

## Marlborough Primary Academy

### Reception and KS1 Long Term Overview - 2021-2022

*These projects were chosen from Cornerstone library. However, these are JUST starters as assessment and children's interest might modify these topics for the reception children.*

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Willows R/Y1</b>	Me and my community	Once upon a time	Starry Night	Let's explore	Why do ladybirds have spots?	Are we there yet?
<b>Focus areas of development</b>	<b>Prime Areas</b>	<b>Literacy</b>	<b>PSED +UW +EAD</b>	<b>UW/Science +LIT</b>	<b>UW</b>	<b>UW</b>
<b>Topic Rationale</b>	This project was chosen to support children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children the importance of friendship and how people in their family, school and local community are important.	This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out the traditional tales we have chosen. This topic was chosen, to ensure we expose our children to a variety of text, including a good selection of traditional tales.	This project explores the differences in the world at night compared to during the day. It was chosen as a vehicle to explore a common fear of, for some children, the dark. Children will link their learning to changes they can observe during the winter. They will be encouraged to explore light, dark, shadows, the moon and the stars. Core texts were carefully chosen to drive this topic.	This project follows children's natural interest in the outdoor. It provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their environment. Children will have the opportunities to observe and identify plants and animals, and appreciate the wonder of the natural environment. Children will explore the sensory world of plants and the environment.	This half term, we will continue with our walk outdoor, following children well know interest in bugs. We will encourage children to investigate and ask questions about minibeasts and their habitats.	This final project was chosen to encourage children to explore locality and to use their imagination to think about different places to visit. Where in the world would you like to go? How would you like to travel there? Explore these questions and more in this project about transport, travel and places near and far.
<b>Links to EYFS</b>	<b>Links to EYFS / Development Matters statements</b> -See separate documents					
<b>Links NC</b>	<b>PSHE</b> -Learn to recognise the ways in which we are all unique. Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Learn how to listen to other people and play and work cooperatively. Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and	<b>History</b> - Understand the past through settings, characters and events encountered in books read in class. -Learn about changes within living memory. <b>Knowledge:</b> Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. <b>Spoken Language</b> - Consider and evaluate different viewpoints, attending to and building on the contributions of others. -Maintain attention and participate actively in	<b>PSHE</b> - Learn about different feelings that humans can experience. Learn how to recognise and name different feelings. <b>Skills:</b> Select vocabulary to describe feelings. <b>Geography</b> -Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	<b>ART</b> -Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. -Use a range of materials creatively to design and make products. -Use a range of materials creatively to design and make products.  <b>PSHE</b> - Learn how to keep safe in the sun and protect skin from sun damage.	See science	<b>Geography</b> -Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  <b>DT</b> - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.  Carry out fieldwork tasks to identify characteristics of the school grounds or locality.

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	the importance of handwashing.	collaborative conversations, staying on topic and initiating and responding to comments. -Ask relevant questions to extend their understanding and knowledge.	<b>DT</b> - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <b>Art</b> -Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<b>Geography</b> - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.		
<b>Links to Science</b>		Small companion Projects Exploring Autumn -Children explore the changes that happen during the season of autumn, including how the weather changes. -Understand some important processes and changes in the natural world around them, including the seasons. -Know ways to care for their local environment.	Small companion Projects: Winter wonderland + Shadows and reflections. - Perform simple tests. - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. -Observe changes across the four seasons.	-Use their observations and ideas to suggest answers to questions. -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. -Observe changes across the four seasons. -Use their observations and ideas to suggest answers to questions <b>Other companion projects</b> <b>Puddles and rainbows</b> -Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. -Compare and group together a variety of everyday materials on the basis of their simple physical properties.	-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. -Identify and name a variety of common animals that are carnivores, herbivores and Omnivores. -Perform simple tests - Understand how simple tests can be carried out by following a set of instructions. -Use their observations and ideas to suggest answers to questions.	Everyday materials How does it move?  Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.  Observe closely, using simple equipment.  Identify and classify  Perform simple tests.
<b>PSHE</b>	Who is special to us?(1)	What is the same and different about us?(1)	What helps us stay healthy?(1)	What can we do with money?(1)	Who helps to keep us safe?(1)	How can we look after each other and the world?(1)
<b>RE</b>	F4 Being special: where do we belong?		F3 Why is Easter special to Christians?		F5 What places are special and why?	
<b>Spanish</b>	Greeting songs, Numbers to 5 Vocab – Hello -good bye		Numbers to 10, number songs. Greetings – , good morning, good afternoon		Simple songs colours	

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Maple Y1/2	Muck, mess and mixture	Memory Box	Towers, Tunnels and Turrets	Scented garden	Splendid Skies	Land Ahoy
Lead subjects	Art	History/PSHE	DT/History	Science	Science/Geography	Geography/DT/ His
<b>Topic Rationale</b>	This topic was chosen to aid transition. Current Maple cohort has had many disruptions and will enjoy and benefit from a 'messy theme like this one. Through this cross curricular topic, children will explore everyday materials, investigate soap products and understand why mixtures freeze and melt. Children will taste a wide variety of foods, learn about healthy eating and follow recipes to make some yummy treats including pizza and ice cream! Artwork will also rely on mixing skills.	This project develops children's knowledge and appreciation of local and family history; special memories; customs and traditions, and growing up. *This topic covers History objectives which were not covered due to COVID and can be easily linked to Christmas celebrations. This project also offers opportunities to nurture children's wellbeing.	This cross curricular project was chosen to link previous history knowledge and skills to curriculum objectives that still need to be taught. It will facilitate the links to science and DT by teaching children to use a wide range of materials to build models of castles and test the strength of our structures. With this topic, children will learn different parts of a castle and describe how they have changed over time. Children will find out about the engineer, Isambard Kingdom Brunel.	In this science based project, children explore the sensory world of plants and the environment, developing their knowledge of the five senses, how plants grow, and how we can use them in everyday life.  This topic was chosen because we understand that although all children enjoy the outdoors, not many of our pupils have access to an outdoor space (e.g. garden). In addition, this topic will develop science knowledge and skills from the NC.	This half term, we will continue with our walk outdoors to find out about different types of weather and to look for signs of the seasons. This fun cross curricular project links previous term's knowledge and help us increase awareness about environmental issues while keeping our children engaged.  Children will also develop thinking skills when experimenting with thermometers, investigating the effects of the Sun and comparing weather around the world.	Devonport's long history with the sea makes this cross curricular topic a good end of year for the class. Children will explore the local area (River Tamar, the harbour, Cremyl, Millbay Marina) to find out about boats and ships. Children will have the opportunity to use science skills to help them to understand how boats float and they will design and make model ships using a variety of materials. Pupils will develop map reading skills to help to identify different seas and oceans, and will learn about famous sea explorers. Sir Francis Drake and Capitan Cook.
<b>Previous Knowledge/ Skills Links to EYFS</b>	<b>EAD</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  <b>PD</b> Explore a range of tools and equipment to perform practical tasks safely, for example, cutting and joining.  <b>PSED</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.	<b>UW</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  <b>Skill</b> Talk about past and present events in their own lives and those who are important to them.	<b>UW</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  <b>A&amp;D</b> Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.	<b>UW</b> Know ways to care for their local environment.  Show care for living things and the environment.  Describe a familiar route and use maps as part of role play.  Make and use simple maps in their play to represent places and journeys.  Explore the natural world around them and give simple descriptions.	<b>UW</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  Uses photos and maps to identify simple geographical features.  <b>COMPUTING</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<b>UW</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Understand how globes and maps can show us the location of different places around the world

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	EAD Explore artwork made by great artists.			Begin to talk about and draw plants with attention to their parts.  <b>PSED</b> Play cooperatively with others and take turns.	Recognise common uses of information technology beyond school.	
<b>NC Programmes of Study Knowledge/skills</b>	<p><b>Art</b>  <b>Y1/2</b> Use a range of materials creatively to design and make products.  <b>Y1/2</b> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p><b>Design and technology</b>  <b>Y1/2</b> Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.  <b>Y2</b> Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>	<p><b>History</b>  <b>Y1</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.   <b>Y1/2</b> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.  <b>Y2</b> Learn about events beyond living memory that are significant nationally or globally. Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</p> <p><b>PSHE</b>  Learn about growing and changing from young to old and how people's needs change.</p> <p><b>Design and technology</b></p>	<p><b>DT</b>  <b>Y1/2</b> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.   <b>Y1/2</b> Build structures, exploring how they can be made stronger, stiffer and more stable.   <b>Y1/2</b> Evaluate their ideas and products against design criteria.</p> <p><b>COMPUTING</b>  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><b>History</b>  <b>Y1/2</b> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p><b>PSHE</b>  <b>Y1/2</b> Learn about things they can do to help look after their environment. Learn how people and other living things have different needs; about the responsibilities of caring for them.   Recognise how people have a responsibility to care for their local, natural and built environments.   Learn how to talk about and share their opinions on things that matter to them.</p> <p><b>GEO</b>  <b>Y1/2</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.   Draw or read a simple picture map.   Identify the similarities and differences between two places.</p>	<p><b>Geography</b>  <b>Y1/2</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.   <b>Y1/2</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.   <b>Y1/2</b> Locate hot and cold areas of the world in relation to the equator.   Identify the similarities and differences between two places.   Observe and explain how wind changes direction and strength.   <b>History</b>  Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should</p>	<p><b>Geography</b>  <b>Y1/2</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  <b>Y1</b> Carry out fieldwork tasks to identify characteristics of the school grounds or locality.  <b>Y2</b> Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.   <b>Y1/2</b> Name and locate the world's seven continents and five oceans.   Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.   Locate hot and cold areas of the world in relation to the equator.   Develop contextual knowledge of the location of globally significant places</p>

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		<p>Y1 Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Know the principles of planning and preparing a range of healthy meals.</p>	<p><b>Y1/2</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>Y1</b> Learn about significant historical events, people and places in their own locality</p> <p><b>Y2</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Knowledge</p> <p>Sequence significant information in chronological order.</p> <p>Order information on a timeline.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p>	<p>be used to compare aspects of life in different periods. (Sir Francis Beaufort)</p>	<p>both terrestrial and marine including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><b>History</b>  <b>Y1/2</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Learn about significant historical events, people and places in their own locality.</p> <p><b>DT</b>          Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</p>
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<b>Science</b>	<p><b>Everyday materials</b></p> <p><b>Y1/2</b> Use a range of materials creatively to design and make products.</p> <p><b>Y2</b> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Y2</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p><b>Y1/2</b> Observe closely, using simple equipment.</p> <p>Y1 Describe the simple physical properties of a variety of everyday materials.</p> <p><b>Y2</b> Identify and compare the suitability of a variety of everyday materials. Lessons <i>How is mud made? Which is stickier?</i> <i>How does it feel?</i></p>	<p><b>Humans</b></p> <p><b>Y1</b> Identify and classify. Objects, materials and living things can be looked at and compared.</p> <p><b>Y1</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Y2</b> Notice that animals, including humans, have offspring which grow into adults.</p>	<p><b>Everyday materials</b></p> <p><b>Y1/2</b> Gather and record data to help in answering questions.</p> <p>Observe closely, using simple equipment.</p> <p>Identify and classify</p> <p>Perform simple tests.</p> <p><b>Y2</b> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p><b>Other companion Projects:</b> Can you make a paper bridge?</p>	<p><b>Plant and animals</b></p> <p>Can seeds grow anywhere? How does grass grow?</p> <p><b>Y1</b> Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</p> <p><b>Y2</b> Observe and describe how seeds and bulbs grow into mature plants.</p> <p><b>Y1/2</b> Identify and classify objects, materials and living things can be looked at, compared and grouped according to their features. Use their observations and ideas to suggest answers to questions.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Y1</b> Label and describe the basic structure of a variety of common plants.</p> <p><b>Y2</b> Describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Seasonal changes</b></p> <p><b>Y1</b> Observe changes across the four seasons.</p> <p><b>Y2</b> Describe typical UK seasonal weather patterns.</p> <p><b>Y1/2</b> Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</p> <p><b>Y1/2</b> Observe closely, using simple equipment.</p> <p><b>Y1/2</b> Use their observations and ideas to suggest answers to questions.</p> <p><b>Y2</b> Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.</p>	<p><b>Everyday Materials</b></p> <p>Why do boats float? Can you find the treasure?</p> <p><b>Y2</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p><b>Y1/2</b> Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</p> <p><b>Y1/2</b> Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.</p>
<b>Vocabulary</b>	<p>Absorbent Capacity Consistency Emulsion Flexible Freeze Hazard Ingredient</p>	<p>Artefact Baby Calendar Celebration Christening Diary Family Event</p>	<p>bend bridge flexible fold rigid strong twist weak</p>	<p>Bud Bulb Exotic experiment Flower Foliage Fruit Garden</p>	<p>Aerial Anemometer Cloud Drought Flood Lighting Rain Rainbow</p>	<p>Cargo Doc Hold Keel Lighthouse Main deck Marina Maritime</p>

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	Measure Melt Opaque Prediction Recipe	Generation History Holiday Museum Old	arch archer bailey castle drawbridge fortress keep medieval moat motte passage portcullis tunnel tower turret viaduct	Germinate Herb Leaf Petal Poisonous Rainforest Root Scent Seed Shoot Stem Senses weed	Season Sunshine Temperature Thermometer Thunder Weather Wind Windmill	Mast Mechanism Navigate Ocean Pirate code Poop deck Port Rudder Sail Shipwreck Smuggler Symbol Explorer
<b>PSHE (R H LWW)</b>	Who is special to you?(R1)  Y2 Learn that household products (including medicines) can be harmful if not used correctly.  Y2 Learn about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).  Y2 Learn to recognise risk in simple everyday situations and what action to take to minimise harm.	What is the same but different about us? (R1)  <b>Y1</b> Learn about growing and changing from young to old and how people's needs change.  <b>Y2</b> Learn about growing and changing from young to old and how people's needs change.	What helps us stay healthy? (H1)	What can we do with money? (LWW1)	Who helps to keep us safe? (H1)	How can we look after each other and the wider world? (LWW1)
<b>RE</b>		What is the good news Christians believe Jesus brings? <b>1:4</b>	Who is a Muslim and how do they live? <b>1:6</b>	Who do Christians say made the world? <b>1:2</b>	Who is Jewish and how do they live? <b>1:7</b>	
<b>Spanish</b>						