



Termly Overview – Term 1

Together, Achieving Our Best – Every Child, Every Day

Willow Class	Week 1 07/09/26	Week 2 14/09/26	Week 3 21/09/26	Week 4 28/09/26	Week 5 05/10/26	Week 6 12/10/26	Week 7 19/10/26	Learning Goal
Termly Topic – History – People Who Changed the World Enrichment Opportunities – Visit and history walk to Eagle House/Suffragette Tree Diversity Focus - Race								<i>What do I want the children to learn by the end of this term?</i>
Themed Days/Visits					Eagle House visit – Suffragette Walk			
Reading	Little Wandle Fluency Assessments	Guided Reading Groups Phase Fluency 1	Guided Reading Groups Phase Fluency 1	Guided Reading Groups Phase Fluency 1	Guided Reading Groups Phase Fluency 1	Guided Reading Groups Phase Fluency 1	Little Wandle Fluency Assessments	To be able to fluently read Little Wandle Fluency Level 1 books
Writing	Pirate Stories Book: Salty Dogs Focus: writing Sentence/Text: Sentence Demarcation Punctuation: full stops and capital letters – Year 1 revisit	Pirate Stories Book: Captain Flinn and the Pirate Dinosaurs Focus: writing Sentence and Text: Expanded noun phrases Punctuation: exclamation marks, question marks	Pirate Stories Book: Billy and the Pirates Focus: writing Composition: Sentence demarcation Grammar: Use co-ordination to join clauses	Recount Book: Vlad and Florence Nightingale Focus: Recount Composition: Write simple, coherent narratives about personal experiences and those of others (real or fictional) Punctuation: full stops, capital letters	Recount Book: Vlad and Florence Nightingale Composition: Write simple, coherent narratives about personal experiences and those of others (real or fictional) Grammar: Use subordination to join clauses	Recount Film: Mary Seacole the Brave Nurse Composition: Write simple, coherent narratives about personal experiences and those of others (real or fictional) Grammar: Use coordination to join clauses	Compare and contrast Mary Seacole and Florence Nightingale	To write in complete sentences using capital letters and full stops To begin to use question marks and exclamation marks To begin to use coordination and subordination

Phonics/Spelling	Phase 5 /aɪ/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou Prickly Words People Eye Whole	Phase 5 /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow Prickly Words through improve move prove shoe two who beautiful their parents	Phase 5 /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si Prickly Words Thought Sure	Phase 5 /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re Prickly Words once again any many friend busy pretty because laugh	Phase 5 ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/ Prickly words friend	Prickly Words Little Wandle Summer 2 revisit	Prickly Words Little Wandle Summer 2 revisit	To be confident in assessment of Phase 5 Phonics To begin to spell Year 2 tricky words – Spelling Fish Assessment 25% correct.
Handwriting	1. Revisit long letters 2. Writing High Frequency Words 3. Dictation exercise	1. Revisit curly caterpillars 2. Writing High Frequency Words 3. Dictation exercise -double digit numbers	1. Revisit one-armed robot letters 2. Writing High Frequency Words 3. Dictation exercise - poem	1. Revisit zig zag letters 2. Writing High Frequency Words 3. Dictation exercise – short phrases	1. Diagonal joins 2. Writing High Frequency Words 3. Dictation exercise – number sentences	1. Horizontal joins 2. Writing High Frequency Words 3. Dictation exercise - poem	1. Focus on the letter f 2. Writing High Frequency Words 3. Sequencing sentences	To form all letters correctly To begin to use horizontal and diagonal joins
Maths	Place Value Revise read and writing numbers to 20 then 50. Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Recognise the place value of each	Place Value - partitioning 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	Place Value – value of digits, order and compare Count up in 2s, 5s and 10s Recognise the place value of each digit in a two-digit number (tens, ones) Identify, estimate including the number line	Place Value Count in steps of tens from any number, forward and backward Compare and order numbers from 0 up to 100; use <, > and = signs Measures Choose and use appropriate standard units to estimate and measure length/height in	Addition and Subtraction (Mental) Applying their increasing knowledge of mental and written methods Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Addition and Subtraction Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: A two-digit number and ones A two-digit number and tens Show that addition of two numbers can be done in any order	Addition and Subtraction 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	Place Value To recognise the value of each digit in a two-digit number. Use concrete materials to show tens and ones. Compare and order numbers up to 100 Skip count in 2s, 5s, and 10s Addition and Subtraction Fluently recall and use addition and subtraction facts to 20 Commutativity

	digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems. Measure	from 0 up to 100; use <, > and = signs Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems. Measure Find different combinations of coins which equal the same amount of money	Compare and order numbers from 0 up to 100; use <, > and = signs Read and write numbers to at least 100 in numerals and in words Measure Order measures – length, volume, money etc Statistics Interpret and construct simple pictograms, tally charts, block graphs	any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare lengths, mass, volume/capacity and record the results using >, < and = Compare and sequence intervals of time Know the number of minutes in an hour and the number of hours in a day.	Adding three one-digit numbers	(commutative) and subtraction of one number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Measures 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 Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Measures 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 Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	
Mastering Number	Explore how the numbers 6, 7, 8 and 9 can all be composed of two parts where 5 is one of the parts.	Comparing the numbers of objects in two sets within 10	Revisit and reason about the composition of even numbers	Revisit the composition of 6, and the position of 6 in the linear number system.	Explore the composition of 8.	Different ways of composing 10	Revisit and reason about the composition of odd numbers.	To revisit and recall bonds within 10

RE	Why are some stories special? What story is special to you and why?	Why are some stories special? Investigate David and Goliath	Why are some stories special? What are the messages taught in David and Goliath and what do they mean to Jewish people?	Why are some stories special? Rosa Parks where someone has shown tremendous bravery or has overcome a 'giant' and can make comparisons to David and Goliath.	Why are some stories special? Show different interpretations of pictures or extracts and compare.	Why are some stories special? Reflection: what book has taught you an important meaning to life? Can they link discussions to taught knowledge from the previous lessons?	Revisit and review	To understand that stories are important in all religions and that they help people to understand values.
Science	Materials Explore Materials	Materials Wood, paper and cardboard	Materials Brick and rock	Materials Glass and plastic	Materials Metal	Materials Fabrics	Materials Fabrics	To know that materials have different properties and different uses.
History	Significant People Timeline Vocabulary	Significant People The Suffragettes Emmeline Pankhurst	Significant People The Suffragettes	Significant People Workshop – Suffragettes and Eagle House (Local History)	Significant People Isambard Kingdom Brunel	Significant People Brunel bridge building	Significant People Elsie Owusu – Ghanaian architect Compare with Zaha Hadid (Year 1) Elsie Owusu - Becoming an architect in Britain - BBC Teach	To talk about and describe events in the life of a well-known historical person To talk about the impact of events on the lives of the people of the time To talk about and describe, in simple terms, features of key events and people in the past
Geography	Where in the world?	Where is UK?	Where is South Africa?	Where was The Crimea?		Where is Jamaica?		To begin to understand the 7 continents and where they are in the world

Computing	Information Technology around us What is IT?	Information Technology around us IT in school	Information Technology around us	Information Technology around us The benefits of IT	Information Technology around us Using IT safely	Information Technology around us Using IT in different ways	Information Technology around us	To understand what IT is and how it is used
Art	Drawing Self portrait	Drawing Self portrait	Drawing Portrait Famous Person Florence Nightingale Mary Seacole	Drawing Portrait Famous Person Florence Nightingale Mary Seacole				To use drawing techniques - line, shape, form and space
Music	Hands Feet Heart Listening and appraising	Hands Feet Heart Find the Pulse	Hands Feet Heart Musical Language	Hands Feet Heart Learn the song	Hands Feet Heart Glockenspiels	Hands Feet Heart Rhythm	Hands Feet Heart Perform	To experiment with, create, select and combine sounds using the inter-related dimensions of music.
DT					Design and make bridge – based on Clifton Suspension Bridge linked to topic			
PE	Personal Attack, Defend, Shoot Unit 1	Personal Attack, Defend, Shoot Unit 1	Personal Attack, Defend, Shoot Unit 1	Personal Attack, Defend, Shoot Unit 1	Personal Attack, Defend, Shoot Unit 1	Personal Attack, Defend, Shoot Unit 1	Personal Attack, Defend, Shoot Unit 1	To develop balance, agility and co-ordination. To participate in team games, developing simple tactics for attacking and defending

PSHE/Jigsaw	Being Me in My World Hopes and Fears for the Year	Being Me in My World Rights and Responsibilities	Being Me in My World Rewards and Consequences	Being Me in My World Rewards and Consequences	Being Me in My World Our Learning Charter	Being Me in My World Owning our Learning Charter	Being Me in My World Assessment	To understand community and playing a part in making a community work.
Diversity - Race	Who am I and where do I come from? (PSHE)	Skin colour – create a colour display of all of the skin tones within the class (Pantone display of race) (Art)	Hugh Masekela and Miriam Makeba – African Music. (Music)	Rosa Parks – What is the link between this and the story of David and Goliath? (RE)	Young Gifted and Black Black and British	Mary Seacole – why did the Foreign Office not want her as a nurse? (English)	Elsie Owusu Coming to Britain	To know about different races and that skin colour is important but not defining.
Environmental / Mikes Meadow					Building Bridges			

Within each subject, remember to include the activation of prior learning from previous years, and explicit teaching of vocabulary (Knowledge Organiser)