



Feckenham Church of England Primary School

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Long Term Overview

Foundation subjects plus Maths/Science/Computing/R.E.

Doves – Year 1 and Year 2

Links between subjects as opportunities to develop schema are linked by **colour**.

Previous learning for retrieval opportunities are **highlighted**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	<p>Drawing Tell a Story Using pencil and charcoal explore creating different textures for effect; developing observational drawing skills</p>	<p>Craft and Design Woven Wonders Using different materials and techniques create an abstract piece of woven materials to represent Christmas.</p>	<p>Paint /Mixed Media Life in Colour Develop a growing understanding of mixing colours; using paint to create textures</p>	<p>Drawing Tell a Story Understand how to apply expressions to illustrate a character. To develop illustrations to tell a story.</p>	<p>Sculpture/3D Clay Houses Use hands and tools to manipulate clay into a finished tile; learning techniques to join different sections and impress patterns.</p>	<p>Paint/Mixed Media Creating collages from plans and evaluating and adding detail to compositions.</p>
<p>Other art and design work linked to special celebrations will complement the above plans e.g. drawing at Harvest time.</p>						



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Design Technology	<p>Mechanisms Fairground Wheel</p> <p>Design and create a functional Ferris wheels, consider how the different components fit together so that the wheels rotate and the structure stands freely. Select appropriate materials and develop their cutting and joining skills.</p>	<p>Mechanisms Making a moving monster</p> <p>After learning the terms: pivot, lever and linkage, pupils design a monster that will move using a linkage mechanism. Pupils practise making linkages and experiment with various materials to bring their monsters to life</p>	<p>Cooking and Nutrition A balanced diet</p> <p>Explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy</p>	<p>Structures Baby bears chair</p> <p>Using the tale of Goldilocks and the Three Bears as inspiration, pupils help Baby Bear by making him a brand new chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes.</p>	<p>Textiles Pouches</p> <p>Introduction to sewing. Pupils make their own template, accurately cut their fabric and sew a basic running stitch.</p>	<p>Cooking and Nutrition A balanced diet</p> <p>Continue to explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a lunch meal design of their choice which will include a healthy mix of protein, vegetables and dairy</p>
	<p>Mechanisms Provide on-going access to wheels and axles in continuous provision (tinkering table) Enrichment- Provide a Healthy Café for the older pupils in school</p>					
Geography	<p>Locational/Place Knowledge/ Human and Physical Geog/Fieldwork</p> <p>Where am I? Locating the countries of the UK on a map, recognising features within the school grounds. Using directional language to explore the location of features on maps.</p>	<p>Geographical Skills Locational/Place Knowledge</p> <p>Where am I? Locating the countries of the UK on a map, recognising features within the school grounds. Using directional language to explore the location of features on maps.</p>	<p>Locational/Place Knowledge/Human and Physical Geography/ Fieldwork</p> <p>Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally.</p>	<p>Locational/Place Knowledge/ Human and Physical</p> <p>Would you prefer to live in a hot or cold place? Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents</p>	<p>Geographical Skills Locational/Place Knowledge</p> <p>What is it like to live by the coast? Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK.</p>	<p>Locational/Place Knowledge/Human and Physical</p> <p>What is it like to live by the coast? Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.</p>



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	Continuous Provision: Weather and Seasonal changes/Map of the United Kingdom/Map of the World: Continents and Oceans/Compass directions Enrichment- Visit to local area/Use of Forest School site/Plan a school trip					
History	<p>Chronological awareness/Change and Continuity/Sources of evidence</p> <p><u>What is History</u> Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology.</p>	<p>Chronological awareness/Change and Continuity/Sources of evidence/Similarities and differences</p> <p>What is History Beginning to look at a simple timeline extending back to before they were born. Exploring what holidays were like in the past through asking questions and examining photographs.</p>	<p>Chronological awareness/Change and Continuity/Sources of evidence/Similarities and differences</p> <p><u>How was school different in the past</u> <u>Finding out that schools have been in the locality</u> for a long time but they have not always been the same.</p>	<p>Chronological awareness/Change and Continuity/Sources of evidence</p> <p>How was school different in the past Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p>	<p>Change and continuity/ Similarities and differences/ Cause and consequence/ Historical significance/ Sources of evidence/ Historical interpretations</p> <p><u>What is a Monarch?</u> Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past.</p>	<p>Change and continuity/ Similarities and differences/ Cause and consequence/ Historical significance/ Sources of evidence/ Historical interpretations</p> <p>What is a Monarch? Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>
<p>Chronological Awareness - Use the playground timeline to pinpoint times in history during topics</p> <p>Enrichment: Invite parents and grandparents into class to discuss holidays from their youth. Teach the class a new game to play at break times, games they would have played in the past at school.</p>						
IT	<p>Computing Systems/Creating Media/Online Safety</p> <p><u>What is a computer?</u></p>	<p>Computing Systems/ Programming/ Online Safety</p> <p><u>Algorithms and debugging</u></p>	<p>Computing Systems/ Programming/ Creating Media/Data Handling/Online Safety</p>	<p>Programming/ Online Safety</p> <p><u>Scratch JR</u> Exploring what 'blocks' do' by carrying out an informative cycle of predict > test > review. Programming a familiar story and make a musical instrument.</p>	<p>Computing system and networks/Creating Media/Online Safety</p> <p><u>Using tablet devices and using cameras</u></p>	<p>Computing System/Creating Media/Data Handling/Online Safety</p> <p><u>International Space Station</u></p>



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	<p>Exploring what a computer is by identifying how inputs and outputs work and how computers are used in the wider world to design their own computerised invention.</p>	<p>Developing an understanding of; what algorithms are, how to program them and how they can be developed to be more efficient, introduction of loops.</p>	<p><u>Computer systems and networks</u> Developing touch typing skills, learning keyboard shortcuts and simple editing tools.</p>		<p>Learning how to create simple animations from storyboarding creative ideas.</p>	<p>Learning how data is collected, used and displayed and the scientific learning of the</p>
<p>Online Safety- specific lessons plus continuous provision at the start of every lesson.</p>						
<p>Music</p>	<p>Dynamics (Year 1/2 Cycle B) <u>Theme Seaside</u> Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.</p>	<p>Performing-Singing <u>Christmas production</u> Sound Patterns (Year 1/2 Cycle B) <u>Fairy Tales</u> Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale</p>	<p>Timbre and Rhythmic Patterns Call and Response (Year 1/2 Cycle B) <u>Animals</u> Using instruments to represent animals, copying rhythms and creating call and response rhythms.</p>	<p>Vocal and Body Sounds Musical Symbols (Year 1/2 Cycle B) <u>Under the Sea</u> Children combine all the musical concepts learned so far for an underwater-themed performance incorporating instrumental, vocal and body sounds.</p>	<p>Contrasting Dynamics (Year 1/2 Cycle B) <u>Space</u> Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.</p>	<p>Composition and Dynamics Structure (Year 1/2 Cycle B) <u>Myth and Legends</u> Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.</p>
<p>Musical Vocabulary – Introduce and retrieve subject specific vocabulary to eventually be able to describe music and express what they enjoy.</p> <p>Enrichment: Take part in a Christmas production performed in the local Church for families/Harvest Festival/Easter Service/Hymn practise weekly/listening to music to come into the classroom to settle.</p>						



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<p>P.E.</p>	<p>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</p> <p><u>Yoga</u></p>	<p>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</p> <p><u>Gymnastics</u></p>	<p>Motor Competence/ Healthy Participation/</p> <p><u>Dance</u></p>	<p>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</p> <p><u>Fundamentals</u></p>	<p>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</p> <p><u>Ball Skills</u></p>	<p>Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies</p> <p><u>Athletics</u></p>
<p>P.S.H.E</p>	<p>Enrichment- take part in county games opportunities/Sports Evening/School Games/Sport After School Clubs offered/Feckenham Wake Country Dancing</p>					
	<p>Families and Relationships (Year 1/2 Cycle B)</p> <p>Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Looking at conventions of manners and developing an understanding of self-respect.</p>	<p>Health and Wellbeing Y1/2 (Cycle B)</p> <p>Understanding emotions, setting achievable goals and considering how to overcome difficulties, learning about the importance of activity, a healthy diet and relaxation for our wellbeing, learning how to look after our teeth.</p>	<p>Safety and the Changing Body Y1/2 (Cycle B)</p> <p>Learning how to communicate safely with adults; learning steps to crossing the road safely; considering hazards at home; identifying which substances should or should not go in the body; learning what to do when lost; being aware of some of the risks associated with the internet; learning about appropriate and inappropriate contact</p>	<p>Citizenship Y1/2 (Cycle B)</p> <p>Considering why we have rules; identifying similarities and differences between ourselves and others; understanding the needs of animals and younger children; beginning to understand how voting gives a democratic decision and how the school council works; learning how to share my opinion on an issue.</p>	<p>Economic Well-Being Y1/2 (Cycle B)</p> <p>Understanding what money is and different ways that children and adults get it; recognising the difference between needs and wants; considering why different people make different choices about spending and saving money; exploring banks and building societies; understanding that skills and interests influence career choices.</p>	



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	<p>Citizenship – Throughout the year through our Values programme and events in school Economical Wellbeing- Utilise the class ‘cash’ from FOFS to use wisely/generate more income</p> <p>Enrichment- Visitors into class/ Cash raising events</p>					
R.E.	<p>Christianity</p> <p>What do Christians believe God is like?</p>	<p>Non-faith linked</p> <p>What does it mean to belong to a faith/non-faith community?</p> <p>Why does Christmas matter to Christians?</p>	<p>Islam</p> <p>Who is a Muslim and how do they live?</p>	<p>Christianity</p> <p>Why does Easter matter to Christians?</p>	<p>Islam</p> <p>Who is a Muslim and how do they live?</p>	<p>Non-faith linked</p> <p>What does it mean to belong to a faith/non-faith community?</p>
<p>Celebration Calendar for multi-faiths. Focus on Christian calendar to explore Christmas and Easter</p>						
<p>Enrichment: Visit our local Church to explore the layout and artefacts/take part in a Christmas and Easter Service at Feckenham Church</p>						



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Science	<p>Habitats</p> <p>Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. Pupils explore global habitats, naming plants and animals that can be found there. They learn how a range of different living things depend on each other for food or shelter. Pupils explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy.</p>	<p>Materials</p> <p>Uses of Everyday Materials</p> <p>Reflecting on their knowledge of different materials, children begin to explain why materials are used in certain contexts. They develop enquiry skills to investigate the properties of materials and explore the science of inventing new ones.</p>	<p>Animals, Including Humans</p> <p>Life Cycles and Health</p> <p>Studying the life cycles of various animals, children learn what animals need to survive and how they change over time. Pupils collect data that allows them to observe changes in their peers, while also developing their ability to take measurements and record data. They consider the role of expert scientific knowledge in careers that inform people to make healthy choices</p>	<p>Plants</p> <p>Plant Growth</p> <p>Using their prior knowledge of important plant structures, children explain what factors are needed for successful growth and compare how those needs vary across different plants. They grow plants from seeds and bulbs to ascertain the needs for initial development and compare this to the survival needs of plants in later growth phases. Pupils take their own measurements and reflect on historical examples to understand how conclusions can be drawn</p>	<p>Living Things and their Habitats</p> <p>Micro-Habitats</p> <p>Developing their understanding of scientific enquiry, pupils learn that scientists use a range of skills to answer questions. They discover that microhabitats provide what minibeasts need to survive and carry out a survey to find out where different minibeasts live in the school grounds. They practise asking scientific questions and follow a method to investigate which conditions woodlice prefer. Pupils explore the job role of a botanist by identifying flowering plants.</p>	<p>Making Connections</p> <p>Plant-based materials</p> <p>Children identify ways to reduce, reuse and recycle and draw on their knowledge of properties to invent unusual and creative uses for old objects. They discover some natural materials are derived from plants and look at the processes involved in making paper. Using their observational skills, they conduct simple tests to choose the most suitable material for making homemade plant pots, venturing outdoors to find natural materials to decorate them.</p>
	<p>Forces, Earth and Space</p> <p>Seasonal changes- to complete throughout the year as continuous provision</p> <p>Working Scientifically - Research using secondary resources/Observing over time/Comparative and fair testing/Identifying, classifying and grouping/pattern seeking</p> <p>To go through all topics in the science curriculum</p> <p>Enrichment: Explore our Forest School site for different plants/evidence of seasonal changes</p>					
Maths	<p>Place Value 1</p> <p>Base Line Assessment</p>	<p>Place Value 2</p> <p>Base Line Assessment</p>	<p>Addition and Subtraction 2</p> <p>Base Line Assessment</p>	<p>Addition and Subtraction 2 cont.</p> <ul style="list-style-type: none"> Compare number sentences 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> Step 11 The 2 times-table 	<p>Statistics</p> <p>Base Line Assessment</p> <ul style="list-style-type: none"> Tally charts Tables



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	<ul style="list-style-type: none"> Count objects within 10 Represent numbers to 10 Count on and back within 20 Understand 10 Understand 11 – 15 Understand 16 – 20 1 more 1 less Number lines Estimate on number lines Less than, greater than, equal to Compare numbers Order numbers <p>End of Block Assessment</p> <p><u>Addition and Subtractions 1</u></p>	<ul style="list-style-type: none"> Count beyond 20 Count tens Groups of tens and ones Partition into tens and ones Use a place value chart Flexible partitioning Number lines Estimate on number lines 1 more and 1 less Compare numbers with the same number of tens Compare any two numbers Order objects and numbers <p>End of Block Assessment</p>	<ul style="list-style-type: none"> Related facts Add and subtract 1s Add to the next 10 Add from a 10 Add across a 10 Subtract to a 10 Subtract from a 10 Subtract across a 10 Add 10s Subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) 	<ul style="list-style-type: none"> Missing number problems <p>End of Block Assessment</p> <p><u>Money</u></p> <ul style="list-style-type: none"> Compare amounts of money Calculate with money Make a pound Find change <p>End of Block Assessment</p> <p><u>Multiplication and Division</u></p> <p>Base Line Assessment</p> <ul style="list-style-type: none"> Count in 2s, 5s and 10s Count in 3s Recognise equal groups Make equal groups Make arrays Add equal groups 	<ul style="list-style-type: none"> Step 12 Divide by 2 Step 13 Doubling and halving Step 14 Odd and even Step 15 The 10 times-table Step 16 Divide by 10 Step 17 The 5 times-table Step 18 Divide by 5 Step 19 The 5 and 10 times-tables <p>End of Block Assessment</p> <p><u>Fractions</u></p> <p>Base Line Assessment</p> <ul style="list-style-type: none"> Parts and whole Equal and unequal parts Recognise a half Find a half 	<ul style="list-style-type: none"> Block diagrams Draw pictograms Interpret pictograms <p><u>Position and Direction</u></p> <p>Base Line Assessment</p> <ul style="list-style-type: none"> Language of position Describe movement Describe turns Describe movement and turns <p>End of Block Assessment</p> <p><u>Fractions</u></p> <ul style="list-style-type: none"> Recognise a third Find a third Find the whole Unit fractions Non-unit fractions Recognise the equivalence of a half and two-quarters Recognise three-quarters Find three-quarters Count in fractions up to a whole <p>End of Block Assessment</p>
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	<p>Base Line Assessment</p> <ul style="list-style-type: none"> • Parts and wholes • Systematic number bonds within 10 • Number bonds to 10 • Number bonds to 20 • Addition – add together • Addition – add more • Doubles • Near doubles • Add three 1-digit numbers • Find a part • Fact families – the eight facts • Take away (how many left?) • Find the difference • Missing number problems 	<p>Time</p> <ul style="list-style-type: none"> • Tell time past the hour • Quarter to • Tell time to the hour <p>Base Line Assessment B</p> <p>Shape</p> <ul style="list-style-type: none"> • Vertical lines of symmetry • Count faces on 3-D shapes • Count edges on 3-D shapes • Count vertices on 3-D shapes <p>Money</p> <p>Base Line Assessment</p> <ul style="list-style-type: none"> • Recognise coins and notes • Count money – pence 	<ul style="list-style-type: none"> • Subtract two 2-digit numbers (across a 10) • Mixed addition and subtraction <p>Length and Height</p> <p>Base Line Assessment</p> <ul style="list-style-type: none"> • Measure length using objects • Measure length in centimetres • Measure length in metres • Compare lengths and heights • Order lengths and heights • Four operations 	<ul style="list-style-type: none"> • Multiplication sentences • Commutativity • Make equal groups – grouping • Make equal groups – sharing <p>Mass, Capacity and temperature</p> <p>Base Line Assessment</p> <ul style="list-style-type: none"> • Compare mass • Measure in grams • Measure in kilograms • Four operations with mass <p>Compare volume and capacity</p>	<ul style="list-style-type: none"> • Recognise a quarter • Find a quarter <p>Mass, capacity and temperature</p> <p>Base Line Assessment</p> <ul style="list-style-type: none"> • Measure in millilitres • Measure in litres • Four operations with volume and capacity • Temperature <p>End of Block Assessment</p>	<p>Consolidation and retrieval</p>
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	<p>End of Block Assessment</p> <p><u>Time</u> Base Line Assessment</p> <ul style="list-style-type: none"> Months and days Hours, minutes and seconds O'clock and half past Quarter past <p><u>Shape</u> Base Line Assessment</p> <ul style="list-style-type: none"> Recognise and name 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes 	<ul style="list-style-type: none"> Count money – pounds (notes and coins) Count money – pounds and pence <p>Choose notes and coins</p>	<p>with lengths and heights</p> <p>Base Line Assessment</p> <p><u>Time</u></p> <ul style="list-style-type: none"> Tell the time to 5 minutes Minutes in an hour Hours in a day Time problems <p>End of Block Assessment</p> <p><u>Shape</u></p> <ul style="list-style-type: none"> Sort 2-D and 3-D shapes Patterns with 2-D and 3-D shapes <p>End of Block Assessment</p>			
	<p>Continuous Provision across the year.</p> <ul style="list-style-type: none"> Time Shapes Statistics – through representation of the daily temperature. 					



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Fluency	<p>Composition of 6 and 7</p> <ul style="list-style-type: none"> Subitise 6 (dots) Subitise 6 (objects) Composition of 6 as 5 and a bit Subitise 7 Composition of 7 as 5 and a bit Other compositions of 6 and 7 Composition of 6 and 7 on a part-whole model How many more to make 6? How many more to make 7? Bonds to 6 Bonds to 7 <p>Conceptual Subitising</p>	<p>1 more (within 5)</p> <ul style="list-style-type: none"> 1 more (multiple representations) Step 5 1 more (numerals) <p>1 less (within 5)</p> <ul style="list-style-type: none"> Count to 5 The 1 more pattern 1 more on a five frame 1 more (multiple representations) 1 more (numerals) <p>Composition of 6 and 7</p> <ul style="list-style-type: none"> Subitise 6 (dots) Subitise 6 (objects) Composition of 6 as 5 and a bit Subitise 7 Composition of 7 as 5 and a bit 	<p>Composition of 10</p> <ul style="list-style-type: none"> Bonds to 10 (10 in the bed) Bonds to 10 (pattern spotting) Composition of 10 on a part-whole model How many more to make 10? Step 8 Bonds to 10 <p>Comparison to 10</p> <ul style="list-style-type: none"> More and fewer (same objects) More and fewer (different objects) How many more? Compare numerals Order to 10 Number lines Empty number lines <p>Introduction to addition and subtraction</p> <ul style="list-style-type: none"> Add parts 	<p>1 less within 10</p> <ul style="list-style-type: none"> Count back from 10 The 1 less pattern 1 less on a ten frame 1 less (multiple representations) 1 less (numerals) Subtraction facts 1 less on a number line Missing numbers Link 1 more and 1 less Fact families <p>Add and subtract with 0</p> <ul style="list-style-type: none"> Add and subtract 0 Add from 0 Subtract to 0 	<p>Add 2</p> <ul style="list-style-type: none"> Add 2 on a ten frame (odd numbers) Add 2 (calculations) Explore commutativity <p>Subtract 2</p> <ul style="list-style-type: none"> Subtract 2 (even numbers) Subtract 2 on a ten frame (even numbers) Subtract 2 (odd numbers) Subtract 2 on a ten frame (odd numbers) Subtract 2 (calculations) subtract 2 Fact families <p>Final Facts</p> <ul style="list-style-type: none"> Add 3 Subtract 3 Fact families Add 4 	<p>Ten and a bit (11-15)</p> <ul style="list-style-type: none"> Count to 20 10 11 to 15 on a ten frame 11 to 15 on a Rekenrek 11 to 15 with cubes 11 to 15 on a part-whole model How many? How many more? <p>Ten and a bit (16-20)</p> <ul style="list-style-type: none"> 16 to 20 on a ten frame 16 to 20 on a Rekenrek 16 to 20 with cubes 16 to 20 on a part-whole model How many? How many more? 20 <p>Comparison to 20</p> <ul style="list-style-type: none"> Compare representations
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	<ul style="list-style-type: none"> to 5 dice patterns (2 colours) 1 to 5 dot patterns (2 colours) Find a part 1 to 5 dot patterns (1 colour) 1 to 5 objects <p>Composition of 5</p> <ul style="list-style-type: none"> Composition to 5 (counters) Step 2 Composition to 5 (cubes) Composition to 5 on a part-whole model Composition of 5 More than 2 parts Step 6 More than 2 parts on 	<ul style="list-style-type: none"> Other compositions of 6 and 7 Composition of 6 and 7 on a part-whole model How many more to make 6? How many more to make 7? Bonds to 6 Bonds to 7 <p>Composition of 8 and 9</p> <ul style="list-style-type: none"> Subitise 8 (dots) Subitise 8 (objects) Composition of 8 as 5 and a bit Subitise 9 Composition of 9 as 5 and a bit Other compositions of 8 and 9 Composition of 8 and 9 on a 	<ul style="list-style-type: none"> Subtract by partitioning First, then, now (add more) First, then, now (take away) <p>1 more (within 10)</p> <ul style="list-style-type: none"> Count to 10 The 1 more pattern 1 more on a ten frame 1 more on a rekenrek 1 more (multiple representations) 1 more (numerals) Addition facts 1 more on a number line Explore commutativity Missing numbers 	<ul style="list-style-type: none"> Missing numbers <p>Odd and even</p> <ul style="list-style-type: none"> Make pairs Odd and even (pairwise pattern) Odd and even (number shapes) Odd and even (numerals) Count in 2s How many? (count in 2s) <p>Doubles to 10</p> <ul style="list-style-type: none"> Match Build doubles Pair-wise patterns The double-half relationship Find a half Doubles and halves 	<ul style="list-style-type: none"> Subtract 4 Fact families Missing numbers 	<ul style="list-style-type: none"> How many more? Compare on a number track Compare on a number line Compare numerals Order to 20 Empty number lines <p>Count in 10s</p> <ul style="list-style-type: none"> Count in 10s (hands) Count in 10s (ten frames) Count in 10s (number shapes) How many? Count in 10s on a number line <p>Count in 5s</p> <ul style="list-style-type: none"> Count in 5s (hands) Count in 5s (five frames) Count in 5s (number shapes) How many?
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	<p>a part-whole model</p> <ul style="list-style-type: none"> • How many more to make 5? • 1 part hidden • 1 part missing • Bonds to 5 <p>Comparison to 5</p> <ul style="list-style-type: none"> • More and fewer (same objects) • More and fewer (different objects) • Compare numerals • Order to 5 <p>1 more (within 5)</p> <ul style="list-style-type: none"> • Count to 5 • The 1 more pattern • 1 more on a five frame 	<p>part-whole model</p> <ul style="list-style-type: none"> • How many more to make 8? • How many more to make 9? • Bonds to 8 • Bonds to 9 <p>Composition of 10</p> <ul style="list-style-type: none"> • Subitise 10 (dots) • Subitise 10 (objects) • Composition of 10 as 5 and 5 		<p>Add 2</p> <ul style="list-style-type: none"> • Add 2 (even numbers) • Add 2 on a ten frame (even numbers) • Add 2 (odd numbers) 		<ul style="list-style-type: none"> • Count in 5s on a number line <p>Count in 2s</p> <ul style="list-style-type: none"> • Count in 2s (socks) • Count in 2s (ten frames) • Count in 2s (number shapes) • How many? <p>Count in 2s on a number line</p>



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Doves Y1/Y2 KS1	Autumn 1 7wks 4 days	Autumn 2 6wks 4 days	Spring 1 5wks 4 days	Spring 2 6wks 4 days	Summer 1 3wks 4 days	Summer 2 7wks
Reading	Continuous Word Reading and Comprehension to include VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence) Non-Fiction texts to link with curriculum subjects, explicitly teaching features.					
Phonics Y1	Phase 3 & 4 review Phase 5	Phase 5	Phase 5	Phase 5	Phonics Screening Check	Phase 5
Phonics Y2	Phase 5 review + LW	LW spelling & Fluency	LW spelling & Fluency	LW spelling & Fluency	LW spelling & Fluency	LW spelling & Fluency
Core Text	The Three little Wolves and the Big Bad Pig Who's Afraid of the Big Bad Book? Pumpkin Soup	The Story Machine Amazing Grace Gorilla The Book with no Pictures	Meerkat Mail The Owl Who was Afraid of the Dark. Emily brown and the Thing	The Flower Goldilocks and the three Bears - Lauren Child Flat Stanley	Traction Man The Giraffe, The Pelly & Me	Fantastic Mr Fox Not now, Bernhard Frog and Toad Together
Poetry (including know by heart & Performance)	Harvest Performance	The Night Before Christmas &/ performance	The Works (KS1)	Easter Performance	The Works (KS1)	On the Ning Nang Nong
Books for Spirituality/ school values	What I like about Me! (pshe) Worry Doll & Polita Puffin	The lonely Polar Bear Rosie Revere, Engineer	Just Ask Tell me a Dragon	Goldilocks and just one bear	Ada Twist, Scientist	On Sudden Hill
Books for enjoyment & enrichment	Quality texts chosen throughout the year to include (but not limited to) non-fiction texts, poetry, and the reading spine for exposure to a range of authors, genres and vocabulary. Modelled reading for pleasure in time taken at the end of each school day in every classroom.					
Writing Transcription	Continuous Handwriting, SPAG & Vocabulary Dictated sentences to regularly practise and apply.					



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<p>Y1 Writing Composition Begin to build a golden sentence with punctuation (incl. across curriculum) Verbalising, rehearsing & sounding out Joins clauses using 'and' Re-read to check for sense.</p>	<p>Build a golden sentence Instructions Captions (story board) Labels</p>	<p>Build a golden sentence Letter writing Short narrative Speech bubbles Labels</p>	<p>Build a golden Sentence Instructions Captions Poem Recount</p>	<p>Build a golden Sentence Captions/ labels Creative writing Non-fiction writing Speech Bubbles</p>	<p>Build a golden Sentence Short narrative Letter/postcard Writing Speech Bubbles</p>	<p>Build a golden Sentence Short narratives Postcard writing Poem Instructions</p>
<p>Y2 Writing Composition Building longer pieces Golden sentences cross curricular) writing process incl. planning and drafting ideas, rehearsing and writing sentence by sentence, editing and proof reading, reading aloud.</p>	<p>Building longer pieces Instructions Storyboard Narrative Poem Labels</p>	<p>Building longer pieces Imaginative Writing Letter writing Narrative</p>	<p>Building longer pieces Instructions Poem Recount</p>	<p>Building longer pieces Creative/ descriptive writing Writing about real events (history?)</p>	<p>Building longer pieces Narrative of experiences Letter Writing</p>	<p>Building longer pieces Persuasive writing Play script conversations. Information sheet/ booklet incl. non-fiction features. Poem Postcard writing</p>