

## Year 1 Curriculum Overview



| Γ   |  | Autumn 1  | Autumn 2      | Spring 1             | Spring 2   | Summer 1  | Summer 2                     |  |  |
|---|--|---|---------------|----------------------|--|---|------------------------------|--|--|
|   |  | RE       Creation and Covenant         Prophesy and Promise       Judaism |               | Galilee to Jerusalem |  | To the ends of the Earth                            |                              |  |  |
|   | RE   |   |               | Desert to Garden     |  | Dialogue and Encounter                              |                              |  |  |
|   |  |   |               |                      |  | Islam/Hinduism                                      |                              |  |  |
|   | English Children will access a range of genre. SPaG through cross-curricular work. |   |               | . SPaG and phonics   | PaG and phonics (Jolly Phonics) will be taught both discretely and |   |                              |  |  |
| MathsThroughout the year the children will cover all areaand cross-curricular activities. |  |   |               | cover all areas of m | of maths using a combination of NCETM, White Rose Maths            |   |                              |  |  |
|   | Science  | Science Everyday Materials  |               | Animals inc. huma    | ins  | Seasonal Changes & Introduction to plants           |                              |  |  |
|   |  | E-Safety (age<br>appropriate)   | Pictograms    | Maze Explorers       | Animated Stories   | Coding  | Spreadsheets                 |  |  |
|   | Computing  | Grouping and<br>Sorting   | Lego Builders |                      |  |   | Technology<br>Outside School |  |  |
|   |  | Observation, line   |               | Changing             |  | Different art forms                                 |                              |  |  |
|   |  | and colour and  |               | Materials            |  | Selecting   |                              |  |  |
|   |  | shape   |               | Experimentation      |  | appropriately                                       |                              |  |  |
| Art & Des   | Art & Design   | Experimentation<br>and application  |               | and selection        |  |   |                              |  |  |
|   |  |   |               |                      |  |   |                              |  |  |
|   | History  | Distinguishing between past & Changes within living memory & present      |               |                      | ing memory & their   | ir Significant events, people & places<br>in the UK |                              |  |  |



## Year 1 Curriculum Overview (contd)



|  | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |  |  |
|--|--|---|---|--|--|--|--|--|
| Geography  | Geographical language<br>Observational language & skills<br>(comparison of physical & human<br>features)   |   | Directional language<br>Mapping   |  | Areas of the world (countries & capitals of<br>the UK)<br>Aerial photographs<br>Mapping                              |  |  |  |
| Music  | Explore and control<br>pulse through<br>songs, voices and<br>instruments.  | Explore the<br>difference<br>between pulse<br>and rhythm .<br>Copy and create<br>rhythmic patterns. | Exploring how<br>sounds can be<br>changed. Explore<br>the timbre of<br>instruments and<br>voices. | Sequence sounds<br>to tell stories and<br>create effects.<br>Copy and create<br>rhythmic patterns. | Recognise changes in<br>pitch and copy simple<br>pitch patterns. Perform<br>using voices and<br>pitched instruments. | Represent pitch.<br>Create music for a<br>performance. |  |  |
| PE   | Fundamentals &<br>Fitness  | Invasion Games<br>and Teambuilding  | Gymnastics &<br>Dance   | Ball Skills, sending<br>and receiving  | Net and Wall, Striking ar<br>Athletics and Yoga  | nd Fielding,   |  |  |
| Design &<br>Technology   | U I  | Design & produce<br>Imagination   |   | •  |  | Nutritional Value<br>Produce                           |  |  |
| PSHCE  | Me & My<br>Relationship  | Rights &<br>Responsibilities  | Keeping Myself<br>Safe  | Being My Best  | Journey in Love  | Valuing Difference                                     |  |  |
| Whole Schoo<br>PSHCE   | <b>PSHCE</b> Anit-Bullying Week, Fairtrade, Sunbeams, Emotional Health & Well-Being Week, CAFOD, hand-washing, The Rights of the Child and British Values.<br><b>Health Education</b> Being Safe, Physical & Mental Wellbeing, Physical Health & Fitness, Healthy Eating, Drugs, Alcohol & Tobacco, Health & Prevention and basic First Aid. |   |   |  |  |  |  |  |
|  | <b>Relationships Education</b> Families & people who care for me, Caring Friendships, Respectful Relationships, Online Relationships, Managing Difficult Questions & the law & Internet Safety and Harms.  |   |   |  |  |  |  |  |
| <b><u>RSE</u></b> Journey in Love: Physical, Social, Emotional, Intellectual, Spiritual—see the RSE Curriculum Map (website) |  |   |   |  |  | )  |  |  |



## Year 2 Curriculum Overview



|  |                         | Autumn 1   | Autumn 2           | Spring 1                              | Spring 2               | Summer 1  | Summer 2         |  |
|--|-------------------------|--|--------------------|---------------------------------------|------------------------|---|------------------|--|
| 57   |                         | Creation and Covenant  |                    | Galilee to Jerusalem                  |                        | To the ends of the Earth  |                  |  |
| 5  | RE Prophesy and Promise |  | Desert to Garden   |                                       | Dialogue and Encounter |   |                  |  |
|  |                         | Judaism  |                    |                                       |                        | Islam/Hinduism  |                  |  |
| EnglishChildren will access a range of genre. SPaG and phonics (Jolly Phonics) will be<br>through cross-curricular work. |                         |  |                    |                                       | be taught both disc    | cretely and   |                  |  |
|  | Maths                   | Throughout the year the children will cover all areas of maths using a combination of NCETM, White Rose Maths and cross-curricular activities. |                    |                                       |                        |   |                  |  |
|  | Science                 | Uses of everyday materials including changing materials  |                    | Plants                                |                        | Living things and their habitats                                |                  |  |
|  |                         | Coding   | E Safety           | Questioning                           | Effective              | Creating Pictures   | Presenting Ideas |  |
| C  | Computing               |  | Spreadsheets       |                                       | Searches               |   |                  |  |
|  |                         |  |                    |                                       | Making Music           |   |                  |  |
|  |                         | Observation, line  | Experimentation    | Changing                              | Making                 | Features of different art forms<br>Designing, planning & making |                  |  |
|  |                         | & colour   | & application      | materials                             | appropriate            |   |                  |  |
|  | Art & Design            |  |                    |                                       | selections             |   |                  |  |
|  | a Design                |  |                    |                                       |                        |   |                  |  |
|  |                         |  |                    |                                       |                        |   |                  |  |
|  | llister                 | Using a range sour   | ces of information | Significant individuals from the past |                        | Significant people & events beyon                               |                  |  |
| History  |                         | to understand key events in history  |                    | (including impact)                    |                        | living memory   |                  |  |



## Year 2 Curriculum Overview (contd)



|   |   | Autumn 1  | Autumn 2                                       | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|---|---|---|--|---|--|---|---|
|   | Geography   | Areas of the world (UK, countries, continents and oceans)   |  | Weather patterns, map work and connections                          |  | Location, human & physical features<br>Geographical & comparative<br>language (contrasting non-European<br>country) |   |
|   | Music   | Perform and copy<br>rhythms and<br>movement using a<br>steady pulse.  | Combine and<br>represent rhythmic<br>patterns. | Explore musical<br>mood, choosing<br>sounds to match<br>character . | Sequence and<br>combine sounds to<br>tell stories with<br>soundscapes. | Identify changes in<br>pitch and copy pitch<br>patterns   | Create and notate<br>melodies for a<br>performance. |
| F   | PE  | Fundamentals &<br>Fitness   | Invasion Games<br>and Teambuilding             | Gymnastics &<br>Dance   | Ball Skills, sending<br>and receiving                                  | Net and Wall,<br>Striking and<br>Fielding   | Athletics and Yoga                                  |
|   | Design &  | Plan, design & construct a 3D model   |  | Make simple mechanisms  |  | Nutrition & healthy eating  |   |
|   | Technology  |   |  |   |  | Packaging design  |   |
|   | PSHCE   | Me & My<br>Relationships  | Keeping Myself<br>Safe                         | Being My Best   | Rights &<br>Responsibilities   | Valuing<br>Difference   | Journey in Love                                     |
|   | PSHCE Anit-Bullying Week, Fairtrade, Sunbeams, Emotional Health & Well-Being Week, CAFOD, hand-was<br>Rights of the Child and British Values. |   |  |   |  |   | hand-washing, The                                   |
| Whole School       Health Education       Being Safe, Physical & Mental Wellbeing, Physical Health & Fitness, Healthy Eating, Drug         Whole School       & Tobacco, Health & Prevention and basic First Aid. |   |   |  |   |  | ting, Drugs, Alcohol  |   |
|   | rance   | <b>PSHCE</b> Relationships Education Families & people who care for me, Caring Friendships, Respectful Relationships, Online Relationships, Managing Difficult Questions & the law & Internet Safety and Harms. |  |   |  |   |   |
|   |   | <b><u>RSE</u></b> Journey in Love: Physical, Social, Emotional, Intellectual, Spiritual—see the RSE Curriculum Map (website)  |  |   |  |   | lap (website)                                       |