

## Bloxham CE Primary Half Termly Overview Term 2 2005/26



Be . Build . Become

Year Group FS	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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</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>

			<p>suggest what might happen next</p> <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</p>	MASTERING NUMBER	To identify parts to create a whole	Revisit and review

				language to describe a route			
Physical Dev  (Dance)	To explore different body parts and how they move.	To explore different body parts and how they move and remember and repeat actions.	To express and communicate ideas through movement exploring directions and levels.	To create movements and adapt and perform simple dance patterns.	To copy and repeat actions showing confidence and imagination.	To move with control and co-ordination, linking, copying and repeating actions.	To revisit learnt skills and refine.
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	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 learn about celebrations in other faiths (Hannukah).	To recognise that people have different beliefs and celebrate special times in different ways (Christmas around the world).  Advent	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

	in different ways.						feelings and responses.
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