

Curriculum Overview 2016-17 including national curriculum links

YEAR 1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Towers, Tunnels and Turrets	Muck, Mess and Mixtures	Rio de Vida	The Scented Garden	Dinosaur Planet	Beachcombers
Driver	DT / History	Art	Music / Geography	Science	History	Science
Engage	Visit Castle	Messy Day	Drumming Workshop	Visit Garden Centre	Dinosaur Trail	Visit beach
Text(s)	Rapunzel The Tunnel (Y2)	George's Marvellous Medicine	Walking through the Jungle	Jack & the Beanstalk Jim & the Beanstalk	Valley of the Dinosaurs Super-Swooper Dinosaur	Winnie at the Seaside Sharing a Shell
Genres	NF books Narrative Letter Recount Diary Y2	Labels, lists and captions Y1 Recipes Narrative Leaflets Instructions	Myths & Legends Information texts Instructions Postcards	Recount of walk or visitor Instructions Y2 Diary Non-chron. report Y2 Leaflet Narrative – alt ending	Fact files Poetry & Riddles Non-chron reports Y2 Narrative Recount	Narrative Poetry Postcards/message in a bottle Recount
Science	<u>Everyday materials (Y1 ob)</u> EM 1-Distinguish between an object and the material from which it is made. EM2-Identify and name everyday materials inc. Wood, plastic, glass, metal, water and rock. EM3-Describe simple physical properties of everyday materials. EM4- Compare and group together a variety of everyday materials on the basis of their simple physical processes. <u>Uses of every day materials (Y2 ob)</u> EM1-Identify and compare the suitability of a variety of everyday materials inc wood, metal, plastic EM2-Find out how the shapes of solids objects made from some materials can be changed by squashing, bending, twisting and stretching. W/S 1,3,4,5,6	<u>Everyday materials (Y1 ob)</u> EM 1-Distinguish between an object and the material from which it is made. EM2-Identify and name everyday materials inc. Wood, plastic, glass, metal, water and rock. EM3-Describe simple physical properties of everyday materials. EM4- Compare and group together a variety of everyday materials on the basis of their simple physical processes. <u>Uses of every day materials (Y2 ob)</u> EM1-Identify and compare the suitability of a variety of everyday materials inc wood, metal, plastic EM2-Find out how the shapes of solids objects made from some materials can be changed by squashing, bending, twisting and stretching. W/S 1,3,4,5,6	<u>Animals inc Humans (Y1 ob)</u> A1-Identify and name a variety of common animals inc fish, amphibians, reptiles, birds and mammals. A2-Identify a range of animals that are carnivore/herbivore/omnivores A3-Describe and compare the structure of common animals inc fish, amphibians, reptiles, birds and mammals inc pets. A4-Identify name draw and label parts of human body and say which part is associated with each sense. W/S- 3,4,5,6	<u>Plants (Y1 ob)</u> Describe the simple physical properties of a variety of plants. P1 -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees P2-Identify and describe the basic structure of a variety of common flowering plants inc. Trees. WS WS5 <u>Plants (Y2 ob)</u> P1-Observe and describe how seeds and bulbs grow into mature plants P2-Find out and describe how plants need water, light and suitable temp to grow and be healthy. WS,2,4,5,6	<u>Animals including Humans (Y2 ob)</u> A1-Know that animal's inc humans have offspring which grow to adults. A2-Basic needs of animal's inc human for survival. A3-Importance of human exercised, eating, food types and hygiene. WS,3,4	<u>Living Things and their habitats (Y2 ob)</u> LT1- explore and compare the differences between things that are living, dead and never been alive. LT2-Identify most living things live in habitats +how habitats provide basic needs and dependencies LT3-Identify and name a variety of plants and animals in their habitats. LT4-Describe how animals obtain food
History	Places and individuals Hi 2 Hi 3				Learn about events beyond living memory that are significant nationally or globally. Hi2	
Geography	Use World maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and		Understand geographical similarities and differences through studying the human and physical geography of a	Local fieldwork Ge SF 4 Contrasting place Ge PK 1	Name and locate the world's seven continents and 5 oceans. Ge LK1	Physical features Ge HP 2a Phys & human vocab Ge HP 2b

	<p>oceans studied at this key stage. GE SF1</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. GE SF3</p> <p>Local fieldwork Ge SF 4</p> <p>Phys & human vocab Ge HP 2b</p>		<p>small area of the UK, and of a small area in a contrasting non-European country. Ge PK1 World maps Ge SF 1</p>			
DT	<p>Design and make structure with lever or slider.</p> <p>D1 -design purposeful functional appealing products for themselves and others based on a criteria</p> <p>D2 –generate develop and model ideas through talking drawing, templates etc.</p> <p>M1-select from and use a range of tools and equipment to perform practical tasks.</p> <p>M2-select from and use a wide range of materials and components including construction, textile and ingredients according to their characteristics.</p> <p>TK1 - build structures exploring how they can be made stronger stiffer and more stable.</p> <p>TK2 – Explore and use mechanisms.</p> <p>E1-Explore and evaluate a range of existing products</p> <p>E2- Evaluate ideas and products against design criteria</p> <p>Choose materials and components, design, finish, make and evaluate</p>	<p>E1- Explore and evaluate a range of existing products.</p> <p>CN2 - Understand where food comes from.</p> <p>CN 1 - Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>M1- Select from and use a range of tools and equipment to perform practical tasks.</p> <p>M2 - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>D2 - Generate, develop, model and communicate their ideas through talking, drawing templates, mock- ups and, where appropriate, ICT.</p>		<p>Healthy diet/dish</p> <p>CN1- Use the basic principles of a healthy and varied diet.</p> <p>CN2 –understand where food comes from</p> <p>M2-select from and use a wide range of materials and components including construction, textile and ingredients according to their characteristics.</p> <p>E1-Explore and evaluate a range of existing products</p> <p>Choose materials and components, design, finish, make and evaluate</p> <p>DT M 1</p> <p>DT M 2</p> <p>DT D 1</p> <p>DT E 2</p>		<p>Choose equipment for making</p> <p>DT M 1</p>
Art	<p>1.Use materials to design and make</p> <p>2. Use drawing, painting and sculpture</p> <p>3. Develop techniques involving line; shape; form, space</p>	<p>2. Share ideas, experience, imagination</p> <p>3. techniques involving line; shape; form, space</p> <p>4. Learn about the work of Jackson Pollock</p>	<p>3.Use a wide range of art and design techniques in using colour, pattern, line, shape, form and space</p>	<p>2. Share ideas, experience and imagination</p> <p>3. techniques involving line; shape; form, space</p>		<p>1. Use materials to design and make</p> <p>2.Share ideas, experience and imagination</p> <p>3. techniques involving line; shape; form, space</p> <p>4.Learn about Andres Amador</p>

Music			Mu1 Mu2 play instruments Mu3 listen to recorded music	Songs, chants and rhymes Mu 1		
Comp.	<p>1.6 We are celebrating Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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.</p>	<p>2.3 We are photographers Use technology Co 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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.</p>	<p>1.5 We are storytellers Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully.</p>	<p>2.1 We are astronauts Use technology Co 4 Understand what algorithms are; how they 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>	<p>2.2 We are games testers Understand algorithms Co 4 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private.</p>	<p>2.5 We are detectives Use technology, understand algorithms Co 4 Co 1 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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.</p>
PE	Games Gymnastics	Dance Games	Gymnastics Health and fitness	Games Dance	Athletics Outdoor games	Orienteering Athletics
RE	Leaders and Teachers: Christianity	Believing: Christianity	Symbols: Christianity	Leaders and Teachers: Judaism	Believing: Judaism	Symbols: Judaism
PSHE	Social situations and right and wrong PSHE 5g	Anti-Bullying Day	Groups/communities Similarities/differences listen and play co-op likes and dislikes	Belong to groups, looking after the environment PSHE 2f PSHE 2g Drugs Ed.		Looking after the environment PSHE 2g
C4L	Day without electricity Visit a castle Local walk – traffic awareness (Y1) Local walk – use a zebra crossing(Y2) <i>Manners (ongoing)</i> <ul style="list-style-type: none"> - waiting my turn (Y1) - holding the door for someone (Y2) 	Recycle unwanted toys (Y1) Christmas gift(shoe)box Litter pick (Y2) Using a knife and fork (Y1)	Meet someone from a different country	Learn an instrument	Dealing with an emergency (Y2) Skip with a rope	Beach trip Ride on a train