> Expanded noun phrases for description and specification To spell words where 'dge' and 'ge' makes a /j/ sound <p>Text: Lost and Found Genre: Fiction</p> <p>Skills Y1</p> <ul style="list-style-type: none"> -ed suffix un- prefix Conjunctions and/but to join sentences Sequence sentences to form short narratives Noun phrases Adjectives to describe Question marks Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Skills Y2</p> <ul style="list-style-type: none"> Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Correct tense (past/present) Subheadings To spell words where 'g' makes a /j/ sound To spell words where 'c' makes an /s/ sound before 'e', 'i' and 'y' <p>Text: Send for a superhero Genre:</p> <p>Skills Y1</p> <ul style="list-style-type: none"> Coordinating conjunctions (and, but, so, or) Adverbials of time Noun phrases Write simple, coherent narratives about personal experiences and those of others Rhyming words Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Skills Y2</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as -ness, -er and by compounding Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly 	<p>Skills Y2</p> <ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Commas to separate adjectives Non-chronological report <p>Text: Beegu Genre: Fiction</p> <p>Skills Y1</p> <ul style="list-style-type: none"> Questions and statements use of and Adjectives to describe Imperative verbs Capital letters and full stops Use of pronouns Sequencing sentences to form short narrative -ing suffix <p>Skills Y2</p> <ul style="list-style-type: none"> Expanded noun phrases for description and specification Apostrophes to mark contractions (don't be unkind, you can't do that etc) <p>Text: The Magic Bed Genre: Non-Fiction</p> <p>Skills Y1</p> <ul style="list-style-type: none"> Conjunction and to join sentences Exclamation marks Question marks Capital letters and full stops Capital letters for names Present tense -est suffix -er suffix <p>Skills Y2</p> <ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification 	<p>Skills Y2</p> <ul style="list-style-type: none"> Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs Using present and past tense correctly <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p> <p>Text: The Journey Home Genre: Fiction</p> <p>Skills Y1</p> <ul style="list-style-type: none"> Capital letters and full stops Write simple dictated sentences including common exception words Use of statement, questions, command or exclamation <p>Skills Y2</p> <ul style="list-style-type: none"> Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification Using present and past tense correctly throughout writing Commas in lists Narratives about personal experiences <p>Writing for different purposes</p> <p>Text: Flooded Genre: Fiction</p> <p>Skills Y1</p> <ul style="list-style-type: none"> Capital letters and full stops Joining words and joining clauses using and Sequencing sentences to form short narratives Capital letters for names and for the personal pronoun I. Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense <p>Skills Y2</p> <ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command Apostrophes to mark contractions Using present and past tense correctly and consistently including the progressive form Expanded noun phrases for description and specification Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Writing poetry
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	<ul style="list-style-type: none"> To spell words where 'kn' and 'gn' make a /n/ sound at the beginning of words To spell words with irregular spelling patterns <p>Text: Stanley's Stick Genre: Fiction Skills Y1</p> <ul style="list-style-type: none"> Capital letters full stops question marks Exclamation marks Adjectives to describe questions, statements, exclamations Use of 'and' to join ideas sequencing sentences to form short narratives Using -ing, -ed, -er and -est where no change is needed in the spelling of root word Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Skills Y2</p> <ul style="list-style-type: none"> To spell words where 'wr' makes a /r/ sound at the beginning of words <p>To spell words ending in 'le'</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 Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Text: The Magic Bed Genre: Non-Fiction Skills Y1</p> <ul style="list-style-type: none"> Conjunction and to join sentences Exclamation marks Question marks Capital letters and full stops Capital letters for names Present tense -est suffix -er suffix <p>Skills Y2</p> <ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification 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 Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Text: Rosie Revere, Engineer Genre: Fiction Skills Y1</p> <ul style="list-style-type: none"> Capital letters and full stops Adjectives to describe Conjunction and to join sentences Sequence sentences to form short narratives -est -er suffix <p>Skills Y2</p> <ul style="list-style-type: none"> Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly 	<ul style="list-style-type: none"> Writing for different purposes <p>Text: Billy and the Beast Genre: Non-Fiction Skills Y1</p> <ul style="list-style-type: none"> Adjectives to describe Simple noun phrases Capital letters and full stops Capital letters for proper nouns / names full stops question marks Sequence sentences to form short narratives -ed suffix Singular plural s/es <p>Skills Y2</p> <ul style="list-style-type: none"> Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Subordination (using when, if, that, because) and co-ordination (using or, and, but)
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		<ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of present tense and past tense throughout writing Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Commas to separate items in a list 	
SPAG	<p><u>Y1</u> <u>Spelling</u></p> <p>To spell unknown words using my phonemes.</p> <p><u>Punctuation</u></p> <p><u>To leave spaces between words. Objective linked to Astrea writing grid.</u></p> <p><u>To use a capital letter for the start of a sentence. Objective linked to Astrea writing grid.</u></p> <p><u>Grammar</u></p> <p><u>To use and capitalise the personal pronoun I. Objective on Astrea writing grid</u></p> <p><u>To know how words can combine to make sentences. Objective linked to Astrea writing grid</u></p> <p><u>To use and to join words (e.g. a list). Objective linked to Astrea writing grid</u></p> <p><u>These are not to be used as objectives but are non-negotiables. See non-negotiable stickers.</u></p> 	<p><u>Y1</u> <u>Spelling</u></p> <p><u>To use suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. KPI linked to Astrea writing grid.</u></p> <p>To write from memory simple dictated sentences including the words taught so far.</p> <p><u>Punctuation</u></p> <p><u>To begin to use other punctuation such as exclamation and question marks. KPI linked to Astra writing grid.</u></p> <p><u>To use full stops accurately. Objective linked to Astrea writing grid.</u></p> <p><u>Grammar</u></p> <p><u>To use 'and' to join ideas within a sentence. ('I went to the park and played on the swing.') KPI linked to Astrea writing grid.</u></p> <p><u>Y2</u> <u>Spelling</u></p> <p><u>To spell longer words using suffixes such as ment, ness, ful, less, ly (Root words ending in a consonant = merriment, happiness, plentiful, penniless, happily, quickly, thoughtless).</u></p>	<p><u>Y1</u> <u>Spelling</u></p> <p><u>To use letter names to show alternative spellings of the same phonemes. KPI linked to Astrea writing grid.</u></p> <p><u>To spell words that use suffixes for plurals or 3rd person. (E.g.: adding s/es; box, fox, fix, pencil, pen). Objective linked to Astrea writing grid</u></p> <p><u>To use the prefix un- (e.g. unkind, undo) KPI linked to Astrea writing grid.</u></p> <p><u>Punctuation</u></p> <p><u>To use capital letters for the names of people, places and days of the week. (Aa) Objective linked to Astrea writing grid.</u></p> <p><u>Grammar</u></p> <p>To attempt to use other conjunctions.</p> <p>To make sure that word choices are relevant to the context and I use word banks to support this.</p> <p><u>To begin to use adjectives to add detail to my sentences. KPI linked to Astrea writing grid</u></p> <p><u>Y2</u> <u>Spelling</u></p>

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	<p><u>Y2</u> <u>Spelling</u></p> <p><u>To segment spoken words into phonemes and record these as graphemes.</u></p> <p><u>Punctuation</u></p> <p><u>To use full stops and capital letters- most are correct. (This will be consistent across a range of dictated and independent writing)</u> <u>To mostly use exclamation and question marks accurately to demarcate sentences.</u> <u>To leave spaces between words that reflects the size of the letters KPI</u></p> <p><u>Grammar</u> My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing. <u>To use co-ordination.</u></p> 		<p><u>To spell many common exception words (door, because, sugar, people, - see year 2 spelling list). KPI</u></p> <p><u>Punctuation</u></p> <p>To use capital letters for the personal pronoun I and for most proper nouns.</p> <p><u>Grammar</u></p> <p><u>To use expanded noun phrases to describe, expand and specify. ('the delicate, blue butterfly flew off into the humid, summer sky'). KPI</u></p> <p><u>To use subordination (using when, if, that or because). KPI linked to Astrea writing grid</u></p>		<p><u>To use apostrophes for the most common contracted words. (e.g. don't, won't, I'll, I'm, won't)</u></p> <p>To spell words with different spellings (multisyllabic words containing new spellings e.g.: race, ice, knock, gnat, typewriter, margarine, muckspreader)</p> <p>To identify and apply my knowledge of homophones/ near homophones (There/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night)</p> <p><u>Punctuation</u></p> <p><u>To begin to use commas to separate items in a list. KPI</u></p> <p><u>To use apostrophes for singular possession. KPI</u></p> <p><u>Grammar</u></p> <p><u>To use sentences with different forms: statements, questions, exclamations and commands. ('The colourful butterfly flew from flower to flower' 'Where do clouds come from?' 'What big eyes you have!' Sift the flour and mix the other ingredients') KPI</u></p> <p><u>To use present and past tenses correctly and consistently including the progressive form. (Consistently makes the correct choice eg: 'She is drumming; she drummed, she was drumming' KPI</u></p> <p><u>To use adjectives, adverbs and expanded noun phrases to add detail and specify. KPI</u></p>	
<p>Maths</p> <p>Arithmetic skills are taught once per week and maths meetings are taught daily. Separate detailed</p>	<p>Year 1 Numbers to ten</p> <ul style="list-style-type: none">•Represent, compare and explore numbers within 10•One more and one less•Doubling and halving <p>Addition and subtraction</p> <ul style="list-style-type: none">•Represent and explain addition and subtraction•Commutativity •Addition and subtraction facts <p>Shape and Pattern</p>	<p>Year 1 Numbers to 20</p> <ul style="list-style-type: none">•Identify, represent, compare and order numbers to 20•Doubling and halving•One more and one less <p>Addition and Subtraction</p> <ul style="list-style-type: none">•Represent and explain addition and subtraction strategies including 'Make	<p>Year 1 Time</p> <p>Read, write and tell the time to o'clock and half past on analogue clock</p> <ul style="list-style-type: none">•Sequencing daily activities•Whole and half turns linked to time. <p>Exploring calculation strategies within 20</p>	<p>Year 1 Addition and Subtraction within 20</p> <ul style="list-style-type: none">•Illustrate, explain and link addition and subtraction with equations•Apply 'Make Ten' strategy•Use language to quantify and compare difference <p>Fractions</p>	<p>Year 1 Numbers 50 to 100 and beyond</p> <ul style="list-style-type: none">•Read, write, represent, compare and order numbers to 100•One more / fewer, ten more / fewer•Identify number patterns <p>Addition and Subtraction</p> <ul style="list-style-type: none">•Explore addition and subtraction involving 2-	<p>Year 1 Money</p> <p>Name coins and notes and understand their value</p> <ul style="list-style-type: none">•Represent the same value using different coins•Find change <p>Multiplication and division</p> <p>Share equally into groups</p> <ul style="list-style-type: none">•Doubling•Link halving to fractions•Add equal groups•Explore arrays <p>Measures: Capacity and volume</p>

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<p>coverage available.</p>	<p>•Identify, describe, sort and classify 2-D and 3-D shapes •Investigate repeating patterns •Use and follow instructional and positional language</p> <p>Year 2 Numbers within 100 Read, write, represent, partition, compare and order numbers to 100 •Explore patterns including, odds and evens, tens and ones Addition and subtraction of 2-digit numbers Apply number bonds to add and subtract •Represent and explain addition and subtraction of two 2-digit numbers. •Add three 1-digit numbers Addition and subtraction word problems Introduction to bar models as a representation •Create, label and sketch bar models</p>	<p>Ten' •Use known facts to add and subtract.</p> <p>Year 2 Measures: Length Draw and measure lengths in centimetres •Use and = to compare and order lengths in metres and centimetres Graphs •Represent and interpret: pictograms, block diagrams, tables and tally charts. Multiplication and division: 2, 5, and 10 Calculate the times tables of 2, 5, and 10 by skip counting •Relate the 2 times table to doubling •Explore representations of multiplication and division •Commutativity</p>	<p>Model, explain and choose addition and subtraction strategies Numbers to 50 2-digit numbers – represent, sequence, explore, compare. •Count in 2s, 5s and 10s •Describe and complete number patterns</p> <p>Year 2 Time Tell the time on an analogue clock: quarter past, quarter to and five minute intervals •Calculate durations of time in minutes and seconds •Sequence daily events •Minutes in an hour and hours in a day Fractions •Part-whole relationships •Fractions as part of a whole or a whole set •Relate to division •Equivalent fractions Addition and subtraction of 2-digit numbers •Illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust' and near doubles strategies</p>	<p>Identify 1 2 and 1 4 of a shape or object •Find 1 2 and 1 4 of a quantity Measures: Length and mass Compare and measure lengths and mass using cm and kg •Doubling and halving</p> <p>Year 2 Money •Recognise coins and notes •Use £ and p accurately •Add and subtract amounts •Calculate change Face, shapes and patterns; lines and turns •Explore, sort and describe 2-D shapes •Lines of symmetry in 2-D shapes •Identify 2-D shapes on 3-D shapes •Compare and sort 2-D and 3-D shapes •Use language to describe position, direction and rotation to follow a route</p>	<p>digit numbers and ones •Represent and explain addition and subtraction with regrouping •Investigate number bonds within 20</p> <p>Year 2 Numbers within 1000 Represent in different ways •Compare using symbols •Read scales Measures: Capacity and volume Read and measure temperature •Estimate, measure and understand litres and millilitres •Compare and order capacities Measures: Mass Weigh and compare masses in kilograms and grams</p>	<p>•Compare capacities, volumes and lengths •Explore litres •Apply understanding of fractions to capacity</p> <p>Year2 Exploring calculation strategies Apply addition and subtraction strategies to solve equations •Illustrate and explain addition and subtraction using column method</p> <p>Multiplication and division: 3 and 4 Multiplication and division facts for 3 and 4 •Relate 4 times table to doubling the 2 times tables •Describe, interpret and represent using arrays and bar models •Recognise inverse relationship</p>
<p>Science</p>	<p>The Human Body In this children look at the parts of the human body and their functions. Children then move on to study the eye in more</p>	<p>Animals and their Needs In this unit, children will explore common animals, describing and naming them. They will build on the knowledge learnt in</p>	<p>Seasons and Weather In this unit, children will learn about the four seasons, why they occur and what the weather is like for us during these</p>	<p>Taking care of the Earth In this unit, children learn that there are different ways we damage the earth. This knowledge will be built upon in lesson two</p>	<p>Plants In in unit, children learn about what conditions plants need in order to grow. They will explore the parts of a plant and their</p>	<p>Materials and Magnets In this unit, children will learn to recognise everyday materials, understanding that the objects around us are all made from materials. This knowledge is built upon when children will identify the properties</p>

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	<p>detail, learning that scientists look closely at things to find out how they work. They will understand that light travels into our eyes which helps us to see. Children then progress to find out more about our ears, how we hear and the importance of hearing. Touch, taste and smell are studied, and children will begin to understand that our senses help us to process what is happening around us, helping us to be aware of the world we live in. Children will consider the role of our senses in protecting us from danger. Children will work scientifically in this unit, exploring senses and experiencing how we use them.</p>	<p>lesson one by looking at how scientists group animals according to their features. Children will learn that another way to group animals is based on what they eat. They will describe animals using scientific words and diagrams.</p>	<p>seasons. We will look at weather data and how to represent it in a graph for comparison and so that we can understand weather better. Children will learn about the three main types of cloud and their links to the weather. Finally, children look at weather forecasts, the symbols used within them and how to interpret them.</p>	<p>when children learn about the difference between natural and manufactured resources, and renewable and non-renewable resources. Children will explore pollution: how people create it and how it can harm the environment. Finally, children will learn that recycling is one way we can take care of the earth and the benefits it has for the environment</p>	<p>function in supporting the plant. In lesson three, children will build upon this knowledge through learning that plants spread their seeds to make new plants. Lesson four will look at deciduous and evergreen trees, linking to prior knowledge about parts of plants from lesson two. Lesson five will also build on knowledge from lesson two, looking at the different plants we commonly eat and which parts of the plant they are.</p>	<p>of materials as things we can measure, see or feel. They will learn that the properties of materials make them useful for different purposes. Children to sort materials based on whether they are magnetic or not. Children will use knowledge learnt to investigate which materials would be suitable for a particular purpose</p>
Computing Computer Days	<p>Information technology around us.</p> <p>Identifying IT and how its responsible use improves our world in school and beyond</p>	<p>Digital photography.</p> <p>Capturing and changing digital photographs for different purposes.</p>	<p>Robot algorithms.</p> <p>Creating and debugging programs, and using logical reasoning to make predictions.</p>	<p>Pictograms.</p> <p>Collecting data in tally charts and using attributes to organise and present data on a computer.</p>	<p>Digital music.</p> <p>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p>	<p>Programming quizzes.</p> <p>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p>
	<p>ONLINE SAFETY –</p> <p>Screen Time, Personal information, Online Strangers, Fake News</p>					
Art	<p>Colour</p> <p>Children carry out a separate task in each lesson of this unit These are: • Creating a painting using primary colours to imitate the work of Mondrian</p>	<p>Line</p> <p>This unit introduces children to the element of line. It presents the idea that lines are like basic tools for artists and explores Klee's influential statements describing</p>	<p>Architecture</p> <p>This unit introduces children to the art of designing buildings. It uses famous London landmarks (St Paul's Cathedral, Westminster Abbey and The Houses of Parliament)</p>	<p>Style in Art</p> <p>This unit introduces two separate subject areas within one unit: style in art and narrative art. Style is introduced at this early stage in the curriculum as it is a central concept in</p>	<p>Paintings of Children</p> <p>The Graham Children by Hogarth provides a focus for the whole unit. The children consider the hidden messages that the group portrait conveys as well as investigating how</p>	<p>Sculpture</p> <p>This unit introduces children to 3D art. Children are likely to be aware of sculpture through statues they have seen in public spaces. They start by exploring how sculptors can use different materials to make sculptures. Children compare Degas' drawings and sculptures of ballerinas. Over</p>

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	<ul style="list-style-type: none">• Creating a sunflower in the style of Van Gogh by mixing and painting a template with a secondary colour (orange) and applying collage using warm colours• Creating a colour chart which shows tints and shades of blue getting gradually lighter/darker• Painting a rough seascape using tints and shades of blue and a variety of brushstrokes	lines. They investigate the work of Miro, Bratescu and Klee which show how lines can be used to show different things, ranging from simple shapes and objects to representing dreams and music. They look at how artists can use different materials to make lines, not only using pencils, pens and paint but using 3D media, such as wire and string. They then produce their own work using mixed media. Looking at huge paintings by Miro affords the opportunity to address the idea of scale and the children work as a group to produce a large piece of work.	to explore definitions for architecture and architects. Children become visually familiar with these buildings by producing line drawings of them. The purpose and features of these different buildings are then considered, providing the children with an opportunity to explore working with different materials: collage to recreate a rose window and modelling clay to make a gargoye.	art. It is defined as ‘how a piece of art looks’ and this is explored by reference to particular paintings techniques: pointillism used by Seurat and short brushstrokes used by Van Gogh. Narrative art (art which tells stories) is an introduction to the wider concept of history painting which is explicitly taught in year 3. In year 1 the children learn that art can tell a story by representing characters and settings, ideas which should be familiar to children from their work in English. Children will learn, by looking at paintings representing the story of St George and the Dragon that artists can show different characteristics and personalities by the way they draw and paint.	the painting shows the difference of the lives of the Graham children in comparison to their own. Copying small sections of the painting allow the children to consider how to work from close observation, planning where lines and colours should go, colour-matching and using watercolours with different sized brushes. The children use photographs of themselves to explore the poses the children hold in the portrait, which they use at the end of the unit to reinvent the portrait in a modern way, based on the cubist photo collages of Hockney.	the course of three lessons the children then learn about the process of making a sculpture, using the work of Gormley and Hepworth to explore making models for larger sculptures, casting and applying colour to sculptures.
Design Technology	Food - Preparing fruits and vegetables Designing <ul style="list-style-type: none">• Design appealing products for a particular user based on simple design criteria.• Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.• Communicate these ideas through talk and drawings. Making <ul style="list-style-type: none">• Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.• Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Evaluating	Mechanism - Sliders and levers Designing <ul style="list-style-type: none">• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.• Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Making <ul style="list-style-type: none">• Plan by suggesting what to do next.• Select and use tools, explaining their choices, to cut, shape and join paper and card.• Use simple finishing techniques suitable for the product they are creating. Evaluating	Structures - Free standing structures Designing <ul style="list-style-type: none">• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.• Develop, model and communicate their ideas through talking, mock-ups and drawings. Making <ul style="list-style-type: none">• Plan by suggesting what to do next.• Select and use tools, skills and techniques, explaining their choices.• Select new and reclaimed materials and construction kits to build their structures.• Use simple finishing techniques suitable for the structure they are creating.			

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	<ul style="list-style-type: none">• Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.• Evaluate ideas and finished products against design criteria, including intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none">• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>.• Know and use technical and sensory vocabulary relevant to the project. <p>WC link: Science, Human Body</p>		<ul style="list-style-type: none">• Explore a range of existing books and everyday products that use simple sliders and levers.• Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none">• Explore and use sliders and levers.• Understand that different mechanisms produce different types of movement.• Know and use technical vocabulary relevant to the project.		<p>Evaluating</p> <ul style="list-style-type: none">• Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.• Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none">• Know how to make freestanding structures stronger, stiffer and more stable.• Know and use technical vocabulary relevant to the project. <p>WC link: Art, Sculptures, Science, Materials and Magnets</p>	
History		<p>Discovering History</p> <p>The ‘Discovering History’ unit introduces children to discipline of history and creates a solid foundation to help our children understand what a historian is, what an archaeologist is, and how sources and evidence help in uncovering facts about the past. Our key objective for this unit is for all pupils to understand that history is the story of the past.</p>		<p>Kings, Queens and Leaders</p> <p>This ‘Kings, Queens & Leaders’ unit provides the foundation for understanding the changing power of the monarchy in Britain. It will explore how the power that Kings and Queens hold has changed over time, from the all-powerful monarchs who could dictate how the country was run and managed, to the establishment of parliament which created a check on the power of the King or Queen. Understanding this change will create a foundation for children who will go on to understand modern society and politics today.</p>		<p>Parliament and Prime Ministers</p> <p>The children will be introduced to historically significant events that highlight the development of British democracy, including the introduction of the Bill of Rights and the introduction of the first Prime Minister: Robert Walpole. As well as learning about the changing role of Parliament, and the introduction of the office of Prime Minister, the children will also learn about what Parliament and the Prime Minister do today. This includes looking at changes in living memory, such as the change in government/Prime Minister/local MP.</p>
Geography	<p>Spatial Sense</p> <p>In this unit Year One pupils will be introduced to aerial views; the first step in supporting children’s conceptual understanding</p>		<p>The UK</p> <p>During this unit children will be introduced to the name, location and characteristics of the four countries and capital cities</p>		<p>The Seven Continents</p> <p>This unit zooms out to encompass the seven continents and five oceans of the world. Children will use globes and will begin</p>	

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	<p>of maps. Building on an understanding of what things look like from an aerial perspective, children then look at how cartographers (map makers) represent physical (natural) and human (made by people) features of an area on a drawn map. They find out how symbols are used on maps and how a key can tell us what the symbols mean. The four-point compass is introduced, and children will use some positional language to describe locations. They will look at simple routes on a map based around a familiar location using firsthand observation to help them link what they see in the world around them, to what is represented on a map.</p>		<p>of the United Kingdom. They will look at the formation of the Union Jack and identify it as the flag of the United Kingdom. They will look at physical and human features of the countries within the UK and will use maps to identify coastlines, hills, rivers, lakes, towns and cities. They will identify seasonal and daily weather patterns in the UK. Children will use maps and atlases to locate the United Kingdom and will recognise the location of the countries within the UK.</p>		<p>to understand that a globe is a 3D model of our Earth showing continents and oceans. They will learn to recognise the north and south poles and the equator and will begin to understand what geographic location can tell us about climate. Throughout this unit children will be forming an understanding that the world is a diverse place, and continents can host many different landscapes and living things.</p>	
Music	<p>Hey You! This unit contains all the classic teaching resources you would expect; Listen & Appraise apps, new progressive Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool.</p>	<p>Rhythm in the way we walk and banana Rap All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p>	<p>In the groove This unit contains all the classic teaching resources you would expect; Listen & Appraise apps, new progressive Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool.</p>	<p>Round and Round All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.</p>	<p>Your Imagination This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool.</p>	<p>Reflect, rewind, replay This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool.</p>

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<p>PE – GET SET CYCLE 1</p>	<p>Y1 Fundamentals</p> <p>In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: balance, jump, hop, run, speed, agility, dodge, skip, co-ordination Social: collaboration, work safely, support others Emotional: determination, self regulation, 	<p>Y1 Dance (lessons 1 - 6)</p> <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p>This unit links to the following strand of the NC: perform dances using simple movement patterns.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships Social: respect, work safely, collaboration, communication Emotional: empathy, confidence, acceptance, 	<p>Y1 Gym (Lesson 1 - 6)</p> <p>In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll Social: respect, collaboration, sharing, work safely 	<p>Y1 Dance (lessons 7 - 12)</p> <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p>This unit links to the following strand of the NC: perform dances using simple movement patterns.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships Social: respect, work safely, collaboration, communication Emotional: empathy, confidence, acceptance, 	<p>Year 1 Yoga</p> <p>Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group.</p> <p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: balance, strength, flexibility, co-ordination Social: move safely, listen to others, collaborate Emotional: concentration, focus, identify feelings Thinking: observation, 	<p>Y1 Gym (Lesson 7 - 12)</p> <p>In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll Social: respect, collaboration, sharing, work safely Emotional: confidence, self regulation, perseverance Thinking: comprehension, select and apply action, creativity <p>Y2 Gym (Lessons 7 – 12)</p> <p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an</p>
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	<p>honesty, perseverance</p> <ul style="list-style-type: none"> Thinking: comprehension, select and apply skills <p>Y2 Fundamentals</p> <p>In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: run, speed, agility, 	<p>determination, kindness</p> <ul style="list-style-type: none"> Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall <p>Y2 Dance (Lessons 1 – 6)</p> <p>Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p>This unit links to the following strand of the NC: perform dances using simple movement patterns.</p> <p>Key Skills</p>	<ul style="list-style-type: none"> Emotional: confidence, self regulation, perseverance Thinking: comprehension, select and apply action, creativity <p>Y2 Gym (Lesson 1 – 6)</p> <p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p>	<p>determination, kindness</p> <ul style="list-style-type: none"> Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall <p>Y2 Dance (lesson 7-12)</p> <p>Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p>This unit links to the following strand of the NC: perform dances using simple movement patterns.</p> <p>Key Skills</p>	<p>copy and repeat, recognise, create, select and apply</p> <p>Year 2 Yoga</p> <p>Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group.</p> <p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: balance, flexibility, strength, co-ordination Social: respect, leadership, work safely, collaboration 	<p>awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll Social: leadership, work safely, respect Emotional: confidence, independence Thinking: select and apply actions, creativity
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	<ul style="list-style-type: none"> dodge, balance, jump, hop, skip Social: collaboration, respect, take turns, communication, encourage others Emotional: determination, honesty, perseverance Thinking: comprehension, make decisions, creativity, use tactics, recall 	<ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships Social: respect, collaboration, work safely, communication Emotional: independence, confidence, perseverance, determination Thinking: provide feedback, comprehension, reflection, observation, creativity 	Key Skills <ul style="list-style-type: none"> Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll Social: leadership, work safely, respect Emotional: confidence, independence Thinking: select and apply actions, creativity 	<ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships Social: respect, collaboration, work safely, communication Emotional: independence, confidence, perseverance, determination Thinking: provide feedback, comprehension, reflection, observation, creativity 	<ul style="list-style-type: none"> Emotional: confidence, perseverance, honesty, focus, identify feelings Thinking: create, select and apply, comprehension, decision making, reflection 	
	Y1 Ball Skills In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	Year 1 Sending and Receiving In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others	Year 1 Invasion Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even	Year 1 Net and Wall Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They	Year 1 Team Building/OAA In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving. They are given the opportunity to discuss and plan their ideas and reflect on their success. This unit links to the following strands of the NC: participate in team	Year 1 Athletics In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities. Key Skills

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<p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: dribble with hands, roll, throw, catch, dribble with feet, track Social: communication, support others, co-operation Emotional: perseverance, honesty, determination Thinking: exploration, make decisions, comprehension, use tactics <p>Y2 Ball Skills</p> <p>In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance.</p>	<p>safe.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: roll, throw, catch, track, kick, receive with feet, send with racket Social: support others, communication Emotional: determination, honesty, independence Thinking: comprehension, select and apply skills <p>Y2 Sending and Receiving</p> <p>In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with</p>	<p>sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed Social: supporting others, communication, co-operation, kindness Emotional: perseverance, confidence, honesty Thinking: comprehension, 	<p>use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: throw, catch, hit a ball, track a ball Social: support others, work safely, communication, co-operation Emotional: perseverance, independence, determination Thinking: comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making <p>Year 2 Net and Wall</p>	<p>games, developing simple tactics.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: run, jump, hit, balance, co-ordination Social: trust, communication, inclusion Emotional: determination, confidence Thinking: identify, comprehension, reflection, planning <p>Year 2 Team Building/OAA</p> <p>In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. They also begin to use basic map skills.</p> <p>This unit links to the following strands of the NC: participate in team games, developing simple tactics.</p>	<ul style="list-style-type: none"> Physical: run, balance, agility, co-ordination, hop, jump, leap, throw Social: work safely, collaboration Emotional: perseverance, independence, honesty, determination Thinking: reflection, comprehension, select and apply skills <p>Year 2 Athletics</p> <p>In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy Social: communication, work safely, support others Emotional: determination, independence
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	<p>Pupils will have the opportunity to work independently, in pairs and small groups.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: roll, track, dribble with feet, kick, throw, catch, dribble with hands Social: inclusion, communication, collaboration, leadership Emotional: independence, honesty, perseverance, determination Thinking: comprehension, select and apply skills, use tactics 	<p>a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: roll, track, catch, receive with feet, kick, send and receive with a racket Social: communication, collaboration, leadership Emotional: honesty, determination Thinking: identifying how to improve, comprehension 	<p>identifying strengths and areas for development, select and apply</p> <p>Year 2 Invasion</p> <p>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Key Skills</p>	<p>Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: throw, catch, hit, track Social: co-operation, respect, support others 	<p>Key Skills</p> <ul style="list-style-type: none"> Physical: balance, jump, run, co-ordination Social: support and encourage others, communication, inclusion, trust, kindness Emotional: perseverance, confidence, determination, accepting Thinking: comprehension, identify strengths and areas for development, problem solving <ul style="list-style-type: none"> Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills
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			<ul style="list-style-type: none">Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speedSocial: communication, kindness, support others, co-operation, respect, collaborateEmotional: empathy, perseverance, honesty, integrity, independenceThinking: creativity, select and apply, comprehension, problem solving, provide feedback	<ul style="list-style-type: none">Emotional: perseverance, honestyThinking: select and apply, reflection, decision making, comprehension		
RE	<p>What is the good news Christians say Jesus brings Unit 13</p> <p>Christianity In this double unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about how many Christians try to follow the</p>	<p>What is the good news Christians say Jesus brings Unit 14</p> <p>Christianity In this double unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about how many Christians try to follow the</p>	<p>Who are Muslims and how do they live? Unit 15</p> <p>In this unit, pupils will find out about Islam, key beliefs, and ways of living for many Muslims. Pupils will learn about some of the key Muslim beliefs about God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer. Whilst pupils have had the opportunity to explore Islam in previous thematic units, this is their first systematic encounter and will build upon and deepen previous learning.</p>	<p>What makes some places sacred to believers? Unit 17</p> <p>Islam</p>	<p>What does it mean to belong to a faith? Islam</p>	

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	example and teachings of Jesus.	example and teachings of Jesus.				
Whole school events	KS1 Tennis Taster PM KS1 Cross Country Event	KS 1 Christmas Play				Sports Day