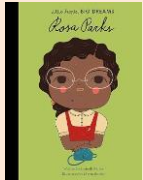

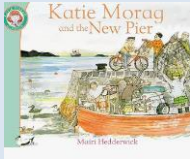
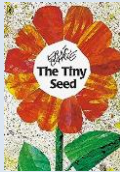
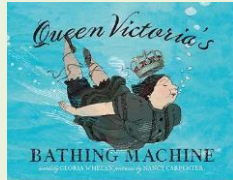
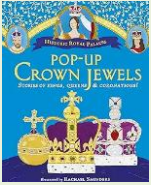




Moonstone 2023- 2024 Long Term Overview

CYCLE B	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
JIGSAW Year 1 & 2	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
TOPIC	MOVERS AND SHAKERS		COASTLINES		MAGNIFICENT MONARCHS	
CULTURAL CAPITAL (TRIPS, VISITS, EXPERIENCES)						
MATHS	<p>White Rose Year 1: Place Value within 20; Addition and subtraction, Place value (within 50).</p> <p>Year 2: Place Value up to 200; Addition and subtraction up to 100 and with Money.</p>	<p>White Rose Year 1: Addition and subtraction (within 20), Recognising money; Place value and multiplication (within 50).</p> <p>Year 2: Addition and subtraction within 100; Multiplication</p>	<p>White Rose Year 1: Division and consolidation; Place value within 100; measurement (length and height).</p> <p>Year 2: Division, Statistics, measurement (length and height).</p>	<p>White Rose Year 1: Shape and consolidation; Fractions and consolidation.</p> <p>Year 2: Properties of shapes; Fractions.</p>	<p>White Rose Year 1: Geometry (Position and Direction); Measurement (Time); Problem solving and efficient methods.</p> <p>Year 2: Geometry (Position and Direction); Time; Problem Solving and efficient methods</p>	<p>White Rose Year 1: Consolidation and investigations.</p> <p>Year 2: Measurement – mass, capacity and temperature; Consolidation and Investigations.</p>
ENGLISH (incl. SPaG)	<p>Narrative – Biography Text: Rosa Parks (Little People, Big Dreams) – Lisbeth Kaiser</p>  <p>Outcome: Biography; newspaper report.</p>	<p>Narrative – Atlas/World Text: Collins First Atlas - Collins Kids</p>  <p>Outcome: Speech (moon landing); Poster (where food comes from)</p>	<p>Narrative - Adventure Text: Katie Morag and the New Pier – Mairi Hedderwick</p>  <p>Outcome: Adventure stories</p>	<p>Narrative - Information Text: The Tiny Seed – Eric Carle</p>  <p>Outcome: Descriptions; Non-chronological report</p>	<p>Narrative Text: Queen Victoria’s Bathing Machine – Gloria Whelan</p>  <p>Outcome: Comic strips, Information leaflet</p>	<p>Narrative/Poem Text: Pop Up Crown Jewels – Rachael Saunders</p>  <p>Outcome: Kennings, information leaflet</p>



GUIDED READING	To be split across a variety of texts, delivered in small groups.	To be split across a variety of texts, delivered in small groups.	To be split across a variety of texts, delivered in small groups.	To be split across a variety of texts, delivered in small groups.	To be split across a variety of texts, delivered in small groups.	To be split across a variety of texts, delivered in small groups.
SPELLING (Spelling Shed)	<p>Year 1: Words ending in 'f', 'll', 'ss', 'zz' and 'ck' words with the /k/ spelt 'k' and 'nk' spelling pattern oe'/oa/, 'ay'/ai/, 'ew'/oo/, 'ew'/ue/ and comparing 'ew' sounds, High Frequency Words (HFW) with the 'tch' trigraph Adding '-s' and '-es' to make plurals Adding the suffixes '-ing' and '-ed' Adding the prefix 'un-' and the suffixes '-er' and '-est'</p>	<p>Year 1: compound words and words with unstressed vowels; words with the digraphs 'ai' and 'oi'; ords with the digraphs 'ay' and 'oy'; words with the split digraph 'a_e'; w ords with the split digraph 'i_e'</p>	<p>Year 1: Words with the split digraph 'o_e'; ords with the split digraph 'u_e': Words with the digraph 'ar'; words with the digraph 'ee'; words where the digraph 'ea' makes an /ee/ sound; ords where the digraph 'ea' makes an /e/ sound.</p>	<p>Year 1: Words where the digraph 'er' is stressed; words where the digraph 'er' is unstressed; words with the digraphs 'ir' and 'ur'; words where the digraph 'oo' makes an /oo/ sound; Words where the digraph 'oo' makes an /u/ sound; Words where the digraphs 'oa' and 'oe' make an /oa/ sound.</p>	<p>Year 1: Words where the digraph 'ou' makes an /ow/ sound; words where the digraph 'ow' makes an /ow/ or /oa/ sound; Words ending in 'y' /ee/ and 've' /v/; words with the digraphs 'ue' and 'ew'; w ords where the digraph 'ie' makes an /igh/ sound; words where 'ie' makes an /ee/ sound.</p>	<p>Year 1: Words with the trigraph 'igh'; ords with the digraph 'or' and the trigraph 'ore'; words where the digraphs 'aw' and 'au' make an /or/ sound; Words with the trigraphs 'air' and 'ear'; ords where the trigraphs 'ear' and 'are' make an /air/ sound; words with the digraphs 'ph' and 'wh'.</p>
	<p>Year 2: Words where 'dge' makes a /j/ sound; Words where 'ge' makes a /j/ sound; ords where 'g' makes a /j/ sound; ords where 'c' makes a /s/ sound before 'e', 'i' and 'y'; ords where 'kn' and 'gn' make a /n/ sound at the beginning of words; word challenges.</p>	<p>Year 2: Words where 'wr' makes a /r/ sound at the beginning of words; Words ending in 'le', 'el', 'al', 'il', word challenge.</p>	<p>Year 2: Words where 'y' makes an /igh/ sound; words where '-es' is added to words ending in 'y'; words where '-ed' is added to words ending in 'y'; Words where '-er' and '-est' are added to words ending in 'y'; words where '-ing' is added to words ending in 'e'; word challenge.</p>	<p>Year 2: Words where '-er', '-est' and '-ed' is added to words ending in 'e'; w ords where '-ing' is added to single syllable words; ords where '-ed' is added to single syllable words; words where 'a' makes an /or/ sound; Words where 'o' makes an /u/ sound; challenge words.</p>	<p>Year 2: Words where the digraph 'ey' makes an /ee/ sound; w ords where 'a' makes an /o/ sound; ords where 'or' and 'ar' make an /er/ or /or/ sound; w ords where 'si' and 's' makes an /zh/ sound; Words ending in '-ment' and '-ness'; Words ending in '-ful' and '-less'</p>	<p>Year 2: Words that are homophones or near homophones; Words ending in '-tion'; Words with an apostrophe for contraction; challenge words.</p>



<p>TOPIC Cornerstones (Cycle B)</p>	<p>Movers and Shakers! (History)</p> <p>Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions.</p> <p>Significant people: Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare</p>		<p>Magnificent Monarchs (History)</p> <p>Teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources</p> <p>Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models.</p>		<p>Coastlines (Geography)</p> <p>Physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire. Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language; Compass directions; Physical processes – erosion; Changes over time; Tourism</p>	
<p>SCIENCE</p>	<p>Human Survival</p> <p>Human life cycle; Human needs for health and survival; Healthy lifestyle; Bodily hygiene routines; Handwashing investigation; How germs spread; Working scientifically – Identifying and classifying, observing changes over time, Comparative test, Pattern seeking, Research</p>	<p>Habitats</p> <p>Exploring habitats; Living and non-living things; Identifying plants and animals in a habitat; Animal shelter and food; Food chains; Animal adaptations; Camouflage investigation; Plant adaptations; Working scientifically – Identifying and classifying, Research, Pattern seeking</p>	<p>Animal Survival</p> <p>Habitats; Invertebrates and invertebrate groups; Microhabitats; Animal needs for survival; Food chains; Human impact on habitats; Animal offspring; Lifecycles – amphibians, birds, invertebrates, mammals and reptiles; Seasonal changes in animals; Habitat improvements; Working scientifically – Identifying and classifying, Observing changes over time; Pattern seeking; Research</p>		<p>Use of Materials.</p> <p>Identifying materials and their properties; Shaping materials; Uses of materials; Linking properties to use; Sustainability and recycling; Working scientifically – Identifying and classifying, Pattern seeking, Comparative tests, Research</p>	<p>Plant Survival</p> <p>Plant parts; Seasonal changes in plants; Investigating germination; Investigating plant growth; Unusual plants; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research</p>
<p>ART/DT</p>	<p>Exploring Colours</p> <p>A skills and knowledge project which teaches children about colour theory by studying the colour wheel and colour mixing. Colour wheel; Mixing hues; Comparing and contrasting hues; Printing using malleable</p>	<p>Remarkable Recipes (DT)</p> <p>This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe.</p>	<p>Portraits and Poses</p> <p>Teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today.</p>	<p>Push & Pull (DT)</p> <p>Machines and mechanisms; Sliders, levers and linkages; Designing and making greetings cards with moving parts.</p>	<p>Flower Head.</p> <p>Analysing artwork; Exploring visual elements – colour, shape, form, texture and pattern; Significant artist – Yayoi Kusama; Drawing; Printmaking; 3-D forms</p>	<p>Beach Hut (DT)</p> <p>Making and strengthening structures, including different ways of joining materials.</p>



	materials; Comparing two artists' use of colour.					
RE	<p>Beliefs and teachings from various religions. Year 1: Recall and name different beliefs and main festivals associated with religions. Year 2: Recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p>	<p>Rituals, ceremonies and lifestyles (from various religions) Year 1: Explore daily practices and rituals of religions, identifying religious practices and features in more than one religion. Year 2: explore sources of wisdom, traditions from which they come.</p>	<p>How beliefs are expressed Year 1: appreciation of religion plays and their important in the lives of some people. Year 2: recognise, name, and describe religious artefacts, places, and practices; explain religious rituals and ceremonies and their meaning.</p>	<p>Time to reflect and personal growth. Year 1: look at how an appreciation of religion plays an important role in the lives of some people. Year 2: links to expressing identity and belonging and what is important to them.</p>	<p>Values (in your own life and others lives) Year 1: Understand how religion plays a significant role in the lives of some people; Religious stories to understand actions and consequences. Year 2: Continue to develop their understanding how an appreciation of religion plays a significant role in the lives of some people; make links to expressing identity and belonging.</p>	
PE: (GetSet4PE Year 1&2 objectives)	<p>Fundamentals Explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Explore skills in isolation as well as in combination. Pupils will work collaboratively with others, taking turns and sharing ideas. Teamwork Work individually, in pairs and in small groups, to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving,</p>	<p>Ball Skills Development of fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking, performed with increasing control and accuracy using co-ordination and balance. Dance: Explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression.</p>	<p>Invasion Games Development of their understanding of the principles of defending and attacking for invasion games. Use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. Learn how to score points in these types of games and learn to play to the rules. Gymnastics Develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing, and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of</p>	<p>Send and Receive Development of their sending and receiving skills including throwing and catching, rolling, kicking, tracking, and stopping a ball. Use of equipment to send and receive a ball. Opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. Yoga Learn about mindfulness and body awareness; begin to learn poses and techniques that will help them to connect their mind and body and improve well-being by building strength,</p>	<p>Striking and Fielding Develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. Use and develop skills such as throwing and catching, tracking a ball, and striking a ball, how to score points, play to the rules and use simple tactics. Examples of striking and fielding games include cricket and rounders.</p>	<p>Athletics Develop skills required in athletic activities such as running at different speeds, jumping, and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.</p>



			compositional devices when creating sequences to include the use of shapes, levels, and directions.	flexibility, co-ordination, and balance.		
MUSIC	Led by Charlotte Nash (PPA cover)	Led by Charlotte Nash (PPA cover)	Led by Charlotte Nash (PPA cover)	Led by Charlotte Nash (PPA cover)	Led by Charlotte Nash (PPA cover)	Led by Charlotte Nash (PPA cover)
COMPUTING	Purple Mash	Purple Mash	Purple Mash	Purple Mash	Purple Mash	Purple Mash