




















Curriculum Overview

Year 1 – Route B

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| | <i>What's it like where we live?</i> | <i>Did the Great Fire make London a better or worse place?</i> | <i>Where do our favourite animals live?</i> | <i>How did the first flight change the world?</i> | <i>Where in the world do these people live?</i> | <i>How have holidays changed over time?</i> |
| English  | Troll Swap Narrative Recount Diary Information Leaflets linked to Topic  | Nibbles the Book Monster Recount Diary  | Dragon Machine Narrative Non-Chronological Report linked to Topic  | The Curious Case of the Missing Mammoth Fiction Adventure  | The Last Wolf Letter  | Grandad's Secret Giant Narrative  |
| Maths  | Place Value (within 10) Addition and Subtraction (within 10) Shape | | Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Length and Height Mass and Volume | | Multiplication and Division Fractions Position and Direction Place Value (within 100) Money Time | |
| RE  | God's Great Plan Jewish stories from the Torah | Mary, Mother of God | Families and Celebration Chinese New Year | Following Jesus | Resurrection | Miracles Hindu stories – e.g. Ganesh |
| Science  | Y2 Uses of everyday materials | Y2 Changing shape of everyday materials | Y2 Habitats | Y1 Seasonal Changes | Y2 Healthy Lifestyle | Y2 Living Things |
| Computing  | Y1: Computer Science – Coding with BeeBots. Children to recreate the Naughty Bus' route using BeeBots. Plan, test and de-bug a simple program. | Y2: Digital Literacy/E-Safety – Staying safe on the Internet. Describe the rules for staying safe online, create a digital story for the rules, safe choices when using the Internet board game. | Y1: Computer Science – Scratch Jr – program a conversation between an Arctic animal and a kangaroo. Program them to race, repeat, sequence. | Y2: Digital Literacy/E-Safety – Using a computer/device. Children to explore age appropriate sites, describe their digital footprint, use search engines effectively, rate their favourite websites – data handling. | Y2: Information Technology – taking and using photographs. Children to learn about the technology of a camera, take perspective photos where the child appears to be a giant. Create and use pinhole camera? | Y2: Information Technology – Explore Seaside themed AR/360° images. Create own QR codes/trigger images for AR/use AR to bring objects into their own surroundings. |

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|  <p>PE</p> | <p>Multi Skills (Groups) (Throwing/Catching) Dance</p> | <p>Multi Skills (Groups) (Dribbling/Controlling) Dance</p> | <p>Multi Skills (Groups) (Aiming/Striking) Gymnastics</p> | <p>Multi Skills (Groups) (Throwing/Catching) Gymnastics</p> | <p>Multi Skills (Groups) (Dribbling/Controlling) Athletics</p> | <p>Multi Skills (Groups) (Aiming/Striking) Athletics</p> |
|  <p>Geography</p> | <p>Children will identify the significant features (landmarks) of their local area and consider viewpoints in relation to this. They will compare journeys and landscapes and understand near/far, often/ rarely. Children will also learn about maps, map-making and symbols.</p> | | <p>Focusing on the homes of favourite animals to aid learning, the children will name and locate the world's seven continents and five oceans. They will explore the continents as they learn about where animals live. They will be able to use simple fieldwork and observational skills.</p> | | <p>In this unit children will name and locate the world's seven continents. They will learn about the human and physical geography of a small area in several non-European countries. They will also read images, maps, atlases and globes..</p> | |
|  <p>History</p> | | <p>In this unit, the children will explore two very different events within the Stuart period, Bonfire night and the Fire of London. Children will develop an awareness of the past, using common words and phrases relating to the passing of time. They will choose and use parts of stories and other sources that they know and understand key features of events.</p> | | <p>In this unit, the children will explore the stories of two significant events in the history of travel, and the impact they had on people's lives, back then and in the future. They will develop an awareness of the past, using common words and phrases relating to the passing of time. They will also know where the people and events they study fit within a chronological framework.</p> | | <p>In this unit, the children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. They will learn about changes within living memory. They will understand historical concepts such as continuity and change, similarity and difference. Children will ask historically valid questions and identify similarities and differences between ways of life in different periods.</p> |
|  <p>Music</p> | <p>Tony Chestnut Beat, Rhythm, Pitch, Echo</p> | <p>Carnival of the Animals Timbre, Tempo, Dynamics, Pitch, Classical music Musical conversations Question and answer, Timbre, Graphic score</p> | <p>Grandma rap Duration (crotchet, quavers, crotchet rest) Unison, Round</p> | <p>Swing-along with Shostakovich 2- and 3-time, Beat, Beat groupings, 20th century classical music</p> | <p>The Rockpool Rock 2-part singing, Rock 'n' roll Structure, Timbre</p> | <p>Tanczmy labada Duration (crotchet, quavers, crotchet rest) Chords</p> |
|  <p>Art</p> | <p>Mixed Media <u>Artist study- discuss</u> Peter Mondrian – use masking tape to create lines (like maps) and paint over colours.</p> | | | <p>Sculpture and Colour <u>Artist study</u> – investigate Jill Townsley – use a variety of materials to create sculptures of modes of transport</p> | <p>Art from another culture <u>Mehndi Patterns</u> Children will explore creating texture and different lines. Use key vocab of texture.</p> | |
|  <p>Design and Technology</p> | | <p>Design, Make and Evaluate Make a pull along bus with wheels.</p> | <p>Cooking and Nutrition Create a healthy 3 course meal.</p> | | | <p>Design, Make and Evaluate Create a seaside puppet using a lever or slider mechanism.</p> |

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| <p>RSE/PSHE</p>  | <p>KS1.1.1: Kester's Adventures – Handmade with Love</p> | <p>KS1.1.2.1: I Am Unique (Me) KS1.1.2.2: Girls and Boys (My Body) KS1.1.2.3: Clean and Healthy (My Health)</p> | <p>KS1.1.3.1: Feelings, Likes and Dislikes KS1.1.3.2: Feeling Inside Out KS1.1.3.3: Super Susie Gets Angry</p> | <p>KS1.1.4.1: The Cycle of Life</p> | <p>KS1.3.1.1: Trinity House KS1.3.2.1: The Communities We Live In</p> | |
| <p>P4C</p>  | <p>Identifying concepts from a stimulus Being familiar with the order of a full enquiry. Identifying concepts from the stimulus Starting to ask open questions that then can be turned into philosophical questions. Can take turns speaking with others Able to agree and disagree and give reasons I can think about a stimulus and create questions</p> | | <p>Clarifying ideas Introducing P4C language. Moving questions away from stimulus. Starting to ask different types of questions Can question other children if they do not understand Can build on other people ideas Moving questions away from context to develop philosophical thinking</p> | | <p>Developing creative thinking skills Starting to review individual and class progress Critical and creative Starting to link questions to own experiences. Responding to each other's ideas. Can give an example to support their ideas Developing creative thinking skills</p> | |