Year 1 and Year 2 Curriculum Overview Year B			
	Topic 1 Around The World	**Topic 2** Once upon a time….	**Topic 3** Sailing the salty seas….
Visit/Event/ Festival	Hook Day?	Visit Peveril Castle Whole school banquet?	Treasure island on the playground
Enrichment ECO/Safety /Outdoors/ Special Day/Festiv al etc.	Walk to school week Anti-bullying week Children in Need Harvest Service Black History Month Christmas Service Fire Service visit Forest School every Friday	Fairtrade Fortnight Sport Relief Mother's Day Easter Service	Treasure Island on the playground St George's Day Father's Day Leaver's Service
Core Subjects			
Literacy Handwriting – throughout all lessons Discrete lesson 1x per week.	During this topic, we will be using many fiction and non-fiction texts. The children will be using these as a stimulus to write labels, lists, instructions, character and setting descriptions and write their own stories. We will write postcards, design story maps and listen to stories and folk tales from around the world. We will learn how to use punctuation correctly, how to use sentences with different forms- statements, questions and commands. We will learn how to use capital letters for places and names, use conjunctions to join sentences. There are many animals to learn about and during literacy and science we will create information booklets about the animals from around the world for the reception class to read using adjectives to imagine and describe. We will also create riddles about the different animals we have learnt about. Phonics, spelling and grammar will be taught daily.	We will use many traditional tales to study characters and settings, sequence events, tell oral stories and plan new versions of old favourites. The children will use story maps to retell tales and write a story based on a traditional tale using adjectives and compound sentences. The children will also look at traditional tales from a variety of cultures, learning how to use story language and create interesting endings. They will listen to, read a range of poems, and learn how to recite their favourite. We will be finding out about famous Kings and Queens and the many different people that lived in a castle. The children will use their imagination and write a diary entry describing their life in a castle.	During this topic, we will be using many fiction and non-fiction texts. The children will be using these as a stimulus to write labels, lists, instructions, character and setting descriptions and write their own stories. We will practise giving and receiving instructions with links to numeracy and computing. The children will write their own instructions using bossy verbs for Pirate Pete to reach his treasure and how to make 'pirate grog.' We will research life on board a pirate ship, draw, label and write captions to tell others about it. The children will also apply for a job on board… We will design and write a poster describing Pirate Pete, using expanded noun phrases. The children will write in full sentences with capital letters, full stops and exclamation marks. We will learn pirate poems by heart and during our science work we will write senses poems.

Numeracy **Abacus Scheme**	**Y1 Strands** Number and place value Mental addition and subtraction Problem solving, reasoning and algebra Mental multiplication and division **Geometry: properties of shapes** -Recognise, name and describe squares, rectangles, circles and triangles; recognise basic line symmetry; sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams **Geometry: position and direction**- Describe position and direction using common words (including half turns); compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units **Y2 Strands** Number and place-value Mental addition and subtraction Mental multiplication and division **Geometry:** properties of shapes - Sort 2D shapes according to symmetry properties using Venn diagrams, identify right angles and sort shapes using Venn diagrams, recognise squares, rectangles, circles, triangles, ovals and hexagons, investigate which tessellate, sort shapes and objects using a two-way Carroll diagram Statistics **Geometry**: Understand and use terms and vocabulary associated with position, direction and movement; **Measurement** lengths using uniform units; Begin to measure in centimetres and metres Fractions, ratio and proportion Problem solving, reasoning and algebra	**Y1 Strands** Number and place value Mental addition and subtraction Problem solving, reasoning and algebra Mental multiplication and division **Geometry:** Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere; begin to sort 3D shapes according to properties; **Measurement** order and name the days of the week and months of the year; recognise and name the seasons Fractions, ratio and proportion **Measurement** – time, length **Y2 Strands** Number and place value Mental addition and subtraction Problem solving, reasoning and algebra **Measurement** **Geometry:** Recognise and identify properties (including faces and vertices) of 3D shapes; sort according to properties including number of faces; name the 2D shapes of faces of 3D shapes; **Measurement** Tell the time to the nearest quarter of an hour using analogue and digital clocks; understand the relationship between seconds, minutes and hours Mental multiplication and division Fractions, ratio and proportion **Statistics** - interpret and complete a pictogram or block graph where one block or symbol represents one or two things and use a tally chart; **Measurement** Recognise all coins, know their value, and use them to make amounts; recognise £5, £10, £20 notes	**Y1 Strands** Number and place value Mental addition and subtraction (MAS); Problem solving, reasoning and algebra **Measurement**- Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; Money Statistics Mental multiplication and Fractions, ratio and proportion **Measurement** - Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks; **Y2 Strands** Number and place value Mental addition and subtraction Problem solving, reasoning and algebra **Measurement/Statistics** -Measure weight using standard or uniform non-standard units; draw a block graph where one square represents two units; weigh items using 100g weights using scales marked in multiples of 1kg or 100g; measure capacity using uniform non-standard units; measure capacity in litres and in multiples of 100ml **Measurement** -Measure and estimate lengths in centimetres; tell the time involving multiples of 5 minutes past the hour and 5 minutes to the hour; tell time to 5 minutes; begin to say the time 10 minutes later

Science	<u>Plants</u>	<u>Animals including humans</u> /Living things and their habitats	<u>Everyday Materials</u>
	<u>Y1</u> **To identify and name a variety of common plants including evergreen and deciduous trees.** <u>Forest School</u> *Use our school grounds to identify wild flowers, plants, seeds and learn about deciduous and evergreen trees – learn about the structure of a tree.* <u>Y2</u> **To observe bulbs and know that seeds and bulbs grow into mature plants** **To know that plants need water, light and a suitable temperature to grow into healthy plants.** <u>Forest School</u> *Observe bulbs, learn about them and plant a variety in the school grounds (near new fence) Observe their growth throughout the year – what do they need to grow into healthy plants?*	Y1 **To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals** **To identify and name a variety of animals that are carnivores, herbivores and omnivores** **To describe and compare the structure of common animals** *All about EGGS!* *Did we hatch out of an egg? We will learn all about groups of animals describing and comparing the structure of them and grouping them according to what they eat.* *(Dragon egg!)* Y2 **To describe how animals get their food from plants and other animals.** *We will explore and make simple food chains, identifying and naming sources of food.*	Y1 **To distinguish between an object and the material from which it is made** **To identify and name a variety of everyday materials** **To describe the simple physical properties of everyday materials** **To compare and group together a variety of materials** *Pirate Treasure! The children will discover a selection of treasure left by the pirates. Can we describe the treasure? Can they name the material the items of treasure are made from? How could we sort the treasure for the pirates? Can we help design a treasure chest that will keep the treasure safe and dry?* Y2 **To identify and compare the suitability of everyday materials** **To find out how shapes of some materials can be changed** *'Swab the decks' explore the properties of different kitchen papers and disposable cloths. Rise to the challenge of mopping water from the floor. Which paper is the most absorbent? Which will be the best for mopping up the spillage?*
	<u>SEASONS</u> <u>Living things and their habitats</u>		<u>Animals including humans</u>
	To observe seasonal changes across all four seasons **To observe and describe the weather associated with the seasons** **Ongoing throughout the year – in the appropriate season** - *Study plant changes (Apple tree in the garden)* *Weather through the seasons.*	Y1 **To identify, name, draw and label the basic parts of the human body and learn which part of the body is associated with each sense** *The children will learn all about the human body. We will identify and label the basic parts.*	Y1 **To know which part of the body is associated with each sense** *Visit the treasure island for a 'senses scavenger hunt' The children will explore the island using their senses.* Y2

	Y2 To explore the differences between things that are living , dead and things that have never been alive Find out and describe the basic needs of animals for survival Identify that most living things live in habitats to which they are suited and describe how the habitats provide for basic needs The children will learn about animals from around the world and locate different habitats like desert, rainforest and arctic on the world map. We will have lots of discussions about where certain animals live, why do they live there? Can we sort animals into habitats? What do we need to survive? We will find out about the basic needs of animals for survival and see how different habitats provide the things needed for survival.	Y2 To know that animals, including humans have offspring which grow into adults Are eggs alive? Children will discuss how animals have offspring that grow into adults and think about how they as children have changed since they were babies. We will look at the human life cycle/lifecycle of a chicken.	To find out about and describe the basic needs for a human to survive (water, food, air) To describe the importance for humans to exercise, eating the right amounts of different types of food. We will look at the pirate lifestyle and design a healthy meal for them to enjoy at the pirate party. Teeth … why did pirates have missing/black teeth? Give out toothbrushes and toothpaste from LA
Foundation Subjects			
Art	Our topics will provide the children with opportunities to become equipped with the skills and knowledge to experiment invent and create their own works of art, craft and design. The children will develop a wide range of art and design techniques in using colour, pattern, texture, line, form, shape and space. We will look at the work of a range of artists, craft makers and designers. ***(See Art Progression Map for key skills)*** Self Portraits, Jackson Pollock –Yellow Islands, /settings- link to artist Paul Klee- Castles in the sun, designing royal wallpapers, using watercolours. Look at the work of Andy Goldsworthy in Forest School.		
Design and Technology	All of our topics include a' design, make and evaluate' project. Through practical activities, the children will gain the knowledge, understanding and skills needed to engage in these projects ***(See DT Progression Map for key skills)*** They will have the opportunity to select and use a range of tools and equipment and materials. Junk model houses- a street in London – Pudding Lane, design and make a galimoto –a toy vehicle from Malawi, create fairy-tale landscapes with levers and pivots, castles with pulley drawbridges, dragon hand puppets and enjoy baking and cooking opportunities linked to topic/science – plan a pirate party menu.		
Geography	Locational Knowledge To name and locate the world's seven continents To know the countries of the UK.	Locational Knowledge To name, locate and identify characteristics of the four countries and the capital cities of the UK	Locational Knowledge To name and locate the world's 5 oceans on a map. In this topic, the children will develop knowledge about the world by sailing the salty

	To identify the capital of England and some of its features. We will start with our 'Hook Day' where we will fly all around the world and visit a place from each continent. From there we will focus in on the UK and learning about our capital. From London, we fly out with our passports around the world learning about the different continents, naming and locating them on a world map. We will take a closer look at some of the countries within the continents learning about the weather, people and animals, and sampling, food and culture along the way. **Place Knowledge** **To understand geographical similarities and differences between a small area of the UK and a small area of an area in a contrasting non- European country.** **To identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles (Link to science and habitats)** We will look at Peru and locate it in relation to the equator. Look at the seasons of the UK and compare to Peru; does Peru have seasons just like us? **Geographical skills and fieldwork.** The children will be introduced to new locations and new human and physical features- 1. Identify in photographs 2. Identify in aerial photographs 3. Identify on a map 4. Locate on a map of the UK and the world 5. Describe a location in relation to other places 6. Locate in an atlas 7. Visit in real life if possible	The children will learn about the countries, and capital cities that make up the UK. We will take a tour of each country, sampling foods, identifying flags, songs, flowers etc. We will locate different castles on a map and look at their surroundings. Where were castles built? Why were they built there? What physical features of the land do we notice? **Geographical skills and field work** Use a map to learn about the UK the four nations and our British Values. The children will be introduced to new locations and new human and physical features- 1. Identify in photographs 2. Identify in aerial photographs 3. Identify on a map 4. Locate on a map of the UK and the world 5. Describe a location in relation to other places 6. Locate in an atlas 7. Visit in real life if possible	seas! We will find out how countries were discovered and learn about Christopher Columbus. The children will identify the five oceans and discover where famous pirates sailed. **Human and Physical Geography** **To use basic geographical vocabulary to refer to key physical features – beach, cliff, coast, mountain, hill, sea, valley** **To identify seasonal and daily weather patterns in the UK** The children will look at weather patterns in the United Kingdom and compare them to South America. **Geographical skills and field work** Use world maps atlases and globes to identify continents and oceans Devise simple treasure maps constructing symbols in a key Use simple compass directions and directional language to describe the locations of features on their treasure maps. Use directional language to describe locations and features on maps

History	*We will develop an awareness of the past, using common words and phrases relating to the passing of time. The children will learn how we find out about the past using books and the internet. In each topic, we will study significant individuals from the past…*		
	To know about events beyond living memory **To understand how we find out about the past.** *We will learn about the* **Great Fire of London.** *We will compare 'old and new' London. How has London changed? The children will explore the differences in the ways that people lived in different periods. We will use research skills to find out about the life of Samuel Pepys use all of our research to write a diary entry, imagining they were an eyewitness and detailing some key events of the Great Fire of London.*	**To know about the lives of significant individuals** *When were the first castles built? How do we know about the Normans and the Battle of Hastings? The children will explore the lives of famous Kings and Queens – in particular* **Elizabeth 1 and Queen Victoria.**	**To know about the lives of significant individuals** **To know about changes within living memory** *The children will investigate the life of famous explorer* **Christopher Columbus** *and his achievements. We will also look at some famous pirates – Blackbeard and Anne Bonny. As part of our science work, we will complete a unit on the 100 years of food, looking at changes within living memory. This will include understanding historical concepts such as continuity and change and identifying similarities and differences between ways of life in different periods.*
Computing *See Planning from Teach Computing*	**Y1** Computing Systems/Technology around us Creating Media – Digital Painting **Y2** Computing systems and networks – IT around us Creating media – Digital photography	**Y1** Grouping Data Digital Writing **Y2** Data and information – Pictograms Creating media - Digital music	**Y1** Programming a robot Programming Animations **Y2** Programming A – Robot algorithms Programming B - Programming quizzes
Music **Year 1** *See Sparkyard Planning*	**Move to the Beat** **Exploring Pulse and Rhythm** - *Dance Singing and Percussion*	**High and Low – Exploring Pitch** *Handbells*	**Exploring Sounds** *Singing and Recorders*
Music **Year 2**	**Musical Moods and Pictures** - *Weather Singing, Recorders and percussion*	**Time to Play – Exploring Pulse and Rhythmic Patterns** Body Percussion	**Patterns with Pitch – Exploring Pitch and Melody** *Handbells*

PE See Get Set 4 PE Planning	**Y1** Fundamental skills /Dance **Y2** Fundamental skills - COACH Gymnastics -COACH	**Y1** Gymnastics/Target Games -COACH **Y2** Dance/Target games	**Y1** Striking and Fielding/Athletics **Y2** Striking &Fielding/Athletics
RE	<u>God/Incarnation</u> • Why is the idea of God the creator important to Christians? • What do some stories in the Bible teach about God • The Nativity – What can be learnt about Jesus from the Nativity Story? • What does the visit of the magi tell Christians about Jesus?	<u>The Kingdom of God</u> <u>Salvation/ Resurrection</u> • What did Jesus say about the Kingdom of God? We will read and explore the 'Parable of the Mustard Seed. • Why did Jesus teach his disciples to pray the Lord's Prayer? The children will learn the Lord's Prayer and discover what Jesus may have been trying to teach. • How is the cross an important symbol for Christians? • What do Christians believe about salvation (being rescued/ found) • Why is the resurrection story important for Christians?	<u>Judaism/Holy Spirit</u> • Why is Joseph important to Jewish people? • How do Jews show love for God in everyday life? • Why is the escape from Egypt important to Jewish people? • How did the Holy Spirit change the disciples after the Day of Pentecost? • What do Christian symbols teach about the Holy Spirit?
PSHE MATTERS **<u>What I have learnt in PSHE booklets!</u>**	**<u>Modules/Core Themes</u>** **<u>Difference and Diversity-Living in the Wider World</u>** -understanding that they belong to different groups -identifying ways in which they are unique -sharing opinions on things that matter using discussions -identifying and respecting the differences and similarities between people. **<u>Bullying Matters –Relationships</u>** -recognise how behaviour can affect others -listen to others and work cooperatively -identifying that people's bodies can be hurt	**<u>Modules/Core Themes</u>** **<u>Being Responsible –Living in the Wider World</u>** - identify how to contribute to the life of the classroom and the school -construct and explore the importance of rules (link to RE – Kingdom of God and Kings s Queens) -explore that everyone has rights and responsibilities -identify what improves and harms their environments - recognise what is fair/unfair, right/wrong, kind/unkind	**<u>Being Healthy-Health and Wellbeing</u>**- -explore what a healthy lifestyle means and identify the benefits -identify what it is to keep healthy -recognise likes/dislikes -recognise choices can have good/not so good consequences -set simple goals -recognise the importance of personal hygiene -develop simple skills to help prevent diseases spreading. **<u>Drug Education</u>**

	-recognise when people are being unkind and who to tell and what to say -identify different types of teasing and bullying, to identify that these are wrong and unacceptable -identify strategies to resist teasing/bullying	**<u>Being Safe – Health and Wellbeing (link to e-safety)</u>** -identify household products are hazards if not used properly -explore rules for keeping safe in a range of situations -know who to go to if they are worried -recognise that they share responsibility for keeping themselves and others safe - explore what privacy is -understand why rules are important in keeping us safe -identify people who work in the community and how to ask for help.	-explore the importance of mental and emotional health -explore how to make informed choices -understand the role of drugs as medicines -identify alternatives to taking medicines -identify that household products can be harmful if not used properly -identify rules and ways for keeping safe -recognise they have a shared responsibility for keeping themselves and others safe.