



Year Group Curriculum Overview

		Autumn					Spring			Summer					
Year 1	Topic	Knock.. Knock.. Who's there?					Lost and Found			Monsters					
	Concepts	Diversity	Individuality	Nature	Co-Operation	Responsibility	Curiosity	Diversity	Resilience	Fear	Individuality	Beauty	Community	Friendship	Happiness
	Objective	<p><u>Science</u> Animals, inc Humans and Plants</p> <ul style="list-style-type: none"> Identify and name basic body parts and say which part is associated with which sense <p>Everyday Materials</p> <ul style="list-style-type: none"> Distinguish between objects and the material it is made from Identify and name common materials, including wood, rock, glass, metal Describe simple properties of everyday materials based on their physical properties Compare and classify materials based on their physical properties <p><u>Geography</u> Location and direction:</p> <ul style="list-style-type: none"> Understand where we live as part of something bigger eg. Hagley in England in the UK 					<p><u>Art and design</u> Drawing:</p> <ul style="list-style-type: none"> Develop techniques of <u>colour</u>, pattern, line, shape and <u>texture</u> <p>Painting:</p> <ul style="list-style-type: none"> Mix and match colours to objects Create different textures with paint eg. sawdust, sand, etc. Use a range of brush sizes and talk about the difference <p><u>3D form:</u></p> <ul style="list-style-type: none"> Manipulate clay in a variety of ways eg. rolling, shaping and moulding <p><u>Geography</u> Location and direction:</p> <ul style="list-style-type: none"> Understand where we live as part of something bigger Match capital cities to countries of the UK 			<p><u>Art and design</u> Developing ideas and evaluating:</p> <ul style="list-style-type: none"> Explore similarities and differences in pieces of artwork using simple vocabulary based around colour, image, etc. Say what they think and feel about artwork Record and explore ideas from first hand observation <p>Drawing:</p> <ul style="list-style-type: none"> Learn about a range of artists, craft makers and designers Develop techniques of colour, <u>pattern</u>, line, <u>shape</u> and texture <p><u>Geography</u> Human and physical: Identify seasonal and daily weather patterns including the features of the four seasons</p>					



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		<ul style="list-style-type: none"> Understand that the UK is made up of four countries with different features <p>Human and physical:</p> <ul style="list-style-type: none"> Begin to describe the natural environment using the knowledge of what they can see eg. hills, forest. <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> Identify key landmarks within the local area <p>Maps (using, drawing and representation)</p> <ul style="list-style-type: none"> Identify seasonal including the features of the four seasons <p>Scale and distance:</p> <ul style="list-style-type: none"> Use the vocabulary of bigger/smaller <p>History</p> <p>Changes in living memory:</p> <ul style="list-style-type: none"> To know where they fit in within their own timeline Develop language that refers to the past and the present <p>Chronological understanding:</p> <ul style="list-style-type: none"> Sequence events in their life eg. Retell an event from their life using a timeline or a map <p>Interpretations:</p> <p>Compare adults talking about the past and some of the problems surrounding this eg. Age and forgetting (reliability)</p> <p>Art and design</p> <ul style="list-style-type: none"> Develop techniques of colour, pattern, texture, <u>line</u>, shape, form and space <p>Developing ideas and evaluating:</p>	<ul style="list-style-type: none"> Name and locate the surrounding seas of the UK <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Begin to identify different countries on a map of the UK using a key of colour <p>Human and physical:</p> <ul style="list-style-type: none"> Begin to understand how hot and cold climates differ and discover some of the warmest and coldest places Begin to describe the natural environment using the knowledge of what they can see eg. hills, forest. <p>Geographical enquiry:</p> <ul style="list-style-type: none"> Use information books and pictures as sources of information <p>Maps (using, drawing and representation)</p> <ul style="list-style-type: none"> Use an infant atlas to identify countries in the UK and places they have heard of <u>Describe a journey when given a simple route map eg. we turned left</u> Draw picture maps for imaginary places and worlds using their own symbols <p>Scale and distance:</p> <ul style="list-style-type: none"> Use the vocabulary of bigger/smaller <p>History</p> <ul style="list-style-type: none"> Compare and contrast the life of those from the past and the modern lives of today Begin to analyse sources to gather information about the past and develop questions to ask to further their knowledge 	<p>Location and direction:</p> <p>Follow direction (forwards, backwards, left and right)</p> <p>Geographical enquiry:</p> <ul style="list-style-type: none"> Use information books and pictures as sources of information <p>Science</p> <p>Animals, Inc Humans and Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants. Including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees Types of enquiry: observing over time Identify and name a variety of common animals that are carnivores, herbivores and omnivores (recap) Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals <p>Seasonal Changes</p> <ul style="list-style-type: none"> Observe and describe weather associated with changes of season. <p>DI</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> Cutting, peeling, grating Food comes from plants and animals
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		<ul style="list-style-type: none"> Explore similarities and differences in pieces of artwork using simple vocabulary based around colour, image, etc. Say what they think and feel about artwork <p><u>Drawing:</u></p> <ul style="list-style-type: none"> Use a range of dry media eg. pencils, rubbers, felt tips, chalk, charcoal and explore line, shape and colour <p><u>Painting:</u></p> <ul style="list-style-type: none"> Mix and match colours to objects <p><u>Textiles/collage</u></p> <ul style="list-style-type: none"> Use a wide range of media eg. newspaper, crepe paper, magazines, etc. and describe them Use techniques such as weaving and gluing Experiment with, join and construct natural, manmade and recycled materials <p><u>DT</u></p> <p><u>Structure</u></p> <p>Free standing structure - strengthening using kits, paper and card</p> <p><u>Design, Make and Evaluate skills</u></p>	<ul style="list-style-type: none"> Captain Scott Inuits <p><u>Vocabulary:</u></p> <p>Use vocabulary such as present, past, previously and nowadays.</p> <p>Simple observations about a source.</p> <p><u>Chronological understanding:</u></p> <p>Recognise past and present and sequence events in time order (cross curricular)</p> <p><u>Historical knowledge:</u></p> <p>Recount basic details when told a story about the past</p> <p><u>Historical enquiry and evidence:</u></p> <p>Find answers to simple questions using historical sources.</p> <p><u>Science</u></p> <p><u>Animals, inc Humans and Plants</u></p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are carnivores, herbivores and omnivores <p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> Describe simple properties of everyday materials based on their physical properties (recap) <p><u>Seasonal Changes:</u></p> <ul style="list-style-type: none"> <u>Observe and describe weather associated with changes of season.</u> <p><u>Working Scientifically:</u></p> <ul style="list-style-type: none"> Ask simple questions Sort scientifically with given criteria and their own categories 	<p><u>Design, Make and Evaluate</u></p> <p><u>Creating movement</u></p> <ul style="list-style-type: none"> Simple mechanisms (sliders) <p><u>Design and Make skills</u></p>
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			<ul style="list-style-type: none"> • Use observations and ideas to answer questions • Talk about what they have found out, using some scientific vocabulary <p>Types of enquiry:</p> <ul style="list-style-type: none"> • Classifying and grouping • Research using secondary sources 	
PSHE Unit key questions	Who is special to us?		What could I be when I am older?	Why do I feel different?
Computing (Teach computing units) See online safety plan and progression for 'Get Connected Weeks'	Programming A - moving a robot Programming B - introduction to animation		Digital painting Digital writing	Data and information - grouping information
RE	What does it mean to belong to a faith community? Who do Christians say made the world?		What do Christians believe God is like? Why does Easter matter to Christians?	Who is a Sikh and how do they live? How should we care for others and the world and why does it matter? (C, S, NR)
Recovery curriculum	Phonics and basic sentence construction through wider curriculum			