

Curriculum Long Term Overview Map

Summer Term - Year A - Infant Class

Overall Theme - Out & About

| Subject | Summary Theme | Programme of Study |
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| English | Author Study/Link: Handa's Surprise by Eileen Brown | <p>Genre Coverage: <u>Stories from other cultures.</u></p> <p><u>Speaking and listening-</u> Speak audibly and fluently and participate in role play. Gain and maintain interest of listeners. Give well structured explanations.</p> <p><u>Reading/Comprehension-</u> Understand the books they can already read accurately and fluently by: a. drawing on what they already know or on background information and vocabulary provided by the teacher b. checking that the book makes sense to them as they read and correcting inaccurate reading Read accurately by blending sounds in unfamiliar words. Read other words of more than one syllable. Use simple spelling rules and guidelines, using knowledge of phonemes and graphemes already taught. Read words with contractions.</p> <p><u>Writing</u> Compose a sentence orally before writing it, rereading to check it makes sense.</p> <p><u>Handwriting</u> Pupils should be taught to: b. begin to form lower-case letters in the correct direction, starting and finishing in the right place c. form capital letters</p> <p><u>Grammar</u> Use capital letters for names of people and places. Leave spaces between words. Continue to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Traditional Tales</p> <p><u>Speaking and Listening</u></p> |

Listen and respond appropriately to their peers.
Give well structured descriptions.
Speak audibly and fluently.
Maintain attention and participate in conversations.
Ask relevant questions to extend their knowledge.

Reading/Comprehension

Develop pleasure in reading and motivation to read.
Link what they hear or read to their own experiences.
Understand the books they can already read by checking it makes sense and correcting mistakes.
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.
Punctuate sentences by using a capital letter and full stops.

Instructions

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
Sequence and discuss the main events in instructions.
Read a range of non-fiction texts including instructions.
Make contributions in whole class and group discussion.
Listen and responding to contributions from others.
Consider other points of view.

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| | | <p>Select, generate and effectively use verbs Use commas to separate items in a list Plan and discuss what to write about e.g. <i>key words and ideas</i> Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct</i> Edit and improve their own writing in relation to audience and purpose Evaluate their writing with adults and peers Proofread to check for errors in spelling, grammar and punctuation</p> <p>Poems on a theme</p> <p>Listen to a range of poems at a level beyond at which they can read independently. Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling. Enjoy and recite rhymes and poems by heart. Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i></p> <p>Orally plan and rehearse ideas. Write poems with simple text type features. Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i></p> <p>Postcards, letters & invitations</p> <p>To know how to set out a letter. To know how to address an envelope. To understand the format for writing a postcard. To be able to write a letter, postcard or invitation. To learn what details are needed on an invitation.</p> |
| <p>Maths</p> | <p>Year 1: Number and place value</p> | <div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> • Read and write numbers from 1 to 20 in numerals and words. • Count, read and write numbers to 100 in numerals. • <i>Begin to recognise the place value of numbers beyond 20 (tens and ones).</i> • 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. • Given a number, identify one more and one less. • <i>Given a number, identify ten more and ten less.</i> • <i>Order numbers to 50.</i> • <i>Solve problems and practical problems involving all of the above.</i> </div> |

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| | Addition & subtraction and statistics | <ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero (<i>using concrete objects and pictorial representations</i>). • Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = \square - 9$. • <i>Present and interpret data in block diagrams using practical equipment.</i> • <i>Ask and answer simple questions by counting the number of objects in each category.</i> • <i>Ask and answer questions by comparing categorical data.</i> |
| | Measurement – capacity / volume | <ul style="list-style-type: none"> • Compare, describe and solve practical problems capacity/volume (full/empty, more than, less than, quarter). • 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> • Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = \square - 9$. |
| | Fractions | <ul style="list-style-type: none"> • <i>Understand that a fraction can describe part of a whole.</i> • <i>Understand that a unit fraction represents one equal part of a whole.</i> • Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure). • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. |
| | Position, direction and time | <ul style="list-style-type: none"> • Describe position, directions and movements, including half, quarter and three-quarter turns. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. |
| | Shape | <ul style="list-style-type: none"> • Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles. • Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres. |
| | Time | <ul style="list-style-type: none"> • Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Measure and begin to record time (hours, minutes, seconds). • Compare, describe and solve practical problems for time (quicker, slower, earlier, later). |
| | Multiplication and division | <ul style="list-style-type: none"> • Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. |
| | Subtraction | <ul style="list-style-type: none"> • Subtract one-digit and two-digit numbers to 20 using ‘difference’ as finding how many more to make (<i>using concrete objects and pictorial representations</i>). • Solve problems involving how many more to make. • <i>Present and interpret data in block diagrams using practical equipment.</i> • <i>Ask and answer simple questions by counting the number of objects in each category.</i> • <i>Ask and answer questions by comparing categorical data.</i> |

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| | Measurement | <ul style="list-style-type: none"> • Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). • 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. • Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than). • Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children’s range of counting competence. • Solve practical problems for lengths, heights and masses/weights. |
| | Sorting | <ul style="list-style-type: none"> • <i>Recognise and create repeating patterns with numbers, objects and shapes.</i> • <i>Identify odd and even numbers linked to counting in twos from 0 and 1.</i> • <i>Sort objects, numbers and shapes to a given criterion and their own.</i> |
| | Year 2: Time | <ul style="list-style-type: none"> • 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. • Know the number of minutes in an hour and the number of hours in a day. • Compare and sequence intervals of time. |
| | Multiplication and division | <ul style="list-style-type: none"> • <i>Understand multiplication as repeated addition.</i> • <i>Understand division as sharing and grouping.</i> • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • <i>Understand the connection between the 10 multiplication table and place value.</i> • Calculate mathematical statements for multiplication (<i>using repeated addition</i>) and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. |
| | Statistics | <ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer questions about totalling and comparing categorical data. • <i>Understand subtraction as take away and difference (how many more, how many less/fewer).</i> • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • 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. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. |
| Measurement | <ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) to the | |

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| | Sorting | <p>nearest appropriate unit using measuring vessels.</p> <ul style="list-style-type: none"> • Compare and order volume/capacity and record the results using >, < and =. • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers. • Compare and order lengths and record the results using >, < and =. • Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales. • Compare and order mass and record the results using >, < and =. |
| Science | Plants Seasonal change (to run throughout the year) Working Scientifically | <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe and describe weather associated with the seasons and how day length varies. Observe changes across the four seasons.</p> <p>Use simple equipment to observe closely Use his/her observations and ideas to suggest answers to questions</p> |
| RE | Baptism My World, Jesus' World | <p>Deepen children's understanding of what it means to belong through exploring the celebration of baptism and the ways in which people of faith welcome babies.</p> <p>Help children understand that Jesus lived a long time ago and that the world we live in is very different to Jesus' world over 2000 years ago.</p> |
| History | Seaside holidays in the past | <p>Place known events and objects in chronological order Sequence events and recount changes within living memory Use common words and phrases relating to the passing of time Identify some similarities and differences between ways of life in different periods Relate his/her own account of an event and understand that others may give a different version Describe some simple similarities and differences between artefacts Sort artefacts from 'then' and 'now' Ask and answer relevant basic questions about the past</p> |
| Geography | Comparing climates Hot and cold places | <p>Make simple maps and plans e.g. pictorial place in a story Name, describe and compare familiar places Link their homes with other places in their local community Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes</p> |
| PE | Football Speed, agility and | <p>Confidently perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> |

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| | Quickness Hockey | Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns. |
| Art | Printing | Use artwork to record ideas, observations and experiences. Experiment with different materials to design and make products. Explain what he/she likes about the work of others. Know the names of tools, techniques and elements that he/she uses. Explore mark-making using a variety of tools. Make marks in print using found objects and basic tools and use these to create repeating patterns. |
| DT | Food for a seaside picnic | Evaluate his/her ideas and products against design criteria. Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. To work safely and hygienically Cut, slice, chop, mix a range of ingredients. To measure and weigh food items using non-statutory measures e.g. spoons, cups, counting To understand the need for a variety of foods in a diet. To group familiar food products e.g. fruit, vegetables, milk products e.g. yogurt, milk. To be able to explain where some foods comes from. Are they grown, obtained from animals e.g. milk, eggs. Why some foods are healthy and others are not. |
| Music | Your imagination Reflect, Rewind, Replay | Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes. |
| PSHE | Friendship | To recognise qualities, behaviours and attitudes which are important in friendships and relationships To respect similarities and differences in each other To accept that others attitudes and values may be different to yours To begin to recognise the range of human emotions and ways to deal with these |

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| | Growing and Changing | <p>To recognise the difference between right and wrong in simple everyday situations.</p> <p>To develop understanding about how the body changes as we grow older.</p> <p>To become familiar with the ways in which people's needs and responsibilities change as they get older</p> <p>To introduce language associated with the human life cycle</p> |
| Computing | <p>e-safety</p> <p>Sound and multi-media</p> | <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>To understand that:</p> <ul style="list-style-type: none"> • Ideas can be communicated and presented using digital images, text and sound. • They can combine a variety of media to communicate their ideas. • sounds convey information • sounds can be collected and stored digitally using a range of different hardwares • electronic and live sounds can be combined in a performance • Sounds can be shared with others in a variety of different formats. |

Red = objectives taken from Target Tracker