

Bloxham CE Primary Half Termly Overview Term 2 2024/25



Be . Build . Become

| Year Group FS | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|---|--|--|---|---|---|--|---|--------|
| English (incorporating PSED and CL intentions) | <p>To begin to show accuracy when drawing.</p> <p>To draw or paint a place from observation or imagination.</p> <p>To share creations and explain a process.</p> <p>To learn a story and to use a story map.</p> | <p>To learn about significant events from the past</p> <p>To ask questions to check my understanding/to answer questions</p> <p>To join in with repeated refrains and phrases in rhymes</p> <p>To listen and respond</p> | <p>To discuss similarities between our lives today and life in the past</p> <p>To know that machines have changed over time</p> <p>To use writing to communicate thoughts, ideas, experiences and events</p> <p>To predict/anticipate key events in a story</p> <p>To know there are clues at different points in a story that suggest what might happen next</p> | <p>To engage in conversations around stories</p> <p>To make connections to other familiar stories</p> <p>To develop storylines in their pretend play</p> <p>To use discussion to solve problems</p> <p>To create collaboratively,</p> | <p>To discuss and share my ideas</p> <p>To engage in stories</p> <p>To retell stories</p> <p>To apply their Phonics knowledge to write initial sounds and words</p> | <p>To learn new vocabulary</p> <p>To use new vocabulary throughout the day</p> <p>To ask questions to check understanding</p> <p>To articulate their ideas and thoughts in full sentences</p> <p>To listen to and talk about non-fiction</p> | <p>To engage in discussion and ask questions to check understanding</p> <p>To listen and respond</p> <p>To learn new vocabulary</p> <p>To use new vocabulary throughout the day</p> <p>To use phrases and refrains from stories in play or conversation</p> | |

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| | | | <p>To create a story map</p> <p>To describe similarities between things in the past and things today</p> | | | | | |
| Maths | <p>To add one more</p> <p>To explore one more</p> <p>To order 'one more' stories</p> | <p>To find one less</p> <p>To explore one less</p> <p>To order 'one less' stories</p> | <p>To split a group of objects into two groups</p> <p>To break a whole into two distinct parts</p> <p>To recognise different representations of two parts</p> <p>To find different ways to break groups apart</p> | <p>To understand positional and directional language in practical contexts</p> <p>To use positional language to describe the position of items</p> <p>To describe movement using the language up, down and across</p> <p>To use directional and positional language to describe a route</p> | MASTERING NUMBER | To identify parts to create a whole | Revisit and review | |
| Physical Dev | To demonstrate balance. | To make independent choices. | To negotiate space safely with consideration | To follow instructions involving several ideas or actions. | To play cooperatively and turn | To use movement skills with developing | To revisit learnt skills and refine. | |

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| | | | for myself and others. | | take with others. | balance and coordination. | | |
| Understanding the World & Expressive Arts and Design | To plan and design before creating. To safely use tools when working creatively. To use materials to create (clay Diwa lamps). To recognise that people have different beliefs and celebrate special times in different ways. | To learn about significant events from our past (Remembrance Day). | To plan, design and create (sock puppets). To review and evaluate. | To plan, design and create (sock puppets). To review and evaluate. | To recognise that people have different beliefs and celebrate special times in different ways (Christmas around the world). | To comment on images of familiar situations in the past (The Christmas Story). | To explore and engage in music making and dance, performing solo or in groups. To sing in a group or on their own, increasingly matching the pitch and following the melody. To listen attentively, move to and talk about music, expressing their feelings and responses. | |