

Curriculum Long Term Overview Map

Spring Term - Year A - Infant Class

Overall Theme - On the Move

Subject	Summary Theme	Programme of Study
English	Aliens Love Underpants by Claire Freedman Whatever Next by Jill Murphy The Man on the Moon by	<p>Non- Fiction Information texts</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 the books they can already read accurately and fluently by:</p> <p>a. drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>b. checking that the book makes sense to them as they read and correcting inaccurate reading</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>Compose a sentence orally before writing it, rereading to check it makes sense.</p> <p><i>Handwriting</i></p> <p>Pupils should be taught to:</p> <p>b. begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>c. form capital letters</p> <p>Grammar</p> <p>Use capital letters for names of people and places.</p> <p>Leave spaces between words.</p> <p>Continue to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Stories about fantasy worlds</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>Simon Bartram Mungo and the Spiders by Timothy Knapman Here Come the Aliens by Colin Mac Naughton</p>	<p>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.</p> <p>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.</p> <p>Grammar Use capital letters for the names of people and the personal pronoun I. Punctuate sentences by using a capital letter and full stops.</p> <p>Poetry with repeating patterns Speaking and listening- Speak audibly and fluently. Develop pleasure in reading and motivation to read by: listening to/discussing a wide range of poems and stories at a level beyond that which they can read independently, recognising and joining in with predictable phrases, read common exception words, noting unusual correspondences between spelling and sound. Listen and respond appropriately to peers. Give well-structured descriptions and explanations. Use spoken language to imagine things and explore ideas. Participate in discussions. Learn to recite some poems by heart.</p> <p>Reading/Comprehension To read accurately by blending sounds in unfamiliar words containing GPCs taught. To read aloud accurately books which closely match their growing word-reading knowledge. To name the letters of the alphabet. To use letter names to distinguish between alternative spellings of the same sound.</p> <p>Writing</p>
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To spell words containing each of the 40+ phonemes already taught.

Write sentences by:
saying out loud what they are going to write about,
composing a sentence orally before writing it,
re-reading what they have written to check it makes sense.

Grammar

To use a capital letter for names of people, places, the days of the week,
and the personal pronoun 'I'.

To continue to punctuate sentences using a capital letter and a full stop,
question mark or exclamation mark and leave spaces between words.

Non-fiction-Recounts

Speaking and Listening

Listen and respond appropriately to their peers.
Give well structured descriptions.
Speak audibly and fluently.
Maintain attention and participate in conversations.
Ask and answer relevant questions to extend their knowledge.
Explain their views to others in a small group.
Identify main events and characters in a story.
Retell stories ordering events.
Identify the main events in stories.
Convey information and ideas in non-narrative forms.
Tell stories and describe incidents from their own experience.
Listen with sustained concentration.
Ask and answer questions, make relevant contributions.

Reading/Comprehension

Develop pleasure in reading and the motivation to read with understanding.
Link what they hear or read to their own experiences.
Understand the books they can already read by checking they make sense and correcting mistakes.
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.
Visualise/comment on events & characters, make imaginative links to own experiences.

Writing

Convey information & ideas in non-narrative forms (diary entries).
Write chronological texts using simple structures.
Recognise the main elements that shape different texts.
Use key features of narrative in own writing.

		<p>Independently choose what to write about and plan it. Compose and write simple sentences/Use capital letters & full stops. Write most letters correctly formed. Write with spaces between words Find and use new and interesting words & phrases. Create short simple texts on paper that combine words with images. Group sentences together in chunks of meaning. Grammar Identify the constituent parts of two & three syllable words to support application of phonic knowledge and skills. Apply phonic knowledge and skills as prime approach to reading and spelling unfamiliar words. Find & use new, interesting words and phrases. Write legibly, with gaps between words. Spell new words using phonics as prime approach.</p>
Maths	<p>Year 1: Number, place value & measures</p> <p>Measurement – mass</p> <p>Shape</p>	<ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • 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> <ul style="list-style-type: none"> • 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 masses/weights. • Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = \square - 9$. <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.

	Counting and money	<ul style="list-style-type: none"> • Count in multiples of, twos, fives and tens. • Recognise and know the value of different denominations of coins and notes.
	Multiplication – problem solving	<ul style="list-style-type: none"> • Add one-digit and two-digit numbers to 20, including zero. • <i>Recall and use doubles of all numbers to 10 and corresponding halves.</i> • Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
	Division – problem solving	<ul style="list-style-type: none"> • Subtract one-digit and two-digit numbers to 20, including zero. • <i>Recall and use doubles of all numbers to 10 and corresponding halves.</i> • Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
	Measurement – length and height, mass / weight	<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.
	Mental addition & subtraction facts in context of measurement	<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 practical problems for length and height and mass/weight.
	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 (<i>including measure</i>). • 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.
	Measurement - time	<ul style="list-style-type: none"> • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Compare, describe and solve practical problems for time (quicker, slower, earlier, later).

	<p>Year 2: Number, place value & measures</p> <p>Measurement – mass</p> <p>Shape</p> <p>Counting & money</p> <p>Multiplication – problem solving</p>	<ul style="list-style-type: none"> • Measure and begin to record the following time (hours, minutes, seconds). <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <ul style="list-style-type: none"> • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. • Read and write numbers to at least 100 in numerals. • Recognise the place value of each digit in a two-digit number (tens, ones). • Identify, represent and estimate numbers using different representations, including the number line. • Compare and order numbers from 0 up to 100; use <, > and = signs. • <i>Find 1 or 10 more or less than a given number.</i> • <i>Round numbers to at least 100 to the nearest 10.</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <ul style="list-style-type: none"> • 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 =. • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <ul style="list-style-type: none"> • Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • Identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid). • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. • Compare and sort common 2-D and 3-D shapes and everyday objects. </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <ul style="list-style-type: none"> • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. • Recognise and use symbols for pounds (£) and pence (p). • Combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Add and subtract money of the same unit, including giving change. • Solve simple problems in a practical context involving addition and subtraction of money. </div> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • <i>Understand multiplication as repeated addition.</i> • Show that multiplication of two numbers can be done in any order (commutative). • 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>) within the multiplication tables and write them using the multiplication (×) and equals (=) signs. • Solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. </div>
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	Division – problem solving	<ul style="list-style-type: none"> • <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. • Calculate mathematical statements for division within the multiplication tables and write them using the division (\div) and equals (=) signs. • Solve problems involving division, using materials, arrays, <i>repeated subtraction and sharing</i>, mental methods, and multiplication and division facts, including problems in contexts.
	Measurement – length and height, mass / weight	<ul style="list-style-type: none"> • 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 $=$.
	Mental addition and subtraction facts in context of measurement	<ul style="list-style-type: none"> • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • 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; adding three one-digit numbers. • Solve problems with addition and subtraction: <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures. - applying their increasing knowledge of mental and written methods.
	Fractions	<ul style="list-style-type: none"> • <i>Understand and use the terms numerator and denominator.</i> • <i>Understand that a fraction can describe part of a set.</i> • <i>Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.</i> • Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. • <i>Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$.</i> • Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

	Position & direction	<ul style="list-style-type: none"> • Order and arrange combinations of mathematical objects in patterns and sequences. • Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three- quarter turns (clockwise and anti-clockwise).
Science	<p>Materials</p> <p>Seasonal change (to run throughout the year)</p> <p>Working Scientifically</p>	<p>Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Observe and describe weather associated with the seasons and how day length varies. Observe changes across the four seasons.</p> <p>Gather and record data to help in answering questions Perform simple tests</p>
RE	<p>Jesus was Special</p> <p>Easter: New life, New beginning</p>	<p>Enjoy exploring these Bible stories that reveal Jesus’ power and divine nature. Talk about how and why Jesus was special.</p> <p>Give children an opportunity to reflect upon the miracles of nature and new life during springtime. For pupils to hear and be able to retell the Easter Story. To make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection.</p>
History		<p>Use common words and phrases relating to the passing of time Understand key features of events 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 Sort artefacts from 'then' and 'now' Ask and answer relevant basic questions about the past Talk, draw or write about aspects of the past</p>
Geography	School & its locality	<p>Use simple maps of the local area e.g. large scale, pictorial etc. Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes Use simple observational skills study the geography of the school and its grounds Make simple maps and plans e.g. pictorial place in a story Link their homes with other places in their local community Know about some present changes that are happening in the local environment e.g. at school Suggest ideas for improving the school environment</p>

		<p>To say what they like about their locality and ask questions about it.</p> <p>To be able to describe their locality using geographical language.</p> <p>To know where they live.</p> <p>To be able to find Blackburn on a map of the UK.</p> <p>To draw plans of the school and its grounds.</p>
PE	Gymnastics Throwing and Catching Basketball	<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> <p>Participate in team games, developing simple tactics for attacking and defending.</p>
Art	Collage	<p>Sort, cut and shape fabrics and experiment with ways of joining them.</p> <p>Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines.</p> <p>Use artwork to record ideas, observations and experiences.</p> <p>Experiment with different materials to design and make products.</p> <p>Explain what he/she likes about the work of others.</p> <p>Know the names of tools, techniques and elements that he/she uses.</p>
DT	Construction - Vehicles	<p>Evaluate his/her ideas and products against design criteria.</p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria.</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>
Music	In the Groove Round and Round	<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>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes.</p>
PSHE	Personal hygiene Keeping safe	<p>To develop an awareness of the need to keep clean.</p> <p>To encourage good personal hygiene habits.</p> <p>To develop awareness of the need for rules in different contexts</p> <p>To develop an understanding that germs can cause diseases.</p> <p>To develop awareness of the benefits of medicine if used correctly</p> <p>To highlight the dangers and risks of putting unknown substances or other people's medicines into the body.</p> <p>Introduce the children to people in the community who deal with safety issues</p>

		<p>To reinforce the rules for basic road safety</p> <p>To develop awareness of our responsibilities towards the environment and personal safety</p> <p>To realise that being out in the Summer sun without sun protection is detrimental to health</p>
Computing	<p>e-safety</p> <p>Data handling</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"> • information comes from different sources • data can be collected and information can be represented using pictures • computing allows data to be added quickly and changed quickly • data presented graphically can be easier to construct and understand than written form • there is a connection between data collected in class (verbally, tally etc) and presented on screen <p>the longer the column in a pictogram the higher the number</p>

Red = objectives taken from Target Tracker