| Long Te | Long Term Overview | | | | | | | |
|-------------|---|---|---|--|--|---|--|--|
| So | Autumn I | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | |
| NO. | | | | | | 2 | | |
| Mathematics | Count, read and write numbers in numerals to and across IO forwards and backwards. Identify, represent, compare and order numbers to IO using objects and pictorial representations. Read and write numbers from I to IO in words. Given a number I-IO identify one more and one less and use comparative language. Knowledge of the number line. Whole part diagram. Addition facts to IO. Read, write and interpret mathematical statements involving addition (+), and equals (=) signs. Add numbers to IO, including zero. | Find a part. Represent and use number bonds and related subtraction facts within IO. Read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs. Subtract numbers from up to IO, including zero. Solve one step problems from IO that involve +/- using concrete objects and pictorial representations, and missing number problems. Recognise and name common 2d shapes (eg rectangles, (including squares), circles and triangles) and 3d shapes (eg cuboids (| Count, read and write numbers in numerals to and across 20 forwards and backwards. Identify and represent numbers to 20 using objects and pictorial representations. Given a numberI-20 identify one more and one less. Read and write numbers from I to 20 in numerals and words. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one and two digit numbers to 20, including zero. Solve one step problems | Count, read and write numbers in numerals to and across 50 forwards and backwards. Identify and represent numbers to 50 using objects and pictorial representations. Given a number I-50 identify one more and one less. Count in multiples of 2 5 and IO Solve one step problems involving multiplication and division using concrete objects, pictorial representations and arrays with the support of the teacher. | Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Describe direction and movement, including whole, half, quarter and three quarter turns. Describe position Compare, describe and solve practical problems for capacity and volume. Measure and begin to record capacity and volume. | Continue recognise and know the value of different denominations of coins and notes. Count, read and write numbers in numerals to and across 100 forwards and backwards. Identify and represent numbers to 100 using objects and pictorial representations. Given a number 1–100 identify one more and one less. Count in multiples of 2 5 and 10 Sequence events in chronological order using language (also cross curricular in diary writing throughout the year | | |

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|-------------------------|-----------------------|------------------------|---|---|--------------------------|
| Solve one step problems | _ | to/from 20 that | | | and in instructional |
| to 10 that involve | pyramids and spheres) | involve +/- using | | | writing in Summer) |
| addition using concrete | | concrete objects and | | | Recognise and use |
| objects and pictorial | | pictorial | | | language relating to |
| representations. | | representations, and | | | dates, including days of |
| Represent and use | | missing number | | | the week, weeks, months |
| number bonds within | | problems such as 7=?- | | | and years (also daily |
| 10. Find a part. | | 9. | | | writing the date and in |
| | | Represent and use | | | mental oral starters |
| Measure and begin to | | number bonds and | | | throughout the year) |
| record lengths and | | related subtraction | | | Tell the time to the |
| heights. Solve one step | | facts within 20. | | | hour and half past the |
| problems involving | | | | | hour and draw/place |
| lengths and heights | | Count, read and write | | | the hands on the clock |
| | | numbers in numerals to | | | face to show these times |
| | | and across 50 | | | Compare, describe and |
| | | forwards and | | | solve practical problems |
| | | backwards. | | | for time (eg quicker, |
| | | ldentify and represent | | | slower, earlier, later) |
| | | numbers to 50 using | | | Measure and begin to |
| | | ob jects and pictorial | | | record time (hours, |
| | | representations. | | | minutes, seconds) |
| | | r epreseriations. | | | Thurwies, seconds |
| | | Measure and begin to | | | |
| | | record weight and | | | |
| | | mass. Solve one step | | | |
| | | • | | | |
| | | problems for weight | | | |
| | | and mass. | | | |
| | | | | | |

| Literacy | Circle time and class | Circle time and class | Circle time and class | Circle time and class | Circle time and class | Circle time and class |
|----------|------------------------|-------------------------|------------------------|------------------------|------------------------|------------------------|
| | discussions (Cross | discussions (Cross | discussions (Cross | discussions (Cross | discussions (Cross | discussions (Cross |
| | curricular) | curricular) | curricular) | curricular) | curricular) | curricular) |
| | Guided reading | Guided reading | Guided reading | Guided reading | Guided reading | Guided reading |
| | Tray books | Tray books | Tray books | Tray books | Tray books | Tray books |
| | Show and Share a | Show and Share a | Show and Share a | Show and Share a | Show and Share a | Show and Share a |
| | favourite book | favourite book | favourite book | favourite book | favourite book | favourite book |
| | Take home and read to | Take home and read to | Take home and read to | Take home and read to | Take home and read to | Take home and read to |
| | class pet/teddy | class pet/teddy | class pet/teddy | class pet/teddy | class pet/teddy | class pet/teddy |
| | Class storytime | Class storytime | Class storytime | Class storytime | Class storytime | Class storytime |
| | 3 | J | Reading buddies | Reading buddies | Reading buddies | Reading buddies |
| | Phase 4 Letters and | Reading buddies | 3 | 3 | 3 | J |
| | Sounds (and | Phase 5 Letters and | Phase 5 Letters and | Phase 5 Letters and | Phase 5 Letters and | Phase 5 Letters and |
| | differentiated groups) | Sounds (and | Sounds (and | Sounds (and | Sounds (and | Sounds (and |
| | and individual Letters | differentiated groups) | differentiated groups) | differentiated groups) | differentiated groups) | differentiated groups) |
| | and Sounds journeys | and individual Letters | and individual Letters | and individual Letters | and individual Letters | and individual Letters |
| | , , , | and Sounds journeys | and Sounds journeys | and Sounds journeys | and Sounds journeys | and Sounds journeys |
| | Handwriting | arta Sourtas Jour riegs | , , , | , , | , , | |
| | · · | Handwriting | Handwriting | Handwriting | Handwriting | Handwriting |
| | Diary writing | 1 location turing | , | | | , |
| | | Diary writing | Diary writing | Diary writing | Diary writing | Diary writing |
| | Poetry | | | | | |
| | , son 9 | | Acrostic poems | Traditional Tales — | Fiction story - The | Non-chronological |
| | Emotion/feelings poems | L: 4: C: ((| , ia some positio | Hansel and Gretel | Lighthouse Keeper's | reports |
| | | Fiction – Giraffes | Information texts | | Lunch | , spo. 13 |
| | Poems with a structure | Can't Dance | | Story maps | | Seaside Poetry |
| | | Setting description | Diary entries | J 1 | Writing lists | J |
| | Performance poetry — I | Ŭ , | J | Character descriptions | , | Postcards |
| | J 1 J | Character description | Newspaper Reports | ' | Story sequencing | |
| | Use my Words (for | | ' ' ' | Setting descriptions | | Instructional writing |

| | National Poetry Week) Fiction — The Huge Bag of Worries Sentence writing about feelings Speech bubbles Grammar and Punctuation Getting ready to write: • Leaving spaces between words • Capital letter at the beginning of a sentence • Full stop at the end of a sentence Name letters of the alphabet in order Families | Story opening Letter writing Fact Sheets Posters Crammar and Punctuation Sentence Construction — combining words to make sentences Capital letters used for proper nouns (names of people, places, days of the week and personal pronoun I Joining words and clauses — using the con junction 'and' | Crammar and Punctuation Exclamation marks to demarcate sentences Begin to punctuate sentences using an exclamation mark | Story writing — beginning, middle and end Crammar and Punctuation Question marks to demarcate sentences Begin to punctuate sentences using a questions mark | Story maps Story mountains Character Profiles Story writing — beginning, middle and end Crammar and Punctuation Singular and plural: Regular plural noun suffixes Prefixes — how the use of un—changes the meaning of verbs and adjectives Holidays and Holy Days | Recounts Cirammar and Punctuation Suffixes — that can be added to verbs where no change is needed in the spelling of the root word. Writing sentences in the past, present and future tense |
|-----------|---|---|---|--|--|--|
| Education | Hinduism Judaism | Waiting | Meals | Change | Being Sorry | Neighbours |

| Science | External body parts Senses Seasonal Change - Autumn | Senses Seasonal Change — Autumn/Winter | Materials Seasonal Change – Winter | Plants (may run into Summer term if there are no leaves on trees) Seasonal Change – Spring | Animals — identify, name, describe, compare and sort animals into classification groups Seasonal Change — Spring | Animals — identify, name, describe, compare and sort animals based upon their characteristics and food sources Seasonal Change – Summer |
|--------------------|---|--|---|--|---|--|
| Computing | Purple Mash Essential skills Online Safety | Purple Mash Grouping and Sorting | Purple Mash Animated Stories | Purple Mash Maze Explorers | Purple Mash Pictograms | Purple Mash Coding |
| History | | Florence Nightingale | The Great Fire of London | | | Seaside Holidays in the Past |
| Geography | Our Local Area | | Capital Cities of the UK | Human/Physical Features of Local Area | Study of Blackpool | |
| Art | Self Portraits — Paul Klee (artist) | | Silhouettes — colour wheel, colour mixing, painting | | Seaside Collages Paper Weaving | |
| Music | Classroom routine songs Good To Be Me song Songs about body parts | Classroom routine songs Songs about Seasons | London's Burning — Round singing TGFOL signing song | Listening to enchanted woodland music Improvisation of woodland music | Seaside songs | Seaside Shanties |
| Design Technology | | Healthy Eating — fruit salads | Tudor 3D Model Homes | Land Art — Andy Goldsworthy | | 3D Lighthouses |
| Physical Education | Multi-skills | Gymnastics | Gymnastics | Dance | Games | Games |
| Healthy Happy Me | Equality I - Difference and self-acceptance — Elmer by D McKee | Working Together Say No to Bullying | Being Responsible Growing and getting older – | Good To Be Me How we can help at home (Cross curricular) | Relationships The world is full of different people — My | Changes How we can stay safe at home (RSE Week) |

| N | | Equality 2 - Boys and girls can play together | 9 1 | 3.3 | World Your World by Melanie Walsh | How love is shown in a family, happy family |
|---|----------------|---|-------------|---|--------------------------------------|--|
| E | British Values | — The Little Pirates by M Brownlow and S Rickerty | Butterworth | be seen — Max the Champion by S Stockdale, A Strick and | Tricata see VVatari | times, sad family times and what life would be without a family (RSE |
| | | | | R Asquith | | Week) |