

WHOLE SCHOOL LONG TERM SUBJECT OVERVIEW

EYFS

Programme of Study	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EI values	Be respectful	Be understanding	Be compassionate	Be responsible	Be patient	Be positive
EYFS Theme	All About Us (Diversity)	Celebrations and Festivals (Values and Perception)	Friendship and Fairness (Social Justice)	Caring for our Environment (Sustainable development)	People who Help Us (Interdependence)	Changes (Aspirations)
Ongoing Nursery	<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things • Talk about what they see, using a wide vocabulary. 					
Termly Objectives Breakdown Nursery	<p>Talk about what they see, using a wide vocabulary.</p> <p><i>Different settings around the school, local environment. Children should be able to describe what they can see in their immediate locality e.g. playground, hall, trees, path, gate</i></p> <p><i>Linked to We're Going on a Bear Hunt where children will describe different settings as well as their own locality.</i></p>	<p>Talk about what they see, using a wide vocabulary.</p> <p><i>In the Countryside poem- what is a city like? What is the countryside like? What is the seaside like?</i></p> <p><i>Children develop the vocabulary they use to describe what they can see</i></p>		<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><i>Caring for plant seeds and their growth, recognise that how we care for a plant affects how it grows</i></p> <p><i>Begin to think about who benefits from plants in the natural environment and how living things help each other to thrive</i></p>	<p>Show interest in different occupations.</p> <p><i>Who helps us at home and in school? A range of people help us in our community- children share prior knowledge of occupations</i></p> <p><i>On the Way Home - a book which shows different occupations</i></p> <p><i>People Who Help Us - a book which shows school and the community</i></p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><i>The Very Hungry Caterpillar</i> <i>How do we care for the natural environment</i> <i>Caterpillar care</i> <i>Develop observation skills</i></p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>

				<p>Develop observation skills through noting changes over time</p> <p>Linked to Jack and the Beanstalk</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Monkey Puzzle - how the jungle is different to their own environment</p> <p>Ask parents to talk about places they have visited</p>	<p>The Three Little Pigs</p> <p>How environment affects housing</p>
<p>Ongoing Reception</p>	<ul style="list-style-type: none"> • Explore the natural world around them. • Understand the effect of changing seasons on the natural world around them. • Describe what they see, hear and feel whilst outside 					
<p>Termly Objectives Breakdown Reception</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Autumn Walk Noticing signs of Autumn Links to Autumn stories including Leaf We are Going on a Leaf Hunt, Leaf Thief, The Little Acorn</p>	<p>Describe what they see, hear and feel whilst outside</p> <p>Leaf rubbing-collecting leaves and talking what they see and feel Seasons Dance-talking about the different seasons and what they see, hear and feel Autumn Poetry</p>	<p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Winter Walk Noticing signs of Winter Links to Winter Stories Exploring the South Pole, Antarctica- Links to key text Lost and Found</p>	<p>Recognise some environments that are different from the one in which they live.</p> <p>Story settings-forest-'Tidy' and ocean 'If sharks disappeared'</p> <p>Understand the effect of changing seasons on the natural world around them? Spring Walk Noticing signs of Spring</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Link to RE inquiry- What is special about our world?</p>	<p>Draw information from a simple map.</p> <p>Map reading linked to 'Little Red Riding Hood' and 'What the Ladybird heard'</p> <p>Use Story 'Me on the map' and make links to Whalley Range and Manchester</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Understand the effect of changing seasons on the natural world around them. Summer Observations Season Song</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some similarities and differences between life in this country and life in other countries. 'The Girl Who Planted Trees' Set in Indonesia. Comparisons between Manchester and Indonesia (weather, environment, animals, food, clothes)</p>

KS1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EI values	Be respectful	Be understanding	Be compassionate	Be responsible	Be patient	Be positive
Whole School Theme	Diversity	Values & Perceptions	Social Justice	Sustainable Development	Interdependence	Aspirations
Year 1	Our School <i>Human and physical features of our school grounds, map skills and symbols</i>	Weather <i>Autumn time- features of Autumn, weather symbols, observing changes in weather, heavy wind and rain</i>	Weather <i>Winter time- features of Winter, weather symbols, observing changes in weather, snow and sleet</i>	Weather <i>Spring time- features of Spring, weather symbols, observing changes in weather, floods</i>	Our Country (Countries and Seas) <i>UK countries and surrounding seas, characteristics of each country in the UK, capital cities of each</i>	Weather <i>Summer time- features of Summer, weather symbols, observing changes in weather, heatwaves</i>
Year 2		Our World (Manchester and Mexico City) <i>Human and physical features/location of Manchester and Mexico City, issues facing both localities and how they are being addressed</i>	Our World (Continents and Oceans) <i>Naming the five seas, map and compass skills, hot and cold areas and how people's lives might be different in each</i>		Beside the Seaside (Blackpool) <i>Features of seaside resorts and where they are found, physical and human features of these, how seaside resorts have changed over time, main British islands, planning a trip</i>	
Year 3	Land Use <i>Sketch maps, landmarks, grid references, rural and urban land use, cities and villages, crop and livestock farming</i>		Our World (Hemispheres)		Our Country (Counties and our capital) <i>My own and surrounding counties, main UK rivers, areas of high ground in the UK, how settlements change over time, the Prime Meridian</i>	Our World (Europe and the Mediterranean) <i>Different kinds of maps and their function, European countries and their capitals, the Mediterranean Sea and why it is visited</i>
Year 4	Our World (Eastern Europe) <i>Defining a continent, names of countries in Eastern Europe, Russia as a trans-continental federation, comparing the human and physical features of our country with those in Greece</i>		Somewhere to Settle <i>Features of a good settlement site, push and pull factors of rural and urban areas, identifying land use</i>		Our Earth (Rainforests) <i>Locating the tropics, where rainforests are found, features of rainforests, comparing the Amazon rainforest to Sherwood forest</i>	Our Earth (Water cycles and rivers) <i>Main events in the water cycle, how humans use water and how it is cleaned, why many settlements are found by rivers, the world's major rivers, flooding and its impact</i>
Year 5			Our World (South America)		Energy and the Environment <i>Methods of power generation</i>	Our Earth (Earthquakes and Tsunamis)

				and distribution in the UK, renewable and non-renewable energy, imports and exports, food miles, energy/food wastage and how to address this	Layers that make up the Earth, tectonic plates and boundaries, tsunami/earthquake causes, measurement and impact, the San Andreas Fault
Year 6	<p>Trade and Economics Global supply chains, UK imports and exports, the reasons countries import/export goods, highest value exports, El Salvador trade with the UK, fair-trade, how trade has changed since Victorian times</p>	<p>Our Earth (River systems and processes) Cross-section of a river, how deposition and erosion change the shape of a river, meanders, ox-bow lakes, waterfalls, comparing the length of two rivers, ways in which rivers are used</p>	<p>A changing world Weathering/erosion, how erosion and deposition changes coastlines, Spurn Head, coastal erosion, types of coastal defence</p>	<p>Our World (Time zones) How and why there are time zones, some countries have more than one time zone, Arctic and Antarctic circles, lines of longitude and latitude, the International Date Line and Prime Meridian, daylight hours across the world</p>	<p>Our Earth (Mountains and volcanoes)</p>