



With thankfulness, courage and love, we strive to improve heard and mind  
**Fallow Class Year 1 & 2 and Long Term Planning Overview Cycle 2023 2024**

Big Question	What am I thankful for in the world in which we live? Autumn Term		Why is important to make courageous choices? Spring Term		How do I contribute to a loving world? Summer Term	
Values	<b>Thankfulness</b>		<b>Courage</b>		<b>Love</b>	
Theme Days	Harvest and Making Themed Day		Being Brave Themed Day		One World Themed Week Different Faith Visitors coming to school Making links with schools across the globe Why water matters: a visit to the River Kennet	
Experiences	The Great Fire of Marlborough – Merchants House Visit Trunk Theatre – Great Fire Performance visit		Polar explorations and a polar explorer visiting school		A train journey	
Topic Theme	Fire Fire! (The Great Fire of London)		Whatever the Weather		All At Sea	
Special People	Historical figure: Samuel Pepys		Explorers: Roald Amundsen and Sir Edmund Hillary		Historical figure: Grace Darling	
High quality engaging texts	Focus texts: The Three Little Pigs The Great Fire of London	Focus Texts:	Focus Texts: Bear's Winter House One Snowy Night (Percy the Park Keeper)	Focus Texts: Lost and Found	Focus Texts: The Lighthouse Keeper's Lunch The Snail and the Whale The Mousehole Cat	
English Reading and Writing Genres in English	Traditional Tales (The Three Little Pigs)	Non-fiction – All about Samuel Pepys  Writing a diary	Poetry – Weather poems  Narrative – "... Winter House"	Non fiction – animal fact file	Narrative – Problem story	Biography – Grace Darling  Narrative – Journey story
Fallow Class will follow the Talk for Writing approach to reading for writing and writing. Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. National Curriculum English writing outcomes for both Year 1 and Year 2 will be achieved and the relevant age and stage writing genres will be covered.						
Maths: clearly sequenced, access for all, underpinned by the mastery approach.	<b>Number and Place Value</b> Year 1 – Numbers to 20 Year 2 – Numbers to 100 Number: Addition and Subtraction Year 1 – Numbers within 20 (including recognising money) Year 2 – Numbers within 100 (including money)	<b>Number: Addition and Subtraction (cont.)</b> Year 1 – Numbers within 20 (including recognising money) Year 2 – Numbers within 100 (including money) Number: Year 1: Place Value to 50 and Multiplication Year 2 - Multiplication	<b>Number:</b> Year 1: Division & Consolidation Year 2: Division Place Value: Year 1 – Place Value to 100 Year 2: Statistics Measurement, Length and Height – All	<b>Geometry</b> Year 1: Shape and Consolidation Year 2: Properties of Shape Number: Year 1: Fractions and Consolidation Year 2: Fractions	<b>Geometry, Position and Direction – All</b> <b>Measurement – Time – All</b> Place Value recap Year 1 Problem Solving Year 2 Measurement: Year 1: Weight and Volume Year 2: Mass, Capacity and Temperature	<b>Measurement (cont) Four Operations</b> Year 1 – recap Year 2 – Consolidations and Investigations
Science	Everyday Materials	Uses of Everyday Materials	Living Things and Habitats Seasonal Changes	Animals including Humans	Plants	Plants
History	<u>Beyond living memory</u> Events beyond	<u>Lives of significant people</u>			<u>Beyond living memory</u>	<u>Lives of significant people</u>

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	<p><i>living memory that are significant nationally or globally [for example, the Great Fire of London]</i></p> <p><u>Skills to be taught:</u> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts. Know that children's lives today are different to those of children a long time ago</p> <p>How did the fire start? What impact did it have on the people (children) living in London? Compare to local fire of Marlborough How did the fire stop?</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Local History: Know the name of a famous person, or a famous place, close to where they live.</p> <p><u>Skills to be taught:</u> Name a famous person from the past and explain why they are famous</p> <p>How do we know about the Great Fire?</p>			<p><i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i></p> <p><u>Skills to be taught:</u> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts Know that children's lives today are different to those of children a long time ago</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Local History: Know the name of a famous person, or a famous place, close to where they live.</p> <p><u>Skills to be taught:</u> Name a famous person from the past and explain why they are famous Know about a famous person from outside the UK and explain why they are famous. (Science).</p>
Geography	<p><u>Locational knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Know and locate the 4 capital cities in England, Wales, Scotland and N.Ireland</p>	<p><u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small place in a contrasting non-European country.</p> <p><u>Skills to be taught and Fieldwork</u> Know features of hot and cold places in the world (how were castles built differently?) Know the main differences between a place in England and that of a small place in a non-</p>	<p><u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small place in a contrasting non-European country.</p> <p><u>Skills to be taught and Fieldwork</u> Know features of hot and cold places in the world (how were castles built differently?) Know the main differences between a place in England and that of a small place in a non-</p>	<p><u>Skills to be taught and Fieldwork (1)</u> Know where the equator, North Pole and South Pole are on a globe. Know which is N, E, S and W on a compass. Know their address, including postcode.</p> <p><u>Skills and fieldwork (2)</u> Know and use the terminologies: left and right; below, next to.</p>	<p><u>Human and physical geography</u> Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><u>Skills to be taught and fieldwork</u> Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</p>	<p><u>Locational knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><u>Skills to be taught and fieldwork</u> Know and locate the 4 capital cities in England, Wales, Scotland and N.Ireland</p>

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			European country (Egypt).		Explain some of the advantages and disadvantages of living in a city or village. <u>Skills to be taught:</u> Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world.	
RE	<b>Understanding Christianity: Gospel</b> What is the Good News that Jesus Brings?	<b>Understanding Christianity: Incarnation</b> Why does Christmas matter to Christians?	<b>Discovery R.E</b> Judaism – Hannukah. Does celebrating Hannukah make Jewish children feel closer to God?	<b>Understanding Christianity: Salvation</b> Why does Easter matter to Christians?	<b>Discovery R.E:</b> Judaism – Shabbat – is Shabbat important to Jewish children?	<b>Discovery R.E:</b> Judaism – Rosh Hashanah & Yom Kippur – are they important to Jewish children?
P.S.H. E	<b>Jigsaw:</b> Being me in my world	<b>Jigsaw:</b> Celebrating difference	<b>Jigsaw:</b> Dreams and goals	<b>Jigsaw:</b> Healthy me	<b>Jigsaw:</b> Relationships	<b>Jigsaw:</b> Changing me
Art	Study of great artists:  <u>Skills to be taught</u> Using Sketchbooks Drawing  Using shades and tones to create background colour Drawing building outlines to create a silhouette		Study of great artists:  <u>Skills to be taught</u> Using Sketchbooks Sculpture			Study of great artists:  <u>Skills to be taught</u> Using Sketchbooks Sculpture
Design and Technology		Designing Making Evaluating Technical knowledge		Designing Making Evaluating Technical knowledge	<u>Food technology</u> Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <u>Skills to be taught:</u> Cut food safely Weigh ingredients to use in a recipe Make fish shaped bread loaves	
Computing	Technology Around Us	Technology Around Us	Digital Painting	Programming	Grouping Data	Digital Writing

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<b>Online Safety will be taught throughout the year during all the content taught.</b> Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <u>Skills to be taught</u> ; Use technology respectfully and responsibly. Know different ways they can get help if concerned.						
Music	Charanga music unit: Performing Compose Listen Use and Understand Appreciate History of music	Nativity Play - Listening, learning and performing	Charanga music unit: Performing Compose Listen Use and Understand Appreciate History of music	Charanga music unit: Performing Compose Listen Use and Understand Appreciate History of music	Charanga music unit: Performing Compose Listen Use and Understand Appreciate History of music	Charanga music unit: Performing Compose Listen Use and Understand Appreciate History of music
Music Overview	<u>Year 1:</u> Singing: make different sounds with voice and with instruments; follow instructions about when to play and sing. Playing an instrument; use instruments to perform and choose sounds to represent different things. Listening and appreciate say whether they like or dislike a piece of music. Create own music: clap and repeat short rhythmic and melodic patterns; make a sequence of sounds and respond to different moods in music. <u>Year 2:</u> Singing: sing or clap increasing and decreasing tempo; perform simple patterns and accompaniments keeping a steady pulse. Playing an instrument: play simple rhythmic patterns on an instrument. Listening and appreciate make connections between notations and musical sounds. Create own music: order sounds to create a beginning, middle and an end; create music in response to different starting points.					
P. E	<b>Basic Movement and Team Games</b> <u>Skills to be taught</u> Agility Balance Co-ordination	<b>Basic Movement and Team Games</b> <u>Skills to be taught</u> Agility Balance Co-ordination	<b>Gymnastic Movement and Dance</b> <u>Skills to be taught</u> Agility Balance Co-ordination	<b>Gymnastic Movement and Dance</b> <u>Skills to be taught</u> Agility Balance Co-ordination	<b>Basic Movement and Team Games</b> <u>Skills to be taught</u> Agility Balance Co-ordination	<b>Basic Movement and Team Games</b> <u>Skills to be taught</u> Agility Balance Co-ordination
M.F.L Taught by Mme Zebedee	<b>Speaking:</b> speak in sentences, using familiar vocabulary, phrases, and basic language structures <u>Skills to be taught:</u> Hold a simple conversation with at least 4 exchanges • Use knowledge of grammar to speak correctly <b>Reading:</b> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <u>Skills to be taught:</u> Understand a short story or factual text and note the main points • Use the context to work out unfamiliar words <b>Writing:</b> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <u>Skills to be taught:</u> • Write a paragraph of 4-5 sentences • Substitute words and phrases					

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