

Curriculum Long Term Overview Map

Autumn Term - Year A - Infant Class

Overall Theme - Me, Myself & I

Subject	Summary Theme	Programme of Study
English		<p><b>Genre Coverage:</b></p> <p><b>Non-fiction- labels, lists and captions</b></p> <p>Speaking and listening-</p> <p>Speak audibly and fluently and participate in role play.</p> <p>Gain and maintain interest of listeners.</p> <p>Give well structured explanations.</p> <p>Reading/Comprehension-</p> <p>Understand books by discussing the significance of events.</p> <p>Explain clearly their understanding of a story read to them.</p> <p>Participate in a discussion about a story read to them.</p> <p>Become familiar with key stories.</p> <p>Recognise and join in with predictable phrases.</p> <p>Read accurately by blending sounds in unfamiliar words.</p> <p>Read other words of more than one syllable.</p> <p>Use simple spelling rules and guidelines, using knowledge of phonemes and graphemes already taught.</p> <p>Read words with contractions.</p> <p>Writing-</p> <p>Form upper and lower case letters correctly.</p> <p>Compose a sentence orally before writing it, rereading to check it makes sense.</p> <p>Grammar</p> <p>Use capital letters for names of people and places.</p> <p><b>Stories with familiar settings</b></p> <p>Speaking and Listening</p> <p>Listen and respond appropriately to their peers.</p> <p>Give well structured descriptions.</p> <p>Speak audibly and fluently.</p> <p>Maintain attention and participate in conversations.</p> <p>Ask relevant questions to extend their knowledge.</p> <p>Reading/Comprehension</p> <p>Develop pleasure in reading and motivation to read.</p> <p>Link what they hear or read to their own experiences.</p> <p>Understand the books they can already read by checking it makes sense and correcting mistakes.</p>

Discuss the significance of the title and events.  
Make inferences on the basis of what is being said and done.  
Predict what might happen next.  
Read words containing each of the 40+ phonemes already taught.  
Writing  
Respond speedily with the correct sound to graphemes for all 40+ phonemes.  
Apply simple spelling rules.  
Form lower and upper case letters correctly.  
Discuss what they have written with the teacher or other pupils.  
Read aloud to peers or the teacher.  
Sequence sentences to form short narratives.  
Compose a sentence orally before writing it, rereading to check it makes sense.  
Grammar  
Use capital letters for the names of people and the personal pronoun I.  
Begin to punctuate sentences by using a capital letter and full stops.

#### **Stories by the same author**

Making predictions based on what has been read so far.  
Identify and discuss the main events in stories.  
Identify and discuss the main characters in stories.  
Use patterns and repetition to support oral retelling.  
Relate texts to own experiences.  
Retell familiar stories in a range of context  
Make basic inferences about what is being said and done.

Orally compose every sentence before writing.  
Re-read every sentence to check it makes sense.  
Punctuate simple sentences with capital letters and full stops.  
Use formulaic phrases to open and close texts.  
Use familiar plots for structuring the opening, middle and end of their stories.

#### **Traditional rhymes**

Listen to a range of poems at a level beyond that at which they can read independently.  
Recognise and join in with language patterns and repetition.

		<p>Enjoy and recite rhymes and poems by heart. Use patterns and repetition to support oral retelling. Make personal reading choices and explain reasons for choices. Introduce and discuss key vocabulary, linking meanings of new words to those already known. Listen to what others say.</p> <p>Orally plan and rehearse ideas. Write poems with simple text type features. Write simple sentences that can be read by themselves and others. Use capital letters for names of people, places and days of the week. Separate words with spaces. Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. Read aloud their writing audibly to adults and peers.</p> <p><b>Dictionary work</b></p> <p>Name the letters of the alphabet in order. To be familiar with the layout and purpose of a dictionary. To understand the form and function of alphabetical order. To be able to find words using alphabetical order. To understand how dictionary definitions are organised.</p>
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<b>Maths</b>	Year 1: Number & place value	<ul style="list-style-type: none"> <li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>• Read and write numbers from 1 to 20 in numerals and words.</li> <li>• Count, read and write numbers to 100 in numerals.</li> <li>• Begin to recognise the place value of numbers beyond 20 (tens and ones).</li> <li>• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</li> <li>• Solve problems and practical problems involving all of the above.</li> </ul>
		<ul style="list-style-type: none"> <li>• Given a number, identify one more and one less.</li> <li>• Begin to recognise the place value of numbers beyond 20 (tens and ones).</li> <li>• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</li> <li>• Count in multiples of, twos, fives and tens.</li> <li>• Solve problems and practical problems involving all of the above.</li> </ul>
	Measurement – length and mass/weight	<ul style="list-style-type: none"> <li>• Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</li> <li>• Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children’s range of counting competence.</li> <li>• Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than).</li> <li>• Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children’s range of counting competence.</li> <li>• Solve practical problems for lengths, heights and masses/weights.</li> </ul>
	Addition & subtraction	<ul style="list-style-type: none"> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>• Represent and use number bonds and related subtraction facts within 20.</li> <li>• Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).</li> <li>• Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as <math>7 = \square - 9</math>.</li> </ul>
	Addition & subtraction	<ul style="list-style-type: none"> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>• Represent and use number bonds and related subtraction facts within 20.</li> <li>• Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).</li> <li>• Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as <math>7 = \square - 9</math>.</li> <li>• Present and interpret data in block diagrams using practical equipment.</li> <li>• Ask and answer simple questions by counting the number of objects in each category.</li> <li>• Ask and answer questions by comparing categorical data.</li> </ul>
	Shape	<ul style="list-style-type: none"> <li>• Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.</li> </ul>

		<p>Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.</p>
	Sequencing & sorting	<ul style="list-style-type: none"> <li>• Recognise and create repeating patterns with numbers, objects and shapes.</li> <li>• Identify odd and even numbers linked to counting in twos from 0 and 1.</li> <li>• Sort objects, numbers and shapes to a given criterion and their own.</li> </ul>
	Fractions	<ul style="list-style-type: none"> <li>• Understand that a fraction can describe part of a whole.</li> <li>• Understand that a unit fraction represents one equal part of a whole.</li> <li>• Recognise, find and name a half as one of two equal parts of an object, shape or quantity (<i>including measure</i>).</li> <li>• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>
	Measurement – capacity and volume	<ul style="list-style-type: none"> <li>• Understand that a fraction can describe part of a whole.</li> <li>• Understand that a unit fraction represents one equal part of a whole.</li> <li>• Recognise, find and name a half as one of two equal parts of an object, shape or quantity (<i>including measure</i>).</li> <li>• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> <li>• Compare and describe capacity/volume (for example, full/empty, more than, less than, half, half full, quarter).</li> <li>• Measure and begin to record capacity and volume <i>using non-standard and then standard units (litres and ml) within children’s range of counting competence</i>.</li> <li>• Solve practical problems for capacity/volume.</li> </ul>
	Money	<ul style="list-style-type: none"> <li>• Recognise and know the value of different denominations of coins and notes.</li> <li>• Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as <math>7 = \square - 9</math>.</li> </ul>
	Time	<ul style="list-style-type: none"> <li>• Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> <li>• Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>• Measure and begin to record time (hours, minutes, seconds).</li> <li>• compare, describe and solve practical problems for time (quicker, slower, earlier, later).</li> </ul>
	Year 2: Number & place value	<ul style="list-style-type: none"> <li>• Read and write numbers to at least 100 in numerals and in words.</li> <li>• Recognise the place value of each digit in a two-digit number (tens, ones).</li> <li>• Identify, represent and estimate numbers using different representations, including the number line.</li> <li>• Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</li> <li>• Round numbers to at least 100 to the nearest 10.</li> <li>• Use place value and number facts to solve problems.</li> </ul>

	Number & place value	<ul style="list-style-type: none"> <li>• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</li> <li>• Find 1 or 10 more or less than a given number.</li> <li>• Partition numbers in different ways (for example, <math>23 = 20 + 3</math> and <math>23 = 10 + 13</math>).</li> <li>• Identify, represent and estimate numbers using different representations, including the number line.</li> <li>• Use place value and number facts to solve problems.</li> </ul>
	Measurement – length & mass	<ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers.</li> <li>• Compare and order lengths and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> <li>• Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales.</li> <li>• Compare and order mass and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> </ul>
	Addition & subtraction	<ul style="list-style-type: none"> <li>• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</li> <li>• Solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>- using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</li> <li>- applying their increasing knowledge of mental and written methods.</li> </ul> </li> </ul>
	Shape	<ul style="list-style-type: none"> <li>• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>• Identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid).</li> <li>• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</li> </ul> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>
	Counting Multiplication & division	<ul style="list-style-type: none"> <li>• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</li> <li>• Understand multiplication as repeated addition.</li> <li>• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> <li>• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>• Calculate mathematical statements for multiplication (using repeated addition) within the multiplication tables and write</li> </ul>

	<p>Statistics</p> <p>Fractions Measurement – capacity &amp; volume</p> <p>Money</p> <p>Time</p>	<p>them using the multiplication (<math>\times</math>), and equals (<math>=</math>) signs.</p> <ul style="list-style-type: none"> <li>• Compare and sort numbers according to their properties.</li> </ul> <p>• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <ul style="list-style-type: none"> <li>• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>• Ask and answer questions about totalling and comparing categorical data.</li> <li>• Understand subtraction as take away and difference (how many more, how many less/fewer).</li> </ul> <p>• Understand and use the terms numerator and denominator.</p> <ul style="list-style-type: none"> <li>• Understand that a fraction can describe part of a set.</li> <li>• Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.</li> <li>• Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> <li>• Count on and back in steps of <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</li> <li>• Choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) to the nearest appropriate unit using measuring vessels.</li> <li>• Compare and order volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> </ul> <p>• Recognise and use symbols for pounds (£) and pence (p).</p> <ul style="list-style-type: none"> <li>• Combine amounts to make a particular value.</li> <li>• Find different combinations of coins that equal the same amounts of money.</li> <li>• Add and subtract money of the same unit, including giving change.</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money.</li> </ul> <p>• Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <ul style="list-style-type: none"> <li>• Know the number of minutes in an hour and the number of hours in a day.</li> </ul> <p>Compare and sequence intervals of time.</p>
<p><b>Science</b></p>	<p>Animals, including humans</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated</p>

	<p>Seasonal change (to run throughout the year)</p> <p>Working Scientifically</p>	<p>with each sense.</p> <p>To recognise similarities and differences between themselves and others and treat others with sensitivity</p> <p>To group humans/animals according to observable similarities and differences</p> <p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Describe the simple physical properties of a variety of everyday materials. (link with History - Toys)</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Observe changes across the four seasons.</p> <p>Identify and classify</p> <p>Ask simple questions and recognise that they can be answered in different ways</p>
<b>RE</b>	<p>Joseph</p> <p>Harvest</p> <p>Christmas - gifts</p>	<p>Explore one of the most well-known epic stories of the Old Testament.</p> <p>help pupils to talk about the actions and feelings of the characters and relate them to their own experiences.</p> <p>Consider what we can learn from this story.</p> <p>Learn more about the nature and characteristics of God.</p> <p>Raise awareness that we harvest food all around the world and that we usually have plenty but others do not.</p> <p>To discuss what our response as Christians should be to the need of others.</p> <p>Deepen the children's understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God.</p> <p>Discuss the thoughts and feelings associated with giving and receiving gifts.</p>
<b>History</b>	<p>Toys</p> <p>Changes within living memory</p> <p>Visitor - grandparent</p>	<p>Place known events and objects in chronological order</p> <p>Sequence events and recount changes within living memory</p> <p>Use common words and phrases relating to the passing of time</p> <p>Identify some similarities and differences between ways of life in different periods</p> <p>Find answers to some simple questions about the past from simple sources of information</p> <p>Describe some simple similarities and differences between artefacts</p> <p>Sort artefacts from 'then' and 'now'</p> <p>Ask and answer relevant basic questions about the past</p> <p>Talk, draw or write about aspects of the past</p> <p>To ask and answer questions about old and new objects.</p> <p>To spot old and new things in a picture.</p> <p>To answer questions using artefacts and photographs provided.</p> <p>To give a plausible explanation about what an object was used for in the past.</p>



		<p>criteria.</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products.</p>
<b>Music</b>	Hey you!	<p>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>To sing and perform songs confidently with a specific focus on performance due to the nativity in December. The children will also get the opportunity to discuss how music makes them feel and acknowledge different moods in music.</p>
<b>PSHE</b>	<p>My Family and Other Animals</p> <p>The Senses</p>	<p>To develop pupil's understanding of the kinds of relationships that exist within families</p> <p>To build a word bank of "family" relationships.</p> <p>To make children aware that there are many different kinds of families</p> <p>To recognise and respect difference</p> <p>To encourage pupil's to look at the responsibilities connected towards family members and pets.</p> <p>To become familiar with the names of the sensory organs and what they do</p> <p>To explore the senses using food, materials, different sounds etc.</p> <p>To introduce language associated with each sense.</p> <p>To confidently express opinions and preferences</p>
<b>Computing</b>	<p>Digital research</p> <p>e-safety</p> <p>Programming</p>	<p>To understand that:</p> <ul style="list-style-type: none"> <li>• information comes from different sources</li> <li>• information can exist in various forms (multimedia, image, sound, text, film)</li> <li>• information can be easier/faster to find using computing</li> <li>• computers use icons to provide information and instructions.</li> </ul> <p>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p> <p>Recognise common uses of IT in home and school environment</p> <p>Use technology purposefully to create digital content.</p> <p>To understand that:</p>

		<ul style="list-style-type: none"><li>• Machines and devices can be controlled by a sequence of physical actions</li><li>• Sequence affects outcome</li><li>• instructions can be recorded for replication and amendment</li></ul> <p>Use technology purposefully to create digital content.</p> <p>Predict the behaviour of simple programs.</p> <p>Understand what algorithms are and how they are implemented on digital devices.</p>
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Red = objectives taken from Target Tracker