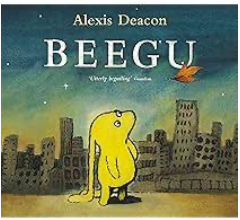
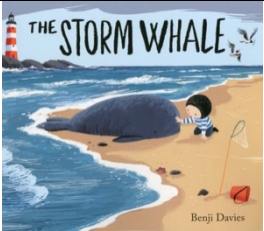
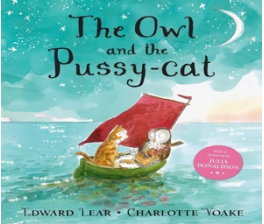
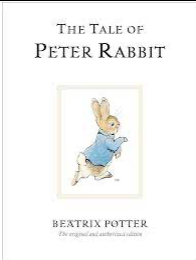
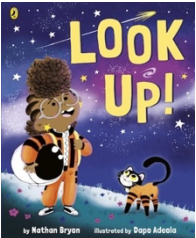
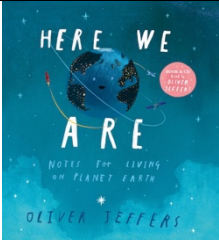
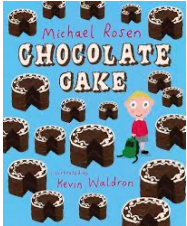
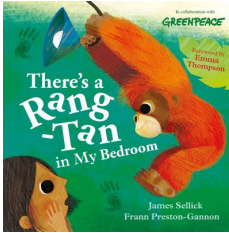
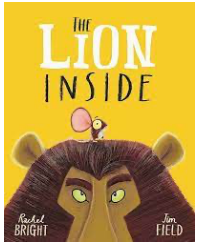
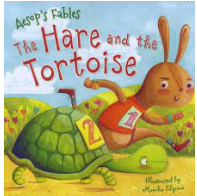
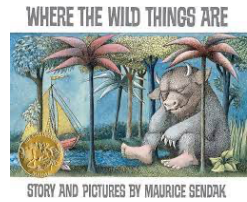


Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Educational visits/ performance	Church visit	Perform: Nativity Local walk - shops	Experience: animals	Sealife aquarium	Royal Observatory Planetarium	Fieldwork trip & theatre visit
Reading	 <p> Focus on the core text and a non-chronological report for prediction and retrieval.</p> <p> Focus on the core text for inference and a job application form for beginning to understand themes and personal response.</p>	 <p> Focus on the poem for summarising and the core text for retrieval.</p> <p> Focus on the core text for inference and the news article for a personal response.</p>  <p> Focus on the information text for</p>	 <p> Focus on the core text for prediction and retrieval</p> <p> Focus on the biography for retrieval</p> <p> Focus on the warning signs for inference and the core text for a personal response</p> 	 <p> Focus on the core text for retrieval</p> <p> Focus on the information text for summarising</p> <p> Focus on the narrative for inference and the core text for a personal response</p> 	 <p> Focus on the core text and for retrieval using visual clues and summarising.</p> <p> Focus on the nonchronological report for using subheadings to find facts.</p> <p> Focus on the persuasive poster to infer the emotions it elicits.</p>	 <p> Focus on the core text and a fact sheet for retrieval and summarising.</p> <p> Focus on the core text to identify clues for inference.</p> <p> Focus on the narrative extract for personal response.</p> 



| Focus on the leaflet for summarising and the core text for retrieval and sequencing.

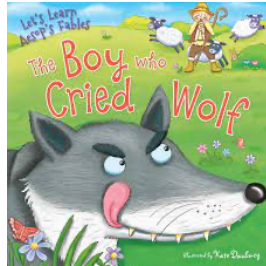
| Focus on the poem for inference and the core text and the poem for a personal response.

| Focus on the core text for summarising and retrieval and the narrative extract for sequencing.

| Focus on the conversation for inference and the core text for beginning to understand themes and a personal response.

summarising and the core text for retrieval and prediction.

| Focus on the core text for inference and information text for a personal response



| Focus on the core text for prediction and retrieval

| Focus on the narrative extract for sequencing

| Focus on the recount for inference and the core text for a personal response

| Focus on the core text for retrieval

| Focus on the core text and information text for understanding themes

| Focus on the pamphlet for inference and the core text for a personal response

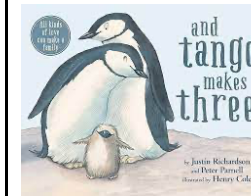
| Focus on the core text for retrieval

| Focus on the narrative for prediction

| Focus on the list for inference and the core text for a personal response

| Focus on the core text and a narrative extract for retrieval including a focus on language.

| Focus on the core text and an informal letter to explore inference and a personal response to a text.



| Focus on the narrative for prediction and sequencing.

| Focus on explanation text for retrieval.

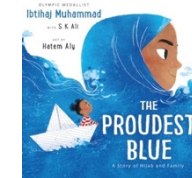
| Focus on the narrative texts for understanding characters' feelings.

| Focus on the core text for summarising and sequencing.

| Focus on the explanation text for retrieval of specific fact.

| Focus on the core text for inferring personality from what is said.

| Focus on the pamphlet for inference and personal response.



| Focus on the core text for prediction and retrieval.

| Focus on the poem to retrieve vocabulary.

| Focus on the core text for inferring

						feelings from pictures. Focus on the core text and information text for personal response.
English	<p> Sentence composition</p> <p> Poetry: pattern & rhyme <i>*Science: seasonal</i></p> <p> Setting description <i>*Science: seasonal</i></p>	<p> Poems – playing with language</p> <p> Stories with familiar settings</p> <p> Instructional writing <i>*DT: mechanisms</i></p>	<p> Recount from personal experience <i>*Educational visit</i></p> <p> Informal letters</p> <p> Poetry on a theme: nature</p>	<p> Stories with familiar settings</p> <p> Recount from personal experience <i>*Educational visit</i></p>	<p> Informal letters <i>*Reading: There's a Rangtan in my bedroom</i></p> <p> Setting description</p> <p> Poetry: pattern & rhyme</p>	<p> Phonics focus</p> <p> Instructional writing <i>*DT: food & nutrition</i></p> <p> Poetry on a theme: nature <i>*Science: plants</i></p>
<p><i> Capital letters, regular plural noun suffixes -s or -es, capital letters</i></p> <p><i> Question marks, suffixes that can be added to verbs when no change is needed, prefix un-, capital letters (for names/personal pronouns), full stops, joining words 'and'</i></p> <p><i> Exclamation marks, question marks</i></p>						
Mathematics	<p><u>Place Value</u></p> <p> Sorting, counting, representing objects</p> <p> Recognising numbers as words</p> <p> Counting on from any number 1 more/ 1 less</p> <p> Counting back from 10</p> <p> Comparing less than, greater than, equal to</p> <p> Ordering number lines</p>	<p><u>Place value (within 20)</u></p> <p> Counting within 20</p> <p> Understanding the 'teen' numbers</p> <p> 1 more/ 1 less</p> <p> Number line up to 20</p> <p> Comparing and ordering numbers to 20</p>	<p><u>Multiplication and division</u></p> <p> Counting in 2's, 10's and 5's</p> <p> Recognising and adding equal groups</p> <p> Make arrays</p> <p> Make doubles</p> <p> Make equal group by grouping or sharing</p> <p><u>Fractions</u></p>			



	<p><u>Addition and subtraction (within 10)</u> Part-whole models, number sentence, number families Number bonds within and to 10 Addition: finding a part & subtraction: finding a part Subtraction/addition on a number line</p> <p><u>Shape</u> Recognising, naming, sorting 3-D shapes Recognising, naming and sorting 2-D shapes Patterns with 2-D and 3-D shapes</p>	<p><u>Addition and subtraction (within 20)</u> Adding by counting one, using number bonds Find and make number bonds to 20 Doubles/ near doubles Subtract ones using number bonds Subtract by counting back, finding the difference Related Facts Missing number problems</p> <p><u>Place Value (within 50)</u> Counting from 20 to 50 Understanding tens (20, 30, 40, 50) Counting by making groups of tens Partitioning into tens and ones The number line to 50 Estimation 1 more/ 1 less</p> <p><u>Length and height</u> Comparing lengths and heights Measuring length</p> <p><u>Mass and Volume</u> Heavier and lighter Measure, compare mass Full and empty Compare volume Measure and compare capacity</p>	<p> Recognising and finding half of an object or shape Recognising and finding half of a quantity Recognising and finding a quarter of a shape Recognising and finding a quarter of a quantity</p> <p><u>Position and direction</u> Describing turns Describing position using left or right, forwards or backwards and above or below Ordinal numbers</p> <p><u>Place value (within 100)</u> Count from 50 to 100 Tens to 100 Partitioning into tens and ones Number line to 100 1 more/ 1 less Comparing numbers</p> <p><u>Money</u> Unitising Recognising coins and notes Counting coins</p> <p><u>Time</u> Before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour Tell the time to the half hour</p>
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<p>Science</p>	<p><u>Seasons and weather</u> *Poetry: pattern and rhyme *Setting description Four seasons Weather changes Day to night</p> <p><u>Plants, including trees</u> Parts of a plant Wild and common plants Garden plants Types of trees</p>	<p><u>Animals, including humans</u> Types of animals Similarities and differences What makes me an animal? Senses</p> <p><u>Everyday materials</u> <u>Materials</u> Materials Describing materials Waterproof or not Transparent or opaque</p>	<p><u>Revisit 1: Animals, including humans</u> Features of animals Animal groups Similarities and differences</p> <p><u>Revisit 2: Plants</u> *Poetry on a theme: nature Wild and common plants Garden plants Types of trees</p> <p><u>Revisit 3: Plants, Animals including humans</u> Parts of a plant Wild and common plants Garden plants Types of trees</p>
<p>History</p>	<p><u>Changes within living memory (A2)</u> Concepts: Nationality, Rights, Society</p> <p> How have I grown and changed in my life? What is it like around here? What are the shops in my community? What were shops like in the past? How have shops changed? How are shops different today than a long time ago?</p>	<p><u>The lives of significant people:</u> <u>Mary Anning David Attenborough (S1)</u> Concepts: Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p> <p> Who was Mary Anning? What did she do? What did Mary Anning discover? Who is David Attenborough? What does he do? What has David Attenborough achieved? What was similar and what was different between the lives of Mary Anning and David Attenborough?</p>	<p><u>More lives of significant people:</u> <u>Neil Armstrong Mae Jemison Bernard Harris Jr Tim Peake (S1)</u> Concepts: Explore, Rights, Freedom, Society, Frontier, Pioneer</p> <p> Who was Neil Armstrong? What did he achieve? Who is Mae Jemison? What did she achieve? Who is Bernard Harris Jr? What did he achieve? Who is Tim Peake? What did he achieve?</p>



			<p> Compare the achievements of two significant individuals: what was similar and what was different? Study a third significant individual from the above.</p>
<p>Geo-graphy</p>	<p><u>Continents, oceans, UK countries, capital cities and surrounding seas (A1)</u></p> <p> What are the 7 continents of the world? What are the 5 oceans of the world? What are the four countries of the United Kingdom? What are the capital cities of the four kingdoms of the UK? What seas surround the UK?</p>	<p><u>Hot and cold locations (S2)</u></p> <p> Where is the equator? Where is hot and where is cold on the Earth? Where are the North and South Poles? What are they like? Where can I find hot countries? What are they like?</p> <p><u>Revisit: Continents, oceans, UK countries, capital cities and surrounding seas (S2)</u></p> <p> What are the 7 continents of the world? What are the 5 oceans of the world? What are the four countries of the United Kingdom? What are the capital cities of the four kingdoms of the UK? What seas surround the UK?</p> <p><u>Continuous Learning:</u> Record the weather using a daily dashboard:</p> <ul style="list-style-type: none"> • Day • Month • Year • Weather symbols • Temperature symbols • Use tier 2 elaborative vocabulary to 	<p><u>Fieldwork and mapping (S2)</u></p> <p> What is a map? How do I make an imaginary map? Where are hot and cold places on a map? How do I make a real map?</p>



		Describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy.	
Art	<u>Drawing (A1)</u> Introduced to a range of drawing tools, such as charcoal, pencil, chalk and pastel They will be taught to make basic marks and about how changing the pressure and orientation of these marks can create different textures Exploration of materials Explicit teaching of techniques Application of knowledge and techniques	<u>Printmaking (S1)</u> Explore the marks that can be made by printing with a range of objects. Pupils will be taught the techniques of stencilling and relief printing They will combine these printing techniques to create a final piece, inspired by the work of the contemporary artist Karen Lederer Exploration of materials and artform Explicit teaching of techniques Applying knowledge, skills and techniques	<u>3D (S1)</u> Learn how to smooth a form out of clay. Explore a range of materials to understand the importance of weight and balance in construction and they will use recycled materials to create their own sculpture inspired by The Enchanted Owl by Kenojuak Ashevak. Exploration of materials and techniques Explicit teaching of techniques Applying knowledge, skills and techniques
DT	<u>Mechanisms (A2)</u> *Instructional writing How can you make a picture move? Exploring sliders and their applications Developing practical skills Experimenting with different slider systems Developing practical skills Developing designing and problem-solving skills Developing practical skills Evaluating Outcomes	<u>Textiles (S2)</u> How can two squares of fabric keep you warm? Joining techniques Know fabric can be joined together using a running stitch Know the types and names of tools needed for sewing Be able to create a running stitch	<u>Food and nutrition (S1)</u> * Instructional writing How does food affect your senses? Exploring food senses Know why colourful food can be healthier Know how different foods can affect senses Be able to peel, chop and grate a selection of vegetables
Music	<u>Focus: Exploring Sound: Rhythm, Pulse and Musical Vocabulary.</u> Children will be able to: Use voices expressively and creatively by singing songs, speaking chants and rhymes	<u>Focus: Creating Music; Musical Vocabulary: Pulse, Tempo, Dynamics, Pitch, Texture</u> Children will be able to: Use pulse and tempo, timbre and dynamics. understand about pitch and rhythm. Use layering for texture.	<u>Focus: Superheroes; Pitch & Tempo</u> Children will be able to: Explain what pitch means Learn to recognise low and high sounds Create a simple superhero theme using pitch



	<ul style="list-style-type: none"> Play untuned instruments musically; listen with concentration/understanding to a range music Experiment with, select, and combine sounds using musical elements: tempo, dynamics, pitch, timbre, texture, and structure. 	<ul style="list-style-type: none"> play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using musical elements. Use voices expressively in songs, speaking chants and rhymes. Listen with increasing concentration. 	<ul style="list-style-type: none"> Identify simple tempo changes in music and perform a pattern that gradually gets faster and slower Contribute to a group composition and performance by creating, selecting, combining and performing sounds
Computing	<p><u>Computer Science: coding</u></p> <ul style="list-style-type: none"> Understand what algorithms are. Understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. <p><u>Computer Science: computational thinking</u></p> <ul style="list-style-type: none"> Understand what algorithms are. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 	<p><u>Information Technology: creativity</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. <p><u>Digital Literacy: online safety</u></p> <ul style="list-style-type: none"> Use technology safely and respectfully. Keeping personal information private. Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Recognise common uses of information technology beyond school. 	<p><u>Information Technology: media</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Understand what algorithms are. <p><u>Information Technology: data</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies. Recognise common uses of information technology beyond school.
Spanish	<ul style="list-style-type: none"> Myself, family & friends Greetings & feelings 	<ul style="list-style-type: none"> My pets Home & rooms Where I live 	<ul style="list-style-type: none"> Things I like



PE	<u>Invasion Games</u> Running, jumping, throwing and catching Hand-eye co-ordination Using simple tactics Passing and receiving Using basic principles Matches	<u>Ball Skills</u> Explore balancing and throwing beanbags Explore rolling and throwing equipment Explore different types of throws Controlling basketballs Using tennis rackets and cricket bats Hand eye co-ordination	<u>Gymnastics</u> Different shapes Use starting shapes with different actions and speed Travelling on benches Jumping with shapes Use body movements and patterns to express characters Creating and performing sequences	<u>Football</u> Dribbling Passing Ball control Movement to receive Combining skills Competitive matches	<u>Athletics</u> Changing directions Using different speeds Running and jumping over obstacles Jumping with height and distance Throwing skills	<u>Striking and Fielding</u> Hand-eye co-ordination Catching and stopping skills Batting techniques Using a bat and racquet Combine skills Matches
Sanskrit	Introduction to <u>अ/आ</u> 'In the Sky' topic	Introduction to <u>इ/ई</u> 'In the Sky' topic	Introduction to <u>उ/ऊ</u> 'Animals' topic	Introduction to <u>ऋ/ॠ</u> 'Animals' topic	Introduction to <u>ए/ऐ</u> 'Food' topic	Introduction to <u>ओ/औ</u> 'Food' topic
Yoga	<u>Mooladhara, Root chakra</u> Practise various asanas to build stability and balance the foundation chakra. Practise Chandra Namaskar flow (L1) to link with the qualities of Radharani and Lord Chaitanya.	<u>Swadhisthana, Creativity chakra</u> Practise various standing, sitting, prone and supine asanas to balance the creativity chakra. Practise 1 cycle of Surya Namaskar with 1 chanting of the 12 mantras. Improves immunity and cultivates gratitude towards the source of well-being.	<u>Manipura, Solar</u> Practise various asanas to improve digestion and balance the solar chakra. Practise 1 cycle of Surya Namaskar flow (L1) daily linking with the qualities of Maharaj Yudhisthira-respect & courage. How to build core strength, improve balance and increase	<u>Anahata, Heart</u> Practise various standing, sitting, prone and supine asanas to balance the heart chakra. Practise 2 cycles of Surya Namaskar daily with 2 mantra chanting. Focus on Bhujangasana to cultivate self confidence and improve flexibility in	Dhyana mudra Narasimha immunity pranayama (L1) Manipura chakra yellow colour- 'I am fearless'' Prahlad meditation Reciting pastimes of Narasimha & Prahlad with asanas. 'YAM' chanting Meditation on how to honour prasadam. Flying bhakta/ yogi	



	<ul style="list-style-type: none"> Helps to calm the bodies and relax the nervous systems for self-regulation. Improves concentration in chanting, 'Om namo bhagavate Vasudevaya' Experience moments of stillness and absorption in the Bhagavad Gita 4.34 and Damodara's prayers. Assist in hearing, concentrating and improving focus by practising Chin, Shunya and Samana mudras. 	<ul style="list-style-type: none"> Practise Bhramari pranayama (L1) to cultivate calmness. Improves breathing awareness on personalities, Prince Dhruv- Srimad Bhagavatam 4.9.6. Assist in cultivating self- discipline by practising Shunya and Shakh mudras. 	<ul style="list-style-type: none"> blood flow to the lower limbs. Improves concentration in chanting Gayatri mantra. Practise variations of Virabhadrasana flow boosts one's ability to have better regulation over the mind and emotions. Assist in focus and remove unfavourable emotions by practising Jnana and Shuni mudras with belly breathing. 	<ul style="list-style-type: none"> the lower back. Practise Nadi Shodhana pranayama (L1) to assist to clear passages and allow easy flow of vital energies through the entire body and mind. Meditate on the personality, Mother Sita to cultivate patience and devotion with hand mudras. How to build team spirit and breathing awareness by doing partner Vrksasana (tree). 		
PSHE	<u>Me and my Relationships</u> <ul style="list-style-type: none"> Feelings Getting help Classroom rules Special people Being a good friend 	<u>Valuing Difference</u> <ul style="list-style-type: none"> Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help 	<u>Keeping Safe</u> <ul style="list-style-type: none"> How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep 	<u>Rights and Respect</u> <ul style="list-style-type: none"> Taking care of things: Myself My money My environment 	<u>Being my Best</u> <ul style="list-style-type: none"> Growth Mindset Healthy eating Hygiene and health Cooperation 	<u>Growing and Changing</u> <ul style="list-style-type: none"> Getting help Becoming independent My body parts Taking care of self and others



<p>PRE</p>	<p><u>Empathy: How does Krishna feel?</u></p> <p> Recognize and distinguish different feelings exhibited by Krishna and others during the Damodara-lila (The Butter Thief) and Govardhan-lila (Miraculous Gopal).</p> <p> Understand, explain and give examples of different feelings related to sensual stimuli and stories</p>	<p><u>Self-discipline: Can I see with my eyes closed?</u></p> <p> Know the story of Dhruva (Prince and the Polestar).</p> <p> Understand and discuss the value of applying oneself to all endeavours.</p> <p> Understand the idea of seeing God within the heart.</p> <p> Know and practice how to sit peacefully in a meditation posture and concentrate during kirtan.</p> <p> Explore and practice self-discipline in relation to food.</p>	<p><u>Respect: What would Lord Rama do?</u></p> <p> Know the Ramayana in summary.</p> <p> Explore Lord Rama's behaviour towards others with emphasis on his respect.</p> <p> Understand the consequences of showing or not showing respect</p> <p> Know the names of the six main religions and associated symbols.</p> <p> Understand that there are different faiths and that they should all be respected.</p>	<p><u>Integrity: Who is my hero?</u></p> <p> Know the story of the Mahabharata in summary.</p> <p> Explore deceit and truth with relation to pastimes.</p> <p> Know and differentiate between true and false statements.</p> <p> Explore and understand how good motivation is important in friendship (why do I want to be his/her friend?).</p> <p> Explore and understand that choices, such as telling lies, carry consequences.</p>	<p><u>Courage: Who will protect me?</u></p> <p> Understand and use simple terms linked to courage.</p> <p> Understand and identify what courage 'feels' like</p> <p> Know the story of Prahalad (Prahlad) and be able to retell it in their own words.</p> <p> Discuss the courageous actions of Prahalad</p> <p> Know and understand how and why Krishna reciprocated and protected Prahalad.</p> <p> Apply their understanding of courage to attempt new tasks with a bold, positive attitude.</p>	<p><u>Gratitude: Why do we say 'thank you'?</u></p> <p> Know and be able to retell the story of Sudama (The Gift of Gopal) and Vamana (The Littlest Giant).</p> <p> Explore and be able to explain what gratitude is.</p> <p> Develop positive manners and attitude that display gratitude (e.g. saying 'thank you').</p> <p> Identify people who contribute positively to their lives (e.g. parents) and explain what these people do.</p> <p> Describe what they appreciate about their friends.</p>
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				Know when to keep promises (and when not to – related to Safeguarding).		
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