



Year 1/2 Curriculum Overview 2021/2022 (Year A)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Value | Empathy | Self-discipline | Respect | Integrity | Courage | Gratitude |
| Main Theme | <u>Amazing me, Amazing Britain, Amazing world!</u> | <u>Great Fire of London</u> | <u>Wild weather</u> | <u>Transport to the past</u> | <u>Under the ocean</u> | <u>Be an activist!</u> |
| Educational Visits | <u>Visit a Synagogue</u> | <u>Great fire of London (in school workshop)</u> | <u>Mountfitchet castle</u> | <u>Transport Museum</u> | <u>Sealife (Brighton)</u> | <u>Drama workshop</u> |
| Safeguarding Awareness | <p>Being aware of similarities and differences within different cultures and traditions</p> <p>Trips - Stranger danger, terror attacks, use of escalators</p> <p>E-Safety linked to Music and Computing learning and when researching from the past</p> <p>How to be safe around the school</p> <p>Use of scissors and awareness of how to handle equipment safely</p> <p>Fire safety in school including evacuation procedures and lockdown procedure</p> | <p>Using different tools to make models/structures</p> <p>Trips - Stranger danger, terror attacks, use of escalators</p> <p>Materials- ensuring they are safe whilst exploring different textured materials.</p> <p>E-Safety linked to Music and Computing learning and when researching from the past</p> <p>How to be safe around the school</p> <p>Use of scissors and awareness of how to handle equipment safely</p> <p>Appreciation of housing conditions</p> <p>Comparing safety from then to now – how would the events of the GFOL be different if we had safety procedures from today?</p> | <p>Stranger danger link to opening doors to strangers.</p> <p>Chn to learn about the hazards to different materials (such as flammable or inflammable materials)</p> <p>Using different tools to make models/structures</p> <p>Trips - Stranger danger, terror attacks, use of escalators</p> <p>Fire safety whilst using candles</p> <p>E-Safety linked to Music and Computing learning and when researching from the past</p> <p>How to be safe around the school</p> <p>Use of scissors and awareness of how to handle equipment safely</p> | <p>Trips - Stranger danger, terror attacks, use of escalators</p> <p>E-Safety linked to Music and Computing learning and when researching from the past</p> <p>How to be safe around the school</p> <p>Use of scissors and awareness of how to handle equipment safely</p> <p>Fire safety in school including evacuation and lockdown procedure</p> <p>Changes to governance to ensure health and safety and equality</p> | <p>Trips - Stranger danger, terror attacks, use of escalators</p> <p>E-Safety linked to Music and Computing learning and when researching from the past</p> <p>How to be safe around the school</p> <p>Keeping safe from animals</p> <p>Use of scissors and awareness of how to handle equipment safely</p> <p>Fire safety in school including evacuation procedure; and lock down procedure</p> <p>Sharing how we feel about upsetting events that happen in the world</p> | <p>Trips - Stranger danger, terror attacks, use of escalators</p> <p>E-Safety linked to Music and Computing learning and when researching from the past</p> <p>How to be safe around the school</p> <p>Use of scissors and awareness of how to handle equipment safely</p> <p>Fire safety in school including evacuation procedure and lock down procedure</p> <p>Exposure to past regimes and its impact on varying civilians</p> <p>What could we change about our procedures?</p> <p>Sharing how we feel about upsetting events that happen in the world</p> |

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| <p>English</p> | <p><u>Labels, lists, signs & posters</u> books: <i>The Favourite T-shirt</i> Hamilton Animated Text <i>Clothes</i> Hamilton Animated Text <i>Boris and the bug</i></p> <p>Year 1: Writing, leaving spaces between words; using capital letters for names of people, places, days of the week, etc. Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using grammatical terminology.</p> <p><u>Stories in familiar settings</u> books: <i>The Tiger who comes to tea</i> by Judith Kerr <i>Dogger</i> by Shirley Hughes <i>Whatever next</i> by Jill Murphy</p> <p>Year 1: Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark</p> | <p><u>Stories involving fantasy books:</u> <i>Oi! Get off my Train!</i> and <i>The Magic Bed</i> all by John Burningham plus other books by same author</p> <p>Year 1: Writing, leaving spaces between words; using capital letters for names of people, places, days of the week, etc. Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command.</p> <p><u>Information texts</u> books: <i>Great white man-eating Shark</i> by Margaret Mahy <i>Rainbow Bear</i> by Michael Morpurgo <i>The Ice Bear</i> by Nicola Davies <i>Boris and Sid meet a shark</i> Hamilton Group Reader</p> <p>Year 1: Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark</p> | <p><u>Tales from a variety of cultures</u> books: <i>The Dragon Machine</i> by Helen Ward</p> <p>A wide variety of oral and written tales</p> <p>Year 1: Beginning to use capital letters from proper names; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; co-ordination: using conjunctions (and, or, but) to join simple sentences; subordination: using a variety of conjunctions to create subordinate clauses</p> <p><u>Instructions</u> books: <i>Thad Gets to the Moon</i> Hamilton Animated Text <i>Stop that sound</i> Hamilton Group Readers</p> <p>Year 1: Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end Year 2: Learning how to</p> | <p><u>Stories in familiar settings</u> Books: <i>The Whales' Song</i> by Dylan Sheldon and Gary Blythe</p> <p>Year 1: Writing, leaving spaces between words; forming lowercase letters correctly; beginning to punctuate sentences correctly, using capital letters at the start and full stops at the end Year 2: Using adjectives to modify nouns; create expanded noun phrases; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks</p> <p><u>Recounts</u> books: <i>Farmer Duck</i> by Martin Waddell and Helen Oxenbury <i>The Animals' Outing</i> Hamilton Group Readers</p> <p>Year 1: Beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark; beginning to use past tense and to differentiate it from present tense Year 2: Learning how to use punctuation correctly,</p> | <p><u>Fairy stories</u> books: <i>Hansel and Gretel</i> by Anthony Browne <i>Hansel and Gretel</i> Hamilton Group Reader <i>Rapunzel</i> by Sarah Gibb</p> <p>Year 1: Beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark; joining words and joining clauses using 'and'; using a capital letter for names, days of the week, etc. Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using present and past tenses correctly and consistently; using apostrophes for contracted forms; using the grammar for Year 2 in appendix A</p> <p><u>Letters</u> books: <i>Dear Zoo</i> by Rod Campbell <i>Dear Greenpeace</i> by Simon James <i>Letters from the Zoo</i> Hamilton Group Reader</p> <p>Year 1: Beginning to punctuate sentences correctly, using a capital</p> | <p><u>Classic contemporary fiction</u> books: <i>The Sand Horse</i> by Ann Turnbull and Michael Foreman <i>Jo Jo The Melon Donkey</i> by Michael Morpurgo <i>Chicken and Shark</i> Hamilton Group Reader</p> <p>Year 1: Writing, leaving spaces between words; beginning to punctuate sentences correctly, using capital letters at the start and full stops at the end; using an exclamation mark and a question mark correctly Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using present and past tenses correctly and consistently; using sentences with different forms: statement, question, exclamation and command; using expanded noun phrases to describe and specify</p> <p><u>Information texts: Minibeasts</u> books: <i>Yucky Worms</i> by Vivian French (optional) <i>A variety of books on Minibeasts</i></p> |
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| | <p>Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; co-ordination: using conjunctions (and, or, but) to join simple sentences.</p> <p><u>Songs and repetitive poems</u> books: <i>Move it, Conversation, I'm the youngest in this house</i> by Michael Rosen A variety of repetitive poems and chants provided</p> <p>Year 1: Writing, leaving spaces between words; using capital letters for names of people, places, days of the week, etc.</p> <p>Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different</p> | <p>Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns.</p> <p><u>Poems about animals</u> books: <i>Hairy Tales and Nursery Crimes</i> by Michael Rosen <i>The Works</i> edited by Paul Cookson</p> <p>Year 1: Using capital letters for names of people, places, days of the week, etc.; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.</p> <p>Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use</p> | <p>use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; use grammatical terminology</p> <p><u>Playing with language</u> books: <i>The Works</i> Chosen by Paul Cookson <i>Walking the bridge of your nose</i> Selected by Michael Rosen <i>The Works Key Stage 1</i> chosen by Pie Corbett A variety of poems and chants provided</p> <p>Year 1: Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end; using capital letters for the names of people, places, days of the week, etc.</p> <p>Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; beginning to use present</p> | <p>incl. capital letters, full stops, question or exclamation marks; co-ordination: using conjunctions (and, or, but) to join simple sentences; subordination: using a variety of conjunctions to create subordinate clauses; using past tense correctly in recounts</p> <p><u>The Sound Collector</u> books: <i>The Works</i> Chosen by Paul Cookson <i>The Works 3</i> Chosen by Paul Cookson <i>Read Me First</i> Chosen by Louise Bolongaro</p> <p>Year 1: Using capital letters for the names of people, places, days of the week, etc.; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark</p> <p>Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different</p> | <p>letter at the start and a full stop at the end; leaving spaces between words; using a capital letter for names, days and for 'I'; using 'and' to join words and clauses</p> <p>Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using subordination and co-ordination, writing sentences with more than one clause; using some features of standard written English; using commas for lists</p> <p><u>Poems on a theme: The Sea</u> books: <i>Where the forest meets the sea</i> by Jeannie Baker <i>Poems by Celia Warren</i> (provided in resources) A variety of poems and chants provided</p> <p>Year 1: Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end; using capital letters for the</p> | <p><i>Worms</i> Hamilton Animated Tale <i>The Bug Hunt</i> Hamilton Group Readers</p> <p>Year 1: Beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark; using the grammar set out in appendix A</p> <p>Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using sentences with different forms: questions, exclamations, statements and commands; using subordination and co-ordination, writing sentences with more than one clause; using the grammar set out in appendix A</p> <p><u>Traditional poems: A.A. Milne</u> books: <i>Winnie the Pooh, When we were very young, Now we are six</i> All by A.A. Milne</p> <p>Year 1: Using capital letters for the names of people, places, days of the week, the beginning of lines in poems;</p> |
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| | forms: statement, question, exclamation, command. | sentences with different forms: statement, question, exclamation, command; using grammatical terminology. | and past tenses correctly | forms: statement, question, exclamation, command; using grammatical terminology | names of people, places, days of the week, etc.; leaving spaces between words Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks | beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using grammatical terminology |
| Maths | Number Yr1 Place value Pupils will read and write numbers forwards and backwards Forwards and backwards to and from 10 Count forwards and backwards to 20 Count 1 more and 1 less than a given number up to 20 Yr2 Count forwards and backwards to 100 Represent numbers as 10s and 1s. Yr 1 Represent numbers from 11-20 10s and 1s Sort and count objects | Place value and multiplication Yr 1- Counting in 2s,5s and 10s and counting in coins Yr 2 Counting in 2,5 and 10s and 3s and counting money in pence and pounds Equal groups Yr 1- Make equal groups and adding equal groups Yr 2- Recognise equal groups, make and add equal groups. Learn the multiplication symbol Arrays Yr 1 –making arrays/doubles Yr 2-Uisng arrays | Division Yr 1/2 make equal groups and sharing Grouping- Yr1/2 make equal groups grouping Yr 2 Dividing by 2, odd and even numbers Divide by 5 and 10 Place value and statistics Yr 1- place value to 100, counting to 100, partitioning numbers, comparing numbers, ordering numbers, 1 more and 1 less Statistics- tally charts, pictograms with 1:1 correspondence and interpretation, block diagrams | Fractions/Halves Yr 1- find half Yr 2 –recognise and find a half Quarters Yr 1- find a quarter Yr 2- recognise and find a quarter Yr 2 make equal parts and recognise and third and find a third Unit fractions and non-unit fractions, equivalents of half and 2/4 and finding ¾ and count in fractions | Position and direction Yr ½- describing turns Movement Yr 1 – describing position Yr 2- Describing movement and turns Yr 2- Describing patterns with shapes Time Yr 1 Ordering events using language, time to the hour and half hour Yr2- Understand hours and days, O clock and half past, quarter past and to and telling the time to 5 mins Write and compare time | Fractions/Halves Yr 1- find half Yr 2 –recognise and find a half Quarters Yr 1- find a quarter Yr 2- recognise and find a quarter Yr 2 make equal parts and recognise and third and find a third Unit fractions and non-unit fractions, equivalents of half and 2/4 and finding ¾ and count in fractions |

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| | <p>Yr 2 Represent numbers to 100, 10s and 1s Compare groups and numbers</p> <p>Yr 1 1:1 correspondence Compare groups using Introduce greater and less than symbols</p> <p>Yr 2 Compare objects and numbers</p> <p>Order numbers Yr 1- order objects between 10 and 20 Ordinal numbers on a number line</p> <p>Yr 2 Order objects and numbers</p> <p>Addition and Subtraction Money</p> <p>Yr 1 recognise coins and notes Yr 2 Counting money- notes and coins and selecting money and finding the total</p> <p>Fact families and number bonds</p> <p>Yr 1-Addition facts Number bonds within and to 10 Comparing number bonds</p> <p>Yr 2 Addition and subtraction bonds to 20 Methods to check</p> | <p>Yr 1-Numbers to 50, 10s and 1s Represent numbers to 50 1 more, 1 less, compare objects and numbers within 50 and order</p> <p>Yr 2- Times tables, 2x,5x,10x</p> | <p>Measurement-length and height Measure length</p> <p>Yr 1-measure length non-standard and standard units of measure</p> <p>Yr 2 Measure lengths in cms</p> <p>Compare and order lengths Yr 1-Compare length and height both standard and non-standard</p> <p>Yr 2- Compare and order lengths</p> <p>Yr 2- Apply 4 operations to length</p> <p>Properties of shape Yr ½- recognise and name 2d and 3d shapes</p> <p>Sorting shapes-3d and 2d</p> <p>Patterns with 2d and 3d shapes-yr ½</p> <p>Yr 1- 2d shapes count sides, vertices and draw 2d shapes and identify vertical lines of symmetry</p> <p>Yr 2- 3d count faces, edges and vertices of 3d shapes</p> <p>Fractions/Halves Yr 1- find half Yr 2 –recognise and find a half</p> <p>Quarters Yr 1- find a quarter Yr 2- recognise and find a quarter</p> | | <p>Yr 1 writing and comparing time Yr 2- Finding durations and comparing duration of time</p> <p>Place value problem solving</p> <p>Yr 1- place value Yr 2 problem solving</p> <p>Mass, capacity and temperature</p> <p>Weight and mass Yr 1 introduce weight and mass Yr 2 –c compare weight and mass</p> <p>Measure and compare mass Yr 1- measure and compare mass Yr 2-measuring mass in grams and kilograms</p> <p>Capacity and volume Y 1- introduce capacity and volume]Yr 2-comparing capacity</p> <p>Measure and compare capacity Yr 1- measuring and comparing capacity Yr 2- millilitres and litres</p> <p>Yr 2- temperature</p> <p>Yr 1- consolidate the 4 operations</p> | |
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| | <p>calculations Bonds to 100 in 10s and 1s</p> <p>Addition- adding more Yr 1- add by counting on and making 10</p> <p>Yr 2- add a 2 digit and 1 digit number crossing 10 Adding 2 , 2 digit numbers Adding 3, 1 digit numbers</p> <p>Yr 1 Part/ whole model</p> <p>Yr 2 Add and subtract 1s, 10 more and 10 less, add and subtract 10s</p> | | <p>Yr 2 make equal parts and recognise and third and find a third Unit fractions and non-unit fractions, equivalents of half and 2/4 and finding 3/4 and count in fractions</p> | | | |
| <p>Science</p> | <p><u>Amazing Me!</u> NC-Animals incl. humans (1) i) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (2) i) Notice that animals, including humans, have offspring which grow into adults. ii) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). iii) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Working scientifically (KS1) <ul style="list-style-type: none"> asking simple questions and recognising that they can be </p> | <p><u>Brilliant Builders!</u> NC-Everyday materials (1) i) Distinguish between an object and the material from which it is made. ii) Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. iii) Describe the simple physical properties of a variety of everyday materials. iv) Compare and group together a variety of everyday materials on the basis of their simple physical properties. (2) i) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. ii) Find out how the shapes</p> | <p><u>Wild Weather!</u> NC-Seasonal Changes (1) i) Observe changes across the four seasons. ii) Observe and describe weather associated with the seasons and how day length varies. Working scientifically (KS1) <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions Gathering and </p> | <p><u>Growing Things</u> NC-Plants (1) i) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. ii) Identify and describe the basic structure of a variety of common flowering plants including trees. (2) i) observe and describe how seeds and bulbs grow into mature plants ii) find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Working scientifically (KS1) <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, </p> | <p><u>Wild and wonderful creatures</u> NC-Animals incl. Humans (1) i) identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates ii) identify and name a variety of common animals that are carnivores, herbivores and omnivores iii) describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) iv) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (2) i) Notice that animals, including humans, have offspring which grow into adults.</p> | <p><u>Food chains</u> NC Living things and their habitats (2) i) explore and compare the differences between things that are living, dead, and things that have never been alive ii) identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other iii) identify and name a variety of plants and animals in their habitats, including micro-habitats iv) describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> |

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| | <p>answered in different ways</p> <ul style="list-style-type: none"> observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. | <p>of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Working scientifically (KS1)</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. | <p>recording data to help in answering questions.</p> | <p>using simple equipment</p> <ul style="list-style-type: none"> performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. | <p>ii) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>iii) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Working scientifically (KS1)</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. | <p>Working scientifically (KS1) asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions.</p> |
| <p>Geography</p> | <p>Four Nations (We are Britain Block B) <i>Board a flying bus to learn about the 4 nations that make up the United Kingdom of Great Britain and Northern Ireland. Take a tour of London and then visit the four nations learning about their key physical and key human features. Contribute to 4 collage posters. Participate in a St George's</i></p> | | <p>Our homes and contrasting countries: Kenya (Local studies: Our school and local area G) <i>Country Mouse and City Mouse encourage children to learn about Kenya. Learn key geographical vocabulary and carry out map work. Build a picture of Kenya through a series of activities such as role play and hot seating, wellington gardens &</i></p> | | <p>Oceans and seas of the world (Oceans and Seas Block A) <i>Learn about the seas that surround the UK. Develop knowledge of the oceans and continents of the world. Investigate how waves are caused and how they move. Inspired by the stormy seascapes of J. M. W. Turner, use a variety of techniques to create textured</i></p> | |

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| | <p><i>Day Pageant, Highland Games, Eisteddfod and Belfast Lord Mayor's Parade. Become a delegate at a National Conference. This rich block offers a huge selection of creative activities that will bring to life the geographical knowledge about the UK's countries capital cities and its surrounding seas.</i></p> <p>NC: Geographical skills and fieldwork</p> | | <p><i>making clay furniture. Gather research for an informative brochure and take part in 'The City & Countryside Debate'.</i></p> <p>NC: Place knowledge/Human and physical geography</p> | | <p><i>watercolour paintings and turn them into sea-storm collages.</i></p> <p>NC: Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> | |
| History | | <p><u>Diaries (Great Fire of London Block F)</u></p> <p><i>Find out about the famous diarists Samuel Pepys and John Evelyn. Write your own diary entries, including a realistic entry set during the Great Fire</i></p> <p>NC: Events beyond living memory that are significant nationally or globally</p> | <p><u>Castles (We are Britain Block F)</u></p> <p><i>Discover the castles around the British Isles! Find out about the most splendid castles and their locations around the UK. Capture the range of architecture using different art and craft techniques and conclude by meeting the Duke of Normandy and helping to plan his next castle!</i></p> <p>NC: Significant historical events, people and places in their own locality</p> <p><u>(History topic has many Geography links)</u></p> | <p><u>Transport (Changes within living memory Block C)</u></p> <p><i>Examine different forms of transport. Understand how transport has changed over time, and begin to develop a chronology of automobiles, trains and space travel.</i></p> <p><i>Explore the history of space travel and significant events</i></p> <p>NC: Changes within living memory.</p> | | <p><u>Activist (Famous for more than 5 mins Block C)</u></p> <p><i>Explore the lives of Rosa Parks, twentieth-century anti-racism activist in the US, and Malala Yousafzai, twenty first-century activist for girls' education in Afghanistan. Discover their courageous acts against unfairness. Learn how anyone can try to make a stand against injustice and plan a campaign.</i></p> <p>NC: 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> |
| Art and D&T | <p><u>Fabric Faces</u></p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> | <p><u>Moving Pictures</u></p> <p>Generate, develop, model and communicate their ideas through talking,</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their</p> | <p><u>Andy Warhol – Pop Art</u> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> | <p><u>Leonardo da Vinci</u> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> | <p><u>Piet Mondrian</u> To use wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space</p> | <p><u>Sensational salads To design, make and evaluate</u></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> |

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| | Evaluate their ideas and products against design criteria | products. | | | | Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] |
| PE | <p>Indoor <u>Gymnastics (unit 1)</u> Yr 1 Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastic actions. Begin to carry apparatus such as mats and benches. To recognise like actions and link.</p> <p>Yr2 Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility. Create and perform a simple sequence that is judged using gymnastic scoring.</p> <p>Outdoor <u>Hit, catch, run (unit 1)</u> Yr 1 Able to hit objects with hand or bat. Track and retrieved a rolling ball. Throw and catch a variety of balls and objects.</p> <p>Yr 2 To develop hitting skills with a variety of bats.</p> | <p>Indoor <u>Gymnastics (unit 2)</u> Yr1 To perform a variety of basic gymnastics actions showing control. To introduce turn, twist, spin, rock and roll and link these into movement patterns. To perform longer movement phrases and link with confidence.</p> <p>Yr 2 Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements, e.g. back support and half twist. Attempt to use rhythm while performing a sequence.</p> <p>Outdoor <u>Hit, catch, run (unit 2)</u> Yr 1 Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics.</p> <p>Yr 2 Work on a variety of ways to score runs in the different hit, catch, run game.</p> | <p>Indoor <u>Dance (unit 1)</u> Yr 1 Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements with different body parts.</p> <p>Yr 2 Describe and explain how performers can transition and link shapes and balances. Perform basic actions with control and consistency at different speeds and on different levels. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform short movement sequences to music.</p> <p>Outdoor <u>Send and return (unit 1)</u> Yr1 Able to send an object with increasing confidence using and or bat. Move towards a moving ball to return. Sending and returning a variety of balls.</p> <p>Yr 2 Be able to track the path of a</p> | <p>Indoor <u>Dance (unit 2)</u> Yr 1 Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. Respond appropriately to supporting concepts such as canon and levels</p> <p>Yr 2 Perform using more sophisticated formations as well as individual. Explore relationships through different dance formations. Explain the importance of emotion and feeling in dance. Use the stimuli to copy, repeat and create dance actions and motifs.</p> <p>Outdoor <u>Send and return (unit 2)</u> Yr 1 Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects such as balls and beanbags. Select and apply skills to beat the opposition.</p> <p>Yr 2</p> | <p>Indoor <u>Attack, defend, shoot (unit 1)</u> Yr 1 To practice basic movements including running, jumping, throwing and catching. To being to engage in competitive activities. To experience opportunities to improve agility, balance and coordination.</p> <p>Yr 2 Can send a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing.</p> <p>Outdoor <u>Run, jump and throw (unit 1)</u> Yr1 Pupils will begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send objects over long distances.</p> <p>Yr 2 Develop power, agility, coordination and balance over a variety of activities. Can throw and handle a</p> | <p>Indoor <u>Attack, defend, shoot (unit 2)</u> Yr 1 To recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games. Preparing for, and explaining the reasons why we enjoy exercise.</p> <p>Yr 2 To select and apply a small range of simple tactics. Recognise good quality in self and others. To work with others to build basic attacking play.</p> <p>Outdoor <u>Run, jump and throw (unit 2)</u> Yr 1 Increase stamina and core strength needed to undertake athletics activities Take part in a broad range of opportunities to extend strength, balance, agility and coordination Cooperate with others to carry out more complex physical activities</p> <p>Yr 2 Improve running and jumping movements, work</p> |

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| | Practice feeding/bowling skills. Hit and run to score points in games. | Work in teams to field. Begin to play the role of wicketkeeper or backstop. | ball over a net and move towards it. Begin to hit and return a ball using a variety of hand and racquet with some consistency. Play modified net/wall games throwing, catching and sending over a net. | Be able to make it difficult for the opponent to score a point. Begin to choose specific tactics appropriate to the situation. Transfer net/wall skills to volleyball style games. Improve agility and coordination and use in a game. | variety of objects including quoits, beanbags, balls and hoops. Can negotiate obstacles showing increased control of body and limbs. | for sustained periods of time Reflect on activities and make connections between a healthy active lifestyle Experience and improve on jumping for distance and height. |
| PSHE (Jigsaw) | <u>Being in my world</u> <u>Yr 1 unit</u> *Feeling special and safe *Being part of a class *Rights and responsibilities *Rewards and feeling proud *Consequences *Owning the Learning Charter | <u>Celebrating difference</u> <u>Yr 2 unit</u> *Similarities and differences *Understanding bullying and knowing how to deal with it *Making new friends *Celebrating the differences in everyone | <u>Dreams and goals</u> <u>Yr 1 unit</u> *Setting goals *Identifying successes and achievements *Learning styles *Working well and celebrating achievement with a partner *Tackling new challenges *Identifying and overcoming obstacles Feelings of success | <u>Healthy me</u> <u>Yr 2 unit</u> *Motivation *Healthier choices *Relaxation *Healthy eating and nutrition *Healthier snacks and sharing food | <u>Relationships</u> <u>Yr 1 unit</u> *Belonging to a family *Making friends/being a good friend *Physical contact preferences *People who help us *Qualities as a friend and person *Self-acknowledgement *Being a good friend to myself *Celebrating special relationships | <u>Changing me (chn split into year group groups)</u> <u>Yr 1 unit</u> *Life cycles – animal and human Changes in me *Changes since being a baby *Differences between female and male bodies (correct terminology) *Linking growing and learning Coping with change Transition <u>Yr 2 unit</u> *Life cycles in nature *Growing from young to old Increasing independence *Differences in female and male bodies (correct terminology) *Assertiveness Preparing for transition |
| Computing | <u>iSafe (Year 1 unit)</u> To understand what being online may look like, the different feelings we can experience online and how To identify adults who can help To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help | <u>iSearch (Year 2 unit)</u> To understand that the world wide web contains large amounts of information To use links to navigate a website To know that the world wide web can be used to answer questions To navigate a website user | <u>iProgram (Year 1 unit)</u> To understand that algorithms are implemented as programs on a range of digital devices To give instructions to a programmable toy To plan a simple algorithm to that controls a toy To program a virtual object to move to on screen objects | <u>iAnimate (Year 2 unit)</u> To understand what an animation is To understand the premise of a stop-frame animation To understand that an animation consists of characters, a stage, props, sound, text and a story To understand the importance of a storyboard | <u>iAlgorithm (Year 1 unit)</u> To understand that algorithms are precise instructions that can be followed To follow a simple algorithm To devise a simple algorithm To understand that programs execute by following precise and unambiguous instructions | <u>iBlog (Year 2 unit)</u> To know what a blog is and how it will be used in the classroom To log in to the class blog To know how to respond to the writing of others To know how to post on a blog To know how to respond to |

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| | <p>To understand that photos can be shared online</p> <p>To understand the importance of seeking permission before sharing a photo</p> <p>To understand how to identify and approach adults who can help</p> <p>To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help</p> | <p>hyperlinks</p> <p>To locate specific information using a website</p> <p>To collect information from a number of different online sources and check they are the same</p> | <p>To record a sequence of instructions in a common format</p> | <p>in the story planning process</p> <p>To create a storyboard</p> <p>To understand that animations need to be scripted</p> <p>To understand that stop-frame animations involve physical characters, settings and props</p> <p>To work collaboratively in a group to achieve a common goal</p> <p>To create a stop-frame animation</p> | <p>To plan, test and debug a simple algorithm</p> <p>To make predictions about an outcome based on a simple algorithm</p> <p>To understand conditions and outcomes</p> <p>To understand that some statements can only be true or false</p> | <p>someone else's post on the class blog</p> <p>To explain what you think and why</p> <p>To use a blog to demonstrate and share learning</p> <p>To reflect on work and make improvement</p> |
| Music | <u>See separate curriculum overview</u> | | | | | |
| RE | <u>See separate curriculum overview</u> | | | | | |