

**LAYGATE COMMUNITY SCHOOL**  
**YEARLY OVERVIEW**  
**Year 1/2**

	Autumn Term		Spring Term		Summer Term	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
<b>English</b>	<p style="text-align: center;"><b>Fiction</b>            ‘Where the Wild Things Are’ by Maurice Sendak  <b>Non-Fiction - Instructions</b>            How to get to Grandma’s House            How to make Gingerbread men  <b>Poetry</b>            ‘The Black Book of Colours’ by Menena Cottin &amp; Rosana Faria            ‘Mole’s Sunrise’ by Jeanne Willis (fiction link to theme)  <b>Christmas Text</b>            ‘Mog’s Christmas’ by Judith Kerr  <b>Phonics - RWInc Scheme</b></p>		<p style="text-align: center;"><b>Fiction</b>            ‘Bog Baby’ Jeanne Willis  <b>Non-Fiction - Information Texts</b>  <b>Rockpool Creatures</b>            ‘The Seashore – Usborne Spotter’s Guide’ Su Swallow  <b>Performance Poetry</b>            ‘Changes’ (Frog Poem) by Jill Brasell  <b>Phonics - RWInc Scheme</b></p>		<p style="text-align: center;"><b>Fiction</b>            ‘Katie Morag Delivers the Mail’ &amp; ‘Katie Morag and the Tiresome Ted’ by Mairi Hedderwick  <b>Non-Fiction - Persuasive Texts</b>            Missing Posters for Tiresome Ted            Simple Advert/Travel Poster for the Isle of Struay/Coll &amp; South Shields  <b>Poetry - Sea Shanties</b>            ‘What Shall We Do with Tiresome Ted?’  <b>Phonics - RWInc Scheme</b></p>	
<b>Maths</b>	<p style="text-align: center;"><b>Basic Skills</b>  <b>Number Sense</b>            (Counting and recognising numbers to 20, identifying one more and one less &amp; compare, describe &amp; solve practical problems for measurement, counting on and back; bonds to 10 and 20, counting forward and back, counting in twos; comparing numbers, representing numbers to 100, place value development of 2-digit numbers)  <b>Additive Reasoning</b>            (Represent and use numbers bonds &amp; related subtraction facts within 10 and solve one step problems that involve addition &amp; subtraction; mental + &amp; –, developing written calculation strategies with 2-digits)  <b>Geometric Reasoning</b>            (Recognise and name common 2D and 3D shapes; properties of 2d shapes, patterns and sequences)  <b>Problem solving &amp; Reasoning</b>            (Using mathematical talk and varied fluency to solve problems, develop resilience)</p>		<p style="text-align: center;"><b>Basic Skills</b>  <b>Number Sense</b>            (Count to &amp; across 50, count in multiples of 2 &amp; 10, recognise the different denominations of coins and notes, measure &amp; record mass/weight; bonds to 10, 20 &amp; 100, counting forward &amp; back, counting in fives &amp; tens; comparing numbers, representing numbers to 100, place value development of 2-digit numbers)  <b>Additive Reasoning</b>            (Read, write &amp; interpret statements involving + &amp; –, use number bonds &amp; related subtraction facts to 20; mental + &amp; – ; developing written calculation strategies with 2-digits)  <b>Multiplicative Reasoning</b>            (Solve one-step problems involving multiplication &amp; division)  <b>Geometric Reasoning</b>            (Recognise &amp; name 2D and 3d shapes, describe position, direction &amp; movement; properties of 3d shapes, symmetry, 2d shapes on the surfaces of 3d shapes)  <b>Problem solving &amp; Reasoning</b>            (Using mathematical talk &amp; varied fluency to solve problems, develop resilience)</p>		<p style="text-align: center;"><b>Basic Skills</b>  <b>Number Sense</b>            (Count to and across 100, count in multiples of 5; read &amp; write the time to the nearest hour; bonds to 10,20 &amp; 100, counting forward &amp; back, two, five and ten timetables; comparing numbers, representing numbers to 100, place value development of 2-digit numbers)  <b>Additive Reasoning</b>            (Add and subtract one-digit and two-digit numbers to 20, including zero; mental + &amp; –, developing written calculation strategies with 2-digits)  <b>Multiplicative Reasoning</b>            (Count in multiples of 2s, 5s &amp; 10s; tell the time to the hour and half past the hour.)  <b>Geometric Reasoning</b>            (Describe position, direction and movement including whole, half, quarter &amp; three-quarter turns; properties of 2d/3d shapes, position &amp; direction)  <b>Problem solving &amp; Reasoning</b>            (Using mathematical talk &amp; varied fluency to solve problems, develop resilience)</p>	

<b>Science</b> Y1/2	Who am I? My body My senses	<b>Healthy Me</b> Body and mind Healthy Choices Coughs and sneezes	<b>Polar places</b> The expedition Polar animals Food	<b>Squash, Bend, Twist and Stretch</b> Squash, squeeze, bend and twist	<b>Plants and animals where we live</b> Our local area Birds and animals	<b>Young Gardeners</b> Young gardeners
	Our school follows the 'Rising Stars Switched on Science' scheme which is aligned to the 2014 NC requirements <i>'Children are given access to the KS1 curriculum in different contexts providing appropriate repetition and reinforcement'.</i>					
<b>Computing</b>	E-safety	Basic Skills	Computer Science- Lego We do 2.0	Information technology- Computer Networks Technology around us	Information technology- multimedia Art Critique (Linked to Art unit)	Code Tinkering - Sphero Bolts
<b>History</b>	Remembrance Day (significant event beyond living memory)		Homes Past & Present (changes)		Neil Armstrong (significant individual in the past/achievements)	
<b>Geography</b>	The Four Seasons (seasonal weather patterns)		Seas & Coasts (physical geography)		Farms – towns vs countryside (key human & physical features)	
<b>Art</b>	Painting (Van Gogh Sunflowers)		Drawing (Patterns)		Paper Art (paper mache, paper beads, paper sculptures)	
<b>D&amp;T</b>	Weaving placemats/animals (textiles)			Balanced plate – healthy meals e.g. soups/salads (food technology)		
<b>RSHE</b>	Health and Wellbeing What makes us special and unique?	Relationships What makes a good friend?	Health & Wellbeing What is a risk and how do we avoid them?	Living in the Wider World What is money and how do we look after it?	Health & Wellbeing When can I ask for help?	Living in the Wider World What is it like to belong to a community?
<b>RE</b>	What can we learn about Christianity from visiting a church? What do Christians believe about God?	Why are gifts given at Christmas? How and why is light important at Christmas?	Why is Jesus special to Christians? Why is the Bible special to Christians?	What is the Easter story? How do Christians celebrate Easter?	What does it mean to belong in Christianity? What can we learn from the story of St Cuthbert/the Venerable Bede?	How and why is the home and the synagogue important in Jewish life? What can we find out about our local faith communities?
<b>Music</b>	Charanga 'Hands, Feet, Heart'	Charanga 'Your Imagination' & Christmas Production	Charanga 'Round & Round'	Charanga 'Glockenspiel'	Charanga 'Friendship Song'	Charanga 'Reflect, Rewind and Replay'
	N.B. Charanga is developing new units linked to the Model Music Curriculum which will be trialled by our Music Coordinator.					
<b>PE</b>	Real PE – Basic Skills (strength, stamina, coordination or balance) Daily Mile/In class exercises	Dance 'Seasons' Daily Mile/In class exercises	Real Gym Daily Mile/In class exercises	Real PE – Basic Skills (strength, stamina, coordination or balance) Daily Mile/In class exercises	Skipping Daily Mile/In class exercises	Athletics Sports Day Preparations Daily Mile/In class exercises