



# Foundation Stage 1 CURRICULUM OVERVIEW

## Nursery



*If you require any further information regarding our curriculum, please contact the school*

|  | <b>Autumn Term 1</b><br><i>All about me</i>  | <b>Autumn Term 2</b><br><i>Celebrations/being healthy/materials</i>  | <b>Spring Term 1</b><br><i>Winter/Chinese New Year/ Traditional tales</i>  | <b>Spring Term 2</b><br><i>Growing/babies/Plants</i>   | <b>Summer Term 1</b><br><i>Travel</i>  | <b>Summer Term 2</b><br><i>Forests/Minibeasts</i>  |
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| <b>Communication and Language</b>            | The children will be learning to sit and listen to stories in large and small groups and can remember parts of a story. The children will develop their auditory skills by listening to sounds around them. Children will be introduced to new vocabulary related to out topic. Children will be encouraged to talk in full sentences. | Children will be introduced to new vocabulary related to out topic. Children will be listening to stories related to out topic and recalling longer stories. Children will be encouraged to use talk to organise their play. Children will begin to understand why questions and use tenses. Children will begin to follow two-part questions. | Children will be introduced to new vocabulary related to out topic. Children will continue to become more confident in talking to a range of people. They will retell many familiar traditional tales and rhymes.                | Children will continue to develop their communication skills through playing with other children and developing their confidence to speak in a variety of situations.<br><br>They will start to be able to express their point of view in debates. | Children will continue to develop their communication skills through playing with other children and developing their confidence to speak in a variety of situations.<br><br>They will start to be able to express their point of view in debates.<br><br>They will know and be able to retell many stories and rhymes off by heart at this point. | Children will continue to develop their communication skills through playing with other children and developing their confidence to speak in a variety of situations.<br><br>Children will ask and answer a variety of questions.<br><br>They will start to be able to express their point of view in debates. |
| <b>Personal Social Emotional Development</b> | Children will be focusing on settling in Nursery and following routines and rules. They may talk about special events and their family. Through continuous provision children will select the activities and resources they wish to  | Children will continue to follow the nursery rules and routines with greater independence. They will continue to develop their friendships and how they independently select their play.   | Children will continue to follow the nursery rules and routines with greater independence. They will continue to develop their friendships and how they independently select their play. Children will start to develop conflict | Children will be caring for animals and plants in this topic, they will learn and follow the rules for looking after them.<br><br>They will continue to develop skills in resolving conflict and   | Children will continue to develop their independence and skills to play alongside other. They will know and follow the rules most of the time.<br><br>Children will know how to resolve conflicts and  | Children will continue to develop their independence and skills to play alongside other. They will know and follow the rules most of the time.<br><br>Children will know how to resolve  |

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|                             | do. Children will be encouraged to try new activities and play alongside each other.  |  | resolutions skills and how to be assertive appropriately.  | develop ways of being appropriately assertive.   | know how to be assertive appropriately.   | conflicts and know how to be assertive appropriately.<br><br>Children will think about what it will be like to be in reception in September.  |
| <b>Physical Development</b> | Children will be taught how to put on their coat independently. Through continuous provision children will develop their movement, balancing, riding, and balls skills along with climbing up steps using alternate feet. Children will be learning to move in a variety of ways including skipping, hopping, and running safely. Children will be developing their large muscle movements by taking part in write dance. Children will be actively encouraged to develop their independence in choosing resources and working collaboratively to create large structures such as homes out of wooden blocks. | Children will continue to develop their movement, balancing, riding, and ball skills. They will show greater independence in self care and will make healthy food choice and use a knife and fork when making and eating a fruit salad. Children will continue to work on selecting the materials they need to complete tasks and work collaboratively to move large objects. Children will begin to develop their pencil grip and other fine motor skills such as using a pair of scissors. | Children will focus on developing their fine motor skills through a range of activities - dough disco, write dance, squiggle while you wiggle.<br><br>They will become increasingly independent with their self-care needs.<br><br>Children will start to develop skills making up their own group activities and games. | Children will focus on developing their fine and gross motor skills through a range of activities -dough disco, write dance, squiggle while you wiggle.<br><br>They will become increasingly independent with their self-care needs. | Children will focus on developing their fine and gross motor skills through a range of activities -dough disco, write dance, squiggle while you wiggle.<br><br>Children will be able to manage their own self care needs effectively.<br><br>Children will develop their skills in playing team games and develop their own team games. | Children will focus on developing their fine and gross motor skills through a range of activities -dough disco, write dance, squiggle while you wiggle.<br><br>Children will be able to manage their own self-care needs effectively.<br><br>Children will take part in sports day. |
| <b>Literacy</b>             | <b>Core texts</b><br><b>I like myself</b><br><b>We are all different and it's Amazing</b>   | <b>Core texts</b><br><b>Story of Rama and Sita</b><br><b>Ready stead MO</b>  | <b>Core Texts</b><br><b>Winter</b><br><b>The Great Race</b><br><b>The Three Little Pigs</b>  | <b>Core texts</b><br><br>In phonics children will continue to learn  | <b>Core texts</b><br><br>In phonics children will continue to learn the   | <b>Core texts</b>   |

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|  | <p><b>I can be anything</b><br/> <b>Real life superhero's</b><br/> Children will begin to understand that print has meaning and that the words in the book tell a story. They will be able to name the different parts of books such as the front cover. They will learn to handle books carefully and that we turn one page at a time. When books are shared with children, we will model that when we read, we read from left to right and top to bottom. Children will engage in conversations about the stories that have been read to them and learn new vocabulary related to the stories and topic. In phonics children will be singing and saying lots of rhymes to develop an awareness of rhyming words. They will begin to clap out syllables in word.</p> | <p><b>Oliver's fruit/vegetables/milkshake</b><br/> <b>Don't Hog the Hedge</b><br/> <b>We're going on a leaf hunt.</b><br/> Children will continue to develop an understanding that print has meaning and that the words in the book tell a story. They will be able to name the different parts of books such as the front cover. They will learn to handle books carefully and that we turn one page at a time. When books are shared with children, we will model that when we read, we read from left to right and top to bottom. Children will engage in conversations about the stories that have been read to them and learn new vocabulary related to the stories and topic. In phonics children will be singing and saying lots of rhymes to develop an awareness of rhyming words. They will begin to clap out syllables in word. Children will recognise words with the same initial sound.</p> | <p><b>The little Red Hen</b><br/> Children will continue to develop an understanding that print has meaning and that the words in the book tell a story. They will be able to name the different parts of books such as the front cover. They will learn to handle books carefully and that we turn one page at a time. When books are shared with children, we will model that when we read, we read from left to right and top to bottom. Children will engage in conversations about the stories that have been read to them and learn new vocabulary related to the stories and topic. In phonics children will be singing and saying lots of rhymes to develop an awareness of rhyming words. They will clap out syllables in word. Children will recognise words with the same initial sound. They will begin to learn some of the initial sounds in RWI and use these in their free play.</p> | <p>the sound in RWI. They will start to orally blend some sounds using 'Fred Talk'.<br/><br/> They will begin to write their own name and write some letters accurately.</p> | <p>sound in RWI. They will start to orally blend sounds using 'Fred Talk', they will begin to read and write some cvc words.<br/><br/> They will begin to write their own name and write some letters accurately.</p> | <p>In phonics children will continue to learn the sound in RWI. They will start to orally blend sounds using 'Fred Talk', they will begin to read and write some cvc words.<br/><br/> They will begin to write their own name and write some letters accurately.</p> |
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## Maths

### Sort

Children will explore 2D and 3D shapes by naming some simple shapes and using simple mathematical language to describe them. They will sort objects by colour, size and shape and explore different way to sort a group of objects.

### Pattern

Children will go on pattern hunt to explore and notice patterns around Nursery. They will and start to copy and continue patterns as well as create their own.

### Size

Children will explore size, focusing on the language around big and small. They will compare objects by size and discuss size in stories such as Goldilocks and the Three Bears. Children will begin to explore length, capacity and weight by comparing objects describing objects as tall or short, full or empty and heavy or light.

### Counting Principles

Children will sing a variety of number song, read counting books and engage in counting games. They will have the opportunity to count objects around the Nursery to explore 1-1 correspondence and begin to know that the last number they count is how many is in a set (the cardinal principle). Children will participate in action games to explore the abstract principle and pattern cards will encourage them to count in different directions.

### Comparing

Children will begin to use the language of comparison such as more/fewer. They will have opportunities to compare amounts both with and without having to count. Children will be introduced to the language of the 'same' or 'equal' and see that different items can have the same quantity.

### Exploring Numbers 1-5

Children will develop a deep understanding of numbers to 5 though exploring each number over two weeks. Children will use a variety of practical resources to find, recognise, count and represent numbers to 5. They will engage in animations, songs, rhymes and actions, look for the numbers within the environment and begin to match numerals to quantities. They will learn to subitise (have fast recognition) numbers to 3. Children will begin to separate groups of up to 5 objects in different ways but know that the total will stay the same.

### Comparing Numbers

Children will continue to develop their understanding of comparison. They will make comparisons with groups of objects saying if there are more or less in a group.

### Sequencing

Children will order and sequence familiar stories and events using the vocabulary of first, next, then.

### Positional Language

Using songs and games, children will explore and practise using positional language on, under, in, out, front and behind. They will describe where an object is and to follow instructions involving positional language.

### More than/Fewer than

Children will continue to deepen their understanding of comparison by comparing groups of objects using the language 'more than' and 'fewer than'.

### Shape

Children to further develop their knowledge of 2-D and 3-D shape including circles, triangles, rectangles, cubes, cuboids, cylinders and spheres.

### Numbers to 5

Children will deepen their understanding of numbers to 5 by revisiting number composition. Children will explore numbers and quantities to 5, beginning to match numerals to quantities. They will explore and begin to apply the concept of what comes before and after in relation to numbers.

Children will also solve simple mathematical problems with numbers to 5.

| <p><b>Understanding the World</b></p> | <p>Children will be introduced to new vocabulary related to out topic. Children will also show an interest in different occupations by talking about their parent’s jobs.</p> <p>History- we will explore our own family history by discussing our family tree.</p> <p>Geography – we will be exploring where we live by drawing our houses and discussing where we live.</p> <p>Science – Children will be exploring different materials and textures through creative play.</p> <p>RE – we will be exploring the uniqueness of ourselves and families through stories and discussions of our own families</p> <p>Computing- children will learn how to play games and draw on the interactive whiteboard exploring how things work.</p> | <p>Children will be introduced to new vocabulary related to out topic.</p> <p>History – N/A</p> <p>Geography – Where fruits grow???</p> <p>Science- children will explore the signs of autumn and natural materials associated with autumn. They will go on a nature hunt and make autumn nature crowns. We will explore the forces they can feel on a windy day. We will explore how we can keep germs from spreading and about decay in our being healthy topic. We will also explore a healthy range of foods and make a fruit salad.</p> <p>RE - Children will learn about the festival of Diwali, they will learn who celebrates Diwali and how it is celebrated. They will learn the story of Rama and Sita. Children will also be read the nativity story.</p> | <p>Children will be introduced to new vocabulary related to out topic.</p> <p>History – Traditional tales= old tales</p> <p>Geography - children will learn where the arctic circle is and Antarctica. We will be learning where the traditional tale we are reading originate from. Children will learn where china is when learning about Chinese New Year.</p> <p>Science – children will learn how ice is made and explore how ice melts. They will also explore the materials used by the 3 little pigs and build their own houses using different materials to see which house will be the strongest.</p> <p>RE – Children will develop an understanding of how Chinese New Year is celebrated and by who.</p> <p>Computing – children will learn how to use the iPad independently to select games to play.</p> | <p>Children will be introduced to new vocabulary related to out topic.</p> <p>History – N/A</p> <p>Geography – N/A</p> <p>Science – children will explore how things grow form planting seeds to hatching ducks. They will understand how to look after living things and what living things need to survive.</p> <p>RE –N/A</p> <p>Computing – Children will continue to develop their computing skills through using the bee bots, interactive white board and iPads.</p> | <p>Children will be introduced to new vocabulary related to out topic.</p> <p>History – N/A</p> <p>Geography – Children will explore the country of Africa when learning about Handa’s surprise. Children will also learn where the rainforest is located and the types of animals that live there.</p> <p>Science – children will explore different fruits and use their senses to smell and taste them.</p> <p>RE- children will learn about other cultures using the book Handa’s surprise</p> <p>Computing - Children will continue to develop their computing skills through using the bee bots, interactive white board, and iPads</p> | <p>Children will be introduced to new vocabulary related to out topic.</p> <p>History – N/A</p> <p>Geography – We will learn about the oceans of the world.</p> <p>Science – children will learn about woodland creatures and their habitats. We will go to Bushfield wood to explore trees and look for minibeasts. We will think about the changes that have taken place form when we last looked at natural objects.</p> <p>RE- N/A</p> <p>Computing - Children will continue to develop their computing skills through using the bee bots, interactive white board, and iPads</p> |
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|   |  | <p>Computing – children will learn how to programme the Bee bots to follow instructions.</p>  |   |   |   |  |
| <p><b>Expressive Art and Design</b></p> | <p>Children will take part in role play and small world play related to out topic. Through continuous provision they will have access to a variety of media/materials to explore independently to develop their creative ideas. Children will learn how to join materials when junk modelling houses and learn how to use paint and create closed shapes when painting self-portraits/ family portraits.</p> | <p>Children will take part in role play and small world play related to out topic. Through continuous provision they will have access to a variety of media/materials to explore independently to develop their creative ideas. Children will explore colour and colour mixing when creating rangoli pattern. Children will develop their drawing skills when drawing images of the fruits they would like to put into their fruit salad.</p> | <p>Children will take part in role play and small world play related to out topic. Through continuous provision they will have access to a variety of media/materials to explore independently to develop their creative ideas. In music children will explore instruments using increasing control. They will also learn about pitch. Children will explore the materials used by the 3 little pigs to build their houses.</p> | <p>Children will take part in role play and small world play related to out topic. Through continuous provision they will have access to a variety of media/materials to explore independently to develop their creative ideas.</p> <p>In music children will explore instruments using increasing control. They will also learn about pitch and melody. They will use drawings to represent movements and loud noises.</p> <p>Children will draw and paint plants and ducks developing their colour mixing skills, drawing, and painting skills. Children will join materials to make flowers.</p> | <p>Children will take part in role play and small world play related to out topic. Through continuous provision they will have access to a variety of media/materials to explore independently to develop their creative ideas.</p> <p>In music children will explore instruments using increasing control. They will also learn about pitch and melody. They will create their own songs and improvise a song around one they already know.</p> <p>Children will continue to develop their joining skills to build castles. They will also draw fantasy creatures. Children will explore different textures to create collage rainforests.</p> | <p>Children will take part in role play and small world play related to out topic. Through continuous provision they will have access to a variety of media/materials to explore independently to develop their creative ideas.</p> <p>In music children will explore instruments using increasing control. They will also learn about pitch and melody. They will create their own songs and improvise a song around one they already know.</p> <p>Children will draw/ paint their own imaginative creature like the Gruffalo. When visiting Bushfield woods they will create nature artwork using the natural materials they find.</p> |

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| <p><b>Enrichment</b></p> | <p><b>Visitors into Nursery</b><br/>Police officer, Paramedic, Car mechanic – women role models for children.</p> | <p><b>Food Tasting</b><br/>Children will try new healthy foods</p> | <p><b>Baking</b><br/>Following our learning about Harvest and The Little Red Hen, the children will have the opportunity to make their own bread</p> | <p><b>Hatching Ducks</b><br/>The children can observe ducks hatching in the Nursery.</p> |  | <p><b>Bushfield Woods</b><br/>The children will visit Bushfield wood and become explorers. We will go on a nature treasure hunt and build dens like we are shipwrecked on a desert island.</p> |
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# Foundation Stage 2 CURRICULUM OVERVIEW

## Reception



*If you require any further information regarding our curriculum, please contact the school*

|                 | <b>Autumn Term 1</b><br><i>All about me- diversity, occupations, and healthy lifestyles</i><br>  | <b>Autumn Term 2</b><br><i>Fairy tales and Celebrations</i><br>  | <b>Spring Term 1</b><br><i>Journeys through stories</i><br>  | <b>Spring Term 2</b><br><i>Transport</i><br>  | <b>Summer Term 1</b><br><i>Animals and the environment</i><br>  | <b>Summer Term 2</b><br><i>Just Imagine- Fantasy and Dinosaurs</i><br>  |
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| <b>Literacy</b> | <b>Core Texts –</b><br>Colour Monster Goes to School<br>All are Welcome Here (Diversity)<br>My Mom has Two Jobs (People who help us)<br>When I was little like you/ (Historical items)<br>The Healthy Wolf (Healthy Eating)<br>Mama Panya’s Pancakes (Cultures/Music)<br>Autumn poem/ Non-fiction (Seasons) | <b>Core Texts –</b><br>Bonfire Night- poem<br>Three Billy Goats Gruff<br>Three Billy Goats Fluff<br>The Elves and the Shoemaker<br>Little Red Riding Hood<br>Little Red Riding Hood and the Sweet Little Wolf<br>Jolly Christmas<br>Postman<br>Nativity Story | <b>Core Texts-</b><br>The Jolly Postman<br>The Magic Paintbrush<br>Chapati Moon<br>We’re going on a Bear Hunt<br>We’re going on a Lion Hunt<br>All Aboard for the Bobo Road   | <b>Core Texts-</b><br>You Can’t call an Elephant in an Emergency<br>Once upon a Tide<br>Mr. Gumpy’s Motor Car<br>Emma Jane’s Aeroplane<br>Easter Story   | <b>Core Texts-</b><br>Eid- Rashad’s<br>Ramadan and Eid Al-Fitr<br>Seasons- Spring Poem<br>The Tiny seed – Eric Carle<br>The Great Bean Machine (Recycling)<br>Farm Animals- Non-fiction texts<br>Whose Habitat is That?    | <b>Core Texts-</b><br>Supertato<br>Superworm<br>Aliens Love Underpants<br>Dinosaurs -nonfiction<br>Changes   |
|                 | The children will learn single letter sounds and some special friends including sh, ch, th, qu, ng. They will begin to blend words to read and learn some high frequency words. They will listen for sounds in words to begin to segment words. They will practise building and                             | We will revise our letter sounds and practise reading longer words, phrases and simple sentences. Children will practise writing words by segmenting to hear all the letter sounds in words. We will continue to read high                                    | The children will share stories from different cultures and talk about settings and characters. Children will practise writing words, phrases, and simple sentences. They will begin to use special friends in their own writing. | The children will continue to practise writing sentences that can be read by themselves and others. They will be encouraged to read what they have written to make sure it makes sense. They will practise | We will look at fiction and non-fiction texts and discuss how they are different. The children will write longer words and incorporating knowledge they have acquired in phonic lessons in their own writing. They will be | We will explore using writing for different purposes including labelling and writing lists. They will include HFWs and diagraphs in their own writing. They will write longer pieces with more than one sentence and self-correct their work where |



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|                     | <p>writing words with two and three sounds. We will label self/family portraits and a healthy plate Fred talking the sounds we can hear in words to then write them. The children will listen to a variety of stories and answer questions to show they have understood what is read. They will make predictions about what will happen in the story.</p> <p>We will learn new vocabulary through our Write Stuff lessons.</p>  | <p>frequency words. The children will learn how stories are structured and look at how traditional tales can be adapted.</p> <p>Children will continue to use what they have learned in phonics and apply this to their own reading and writing.</p> <p>During Write Stuff lessons, they will learn new words using our Grandmas Fantastic puppet.</p>   | <p>Children will learn many high frequency words that can be used in our own writing. We will begin to decode longer words to read them.</p> <p>They will practise using the correct spelling for words that can be sounded out.</p> <p>In Write Stuff, we will continue to use the lenses to develop new words. We will then use these new words to develop sentences orally.</p>   | <p>using capital letters, finger spaces, and full stops independently in their writing. They will decode words according to their phonics knowledge including reading some words by sight.</p> <p>In Write Stuff, we will think about different words that have similar meanings. They will begin to scale these words thinking about if they are negative or positive.</p> | <p>encouraged to think of and write sentences independently. Children will read their sentences back and self-correct their writing.</p> <p>In Write Stuff lessons, children will begin to write their own sentences using sentence starters as support.</p> | <p>needed. They will begin to use adjectives and conjunctions in their own writing. They will gain confidence in their reading and writing, and many children will be able to read fluently at a good pace.</p> <p>During Write Stuff lessons, children will have the opportunity to think of and write their own sentences. They will use describing words linked to their experiences.</p> |
| <p><b>Maths</b></p> | <p><b>Match, sort and compare:</b><br/>Children will match pictures and objects and identify a set. They will explore sorting techniques and creating sorting rules. They will begin to compare amounts.</p> <p><b>Talk about measure and patterns:</b><br/>Children will compare size, mass and capacity. They will explore, copy, continue and create simple patterns.</p> <p><b>It's me 1, 2, 3:</b><br/>Children will find, subitise and represent 1, 2 and 3. They will explore 1 more and 1 less as well as the composition of these numbers.</p> <p><b>Circles and triangles:</b><br/>Children will identify, name and compare circles and triangles. They will explore and identify these shapes within the environment around them. They will be introduced to positional language such as 'in', 'on', 'under', 'over', etc.</p> | <p><b>1, 2, 3, 4, 5 (Autumn on White Rose):</b><br/>Children will continue to explore numbers 4 and 5. They will use five frames to explore 1 more and 1 less as well as the composition of numbers 1-5.</p> <p><b>My day and night (Autumn on White Rose):</b><br/>Children will order key events in their daily routine and use time language such as 'morning', 'afternoon', 'evening, etc. They will begin to measure time in simple ways, eg: by counting how many 'sleeps'.</p> <p><b>Alive in 5!:</b><br/>Children will be introduced to zero and consolidate their knowledge of numbers 0-5 through finding, subitising and representing. They will compare numbers and extend their learning of 1 more and 1 less and number composition. They will begin to explore conceptual subitising of numbers to 5.</p> | <p><b>To 20 and beyond:</b><br/>Children will identify numbers up to 20 (and beyond). They will use practical methods to 'build' them and continue patterns. Verbally, children will count beyond 20 and notice number patterns.</p> <p><b>How many now?:</b><br/>Children will explore how numbers increase and decrease when adding more and taking away. Manipulatives and visual representations will be used to identify 'how many' were added or taken away. Children will begin to hold a number in their head and count on to find a total.</p> <p><b>Manipulate, compose and decompose:</b><br/>Children will begin to select 2-D and 3-D shapes for purpose and explore how to rotate and manipulate them. They will use positional language to explain how shapes are arranged in relation to each other. They will compose and decompose shapes and draw their own 2-D</p> |   |  |  |

**1, 2, 3, 4, 5:**

Children will build on their knowledge of number to find, subitise and represent numbers 4 and 5.

**Shapes with 4 sides:**

Children will identify, name and compare shapes with four sides. They will go on a shape hunt to identify them within the environment.

**Mass and Capacity:**

Children will use the language of mass such as heavy/heavier and use balance scales to explore and compare mass. Children will use different shaped containers to explore and compare capacity and develop their understanding of how full or empty something is.

**Growing 6, 7, 8:**

Children will continue build on their number knowledge by finding, counting and representing 6, 7 and 8. They will extend their 1 more, 1 less understanding to these numbers and explore their composition. Through making pairs, children will be introduced to the concept of odd and even. They will find and make doubles to 8, combine 2 groups to find out how many altogether and further develop their conceptual subitising.

**Length, height and time:**

Children will explore length and height using language such as longer, shorter, taller, etc. They will use non-standard units, such as bricks, to begin to measure and compare. Children will begin to order and sequence important times in the day and talk about time and significant events.

**Building 9 and 10:**

Children will continue to build on their number knowledge by finding, counting and representing 9 and 10. They will extend their 1 more, 1 less understanding to these numbers, explore their composition and develop their conceptual subitising to 10. Using real objects, children will make arrangements of 10 and be introduced to number bonds to 10. They will find and make doubles to 10 to further their understanding of odd and even.

shapes. Children will explore which 2-D shapes can be found within a 3-D shape.

**Sharing and Grouping:**

Children will explore, share and group quantities. They will use both odd and even amounts to develop their understanding of when something is equal. They will play with and build doubles.

**Number bonds to 5 (not White Rose):**

Children will recall the missing number with number bonds up to 5 and identify some number bonds to 10. They will apply this knowledge to create their own part-part whole models.

**Visualise, Map and Build:**

Children will explore pattern by identifying repeating patterns and creating their own. They will use small-world and construction areas to replicate and rebuild scenes as well as visualise and describe them from different positions. They will verbally give instructions for building and start to explore mapping.

**Make connections:**

Children will draw together the different areas of Maths they have explored throughout the year to deepen their Mathematical understanding. They will make connections, patterns and relationships between the different areas of their learning.

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|   |  |   | <p><b>Explore 3-D Shapes:</b><br/>Children will begin to recognise and name 3-D shapes, explore them within their environment and consider which shapes are suited to different tasks (eg: rolling or stacking). They will begin to explore more complex patterns and copy and continue these.</p>  |  |   |  |
| <p><b>Communication and Language</b></p>            | <p>The children will talk about what they like about school. They will listen during class discussion and respond appropriately to questions. During circle time and story times, children will be encouraged to think of their own answers and express their ideas. Children will learn new vocabulary and begin to use this in their play. They will begin to ask their own questions. They will their own experiences within their families. They will have the opportunity to talk about past events in their own lives and describe these in detail. They will learn to sing songs and poems and remember some of the language in them.</p> | <p>The children will give their own explanations of things they have observed. They will practise responding appropriately to what others have said and stick to the main theme during discussions. They will increase their vocabulary and use new words appropriately. Children will use new vocabulary in their own conversations. They will retell familiar stories by repeating some of the language they have learned and adding some of their own words.</p> | <p>The children will describe and provide explanations of events and use talk to organise and clarify their thinking. They will use two channelled attentions in large and small group activities. Children will listen to conversations and respond with their own suggestions and ideas. They will connect their ideas and actions using connectives.</p> | <p>Children will practise listening to stories and anticipate key events responding with relevant comments and questions. They will retell past events using full sentences and try to use the appropriate tense when retelling these events. They will practise following instructions involving several ideas or actions. They will continue to practise listening attentively in a range of situations.</p> | <p>Children will practise answering how and why questions in more depth and draw on their own experiences to formulate good answers. They will practise using future tense accurately when talking about events that will happen. They will use talk to work out problems and organise activities. They will talk about fiction and non-fiction books and use vocabulary we have learned through different texts.</p> | <p>Children will be encouraged to recount experiences and imagine possibilities, often connecting ideas. They will continue to develop and use a wide range of vocabulary in imaginative ways. Children will apply vocabulary they have learned previously to new situations. They will use language for a variety of purposes including adding information, expressing ideas or explaining actions or events. Children will practise listening to each other's stories, events or opinions and respond appropriately.</p> |
| <p><b>Personal Social Emotional Development</b></p> | <p>The children will learn about what makes a kind friendship. We will look at ourselves and our friends and learn how to play within groups, extending and elaborating our ideas through role play. They</p>  | <p>The children will continue to build on friendships. They will learn more about the behaviour expectations and rewards- such as the community coin</p>  | <p>The children will learn how to take account of one another and how to organise their activities to include everyone's thoughts and ideas within their play. The children will</p>  | <p>We will continue to work on our understanding of other's needs. We will practise showing sensitivity to other's feelings and building on</p>  | <p>The children will take greater ownership in their learning and explain their strategies to others. They will talk about their ideas and identify resources they might need for new</p>   | <p>The children will play group games with rules and understand good sportsmanship. They will understand that's someone else's point of view can be different from theirs. They will</p>   |

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|                                     | <p>will discuss what makes them happy, sad, excited, and angry. They will talk about themselves and what they are good at. We will learn and follow the rules and routines in school. They will develop resilience when faced with challenging activities. They will manage their personal care such as toileting, staying hydrated, and getting on their own coats. We will explore healthy lifestyles including toothbrushing, exercise, regular sleep, and healthy eating. The children will explore similarities and differences between themselves and others. They will explore the role of different members of the community and their own roles as a citizen.</p> | <p>scheme for being helpful and polite towards their peers and adults. They will begin to understand that their actions affect others and how to resolve any conflicts. We will continue to learn about the importance of sharing and turn taking. They will think of other's perspectives. They will explore fire safety through our bonfire topic and weather appropriate clothing through our elves and the shoemaker topic.</p> | <p>continue to build their confidence in all areas of learning. They will experience learning opportunities in each zone of FS2. They will be able to share their opinion of why they like some activities more than others. They will discuss why limiting screen time is important. The children will learn about different occupations following our learning based on the Jolly Postman story.</p> | <p>their relationships with adults and their peers. The children will become more confident and learn how to persevere when faced with new challenges. We will look at people that help us and how we can help others. We will explore healthy lifestyles including road safety awareness. They will think about the perspective of others through the characters in the stories we read.</p> | <p>activities. The children will talk about how they and others show feelings. They will understand that some behaviour is unacceptable. They will work co-operatively with others and show sensitivity to other's needs. They will think about how to be good citizens by caring for our planet and living things.</p>                           | <p>work on solving minor disagreements independently through discussion. They will be confident to speak in class groups about things they enjoy, are good at and about things that they don't find easy. They will be more independent in their own learning and finding out information. They will talk about how they would adapt activities or learning to make future improvements.</p> |
| <p><b>Physical Development-</b></p> | <p>The children will learn about making healthy choices to have healthy lifestyles. They will begin to learn about how to make healthy choices in relation to exercise, eating, and hygiene. They will increase their independence when dressing to go outdoors and getting ready for lunch. They will begin to hold the pencil using the tripod grip and practise forming letters correctly.</p>  | <p>The children will have a weekly PE lesson where they will practice getting dressed independently. They will also learn new moves through multi skills using balls. They will practise throwing, catching and kicking balls. They will begin to identify observe the effects of activity on their bodies. We will continue to use the</p>   | <p>During PE sessions our focus will be multi skills and ball games. We will practise throwing and catching with increasing control. We will use different types of balls to build their confidence in throwing and catching. In addition, we will continue practising our handwriting and remember where to</p>   | <p>During PE sessions our focus will be dance and athletics explored through our topics. We will practise moving in different ways and begin to think of our own dance moves We will also use movement and dance to express our feelings. We will practise pencil control and letter and number</p>   | <p>During PE sessions we will practise striking and fielding. Children will gain increasing control of objects using rackets and bats in different ways. We will continue to practise our pencil control and be able to have good control when writing sentences. We will practise keeping the letters on the line and that they go under the</p> | <p>In PE, we will be getting ready for our sports day by practising the activities we will take part in during the day. We will continue to practise writing on the line and controlling the letter size in our handwriting. We will practise doing up buttons and laces.</p>  |

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|  | <p>They will learn animal poses to strengthen their muscles reading for writing.</p>  | <p>tripod grip when writing and use the correct letter formation. Children will have regular handwriting lessons to practise these skills.</p>  | <p>begin letters and end.</p>  | <p>formation over this half term.</p>   | <p>line when needed.</p>  |   |
| <p><b>Understanding of the World</b></p> | <p><b>History</b><br/>They will look at how items have changed over time through our Families topic. They will consider grandparents experiences and think about how things were different when their grandparents were young. They will hear past stories told by grandparents.</p> <p><b>Geography</b><br/>During the All About Me topic the children will use maps and pictures to look at the area we live in. They will use world maps to think about where different family members may live in the world. During our Families topic they will find out about African culture using a story Mama Panya's Pancakes.</p> <p><b>Science</b><br/>Children will learn about healthy lifestyles and healthy eating. They will also observe the changing seasons and</p> | <p><b>History</b><br/>The children will learn about Guy Fawkes and why some people celebrate bonfire night. They will think about what historical objects might be in Grandma's house in the story of Little Red Riding Hood.</p> <p><b>Geography</b><br/>The children will draw simple maps to help Little Red Riding Hood find Grandma's house.</p> <p><b>Science</b><br/>We will observe damaged apples over time to observe and discuss the decaying process. They will explore a range of materials naming them and describing their properties.</p> <p><b>RE-</b></p> | <p><b>History</b><br/>The children will learn about different famous artists.</p> <p><b>Geography-</b><br/>The children will listen to stories set in China, India and Africa. They will find these countries using a map and learn about landmarks and their cultures. In the stories of the We're Going on a Bear Hunt and We're Going on a Lion Hunt the children will compare different environments. This term they will explore the use of maps to represent journeys in stories. They will have opportunities to draw their own maps to represent the journey of the Jolly Postman and the Bear Hunt.</p> <p><b>Science</b></p> | <p><b>History</b><br/>Children will learn about the past through the Mr. Gumpy's Motorcar story. They will compare cars of the past with modern cars.</p> <p><b>Geography</b><br/>Children will compare different cultures in stories and recognise different landmarks in some cities in the world.</p> <p><b>Science</b><br/>The children will investigate floating and sinking during our story Once Upon a Tide. They will also learn how water freezes to ice and then melts back to water. They will investigate how they can speed up ice melting.</p> | <p><b>History</b><br/>n/a</p> <p><b>Geography</b><br/>They will learn how recycling is a way to care for our environment.</p> <p><b>Science</b><br/>The children will continue to make observations of the changing seasons and describe some of the things they notice. They will plant sunflowers and other flowers and observe changes over time. The children will draw their own representations of plants and animals. During our Farm topic they will visit a farm. They will explore the world around them and compare different environments. The children will learn facts about farm animals and will talk about what they eat and where they live. They</p> | <p><b>History</b> Children will learn about Dinosaurs and recognise that things were different in the past. They will begin to look at timelines. They will think about how the world has changed since dinosaurs existed.</p> <p><b>Geography</b><br/>They will learn what a volcano is.</p> <p><b>Science</b><br/>They will make observations about changing states of matter as they cook their own pizza. They will begin to think about the reasons why dinosaurs are extinct. They will look at chemical reactions during a volcano investigation.</p> <p><b>RE</b><br/>n/a</p> <p><b>Computing</b></p> |

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|   | <p>observe changes in the natural world through an autumn investigation.</p> <p><b>RE</b><br/>We will be looking at and describing special times and events for families and friends.</p> <p><b>Computing</b>- We will talk about internet safety and limiting their use of technology as part of Healthy Lifestyles topic. We will use different number and phonics websites on the interactive whiteboards and iPads.</p> | <p>The children will listen to the nativity story. They will talk about their own traditions around celebrating Christmas and compare with others.</p> <p><b>Computing</b><br/>Cameras for a photo booth for Christmas and filming stories with the iPads.</p>  | <p>As the children learn about the different countries in this terms stories, they will make comparisons about the environments and how they differ to the environment that they live in.</p> <p><b>RE- N/A</b></p> <p><b>Computing</b><br/>The children will use bee bots to navigate maps.<br/>The children will use a paint program to draw their own pictures.</p> | <p><b>RE</b><br/>Children will learn about Easter and visit the local church.</p> <p><b>Computing</b><br/>The children will use the interactive boards to learn about other cultures and to research historical cars.</p> | <p>will think about where milk comes from as well. We will talk about differences and similarities of different habitats.</p> <p><b>RE</b><br/>Children will learn about Eid and will have a visitor who celebrates Eid to talk about their traditions. They will find out the place Muslims worship in is a mosque. They will compare what they have learned about Christianity and the Muslim faiths.</p> <p><b>Computing</b><br/>They will take photos of different signs of spring and use iPads to find out information about animals.</p> | <p>The children will use different Literacy and Math games and programmes to consolidate their learning.</p>  |
| <p><b>Expressive Art and Design</b></p> | <p>Children will role play playing alongside other children who are engaged in the same theme.</p> <p><b>Art</b><br/>The children will use paint and collage materials to create self portraits and pictures of animals from other countries. They will also make Autumn collages. They will use different items for sculpting including</p>  | <p>The children will act out and create narratives of well-known fairy tales. They will develop their own narratives through role play of their own experiences.</p> <p><b>Art</b><br/>Children will use materials to make sparklers and firework pictures.</p> | <p>They will act out narratives based on the stories they have heard.</p> <p><b>Art</b><br/>The children will experiment with paint and various artistic effects through our Magic Paint Brush topic They will look at the work of some famous artists and compare them. The</p>   | <p>They will role play being in an airport using props to support their role play.</p> <p><b>Art</b><br/>We will explore print using toy vehicles.</p> <p><b>DT</b><br/>The children will have many</p>                   | <p>During our animal topic children will explore life on the farm.</p> <p><b>Art</b><br/>They will represent their own ideas, experiences through various artwork including detailed drawings, clay models and paintings.</p>   | <p><b>Art</b><br/>Children will design their own superhero vegetable sculpture. They will have opportunities to use watercolours to create scenes from stories.</p> <p><b>DT</b><br/>The children design a trap for evil pea and a spaceship for the aliens. They will be learning to suggest and adapt their</p> |

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|  | <p>shaving foam for ice cream and petals for sprinkles.</p> <p><b>DT</b><br/>The children will begin to have opportunities to design and make things including bags and different vehicles. They will follow a simple recipe to make pancakes. They will practise their early skills of preparing food eg cutting, chopping and slicing fruit and vegetables</p> <p><b>Music</b><br/>They will explore well known nursery rhymes and learn to move to music. The children will learn to sing echo songs. They will perform movements and play instruments to a steady beat which sometimes stays the same and sometimes gets faster. They will learn to recognise and respond with movement to the structure of songs by listening carefully to lyrics.</p> | <p>They will have an opportunity to create a marble effect firework picture. The children will explore print and pattern when printing with shoes.</p> <p><b>DT</b><br/>They will build with purpose, constructing their own bridges with a variety of materials. They will explore which materials work better for building bridges. The children will practise their early weaving and sewing skills.</p> <p><b>Music</b><br/>The musical focus will be on high and low sounds. The children will develop listening skills through matching movement to pitch. They will also sing stepping notes that move up and down accompanied by tuned percussion and hand actions. Finally, they will learn new songs with actions for our Christmas performance.</p> | <p>children will investigate different materials and how they can be combined, including story map collages.</p> <p><b>DT</b><br/>They will design and make a post box so that the characters from a story can post their letters.</p> <p><b>Music</b><br/>They will learn to accompany stories with descriptive music. As they create and combine sounds, they will develop their understanding of musical texture. They will also explore the structure of different songs such as cumulative and echo songs.</p> | <p>opportunities to design and make things related to all our stories. For example, boats to carry toy animals across the water, emergency vehicles, Easter baskets and ice lollies. They will talk about the final product and begin to evaluate. Commenting what they like about it and how they would change it or make it even better.</p> <p><b>Music</b><br/>We will start the term with a session called The Journey. They will then listen to music from other cultures and create their own performances. The overall musical focus will be on loud and quiet sounds. We will create music to describe a storm and respond in movement to loud and quiet drumming sounds related to a story. We will also learn to use a graphic score.</p> | <p>They will some observational drawings of animals.</p> <p><b>DT</b><br/>The children will build barns for the animals to live in using a variety of materials.</p> <p><b>Music</b><br/>They will explore music and songs related to various animals. During our Caterpillar session they will explore loud and quiet sounds as they learn about the life cycle of a butterfly. Using a simple graphic score, they will perform a combination of sounds related to farm animals. They will also explore beat and tempo with our session called Spider Tricks. Finally, they will explore and combine a variety of environmental sounds using litter.</p> | <p>own designs through these creations. They will work collaboratively to design and make a spaceship for the aliens. Children will be encouraged to talk about the features of their own work and recognise the strengths and differences between their work and others. The children will continue to learn about food hygiene and food preparation when making a vegetable pizza.</p> <p><b>Music</b><br/>They will explore sounds associated with the seaside and perform a seaside symphony using vocal sounds. They will look at the structure of cumulative and "call and response" songs. They will also explore pulse and rhythm with a lovely African passing game using pebbles, and with our sessions on dinosaurs. Finally, they will create and perform expressive music to accompany a narrative (Teddy Bear Picnic) responding to a storyboard.</p> |
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| <p><b>Enrichment</b></p> | <p><b>Visitors into FS2</b><br/>         People who help us-<br/>         Nurse<br/>         Grandparents will visit and share stories of what it was like when they were young.</p> | <p><b>Visitor</b><br/>         Local Minister- Nativity Story.</p> | <p><b>Chapatti tasting-</b><br/>         They will experience food from a different culture.</p> | <p><b>Visitor-</b> Police<br/> <b>Visit to Church</b><br/>         The children visit a local church and make observations.<br/> <b>Food Preparation-</b><br/>         Prepare hot cross buns.<br/>         Children will design and make a frozen fruit lolly as part of our once upon a time topic.</p> | <p><b>Growing</b><br/>         Children will grow a sunflower.<br/> <b>Visit to a Farm</b><br/>         The children will visit and learn about animals on the farm. They will feed the lambs, goats, and sheep. They will go on a tractor ride and learn about the different areas of a farm.</p> | <p><b>Cooking</b><br/>         Children will make vegetable pizza faces.</p> |
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## YEAR 1 CURRICULUM OVERVIEW

*If you require any further information regarding our curriculum, please contact the school*



|                | <b>Autumn Term 1</b><br><i>All About Us and Around the World</i>   | <b>Autumn Term 2</b><br><i>Space</i>   | <b>Spring Term 1</b><br><i>Toys</i>  | <b>Spring Term 2</b><br><i>Growing</i>  | <b>Summer Term 1</b><br><i>Animals</i>   | <b>Summer Term 2</b><br><i>Great Fire of London</i>   |
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| <b>Writing</b> | <b>Weeks 1-2</b><br><b>Focus: Postcard</b><br><b>Text: Max and Lemon Around the World</b><br><br><b>Weeks 3-5</b><br><b>Focus: Adventure Story</b><br><b>Text: Wombat Walkabout</b><br><br><b>Week 6</b><br><b>Focus: Narrative</b><br><b>Text: The Queens Hat</b> | <b>Weeks 1-3</b><br><b>Focus: Science Fiction</b><br><b>Text: The Way Back Home</b><br><br><b>Weeks 3-6</b><br><b>Focus: Leaflet</b><br><b>Text: Ice Planet</b><br><br><b>Week 7</b><br><b>Focus: Recount</b><br><b>Topic: Planetarium Visit (recount)</b> | <b>Weeks 1-3</b><br><b>Focus: Traditional tale</b><br><b>Text: Pinocchio</b><br><br><b>Week 4-5</b><br><b>Focus: Report</b><br><b>Text: Toys from the Past</b> | <b>Weeks 1-2</b><br><b>Focus: Poetry</b><br><b>Text: When I am by myself</b><br><br><b>Week 3-6</b><br><b>Focus: information text</b><br><b>Text: Seasons</b> | <b>Weeks 1-3</b><br><b>Focus: Narrative</b><br><b>Text: The Storm Whale</b><br><br><b>Weeks 4-6</b><br><b>Focus: Travel Journal</b><br><b>Text: On Safari</b>          | <b>Weeks 1 assessment week</b><br><br><b>Week 2 and 3</b><br><b>Focus: Poetry</b><br><b>Text: Great Fire of London</b><br><br><b>Weeks 4-5</b><br><b>Focus: Narrative</b><br><b>Text: Sammy the Street Dog</b><br><br><b>Weeks 6-7</b><br><b>Building a moving picture (instructions)</b> |
|                | <b>SPAG focus:</b> Capital Letters and Lowercase Letters<br>Letters<br>Verbs<br>Suffixes -ing<br>Finger Spaces<br>Writing Sentences  | <b>SPAG focus:</b> Pronouns<br>I<br>Noun Suffixes -s<br>Prefixes un-<br>Capital Letters and Full Stops<br>Writing Sentences  | <b>SPAG focus:</b><br>Singular Nouns<br>Past and Present Verbs<br>Suffixes -ed<br>Capital Letters for the Days of the Week<br>Writing Sentences                | <b>SPAG focus:</b><br>Plural Nouns<br>Noun Suffixes -es<br>Compound Words<br>Question Marks<br>Sequencing Sentences   | <b>SPAG focus:</b><br>Punctuating Sentences<br>Nouns Suffixes -es<br>Exclamation Marks<br>Capital Letters for Names of People and Places<br>Writing Question Sentences | <b>SPAG focus:</b><br>Joining Words and Clauses Using 'and'<br>Suffixes -er<br>Punctuating Sentences<br>Writing Stories<br>Writing Exclamation Sentences<br>Joining Words and Clauses Using 'and'   |
| <b>Reading</b> | <b>Author: Julia Donaldson</b><br><b>Text Type: Fiction</b><br><b>Focus: Familiar Authors</b>  | <b>Text: Space tortoise, Man on the Moon, Darkest Dark</b><br><b>Text Type: Fiction</b><br>We will retell, think of questions and discuss  | <b>Text: Toys in Space, Ugly Duckling, The enormous turnip.</b><br><b>Text type: Fiction</b><br>We focus in depth on essential reading skills                  | <b>Text: A range of non-fiction plants and growing texts</b><br><b>Text type: Non-fiction</b>   | <b>Text: The Tiger who came to tea, Paddington</b><br><b>Text type: Fiction and Non-fiction</b>  | <b>Text: Texts based on the Great Fire Of London</b><br><b>Text type: Poetry</b><br>We look at short stories and  |

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|                     | <p>We share, explore, make predictions, compare and express preferences about the familiar British author Julia Donaldson.</p> <p>Learns to appreciate rhymes and poems, and to recite some by heart</p>  | <p>adventures. We will explain what happens in the story, sequence events and start to infer.</p>   | <p>such as predicting, explaining, sequencing and inferring across a range of different pieces and text types.</p>  | <p>We explore a range of print types in more detail and learn how to find information from the texts.</p> <p>The children will learn how to search for information in simple tables and charts.</p> | <p>We look at short stories and information texts to build confidence with answering comprehension questions.</p> <p>The children will learn how to use pictures and vocabulary to support meaning. We will also continue to infer and explain.</p> | <p>information texts to build confidence with answering comprehension questions.</p> <p>The children will discuss vocabulary and link new words to words that are already familiar and explain in more detail.</p> |
| <p><b>Maths</b></p> | <p><b>Topic: Number - Place Value</b><br/>Children will use practical resources and visual models to explore numbers within 10:</p> <ul style="list-style-type: none"> <li>Sort and count objects</li> <li>Count objects from a larger group</li> <li>Represent objects as numbers</li> <li>Recognise numbers as words</li> <li>Count on from any given number</li> <li>Say 1 more and 1 less</li> <li>Count backwards within 10</li> <li>Compare groups by matching</li> <li>Use fewer, same and more</li> <li>Use less than, greater than and equal</li> <li>Use the inequality symbols (&gt; &lt; =) to compare numbers</li> <li>Order objects and numbers</li> <li>Explore number lines</li> </ul> <p><b>Topic: Number - Addition and Subtraction</b><br/>Children will use practical resources and visual models to explore adding and subtracting numbers within 10:</p> <ul style="list-style-type: none"> <li>Introduced to parts and wholes and the part-whole model</li> <li>Write number sentences</li> <li>Create addition and subtraction fact families (the eight facts)</li> <li>Develop understanding and recall of number bonds to 10</li> </ul> | <p><b>Topic: Number - Place Value</b><br/>Children will build on their knowledge to explore numbers within 20:</p> <ul style="list-style-type: none"> <li>Count within 20</li> <li>Secure their understanding of 10 through using ten frames, bead strings and towers of cubes to draw attention to the fact 10 ones and 1 ten are equivalent</li> <li>Develop their ability to instantly recognise (subitise) 10 without needing to count</li> <li>Practise matching numbers to from 11-19 to visual representations to see the full 10 and part of the next 10 to support their place value understanding</li> <li>Explore the differences and similarities of numbers 11-19 and use part-whole models to introduce them to portioning these</li> <li>Use ten frames, bead strings and towers of cubes to draw attention to the fact 2 tens are equivalent to 20</li> <li>Apply their counting skills to find 1 more or 1 less than any numbers within 20</li> <li>Explore and use a number lines to 20 to count and estimate</li> <li>Compare and order numbers to 20</li> </ul> <p><b>Topic: Number - Addition and Subtraction</b><br/>Children will use practical resources and visual models to explore adding and subtracting numbers within 20:</p> | <p><b>Topic: Number – Multiplication and Division</b><br/>Children will use practical resources and visual models to explore multiplication and division: in 2s, 10s and 5s<br/>use and add equal groups<br/>arrays<br/>doubles<br/>linked to division through grouping and sharing to equal groups</p> <p><b>Topic: Number – Fractions</b><br/>Children will use practical resources and visual models to explore halves and quarters:<br/>use and find half and a quarter of an object or<br/>use and find half and a quarter of a quantity</p> <p><b>Topic: Geometry</b><br/>Children will use explore position and direction: use turns using the terms full, half, quarter and quarter<br/>use position using left and right, forwards and backwards, above and below<br/>ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, last, etc)</p> <p><b>Topic: Number - Place Value</b><br/>Children will build on their knowledge to explore numbers within 100:</p> <ul style="list-style-type: none"> <li>Count from 50 to 100</li> </ul> |   |   |  |

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|         | <ul style="list-style-type: none"> <li>• Explore addition through adding together, adding more and addition problems</li> <li>• Find parts of numbers and use this as an introduction to subtraction</li> <li>• Explore subtraction through taking away, crossing out, how many left and using a number line</li> </ul> <p><b>Topic: Geometry</b><br/>Children will use practical resources and visual models to explore 2D and 3D shapes:</p> <ul style="list-style-type: none"> <li>• Learn to recognise, name and sort 3D shapes such as cubes, cuboids, cylinders, pyramids, cones and spheres</li> <li>• Learn to recognise, name and sort simple 2D shapes such as triangles, squares, rectangles and circles</li> <li>• Use shapes to explore repeating patterns by saying the pattern aloud, considering which shapes come before or after, continuing the pattern and making their own</li> </ul> | <ul style="list-style-type: none"> <li>• Add by counting on and using number bonds</li> <li>• Find and make number bonds to 20</li> <li>• Understand doubles and near doubles</li> <li>• Subtract using number bonds, counting backwards and finding the difference</li> <li>• Explore the relationship between addition and subtraction through related number facts</li> <li>• Explore missing number problems, using the idea of the inverse operation to 'undo'</li> </ul> <p><b>Topic: Number - Place Value</b><br/>Children will build on their knowledge to explore numbers within 100:</p> <ul style="list-style-type: none"> <li>• Count from 20 to 50</li> <li>• Develop their understanding of multiples of 10 to 50</li> <li>• Count by making groups of 10</li> <li>• Group and partition tens and ones</li> <li>• Explore and use a number lines to 50 to count and estimate</li> <li>• Apply their counting skills to find 1 more or 1 less than any numbers within 50</li> </ul> <p><b>Topic: Measure</b><br/>Children will use standard and non-standard units to explore length, mass and volume:</p> <ul style="list-style-type: none"> <li>• Compare lengths, heights, mass and vole using language such as 'longer /shorter/taller than', 'heavier/lighter' and 'more than/less than'</li> <li>• Measure length using objects</li> <li>• Learn to measure length in cm using a ruler</li> <li>• Measure mass using non-standard units such as cubes or bricks</li> <li>• Explore empty, full and nearly full as an introduction to volume and capacity</li> <li>• Measure volume using non-standard units such as cups</li> <li>• Compare capacity using inequality symbols (&gt; &lt; =)</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to develop their understanding of multiples of 10 to 100</li> <li>• Partition numbers within 100 into tens and ones</li> <li>• Explore and use a number lines to 100 to count and estimate</li> <li>• Apply their counting skills to find 1 more or 1 less than any numbers within 100</li> <li>• Compare numbers within 100</li> </ul> <p><b>Topic: Measure</b><br/>Children will use practical resources and visual representations to explore money:</p> <ul style="list-style-type: none"> <li>• Explore the concept of unitising- that one coin can represent a unified amount, eg: a 5p coin represents five 1p coins</li> <li>• Recognise coins</li> <li>• Recognise notes</li> <li>• Apply their knowledge of counting in 2s, 5s and 10s to count in coins</li> </ul> <p><b>Topic: Measure</b><br/>Children will use practical resources and visual representations to explore time:</p> <ul style="list-style-type: none"> <li>• Use time language such as 'before' and 'after'</li> <li>• Name and order the days of the week and months of the year</li> <li>• Introduced to hours, minutes and seconds</li> <li>• Tell the time to 1 hour</li> <li>• Tell the time to half the hour</li> </ul> |  |                                |   |
| Science | <b>Seasons (Autumn and Winter)</b>   | <b>Materials</b><br>To identify and name a variety of different   | <b>Scientific Skills</b><br>The children will explore and experiment with a  | <b>Growing/Plants</b><br>The children will identify and describe | <b>Animals including human</b> | <b>Seasons -observe changes across four seasons</b> |

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|                  | <p>The children will observe changes across the 2 seasons in the context of the weather. They will describe Autumn and Spring day length and discuss how long a day is. The children will have the opportunity to go on a walk and identify the signs of autumn and winter. They will also look at how some animals adapt in the winter.</p> | <p>materials including wood, plastic, glass, metal, water and rock. The children will look at what certain objects are made from. They will look at materials and decide which are waterproof and which are not, which materials are strong and which are weak.</p>  | <p>wide variety of materials. They will perform simple tests and communicate their findings in a range of ways. Children decide on which materials are best to create a strong house. They will look at absorbent and waterproof materials.</p>  | <p>the basic structure of common plants. Children will name a variety of common plants and garden plants. They will also get a chance to observe the growth of beans. The children will keep a diary and update it weekly looking closely at the plant growth.</p> | <p>The children will identify, name and draw the basic parts of the human body. They will identify and name common animals including fish, amphibians, reptiles, birds and mammals. They will compare the structure of common animals and name carnivores, herbivores and omnivores.</p>   | <p>We will observe and describe weather associated with the seasons and how day length varies. Well will look at trees, plants and clothes that we wear and how they change from winter to spring. We will gather and record data to help us answer questions by recording the temperature, rainfall and wind direction.</p> |
| <p>Computing</p> | <p><b>Internet safety</b><br/>Children will learn how to use technology safely and respectfully. Children will identify where to go for help and support when they have concerns online. They will learn about what information is personal and what not to share online.</p>  | <p><b>Computing systems and networks- Technology around us</b><br/>Develop your learners' understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly</p> | <p><b>Creating media- Digital painting</b><br/>Children will be exploring the world of digital art and its exciting range of creative tools. We will be empowering them to create their own paintings, while getting inspiration from a range of other artists. We will then conclude by asking them to consider their preferences when painting with, and without, the use of digital devices</p> | <p><b>Programming A-moving a robot</b><br/>In Computing the children are going to use beebots to create different routes. They be learning how to use the different buttons on the beebot and will be creating a simple set of instructions.</p>                   | <p><b>Data and information- grouping data</b><br/>During this unit, learners will be logging on to the computers, opening their documents, and saving their documents. This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.</p> | <p><b>Creating media- digital writing</b><br/>Children will be learning about digital writing. They will be learning to type and will know how to remove text and images from a document. They will be familiar with the keys on a keyboard and how to use capital letters and punctuation.</p>                              |

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| History   |  | <p><b><u>Significant individuals</u></b><br/>         Linking into our space topic we learn about Neil Armstrong and why he is significant in History. We also look at other explores in history such as Ibn Christopher Columbus then compare them. We will also focus on Tim Berners-Lee and William Caxton learning about their achievements and why they are significant.</p> | <p><b><u>Toys</u></b><br/>         We look at changes within living memory by comparing toys from the past and now. We also focus on Victorian toys and look at the local history of Wolverton by visiting Milton Keynes Museum.</p> |   |   | <p><b><u>The Great Fire of London</u></b><br/>         We will learn about the events that took place, look at the similarities and differences between life then and life now and learn about why the fire lasted for so long.</p> |
| Geography | <p><b><u>Where do I live?</u></b><br/>         The children will fist learn about the geographical features of our local area and locate popular areas on a simple map. The children will then name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> |   |  | <p><b><u>Continents</u></b><br/>         We will name and locate the world's seven continents, use world maps, atlases and globes to identify the seven continents and use basic geographical vocabulary to refer to key physical features.</p> | <p><b><u>Oceans</u></b><br/>         We will learn about the 5 oceans, locate them on globes and maps. Then learn about how some factors are damaging the oceans and how we can protect them in the future.</p> |   |
| RE        |  | <p><b><u>Believing- Christianity</u></b><br/>         The children will start to discuss their own beliefs and learn that we might not all have the same faiths. They will begin to understand the beliefs of Christians and learn about key features of a Christian church.</p>  |  | <p><b><u>Belonging- Christianity</u></b> Children will learn about the importance of Easter to Christians and why they celebrate Easter.</p>  |   | <p><b><u>Behaving- Christianity</u></b><br/>         We will learn about the 12 disciples, the parable of the good Samaritan and the role of church leaders.</p>  |

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| PSHE | <p><b>Belonging</b><br/>The children will discuss different groups they belong to and why being kind is important. They will discuss unkind behaviour and how to make the correct choice.</p>   |  | <p><b>Living in the wider world</b><br/>The children will look at their own qualities and how they would like to develop. They will talk about jobs people can do and what they would like to achieve in the future.</p> |   | <p><b>Health and Wellbeing</b><br/>The children will learn how to make healthy choices about food, drink, exercise and sleep. To learn how to keep their bodies clean and safe.</p>   |  |
| Art  | <p><b>Spirals</b><br/>In this pathway children are enabled to build an understanding about the way they can make marks on a drawing surface. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make.<br/>Children will begin to explore mark-making and experiment with how they can use the marks they make in their drawings.</p> |  |  | <p><b>Exploring water colour</b><br/>In this pathway Year 1 will be exploring the works of Paul Klee and Emma Burleigh. They will be learning that watercolour paint has special characteristics. We will use the elements of surprise and accident to help us create art. We will be developing our painting by reflecting upon what we see and adding new lines and shapes to help develop imagery.</p> | <p><b>Making birds</b><br/>In this pathway children continue to develop their understanding of sculpture and build their making skills. The exploration starts with careful looking and drawing, and from this "grounded" basis children are encouraged to take creative risks by using experimental mark-making with a variety of media. Children are then invited to explore how they can manipulate their drawings in an intuitive way to make 3d forms. Paper is twisted, folded, crumpled to become 3d and added to a simple structure. Children explore balance to finally create an individual bird. The class birds can then be brought together to make a "flock" – with each child's artwork valued as part of the whole.</p> |  |

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| Design<br>Technology |   | <b>Space buggy</b><br>The children will learn about how a moving vehicle works and the different features. They will then design and create their own moving space buggy.   | <b>Teddy Bears Picnic</b><br>The children will learn about where food comes from then design and create their own biscuit and fruit skewer.   |  |   | <b>Moving picture</b><br>The children will be designing and producing their own moving picture based on the Great Fire of London. They will learn about different mechanisms and then test them to see which is the most effective. They will recreate a scene from the Great Fire of London. |
| Music                | <b>Ourselves</b><br>Create and place vocal and body percussion sounds. Explore descriptive sounds. Keep a steady beat on instruments. Create word rhythms. Perform word rhythms with movement.  | <b>Space</b><br>Explore duration - Learn how to use our voice to make a variety of long and short sounds. Respond to long and short sounds through movements. Improvise descriptive music. Control duration and dynamics using voices, body percussion and instruments. | <b>Keeping a steady beat</b><br>Using the theme of toys and machines, the children will explore beat through using movement, body percussion and instruments. They will combine a steady beat with word rhythms and explore changes in tempo/speed.   | <b>Pitch</b><br>During this half term, the children will explore the musical dimension of pitch. Using the story of Jack and the Beanstalk, we will use pitch to describe events and characters. Learning about the seasons, we will explore changes in pitch and respond to them with movements and vocal sounds. | <b>Animals</b><br>Understand pitch by singing a song with contrasting high and low melodies. Identify and play high and low pitches in music. Make a steady beat with voices and body percussion. Count a steady beat in patterns of 2,3 and 4 beats (metre). | <b>The Great Fire of London</b><br>Learn popular songs around 1666. Keep the pulse in songs and rhymes. Play fast, slow, loud, quiet. Creating music that matches an event in a story.  |
| PE                   | <b>Multi-skills</b><br>In PE the children will be looking at how exercise affects the body through multi skills. The children will be learning rugby, football, hockey, and basketball skills. The children will then move on to team games using the skills previously taught such as passing and dribbling. |   | <b>Dance, striking and fielding and net and wall tennis</b><br>In PE the children will be focusing on 'dance' where they will be exploring different movements and learning to move their bodies to the beat. In Games they will be looking at striking and fielding and net and wall tennis. The children will learn how to hold and use a racket. |  | <b>Athletics and striking and feeling</b><br>In athletics children will learn how to run, jump and throw. During striking and fielding lesson children will be applying their multi-skills to games.  |   |
| Enrichment           | <b>Science and Maths Day</b>  | <b>Planetarium</b><br>To support our topic about space a  |   | <b>World Book Day</b>  | <b>Cotswold Wildlife Park</b><br>To support our 'Animal' topic we will be visiting  | <b>Career Visitors</b><br>A couple of visitors will be visiting Wyvern to   |

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|  | We will be spending a whole day dedicated to fun and engaging activities. | Planetarium will come into school and the children will learn about the constellations and learn more about the moon landing. |  |  | the park where the children will learn more about wild animals and their habitats. | describe to the children what they do as part of their professions.<br><b><u>Sports Day</u></b> |
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## YEAR 2 CURRICULUM OVERVIEW



If you require any further information regarding our curriculum, please contact the school

|                   | <b>Autumn Term 1</b><br><i>Heroes</i>   | <b>Autumn Term 2</b><br><i>Roald Dahl</i>   | <b>Spring Term 1</b><br><i>Castles</i>  | <b>Spring Term 2</b><br><i>Travel and adventure</i>   | <b>Summer Term 1</b><br><i>Seaside</i>   | <b>Summer Term 2</b><br><i>Natures Detectives</i>  |
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| <b>Writing</b>    | <p><b>Weeks 1-2</b><br/>Focus: Adventure Narrative<br/>Text: Traction Man</p> <p><b>Weeks 3-5</b><br/>Focus: Chronological report<br/>Topic: Florence Nightingale</p>               | <p><b>Weeks 1-3</b><br/>Focus: Writing in the style of an author<br/>Text: The Twits</p> <p><b>Weeks 4-6</b><br/>Focus: Fantasy recount<br/>Text: The BFG</p> | <p><b>Weeks 1-2</b><br/>Focus: Legend<br/>Text: George and the Dragon</p> <p><b>Weeks 3</b><br/>Focus: Poetry<br/>Text: If I were in Charge of the World</p> <p><b>Weeks 4- 5</b><br/>Focus: Non-chronological report<br/>Topic: William the Conqueror/Warwick Castle</p> | <p><b>Weeks 1-2</b><br/>Focus: Diary<br/>Text: Zeraffa Giraffa</p> <p><b>Weeks 3-4</b><br/>Focus: Letter<br/>Topic: This is how we do it (letter to a pen pal).</p> <p><b>Weeks 5-6</b><br/>Focus: Narrative<br/>Text: Stardust</p> | <p><b>SATS</b></p> <p><b>Week 1</b><br/>Focus: Biography<br/>Topic: Grace Darling</p> <p><b>Week 2</b><br/>Focus: Poetry<br/>Topic: Seaside</p> <p><b>Week 3</b><br/>Focus: Narrative<br/>Topic: Something Fishy</p> <p><b>Week 4</b><br/>Focus: Narrative<br/>Topic: Lighthouse</p> | <p><b>Week 1 and 2</b><br/>Focus: Non-chronological report<br/>Topic: Habitats</p> <p><b>Week 3 and 4</b><br/>Focus: Fable<br/>Text: The Crows Tale</p> <p><b>Week 5 and 6</b><br/>Focus: Information text.<br/>Topic: Hibernation</p> |
| <b>SPAG Focus</b> | Nouns<br>Vowels and Consonants<br>Demarcating Sentences<br>Forming Nouns Using '-ness'<br>Punctuating Sentences   | Adjectives<br>Compound Words<br>Adjectives with -er and -est<br>Subordination<br>Statements and Exclamations  | Noun Phrases<br>Homophones<br>Forming Adjectives using -ful and -less<br>Questions and Commands<br>Sentence Writing   | Verbs<br>Singular and Plural<br>Adverbs with -ly<br>Commas in Lists<br>Changing Adjectives into Adverbs   | Adverbs<br>Word Classes<br>Coordination<br>Apostrophes for Possession<br>Past and Present Tense  | Recapping Pronouns<br>Forming Nouns Using -er<br>Progressive Tense<br>Apostrophes for Contractions<br>Uplevelling Sentences  |
| <b>Reading</b>    | <p><b>Focus: Fiction</b><br/><b>Don't wake the Beastie</b><br/>Expresses preferences linked to own. With support, justifies their views about texts they have had read to them.</p> | <p><b>Focus: Traditional Tales</b><br/>Rapunzel<br/>Identify effective language choices.</p> <p><b>Beauty and the Beast</b></p>                               | <p><b>Focus: Poetry</b><br/><b>The Sound Collector</b><br/>To identify simple literary language in poetry.</p> <p><b>The Sleepy Dragon</b></p>  | <p><b>Focus: Non- Fiction</b><br/>A range on non-fiction texts on a variety of topics.</p> <p><b>The First Encyclopaedia of Seas and Oceans- Usborne</b></p>  | <p><b>Focus: Fiction</b><br/><b>Blue Stone</b><br/>Make inferences based on a character's descriptions and actions.</p> <p><b>Tin Forest</b></p>   | <p><b>Focus: Fiction (Chapter books)</b></p> <p><b>Guard Dog</b><br/>Make a prediction and then change it in light of new information and</p>  |

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|  | <p>Asks questions to clarify.</p> <p><b>Lost and Found</b><br/>Retrieves key information from a text</p> <p><b>The Day the Crayons Quit</b><br/>Draws on what they already know or on background information and vocabulary provided by the teacher.</p> <p><b>Mog Stories</b><br/>Infer how a character is feeling based on what has been read</p> <p><b>Owl Babies</b><br/>Make inferences about a text.</p> <p><b>The Naughty Little Rabbit</b><br/>To answer questions about information stated within text (may not be obvious).</p> <p><b>Grace and Family</b><br/>To explore characters. I can recall some events in the story</p> <p><b>Independent reading text</b><br/>Continues to apply phonic knowledge and skills to decode words until automatic decoding has become</p> | <p>Sequence and retell a familiar story.</p> <p><b>Jack and the Beanstalk</b><br/>Identify the sequence of events by using what I already know about traditional tales.</p> <p><b>Revolting Rhymes Little Red Riding Hood</b><br/>Predict events in an unfamiliar version of a traditional tale.</p> <p><b>Revolting Rhymes Goldilocks and the Three Bears</b><br/>Recognise that different characters have different thoughts/feelings about, views on and responses to particular scenarios.</p> <p><b>Revolting Rhymes Three Little Pigs</b><br/>Refer to the text for evidence.</p> <p><b>Rumpelstiltskin</b><br/>Identify evidence of change as a result of events.</p> <p><b>Independent reading text</b><br/>Can read words with contractions, e.g. I'm, we'll, he's. Take into</p> | <p>Explain and discuss your understanding of poems that they have listened to.</p> <p><b>Dragonfly in the sun</b><br/>Refer to the text for evidence (poem)</p> <p><b>Castle on the Hill</b><br/>Answer retrieval questions.</p> <p><b>The Fisherman</b><br/>Answer retrieval questions.</p> <p><b>Cobwebs</b><br/>Answer questions and make inferences about information stated within text (may not be obvious).</p> <p><b>Independent reading text</b><br/>Identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over? Discusses effective language choices, e.g. 'slimy' is a good word there because...</p> | <p>Show that you are aware that non-fiction texts are structured in a different way.</p> <p><b>All about Dogs/ Pocket Science books</b><br/>Begin to use difference sources to locate information.</p> <p><b>Seaside's in the past</b><br/>Show and evaluates simple persuasive devices.</p> <p><b>Louis Braille- Watts</b><br/>Use evidence from the text to make inferences and justify my views.</p> <p><b>Coronation of Elizabeth II- Watts</b><br/>Retrieve information from a non-fiction text.</p> <p><b>The First Encyclopaedia of Animals- Usborne</b><br/>Explain and discuss a range of non-fiction books.</p> <p><b>Independent reading text</b><br/>Self-corrects spontaneously and at the point of error. Explains differences between fiction and non-fiction. Shows awareness of use of features of organisation</p> | <p>Explore contrast in a book.</p> <p><b>Independent reading text</b><br/>Can retell an unknown story (unfamiliar before first reading) beginning, middle and end (may only be in simple terms). With support, justifies their views about what they have read</p> | <p>make inferences using more than one justification.</p> <p><b>Hansel and Gretel</b><br/>Make links with other stories.</p> <p><b>Georges Marvellous Medicine</b><br/>Make predictions based on other stories in the author's style. Answer retrieval questions about the text. Make inferences with more complex texts.</p> <p><b>Independent reading text</b><br/>Identifies common themes in traditional tales. Sustains silent reading most of the time Makes inferences with more complex texts perhaps with using more than one justification.</p> |
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|              | embedded and reading is fluent  | account full stops and read different types of punctuation. |   | e.g. <i>index, bold headings</i> |  |  |
| <b>Maths</b> | <p><b>Topic: Number - Place Value</b><br/>Children will revisit, consolidate and extend their knowledge and understanding of numbers to 100:</p> <ul style="list-style-type: none"> <li>Count objects to 100 by making 10s</li> <li>Recognise tens and ones</li> <li>Use a place value chart</li> <li>Flexibly partition numbers to 100</li> <li>Write numbers to 100 in words</li> <li>Write numbers to 100 in expanded form</li> <li>Count, label and estimate on number lines to 100</li> <li>Compare and order objects and numbers</li> <li>Count in 2s, 3s, 5s and 10s</li> </ul> <p><b>Topic: Number – Addition and Subtraction</b><br/>Children will continue to develop their knowledge and understanding of addition and subtraction:</p> <ul style="list-style-type: none"> <li>Revisit and number bonds, fact families and related number facts for number to 20.</li> <li>Explore number bonds to 100</li> <li>Add and subtract 1s and 10s</li> <li>Addition by making 10, adding 3 1-digit numbers, adding to the next 10 and across a 10</li> <li>Subtraction from a 10 and across a 10</li> <li>Subtracting a 1-digit number from a 2-digit number across a 10</li> <li>Adding and subtracting 2 2-digit numbers within and across a 10</li> <li>Comparing number sentences</li> <li>Missing number problems</li> </ul> <p><b>Topic: Geometry</b><br/>Children will use manipulatives and visual representations to further develop their knowledge of 2-D and 3-D shapes:</p> |   | <p><b>Topic: Measure</b><br/>Children will revisit, consolidate and extend their knowledge and understanding of money:</p> <ul style="list-style-type: none"> <li>Count money in pounds and pence using coins and notes</li> <li>Choose coins and notes to make amounts</li> <li>Match and make amounts that are same using different representations of coins and notes</li> <li>Compare and calculate amounts of money</li> <li>Understand 100p are equal to £1 and using their knowledge of number bonds to 100 to make a pound</li> <li>Find change</li> <li>Solve two-step problems</li> </ul> <p><b>Topic: Number – Multiplication and division</b><br/>Children will continue to develop knowledge and understanding of multiplication and division:</p> <ul style="list-style-type: none"> <li>Recognise, make and add equal groups</li> <li>Be introduced to the multiplication symbol and multiplication sentences</li> <li>Use arrays</li> <li>Divide by making equal groups (grouping and sharing)</li> <li>Explore the 2, 5 and 10 times table and divide by 2, 5 and 10</li> <li>Double and halve numbers</li> <li>Identify odd and even numbers</li> <li>Explore relationships between the 5 and 10 times tables</li> </ul> <p><b>Topic: Measure</b><br/>Children will use standard units of measure to explore length, height, mass, capacity and temperature:</p> <ul style="list-style-type: none"> <li>Measure in centimetres and metres</li> <li>Measure in grams and kilograms</li> <li>Measure in millilitres and litres</li> </ul> |                                  | <p><b>Topic: Measure</b><br/>Children will revisit, consolidate and extend their knowledge of fractions:</p> <ul style="list-style-type: none"> <li>Revise parts and wholes</li> <li>Explore equal and unequal parts</li> <li>Recognise and find a half, a quarter, a third and the whole</li> <li>Understand unit fractions and the role of the numerator and denominator</li> <li>Identify non-unit fractions</li> <li>Recognise the equivalence of a half and two quarters</li> <li>Recognise three-quarters</li> <li>Count in fractions up to a whole</li> </ul> <p><b>Topic: Measure</b><br/>Children will revisit, consolidate and extend their knowledge of time:</p> <ul style="list-style-type: none"> <li>Revise o'clock and half past</li> <li>Introduced to quarter to and quarter past</li> <li>Tell the time to and past the hour to 5 minutes</li> <li>Understand and apply the knowledge of how many minutes are in an hour and how many hours are in a day</li> </ul> <p><b>Topic: Statistics</b><br/>Children will be introduced to different ways data can be collected and represented:</p> <ul style="list-style-type: none"> <li>Make tally charts</li> <li>Explore tables and block diagrams</li> <li>Draw and interpret pictograms with 1-1, 2, 5 and 10 representations</li> </ul> <p><b>Topic: Geometry</b><br/>Children will continue to develop knowledge and understanding of position and direction:</p> |  |

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|         | <ul style="list-style-type: none"> <li>Recap 2-D and 3-D shapes from Year 1</li> <li>Extend learning to new 2-D shapes (eg: pentagon, hexagon, octagon)</li> <li>Recognise non-standard representations of 2-D and 3-D shapes</li> <li>Count sides and vertices on 2-D shapes</li> <li>Accurately draw 2-D shapes using dotted or squared paper and a ruler</li> <li>Explore lines of symmetry</li> <li>Sort 2-D and 3-D shapes using their properties</li> <li>Count the faces, edges and vertices on 3-D shapes</li> <li>Use shapes to explore patterns by drawing the pattern, continuing the pattern and creating symmetrical patterns</li> </ul> | <ul style="list-style-type: none"> <li>Compare and order lengths, heights, mass, volume and capacity</li> <li>Use the four operations with lengths, heights, mass, volume and capacity</li> <li>Explore temperature in degree Celsius to read scales to 100 on thermometers, making links to number lines</li> </ul> | <ul style="list-style-type: none"> <li>Revise and consolidate the language of position and direction from Year 1</li> <li>Use this language to describe movement and turns</li> <li>Explore shape patterns with turns</li> </ul>  |  |  |
| Science | <p><b><u>Animals including Humans</u></b><br/>Children will learn that animals including humans have offspring, are able to find out and describe basic needs of animals. Children will learn about the importance of a healthy lifestyle.</p>  | <p><b><u>Materials</u></b><br/>Children will be able to identify and name different materials. They will be able describe and compare properties based on their physical properties.</p>   | <p><b><u>Plants</u></b><br/>Children will identify and name a variety of common and wild plants including Deciduous and Evergreen trees. They will be able to describe the basic structure of a variety of common flowering plants including trees. To write a set of instructions on how to plant a seed or bulb using technical language, time openers and adverbs.</p> | <p><b><u>Living things and their Habitats</u></b><br/>Children will explore and compare the differences things that are dead, living and have never been allowed. Identify different habitats and describe how different habitats provide the needs of different kinds of animal and plants. Children will explore simple food chains.</p> | <p><b><u>Habitats</u></b><br/>Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats or micro- habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> |

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| <p>Computing</p> | <p><b>Internet safety</b><br/>Children will expand on last year's learning. learn how to use technology safely and respectfully. They will learn about what information is personal and what not to share online. They will learn how to produce an effective password and where to go to if they need help.</p>                                | <p><b>Data and information-pictograms</b><br/>This unit introduces the learners to the term 'data'. Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions</p> | <p><b>Programming A-robot algorithms</b><br/>This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them</p> | <p><b>Programming B-performing quizzes</b><br/>This unit initially recaps on learning from the Year 1 Scratch Junior unit 'Programming B - Programming animations'. Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.</p> | <p><b>Computing systems and networks- IT around us</b><br/>How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.</p> | <p><b>Creating media-digital photography</b><br/>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p> |
| <p>History</p>   | <p><b>Famous People</b><br/>Children will learn about significant individuals in the past (Queen Victoria, Mary Seacole, Florence Nitinghale, Rosa Parks, Emily Davison, Emmeline Pankhurst, and Greta Thurnberg). that have contributed to national and international achievements. Children will compare aspects of life in time periods.</p> |   | <p><b>Castles</b><br/>Children will learn about the history of castles and how they have changed over time. Children will learn about different aspects of life in the castle. They will also learn about William the Conqueror and Warwick Castle.</p>   | <p><b>Transport</b><br/>Children will learn about how transport has evolved and how it may develop in the future. Children will learn about famous inventors such as Wright Brothers.</p>   |  |   |

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| Geography |  | <p><b>UK</b><br/>To identify human features of a city and to identify the physical features and landmarks of London using aerial photographs. Devise a simple map of London and its landmarks and compare London to Sydney and Wolverton.</p>                    |   |   | <p><b>Comparison of a non-European country and a small area of the UK.</b><br/>To locate and research into Wolverton and Kiama, New South Wales. To look and compare the physical and human features of Wolverton and Kiama.</p>                                       | <p><b>Field work and Seasons</b><br/>Explain how seasons affect my school day. Investigate why Wyvern was built in this location. Measure the site of Wyvern school. Use weather recording equipment to investigate the site. To create a map of Wyvern site and to present the fieldwork findings.</p> |
| RE        |  | <p><b>Believing</b><br/>To be able to discuss own beliefs. To understand the importance of the Torah to Jews. To understand the story of the life of Moses. To explain the significance of the ten commandments and understand symbols related to Christmas.</p> |   | <p><b>Belonging</b><br/>To understand the Shabbat and to understand the story of the ten plagues including how Passover is celebrated by the Jews. Know the important religious symbols for Jews. (Star of David and the Menorah). To look at Hanukkah and a Bar and Bat Mitzvah.</p> |  | <p><b>Behaving</b><br/>Understand what makes a special place. Understand the layout of a Synagogue and Jewish prayer. Know the story of Noah and David and Goliath.</p>   |
| PSHE      | <p><b>Mental Health</b><br/>Know the importance of physical activity and diet for a healthy lifestyle. Develop children's understanding of emotions.<br/><b>Growth Mindset</b><br/>Mindfulness and putting in effort to achieve our goals.</p> |  | <p><b>Communities</b><br/>Understand their role in communities and recognise similarities and differences between people. Understand the meaning of cooperation And the difference between right and wrong and what the consequences.</p> |   | <p><b>Healthy Living</b><br/>Learn about the physical changes in our body as we grow. To identify and respect the differences between girls and boys. To look at the importance of dental hygiene, physical activity, medicine safety and how to look after money.</p> |   |

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|                   |  |  | Learn to take responsibility for our own actions.   |  |  |  |
| Art               | <p><b>Explore and draw</b></p> <p>In this pathway children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art.</p> <p>Children explore observational drawing and experimental mark making and think about how they can use composition to create their artwork.</p> |  |   | <p><b>Abstract Arts</b></p> <p>In this pathway they will be learning about the artists, Marela Zacarías and Charlie French. They will be learning about expressive art and creating abstract pieces. They will use their sketch books to practise using colour and different brush marks, inspired by other artists.</p> |  | <p><b>Stick transformation.</b></p> <p>In this pathway the children will be taking part in a stick transformation project where they will be making stick dolls and looking at worry dolls. We will look at how artists use their creativity to look at the world in new ways and use their hands to transform materials into new things. We also will be learning how we can use our imagination to help shape the world.</p> |
| Design Technology |  | <p><b>Roald Dahl chocolate</b></p> <p>Children will test and evaluate existing food products. They will make their own chocolate bar and packaging. Children will design, produce, and evaluate their own chocolate bar inspired by Charlie and the Chocolate Factory.</p> | <p><b>Castles</b></p> <p>Children look at different castle designs and use these to create their own drawbridge. They will need to design, produce, and evaluate the mechanisms and materials used in their castle.</p> |  | <p><b>Puppets</b></p> <p>Children will design, produce, and evaluate their own puppet. They will need to be able to join the fabric by sewing.</p> |  |
| Music             | <p><b>Heroes</b></p> <p>Children will be exploring sounds and beat in music and composing a piece of superhero music.</p>  | <p><b>Roald Dahl</b></p> <p>Children will develop a wider appreciation for music and musical styles.</p>   | <p><b>Castles</b></p> <p>Children will explore rhythm in a variety of musical genres.</p>   | <p><b>Travel and adventure</b></p> <p>Children will explore pitch and sound in songs from around the world.</p>  | <p><b>Seaside</b></p> <p>Children will explore pitch and sound. Compose music to support a story.</p>  | <p><b>Nature Detectives</b></p> <p>To use a variety of songs such as The Lion Sleeps tonight to learn how to use tuned percussion instrument.</p>  |

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| Enrichment | <p><b><u>Science and Maths day</u></b><br/>         We will be spending a whole day dedicated to fun and engaging activities.</p> |  | <p><b><u>Warwick Castle</u></b><br/>         Children will learn about the features of a castle and the famous Kings and Queens that lived there.</p> | <p><b><u>Career Visitors</u></b><br/>         A couple of visitors will be visiting Wyvern to describe to the children what they do as part of their professions.</p> <p><b><u>World Book Day</u></b></p> |  | <p><b><u>Climbing Centre</u></b><br/>         Children are rewarded for their hard work with a fun morning at the climbing centre.</p> <p><b><u>Sports Day</u></b><br/> <b><u>Leavers asseembly</u></b></p> |
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