

CURRICULUM OVERVIEW

NURSERY(FS1), RECEPTION (FS2), YEAR 1 & YEAR 2

CURRICULUM OVERVIEWS 2021-2022



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

NURSERY (FS1)

	Autumn Term 1 <i>All about me</i>	Autumn Term 2 <i>Celebrations/being healthy/materials</i>	Spring Term 1 <i>Winter/Chinese New Year/ Traditional tales</i>	Spring Term 2 <i>Growing</i>	Summer Term 1 <i>Fantasy/ travel</i>	Summer Term 2 <i>Seaside's/forests</i>
Communication and Language	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. 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. They will start to be able to express their point of view in debates. 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. Children will ask and answer a variety of questions. They will start to be able to express their point of view in debates.
Personal Social Emotional Development	Children will be focusing on settling in Nursery and following routines and rules. They may talk about special events and their family. Through	Children will continue to follow the nursery rules and routines with greater independence. They will continue to develop their	Children will continue to follow the nursery rules and routines with greater independence. They will continue to develop their friendships and how	Children will be caring for animals and plants in this topic, they will learn and follow the rules for looking after them.	Children will continue to develop their independence and skills to play alongside other. They will know and follow the rules most of the time.	Children will continue to develop their independence and skills to play alongside other. They will know and follow

	<p>continuous provision children will select the activities and resources they wish to do. Children will be encouraged to try new activities and play alongside each other.</p>	<p>friendships and how they independently select their play.</p>	<p>they independently select their play. Children will start to develop conflict resolutions skills and how to be assertive appropriately.</p>	<p>They will continue to develop skills in resolving conflict and develop ways of being appropriately assertive.</p>	<p>Children will know how to resolve conflicts and know how to be assertive appropriately.</p>	<p>the rules most of the time. Children will know how to resolve conflicts and know how to be assertive appropriately. Children will think about what it will be like to be in reception in September.</p>
<p>Physical Development</p>	<p>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</p>	<p>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.</p>	<p>Children will focus on developing their fine motor skills through a range of activities - dough disco, write dance, squiggle while you wiggle. They will become increasingly independent with their self-care needs. Children will start to develop skills making up their own group activities and games.</p>	<p>Children will focus on developing their fine and gross motor skills through a range of activities -dough disco, write dance, squiggle while you wiggle. They will become increasingly independent with their self-care needs.</p>	<p>Children will focus on developing their fine and gross motor skills through a range of activities -dough disco, write dance, squiggle while you wiggle. Children will be able to manage their own self care needs effectively. Children will develop their skills in playing team games and develop their own team games.</p>	<p>Children will focus on developing their fine and gross motor skills through a range of activities -dough disco, write dance, squiggle while you wiggle. Children will be able to manage their own self-care needs effectively. Children will take part in sports day.</p>

	such as homes out of wooden blocks.					
Literacy	<p>Core texts We are all different I like myself What type of family we are? I can be anything Real life Superheroes</p> <p>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>Core texts Story of Rama and Sita Oliver’s fruit/vegetables/ milkshake Ready stead MO We’re going on a leaf hunt.</p> <p>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</p>	<p>Core Texts Jack Frost Don’t Hog the Hedge Hello World! Arctic Animals Goldilocks and the 3 bears Gingerbread man Elves and shoemaker</p> <p>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</p>	<p>Core texts Hattie Peck The odd egg Chickens aren’t the only ones Mad about minibeasts The very hungry caterpillar Titch Jasper’s beanstalk</p> <p>In phonics children will continue to learn the sound in RWI. They will start to orally blend some sounds using ‘Fred Talk’.</p> <p>They will begin to write their own name and write some letters accurately.</p>	<p>Core texts Cinderella Zog Handa’s Surprise Two can Toucan Parrot Tico Tango Chameleon Colours</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.</p> <p>They will begin to write their own name and write some letters accurately.</p>	<p>Core texts The night pirates Commotion in the Ocean Gruffalo</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.</p> <p>They will begin to write their own name and write some letters accurately.</p>

		to clap out syllables in word. Children will recognise words with the same initial sound.	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.			
Maths	Children will begin counting to 5, recognising numbers to 5 and being able to subitise numbers to 3. They will develop their 1:1 correspondence and know that the last number they count in a small set is the total. Children will compare quantities using language of more than and fewer than. Children will name 2D shapes (circle, square, triangle, and rectangle). We will go on pattern hunts around Nursery and start to extend and create patterns.	Children will continue to develop their counting skills to 5, recognising numbers and match numbers and quantities to 5 and being able to subitise numbers to 3. They will continue to master their 1:1 correspondence and know that the last number they count in a small set is the total. Children will compare quantities using language of more than and fewer than. Children will name 2D shapes (circle, square, triangle, and rectangle). We will go on pattern hunts around Nursery and start to extend and create patterns.	Children will make comparisons between objects in relation to size, length, weight, and capacity when exploring traditional tales. They will also be describing familiar routes and using positional language when exploring traditional tales. Children will continue to develop their number skills as before. They will begin to experiment with marks to represent numbers They will learn some names of 3D shapes and continue to describe 2D shapes and create and extend patterns.	Children will continue to develop their number skills as before. They will begin to experiment with marks to represent numbers They will know some names of 2D and 3D shapes and continue to describe 2D shapes and create and extend patterns. Children will learn to select shapes appropriately and combine shapes to make new ones.	Children will continue to develop their number skills as before. They will begin to experiment with marks to represent numbers They will know some names of 2D and 3D shapes and continue to describe 2D shapes and create and extend patterns. Children will learn to select shapes appropriately and combine shapes to make new ones.	Children will continue to develop their number skills as before. They will begin to experiment with marks to represent numbers They will know some names of 2D and 3D shapes and continue to describe 2D shapes and create and extend patterns. Children will learn to select shapes appropriately and combine shapes to make new ones.
Understanding the World	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.	Children will be introduced to new vocabulary related to out topic. History – N/A Geography – Where fruits grow???	Children will be introduced to new vocabulary related to out topic. History – Traditional tales= old tales Geography - children will learn where the	Children will be introduced to new vocabulary related to out topic. History – N/A Geography – N/A	Children will be introduced to new vocabulary related to out topic. History – N/A Geography – Children will explore the country of Africa when learning	Children will be introduced to new vocabulary related to out topic. History – N/A Geography – We will learn about the oceans of the world.

	<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>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>Computing – children will learn how to programme the Bee bots to follow instructions.</p>	<p>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>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>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>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>
<p>Expressive Art and Design</p>	<p>Children will take part in role play and small world play related to out topic. Through continuous provision they will have access</p>	<p>Children will take part in role play and small world play related to out topic. Through continuous provision they will have access</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</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</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</p>	<p>Children will take part in role play and small world play related to out topic. Through continuous provision they will have access</p>







	<p>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>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>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>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 and melody. They will use drawings to represent movements and loud noises. 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>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 and melody. They will create their own songs and improvise a song around one they already know. 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>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 and melody. They will create their own songs and improvise a song around one they already know. 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>
<p>Enrichment</p>	<p>Visitors into Nursery Police officer, Paramedic, Car mechanic – women role models for children. .</p>	<p>Food Tasting Children will try new healthy foods</p>	<p>Baking Following our learning about Harvest and The Little Red Hen, the children will have the opportunity to make their own bread</p>	<p>Hatching Ducks The children can observe ducks hatching in the Nursery.</p>		<p>Bushfield Woods 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>



RECEPTION (FS2)



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	Autumn Term 1 <i>All about me- diversity, occupations, and healthy lifestyles</i> 	Autumn Term 2 <i>Fairy tales and Celebrations</i> 	Spring Term 1 <i>Journeys through stories</i> 	Spring Term 2 <i>Transport</i> 	Summer Term 1 <i>Animals and the environment</i> 	Summer Term 2 <i>Fantasy and Dinosaurs</i> 
Literacy	<p>Core Texts – All are Welcome Here (Diversity) My Mom has Two Jobs (People who help us) Grandma’s House/ Nanna’s Buttons (Historical items) My Two Grandads/ Grannies (Cultures/Music) The Healthy Wolf/ Children’s Healthy Habit (Healthy Eating) Autumn poem/ Non-fiction (Seasons)</p> <p>The children will learn all of the single letter sounds and some special friends. They will begin to blend words to read and segment words to write words. We will label self/ family portraits and healthy plate, Fred talking sounds we can hear in words to write them. The children will listen</p>	<p>Core Texts – Bonfire Night- poem Three Billy Goats Gruff Little Red Riding Hood Honestly Little Red Riding Hood was rotten Jack and Beanstalk Jack and the Jelly Bean Stalk Nativity Story</p> <p>We will revise our letter sounds and practise reading simple sentences. Children will practise writing words by segmenting to hear all the letter sounds in words. We will learn a few high frequency words. The children will begin to understand how</p>	<p>Core Texts- We’re going on a Bear Hunt We’re going on a Lion Hunt The Jolly Postman The Magic Paintbrush</p> <p>The children will continue to look at features of narrative and story structure. Many will write simple sentences independently. In our phonics we will continue to learn many high frequency words. We will begin to decode longer words to read them. They</p>	<p>Core Texts- You Can’t call an Elephant in an Emergency Mr. Gumpy’s Motor Car Emma Jane’s Aeroplane All Aboard for the Bobo Road Easter Story/ Poem</p> <p>We will explore using writing for different purposes including labelling map, designing information posters and writing letters. The children will continue to practise writing sentences and be encouraged to read what they have</p>	<p>Core Texts- Eid- Non Fiction Rashad’s Ramadan and Eid Al-Fitr Seasons- Non-fiction/ Spring Poem The Tiny seed – Eric Carle Farm Animals- Non-fiction texts Whose Habitat is That? The Great Bean Machine (Recycling)</p> <p>We will look at fiction and non-fiction texts with an emphasis on reading and understanding. The children will use narrative and recount language within their own writing. They will continue to write</p>	<p>Core Texts- Supertato Aliens Love Underpants Dinosaurs -non fiction</p> <p>The children will be writing longer words and incorporating knowledge they have acquired in phonic lessons in their own writing including HFWs and diagraphs. They will practise writing short stories and labelling their drawings. They will share their stories by reading what they have written to the class.</p>

	to a variety of stories and then order and retell the stories themselves.	stories are structured and make up their own stories. Children will begin to use what they have learned in phonics and apply this to their own reading.	will practise spelling some words correctly.	written to make sure it makes sense.	simple sentences that can be read by themselves and others. They will write longer pieces with more than one sentence. They will be encouraged to read their sentences back and self-correct their sentences.	
Maths	The children will practise counting objects accurately. We will explore Numicon and recognising different numbers. The children will practise reading numbers to 10. We will enjoy singing lots of number songs! The children will look at and name 2D shapes.	The children will count objects and actions using one to one correspondence. We will practise recognising numbers to 20, matching the amounts with the number. The children will begin to find the total number of items in two groups and begin to say what is one more or one less than a number. We will compare two or three items by length, height, weight or capacity,	We will place numbers to 20 in order and say which number is one more and one less than a given number. The children will explore time using everyday language, sequencing familiar events and measuring short periods of time in simple ways. The children will use vocabulary involved in adding and subtracting	We will explore 3D shapes, looking at everyday objects. The children will create patterns involving shape. We will begin to add and subtract two single-digit numbers and to count on or back to find the answer. The children will use everyday language to talk about size, weight and capacity and to solve problems.	The children will practise their adding and subtraction skills. They will count on or back to find the answers to addition and subtraction number problems. They will be introduced to doubling, halving and sharing and begin to solve practical problems.	The children will use everyday language to talk about distance, time and money. They will compare quantities and objects and solve problems. The children will begin to count in 2's 5's and 10's and use this to solve simple problems.
Communication and Language	The children will talk about what they like about school. The children will be encouraged to 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. They will begin to	The children will give explanations of things they have observed. They will practise sticking to the main theme during discussions. They will increase their vocabulary and use new words appropriately.	The children will describe and provide explanations of events and use talk to organise and clarify their thinking. They will use two channelled attention in large and small group activities. Children will listen and respond to ideas	Children will retell past events and try to use the appropriate tense when retelling these events. They will practise following instructions involving several ideas or actions. They will practise listening attentively in a range of situations.	Children will practise listening to stories and anticipate key events responding with relevant comments and questions. They will practise answering how and why questions in more depth and draw on their own experiences	Children will be encouraged to recount experiences and imagine possibilities, often connecting ideas. We will support them to use a range of vocabulary in imaginative ways. We will use language for a variety of

	ask their own questions. They will describe events in some detail. They will engage in a non-fiction book.	They will have the opportunity to talk about past events in their own lives. Children will use new vocabulary in their own speech. They will use talk to work out problems and organise activities.	expressed by others in a conversation. They will		to formulate good answers. They will practise using future tense accurately when talking about events that will happen.	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.
Personal Social Emotional Development	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 will discuss what makes them happy, sad, excited, and angry. They will talk about themselves and what they are good at. We will learn the Golden Rules in school and the rules within each of our zones during rotation activities. They will begin to develop resilience when faced with challenging activities. They will begin to manage some of their own needs such as toileting and getting on their own coats.	The children will continue to build on friendships. They will learn more about the behaviour expectations and rewards- such as the community coin 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 others perspectives. They will talk about their own interests and opinions and recognise their own ability.	The children will be building on our learning- through cooperative play, taking turns with others. They will be learning 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 continue to build their confidence in all areas of learning through continued learning opportunities in each zone and will be able to share their opinion on why they like some activities more than others.	We will continue to work on our understanding of other's needs. Learning how to show sensitivity to others feelings and building on their relationships with adults and their peers. The children will become more confident to access areas of the curriculum with greater independence and develop perseverance when faced with challenges.	We will be working on increasing the children's confidence to share their thoughts and ideas in larger group discussions. The children will take greater ownership in their learning. They will talk about their ideas and will be able to choose the resources they might need for their chosen 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.	The children will play group games with rules. They will understand that's someone else's point of view can be different from theirs. They will 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 when carrying out activities or finding out information and they will be able to talk about things they may change if they did it again. They will have greater control of their feelings- knowing how to manage, control and show their emotions.

<p>Physical Development</p>	<p>The children will learn about making healthy choices. They will increase their independence when dressing to go outdoors and getting ready for lunch. They will begin to learn about how to make healthy choices when eating. 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 gymnastic lessons. They will begin to observe the effects of activity on their bodies. We will continue to use the tripod grip when writing and use the correct letter formation.</p>	<p>During PE sessions our focus will be multiskills 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 begin letters.</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 formation over this half term. We will be consolidating our knowledge about healthy and unhealthy foods this term.</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, keeping the letters on the line a lot of the time. We will think about how to make healthy choice around exercise and why this is important.</p>	<p>The children will practise skipping in time to the music. . 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. We will practise doing up buttons and laces.</p>
<p>Understanding the World</p>	<p>The children will be exploring the similarities and differences between themselves and others. The children will explore their sense of smell to try to identify the different smells in an investigation. They will talk about members of their family through topic discussion and circle time. They will talk explore the role of different members of the community through the people who help us text. Visitors representing different professions will come in throughout the year. Children will look at a different culture through our grandparents topic and compare this with</p>	<p>We will be observe changes linked with growth by growing beans (Jack and the Bean stalk) and decay (decaying apple heads- Bonfire Night). We will observe apples over time to observe and discuss the decaying process. Children will learn about different celebrations such as Bonfire Night and learn about Guy Fawkes. They will talk about their own traditions around celebrating Christmas</p>	<p>The children will compare different environments. We will make close observations and describe how things change and give reasons for them. E.g. Ice melting when you add salt. The children will be learning about different occupations following our learning based on the Jolly Postman story. They will also draw maps for the Jolly postman and Bear Hunt topic.</p>	<p>Children will continue to learn about how people in our community help us. They will be able to talk about their different roles in society. Children will learn about the past through the Mr. Gumpy's Motorcar story. They will compare cars of the past with modern cars. Children will compare different cultures in stories and recognise different landmarks in some cities in the world.</p>	<p>Children will understand changing seasons and describe some of the things they notice. The children will be encouraged to predict and to give reasons for their observations. They will plant sunflowers and other flowers and observe changes over time. They will use their knowledge of their local environment to describe their environment and compare it to other environments.</p>	<p>Children will learn about Eid and visit the local mosque. They will compare their to the local church to the visit to the mosque. They will be able to describe some differences between the Christianity and Muslim faiths. Children will learn about Dinosaurs. They will begin to thing about the reasons why they are they extinct and think about how the world has changed</p>

	<p>our culture. Grandparent will visit and share stories of what it was like when they were young. They will look at items that would have been in the house of a grandparent and compare with modern items in their house. They will think about past stories told by grandparents.</p> <p>We will be looking at and describing special times and events for families and friends. Children will learn about healthy lifestyles and healthy eating.</p> <p>They will also observe the changing seasons and observe changes in the natural world through an Autumn investigation.</p> <p>During the All about me topic the children will look at different landmarks they may pass on their walk to school and draw a map of how they get home from school.</p> <p>ICT- Internet safety/ limiting use as part of Healthy Lifestyles topic. Number and Phonics websites on interactive boards and Ipads</p>	<p>and notice similarities and differences. They will We will talk about events in their own lives. They will conduct a floating and sinking investigation as part of our Three Billy Goats Gruff topic.</p> <p>ICT- Cameras for a photo booth for Christmas and filming stories with the ipads.</p>	<p>ICT- Bee bots for the Maps created Using paint programme to draw pictures</p>	<p>Children will learn about Easter and visit the local church.</p> <p>ICT- Interactive boards to learn about other cultures and to research historical cars</p>	<p>Children will draw their own representations of plants and animals. We will review what we have learned about healthy eating. learning about healthy eating During our Farm topic they will visit a farm. They will explore the world around them and compare different environments. Animals children will learn facts about farm animals and will talk about what they eat, and where they live. They will think about where milk comes from as well. We will talk about differences and similarities of different habitats. Children will develop animals fact files based on what they learn from our research.</p> <p>ICT- Using Ipads to find out information about animals and make fact files</p>	<p>since dinosaurs existed .</p> <p>ICT- Literacy and Math programme so consolidate their learning.</p>
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<p>Expressive Art and Design</p>	<p>Children will role play playing alongside other children who are engaged in the same these. We will make instruments, choosing the resources they need. Children will listen to music from other cultures.</p>	<p>The children will act out and create narratives of well-known fairy tales. They will develop their own narratives through role play. They will build with purpose, constructing bridges with a variety of materials. They will explore which materials work better for building bridges. Children will use collage materials to make beanstalks, sparklers and bonfires. They will role play their own experiences of bonfire night and act out fairy tales using props to support them. They will learn new songs with actions for our Christmas performance.</p>	<p>The children will experiment with paint and various artistic effects through our magic paint brush topic. The children will investigate different materials and how they can be combined, including story map collages. Through making collages they will explore and describe different materials and use them in their creations. The children will make masks related to our stories using simple techniques and tools. They will act out narratives based on the stories they have heard.</p>	<p>The children will design and make their own famous landmarks, exploring materials that will make the best models. They will compare their designs with other's designs. They will make their own models of a car and emergency vehicles using junk modelling. They will talk about how they could improve their design. They will role play being in a travel agents using props to support their role play. They will listen to music from other cultures and create their own performances.</p>	<p>During our animal topic children will explore life on the farm. They will build barns for the animals to live in using a variety of materials. They will represent their own ideas, experiences through various art work including detailed drawings, clay models and paintings. Through looking at habitats, children will be encouraged to combine media in interesting ways and to think about their own designs when creating their own representations of different habitats. They will also create music to represent different habitats.</p>	<p>The children design a trap for evil pea and a spaceship for the aliens. They will learn to suggest and adapt their own designs through these creations. They will select and use materials and techniques that interest them. Children will be encouraged to talk about the features of their own work and recognise the strengths and differences between their work and others. They will explore texture and through making dinosaur slime.</p>
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YEAR 1



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

	Autumn Term 1 <i>All About Us and Around the World</i>	Autumn Term 2 <i>Space</i>	Spring Term 1 <i>Toys</i>	Spring Term 2 <i>Growing</i>	Summer Term 1 <i>Animals</i>	Summer Term 2 <i>Great Fire of London</i>
Writing	<p>Text Type: Information Context: The Human Body Children will be labelling parts of the baby and writing about when they were a baby using capital letters and full stops. Fiction</p> <p>Text Type: Poetry Context: Funny bones Children will be writing their own version of the poem using adjectives, capital letters and finger spaces. Fiction</p> <p>Text type: Description Context: Handa's Surprise (Africa) Children will be using adjectives to describe</p>	<p>Text Type: Instruction Context: Whatever Next! Children will be creating a list of what they would take with them to space using capital letters and commas. The children will also use the suffixes s and es Fiction</p> <p>Text type: Narrative Context: Whatever Next! Children will be involved in role play and will retell the narrative using correct story features. The children will be taught the spelling 've' and how to spell words such as have, live and give.</p>	<p>Text type: Persuasive Text Context: Toy Story Children will have a look at a range of toys and write a persuasive advert to sell their toy. They will use question marks and exclamation marks. The children will be taught the spelling 'tch.' Fiction</p> <p>Text type: Instruction Context: Toy Story Children will watch a clip from Toy Story and write a set of instructions about how Woody was fixed using capital letters, finger spaces and full stops. Fiction</p>	<p>Text type: Narrative Context: Jack and the Beanstalk Children will be involved in role play and will retell the narrative using correct story features. The children will then use new ideas to recreate the story. Fiction</p> <p>Text type: Recount Context: Jack and the Beanstalk The children will write from the giant's perspective to create a diary entry about what he does on a typical day using exclamation marks. Fiction</p>	<p>Text Type: Poetry Context: Commotion in the Ocean The children will choose a sea creature and write a riddle about it using question marks and adjectives. The children will be taught the spelling 've' and how to spell words such as have, live and give. Non-fiction</p> <p>Text Type: Narrative Context: Singing Mermaid Children will be involved in role play and will retell the narrative using correct story features, adjectives and exclamation marks. Non-fiction</p>	<p>Text Type: Recount Context: Great Fire of London The children will learn about the events of the Great Fire of London and recount the event. Non-fiction</p> <p>Text Type: Narrative Context: Toby and the Great Fire Children will be involved in role play and will retell the narrative using correct story features, adjectives, question marks and exclamation marks. Non-Fiction</p> <p>Text Type: Recount Context: Toby and the Great Fire</p>

	<p>Handa's fruits using descriptive language as well as capital letter and full stops.</p> <p>Fiction</p> <p>Text type: Narrative Context: Lost and Found (Arctic) Children will be ordering and retelling the story using capital letters, finger spaces and full stops.</p> <p>Fiction</p> <p>Text type: Poetry Context: Big Rain Coming (Australia) Children will use their senses and undertake role-play to aid them in writing about what they would do in the rain using full stops. The children will be taught the suffixes ing, ed, er and est.</p> <p>Fiction</p> <p>Text type: Description Context: Pokémon (Japan) Children will create their own Pokémon and describe it using descriptive sentences</p>	<p>Fiction</p> <p>Text type: Character description Context: Man on the Moon Children will be using adjectives to describe the main character of the story. They will write sentences using capital letters and full stops.</p> <p>Fiction</p> <p>Text type: Narrative Context: Man on the Moon Children will be involved in role play and will retell the narrative using correct story features and exclamation marks. The children will be taught the spelling 'tch.'</p> <p>Fiction</p> <p>Text type: Recount Context: Moon Landing Children will learn about the moon landing and the first man on the moon and write a recount.</p> <p>Non-Fiction</p>	<p>Text type: Description Context: The Magic Toymaker Children will be read a letter from the Magic Toymaker. The children then will draw the toymaker and describe him using their imagination. The children will be taught the suffixes un and the spelling of un words.</p> <p>Fiction</p> <p>Text type: Recount Context: The Magic Toymaker Over the week the children will learn more about the Magic Toymaker and they will then write a diary entry in first person using suffixes.</p> <p>Non-fiction</p> <p>Text type: Recount Context: Kipper's Toybox The children will be writing a letter from Kipper's perspective thanking his friends for attending his birthday</p>	<p>Text type: Character Description Context: The Enormous Turnip Children will be using adjectives to describe a chosen character from the story. They will write sentences using capital letters and full stops.</p> <p>Fiction</p> <p>Text type: Recount Context: The Enormous Turnip The children will retell the story in first person. They will use 'I', full stops and exclamation marks. The children will be taught the suffixes un and the spelling of un words.</p> <p>Fiction</p> <p>Text type: Recount Context: The Very Hungry Caterpillar The children will retell the story chronologically using capital letters for the days of the week.</p> <p>Fiction</p>	<p>Text Type: Non-Chronological Report Context: Pets Children choose a pet and write facts about it and how it should be looked after. The children will use titles, headings and labelling. The children will be taught the suffixes un and the spelling of un words.</p> <p>Non-fiction</p> <p>Text Type: Descriptive Story Context: Pets The children will plan their own story using a story mountain about a pet. The children will ensure they have including a beginning, a problem and an ending.</p> <p>Non-fiction</p> <p>Text Type: Recount Context: Animal Trip The children will be writing a recount of their trip to the wildlife park. The children will be taught the suffixes ing, ed, er and est</p>	<p>The children will write a diary entry from Toby's perspective about an adventure whilst the Great Fire is happening. The children will be taught the suffixes ing, ed, er and est</p> <p>Fiction</p> <p>Text Type: Recount Context: Samuel Pepys The children will write a letter to King Charles to tell him what has happened. The children will use 'dear', 'from' and capital letters for names.</p> <p>Non-Fiction.</p> <p>Text Type: Character Description Context: Sammy the Street Dog Children will be using adjectives to describe the main character of the story. They will write sentences using capital letters and full stops.</p> <p>Fiction</p> <p>Text Type: Instruction</p>
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	<p>using adjectives and the suffix un. Fiction Text type: Recount Context: Spain Children will learn facts about Spain, they will learn the features of a letter and then write a letter to a friend about what they have done in Spain. The children we use finger spaces, capital letters and full stops. Fiction</p>	<p>Text type: Instruction Context: Kipper's Birthday Children will read the story and decide on what they would like to buy for their own party and create a list using capital letters, commas and full stops. Fiction</p> <p>Text type: Recount Context: The Jolly Postman Children will learn about the purpose of a letter. They will write a letter to Santa telling him about what they would like for Christmas and why. Children will learn the spellings of plural words. Fiction</p>	<p>party. The children will use adjectives and finger spaces. Fiction</p> <p>Text type: Narrative Context: The Magic Key The children will be read a variety of Magic Key stories. The children will then write their own Magic Key story. Fiction</p>	<p>Text type: Context: Saving Easter Children will be involved in role play and will retell the narrative using correct story features. The children will write a thank you letter from the Bunny to his friends for helping him save Easter. The children will use features of a letter. The children will be taught the suffixes ing, ed, er and est Fiction</p>	<p>Non-fiction</p>	<p>Context: Bread Making The children will have an opportunity to make bread. They will then write a set of instructions in order using time connectives. The children will be taught the spelling 'tch.' Non-fiction</p>
	<p>SPAG focus: full stops, capital letters, finger spaces, spelling un, er, est and ing</p>	<p>SPAG focus: full stops, capital letters, finger spaces, spelling -es and s</p>	<p>SPAG focus: full stops, capital letters, finger spaces, commas in lists, spelling -es and s, tch</p>	<p>SPAG focus: full stops, capital letters, finger spaces, pronoun I, exclamation mark, question mark, spelling un, er, est and ing</p>	<p>SPAG focus: full stops, capital letters, finger spaces, pronoun I, capital letters for days of the week and exclamation mark, spelling ve, un, est, er and ing</p>	<p>SPAG focus: full stops, capital letters, finger spaces, pronoun I, capital letters for days of the week and exclamation mark, spelling ve, un, est, er and ing, tch</p>

<p style="text-align: center;">Reading</p>	<p>Author: Julia Donaldson Text Type: Fiction Focus: Familiar Authors</p> <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>Text: Goodnight Spaceman Text Type: Fiction A book inspired by Tim Peak and his sons. We will retell, think of questions and discuss adventures.</p> <p>Text: The Way Back Home, The Darkest Dark, Space Tortoise Fiction We will explain what happens in the story, sequence events and start to infer.</p>	<p>Text: Toys in Space, Brown Bear in a Brown Chair, The Little Girl and the Tiny Doll Text type: Fiction and Non-fiction</p> <p>We focus in depth on essential reading skills such as predicting, explaining, sequencing and inferring across a range of different pieces and text types.</p>	<p>Text: A range of non-fiction plants and growing texts Text type: Non-fiction</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>Text: Comprehension based texts Text type: Fiction and Non-fiction</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>Text: Comprehension based texts Text type: Fiction and Non-fiction</p> <p>We look at short stories and 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 style="text-align: center;">Maths</p>	<p>Topic: Place Value and number The children will count to and across 20, forwards and backwards, read and write numbers from 1 to 20 in numerals</p> <p>Topic: Place Value and number The children will count to and across 100, forwards and backwards, read and write numbers from 1 to 20 in numerals</p> <p>Topic: Addition The children will represent and use number bonds and related subtraction</p>	<p>Topic: Place Value and number The children will read and write numbers from 1 to 20 in words. They will be given a number, identify one more and one less. They will identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Topic: Money The children will recognise and know the value of different</p>	<p>Topic: Addition The children will represent and use number bonds and related subtraction facts within 20. Add and subtract one digit numbers to 20, including zero.</p> <p>Topic: Subtraction The children will represent and use number bonds and related subtraction facts within 20. Add and subtract one digit numbers to 20, including zero.</p>	<p>Topic: Number and Place Value The children will count to and across 50, forwards and backwards, read and write numbers from 1 to 20 in numerals</p> <p>Topic: Measure-comparing The children will compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>Topic: Fractions Fractions of amounts</p>	<p>Topic: Number and Place Value The children will count to and across 100, forwards and backwards, read and write numbers from 1 to 20 in numerals</p> <p>Topic: Subtraction and Addition The children will represent and use number bonds and related subtraction facts within 20 The children will add and subtract one-digit and two-digit numbers to 20, including zero. They will solve word problems involving addition and subtraction.</p>

	<p>facts within 20. Add and subtract one digit numbers to 20, including zero.</p> <p>Topic: Subtraction The children will represent and use related subtraction facts within 20 subtract one-digit and two-digit numbers to 20, including zero</p> <p>Topic: Multiplication The children will count in multiples of 2's, 5's and 10's. They will solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Topic: Division The children will solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Topic: Time The children will sequence events in chronological order,</p>	<p>denominations of coins and notes.</p> <p>Topic: Measure- Length and height The children will compare, describe and solve practical problems for lengths and heights. They will also begin to record length and height.</p> <p>Topic: Fractions They will recognise, find and name a quarter as one of four equal parts of an object and shape</p> <p>Topic: Shape 2D The children will recognise and name common 2-D</p> <p>Topic: Addition/Subtraction The children will represent and use number bonds and related subtraction facts within 20 The children will add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Topic: Multiplication/ Division The children will count in multiples of 2's, 5's and 10's. They will solve one-</p>	<p>Topic: 2D and 3D Shape The children will recognise and name common 2-D and 3-D shapes</p> <p>Topic: Multiplication The children will count in multiples of 2's, 5's and 10's. They will solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Topic: Division The children will solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Topic: Time The children will tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Topic: Measure- Volume</p>	<p>Problems solving and reasoning fractions</p> <p>Topic: Addition and Subtraction The children will represent and use number bonds and related subtraction facts within 20 The children will add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Topic: Shape 3D The children will recognise and name common 3-D shapes, including: cuboids (including cubes), pyramids and spheres].</p> <p>Topic: Multiplication/ Division The children will count in multiples of twos, fives and tens. They will solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>Topic: Money Recognise notes and coins</p>	<p>Topic: Position and direction The children will describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Topic: Multiplication The children will count in multiples of 2's, 5's and 10's. They will solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Topic: Division The children will solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>Topic: Fractions Fraction of amounts using a bar model</p> <p>Topic: Addition and subtraction Columns method to add and subtract 1-digit and 2-digit numbers</p>	<p>Topic: Addition and Subtraction The children will represent and use number bonds and related subtraction facts within 20. The children will add and subtract one-digit and two-digit numbers to 20, including zero. They will solve word problems involving addition and subtraction.</p> <p>Topic: Multiplication/ Division The children will count in multiples of twos, fives and tens. They will solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Topic: Position and Direction The children will describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Topic: Investigation</p>
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	<p>looking at days of the week, and months of the year.</p> <p>Topic: Fractions The children will recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p>	<p>step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>The children will compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>Topic: Geometry Name and recognise 3D shapes Properties of 3D shapes (faces, edges, vertices) Sorting 3D shapes</p>	<p>Value of notes and coins Finding totals</p>		<p>The children will use all their mathematical understanding and skills to solve a range of problems and investigations.</p>
Science	<p>Seasons (Autumn and Winter) 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 To identify and name a variety of different 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>Scientific Skills The children will explore and experiment with a 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>Growing/Plants The children will identify and describe 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>Animals including human 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>Seasons -observe changes across four seasons We will observe and describe weather associated with the seasons and how day length varies. We 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>
Computing	<p>Internet safety 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</p>		<p>Coding We learn skills such as dragging, clicking and searching by designing a new code to make</p>	<p>Purple Mash Initially we will revise logging in and out. We will use technology purposefully to create, organise, store, manipulate and retrieve digital content by using the program Purple Mash. The children will learn how to make and fill different shapes and know how to change</p>		

	information is personal and what not to share online.		more characters move around the screen and start debugging programs.	the fill and border colour of shapes using 2paint. They will know also know how to vary the thickness of the pen tool and manipulate the pen tool to create different effects using 2paint. we will be learning how to use the mirror tool and add symmetry to their drawings and they will learn how to add an image to their drawing and write a caption with it.		
History		<u>Significant individuals</u> 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.	<u>Toys</u> 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.			<u>The Great Fire of London</u> 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.
Geography	<u>Where do I live?</u> 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.			<u>Continents</u> 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.	<u>Oceans</u> 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.	
RE		<u>Believing- Christianity</u>		<u>Belonging- Christianity</u> Children will learn		<u>Behaving- Christianity</u>

		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.		about the importance of Easter to Christians and why they celebrate Easter.		We will learn about the 12 disciples, the parable of the good Samaritan and the role of church leaders.
PSHE	<u>Belonging</u> 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.		<u>Living in the wider world</u> 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.		<u>Health and Wellbeing</u> 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.	
Art	<u>Artists from around the world.</u> The children explore the primary colours and shading. The children will learn about different artists from around the world and the different techniques they use.		.	<u>Outdoor painting</u> The children will look at a range of artists who create outdoor paintings/ sculpture. The children will get a chance to create their own outdoor painting in the style of a famous artist	<u>Henri Rousseau</u> The children will learn about Henri Rousseau and his background. They will look at his famous 'Tiger in a Tropical Storm' painting and recreate their own.	
Design Technology		<u>Space buggy</u> The children will learn about how a moving vehicle works and the different features. They will then design	<u>Teddy Bears Picnic</u> The children will learn about where food comes from then design and create their own biscuit and fruit skewer.			<u>Tudor Homes</u> The children will learn about Tudor houses, they will decide which tools and resources they will use to create their own Tudor

		and create their own moving space buggy.				house. The children will create their Tudor house and evaluate it.
Music	<p><u>Ourselves</u> 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.</p>	<p><u>Space</u> 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.</p>	<p><u>Keeping a steady beat</u> 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.</p>	<p><u>Pitch</u> 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.</p>	<p><u>Animals</u> 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).</p>	<p><u>The Great Fire of London</u> 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.</p>
PE	<p><u>Multi-skills</u> 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.</p>		<p><u>Dance, striking and fielding and net and wall tennis</u> 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.</p>		<p><u>Athletics and striking and feeling</u> 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.</p>	
Enrichment	<p><u>Tastes from around the world</u> We will be tasting food from some of the countries we are exploring.</p>	<p><u>Planetarium</u> To support our topic about space a Planetarium will come into school and the children will learn about the constellations and</p>	<p><u>MK Museum Visit</u> As part of our Toys topic and to support our history learning we will visit the Milton Keynes museum to learn about toys through the ages.</p>	<p><u>Nature Walk</u> Supporting our science topic learning about plants we will go on a nature walk around the local area to see what plants and trees there are.</p>	<p><u>Cotswold Wildlife Park</u> To support our 'Animal' topic we will be visiting the park where the children will learn more about wild animals and their habitats.</p>	

		<p>learn more about the moon landing.</p> <p><u>Astronaut food</u> The children will have the opportunity to experience astronaut food. We will discuss our preferences using adjectives and use our imagination to imagine what it is like for an astronaut surviving on the same food for months at a time.</p>				
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YEAR 2

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

	Autumn Term 1 <i>Heroes</i>	Autumn Term 2 <i>Roald Dahl</i>	Spring Term 1 <i>Castles</i>	Spring Term 2 <i>Travel and adventure</i>	Summer Term 1 <i>Seaside</i>	Summer Term 2 <i>Natures Detectives</i>
Writing	<p>Text Type: Description Context: Traction Man Children will write a character description and a recount of the story. Fiction</p> <p>Text Type: Non-Chronological Report Context: Florence Nightingale Children to write a non-chronological report in the past tense using adverbs. Non- Fiction</p> <p>Text type: Recount Context: The lighthouse Children will create a recount of events</p>	<p>Text type: Poetry Context: Bonfire Night Children will write a poem using onomatopoeia and alliteration Poetry</p> <p>Text type: Description Context: The Twits Children to write a character description using expanded noun phrases and subordination Fiction</p> <p>Text type: Narrative Context: The BFG Children will be describing a dream using adventurous</p>	<p>Text Type: Fantasy Narrative Context: The Egg Children to write their own narrative using co-ordination and sub-ordination. Fiction</p> <p>Text Type: Explanation Context: How to Train a Dragon Children will write an explanation text on how to train a dragon using different sentence types. Non- Fiction</p> <p>Text Type: Non-Chronological Report</p>	<p>Text Type: Drama and diary entry Context: Zeraffa Giraffa Children will explore characters thoughts and feeling using a range of Drama techniques. They will write a diary entry in the first person. Fiction</p> <p>Text Type: Narrative Context: Leon and the place between. Children will write a fantasy story based on Leon and the place between in the present tense using a range of suffixes. Fiction</p>	<p>SATS</p> <p>Text Type: Narrative Context: Something Fishy Children will rewrite the ending to the narrative using sub-ordination and co-ordination. Fiction</p> <p>Text Type: Poetry Context: Seaside Children Will explore feature of poetry including rhyming and repeated phrases. Non- Fiction</p>	<p>Text Type: Newspaper Report Context: Hansel and Gretel Children will write a newspaper report using contractions and a range of punctuation. Non- Fiction</p> <p>Text type: Postcard/Letter Context: The Jolly Postman Children will write a letter of response using persuasive language and they will proofread their work and make corrections, additions and revisions.</p>

	<p>based on the lighthouse keeper's point of view. Fiction</p> <p>Text type: Explanation text. Context: Superheroes Children to write an explanation of how to be a Superhero using technical language and different sentence types. Non- Fiction</p> <p>Text type: Adventure Narrative Context: Aisha the Superhero Princess Children will retell the story in their own words exploring emotive language. Fiction</p>	<p>vocabulary and a range of suffixes, Fiction</p> <p>Text type: Narrative Context: Charlie and the Chocolate factory. Children will write a story about based on Charlie and the Chocolate Factory using their own imaginations.</p>	<p>Context: William the Conqueror and Warwick Castle Children will write about William the Conqueror and their visit to Warwick Castle using features of report writing. They will be learning to proofread their work. Non-Fiction</p>	<p>Text Type: Historical Non- Chronological report Context: Grace Darling Children to write about Grace Darling and how she became a famous person using expanded noun phrases with commas. Non-Fiction</p> <p>Text type: Adventure Narrative Context: The Tunnel Children will write their own adventure story based on the book the Tunnel using sub-ordination. Fiction</p> <p>Text type: Recount Context: Gulliver's Travel Children will write a letter from Gulliver asking recounting his adventures using apostrophes. Fiction</p> <p>Text type: Narrative Context: The Journey Children will write an adventure story based of the images from the</p>		<p>Non-Fiction Text type: Explanation Context: Willy the Wimp Children will write explain how Willy feels using emotive language. Non- Fiction</p> <p>Text type: Diary Context: Gingerbread Man Children will write a diary entry based on the events of the story using different types of punctuation. Fiction</p> <p>Text type: Fantasy Narrative Context: Willy the Wizard Children will write a fantasy narrative using fronted adverbials, sub-ordination, and co-ordination. Fiction</p>
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				book the Journey. They will write in paragraphs and proofread and correct their work. Fiction		
	SPAG Focus full stops, capital letters, finger spaces, Expanded noun phrases and adverbs.	SPAG Focus Exclamation sentence, co-ordination (and, so, but), suffixes 'ful' 'ness', expanded noun phrases with commas in the correct places most of the time, subordination (if, when, because).	SPAG Focus Exclamation, question and command sentences, co-ordination (and, so, but, or), sub-ordination (because, when, that), adverbs.	SPAG Focus Use contractions, co-ordination (and, so, but, or). sub-ordination (because that, when, if), adverbs, different sentence types, start to use an apostrophe.	SPAG Focus Expanded noun phrases with commas, subordination (because, when, that, if), co-ordination (and, so, but, or), suffixes (ment, less).	SPAG Focus Different types of punctuation and different sentence types, contractions, fronted adverbials, apostrophise put in the correct place.
Reading	Focus: Fiction Don't wake the Beastie Expresses preferences linked to own. With support, justifies their views about texts they have had read to them. Asks questions to clarify. Lost and Found Retrieves key information from a text The Day the Crayons Quit Draws on what they already know or on background information and vocabulary provided by the teacher.	Focus: Traditional Tales Rapunzel Identify effective language choices. Beauty and the Beast Sequence and retell a familiar story. Jack and the Beanstalk Identify the sequence of events by using what I already know about traditional tales. Revolting Rhymes Little Red Riding Hood Predict events in an unfamiliar version of a traditional tale.	Focus: Poetry The Sound Collector To identify simple literary language in poetry. The Sleepy Dragon Explain and discuss your understanding of poems that they have listened to. Dragonfly in the sun Refer to the text for evidence (poem) Castle on the Hill Answer retrieval questions. The Fisherman Answer retrieval questions.	Focus: Non- Fiction A range on non-fiction texts on a variety of topics. The First Encyclopaedia of Seas and Oceans- Usborne Show that you are aware that non-fiction texts are structured in a different way. All about Dogs/ Pocket Science books Begin to use difference sources to locate information. Seaside's in the past Show and evaluates simple persuasive devices.	Focus: Fiction Blue Stone Make inferences based on a character's descriptions and actions. Tin Forest Explore contrast in a book. Independent reading text 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	Focus: Fiction (Chapter books) Guard Dog Make a prediction and then change it in light of new information and make inferences using more than one justification. Hansel and Gretel Make links with other stories. Georges Marvellous Medicine Make predictions based on other stories in the author's style. Answer retrieval questions about the

	<p>Mog Stories Infer how a character is feeling based on what has been read</p> <p>Owl Babies Make inferences about a text.</p> <p>The Naughty Little Rabbit To answer questions about information stated within text (may not be obvious).</p> <p>Grace and Family To explore characters. I can recall some events in the story</p> <p>Independent reading text Continues to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent</p>	<p>Revolting Rhymes Goldilocks and the Three Bears Recognise that different characters have different thoughts/feelings about, views on and responses to particular scenarios.</p> <p>Revolting Rhymes Three Little Pigs Refer to the text for evidence.</p> <p>Rumpelstiltskin Identify evidence of change as a result of events.</p> <p>Independent reading text Can read words with contractions, e.g. I'm, we'll, he's. Take into account full stops and read different types of punctuation.</p>	<p>Cobwebs Answer questions and make inferences about information stated within text (may not be obvious).</p> <p>Independent reading text 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>Louis Braille- Watts Use evidence from the text to make inferences and justify my views.</p> <p>Coronation of Elizabeth II- Watts Retrieve information from a non-fiction text.</p> <p>The First Encyclopaedia of Animals- Usborne Explain and discuss a range of non-fiction books.</p> <p>Independent reading text Self-corrects spontaneously and at the point of error. Explains differences between fiction and non-fiction. Shows awareness of use of features of organisation e.g. <i>index</i>, <i>bold headings</i></p>		<p>text. Make inferences with more complex texts.</p> <p>Independent reading text 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>
<p>Maths</p>	<p>Topic: Number Understand different representations of number. Partition tens and ones.</p>	<p>Topic: Time Time related facts Sequencing intervals of time O'clock, half past, quarter past and quarter to.</p>	<p>Topic: Number Count in steps of 2, 3, and 5 from 0. Identify and represent numbers using different representations. To</p>	<p>Topic: Addition and Subtraction Solve missing number calculations, Solve more complex missing number problem. Solve 2 step word problems.</p>	<p>Topic: Revision Over this half term, topics from across the Maths curriculum are revisited to prepare children for sitting KS1 SATs.</p>	<p>Topic: Number Reading scales Using number facts Problems solving and reasoning.</p>

	<p>Topic: Addition and subtraction The children will be taught / consolidate numbers bonds to ten and twenty, adding and subtracting using number lines. Begin to use the column method.</p> <p>Topic: Multiplication and division Children will continue to develop their skills in times tables (2, 10, 5) using arrays and dividing through sharing.</p> <p>Topic: Measurement (money) Recognising notes and coins. Know the value of coins. Adding coins to make totals using a number line. Different combination of coins to make the same amount up to £1.00.</p> <p>Topic: Fractions Children will recognise, find, name, and write $\frac{1}{2}$ and $\frac{1}{4}$ of a length, shape, set of objects or</p>	<p>Topic: Fractions To count in fractions to 10 and find $\frac{2}{4}$ and $\frac{3}{4}$ of a shape. To find $\frac{2}{4}$ and $\frac{3}{4}$ of a quantity and to find $\frac{2}{4}$, $\frac{2}{3}$ and $\frac{3}{4}$ of a quantity</p> <p>Topic- Geometry (shape) Identifying 2D shapes Properties of 2D shapes. Symmetry</p> <p>Topic- Statistics Presenting data -tally charts and pictograms Interpreting data – tally charts and pictograms.</p> <p>Topic: Multiplication and Division Multiplication facts for 2, 3, 5, and 10 times tables. Division facts for 2, 3, 5, and 10 times tables Arrays .</p> <p>Topic: Measure To estimate and measure length/height, mass using scales,</p>	<p>estimate numbers on a number line</p> <p>Topic: Addition and subtraction. To consolidate column method with bridging and exchanging. Mentally add three one-digit numbers.</p> <p>Topic: Multiplication and Division Understand the relationship between multiplication and division (fact families) To recall and use multiplication and division n facts for the 2, 3, 5 and 10-times tables. Solve 2 step multiplication problems.</p> <p>Topic: Measurement (money) Solve simple and complex problems involving adding money. Give change from 50p and £1.</p> <p>Topic: Fractions Fractions of shapes Fractions of amounts - unit and non-unit fractions.</p>	<p>Topic: Multiplication and Division Solve one and two step multiplication and division problems. To know which operation to use in mixed word problems.</p> <p>Topic: Time To solve problems for o'clock, half past, quarter past and quarter to. To read and write the time for five-minute intervals.</p> <p>Topic: Fractions Problem solving and reasoning.</p> <p>Topic- Geometry (shape) To recognise, name, sot and compare 2D and 3D shapes.</p> <p>Topic- Statistics Interpreting and drawing pictograms and block graphs (2, 5, 10).</p>		<p>Topic: Addition and Subtraction. Number bonds to 100 Missing number calculations. Inverse 2-step problems</p> <p>Multiplication and Division Multiplication and division facts (2, 3, 5, 10). Making deductions outside known facts 2 – step problems</p> <p>Topic: Measurement (scales) Reading scales (1, 2, 5 and 10) and reading scales with missing numbers. Comparing length, mass, capacity, and temperature.</p> <p>Topic: Geometry (position and direction)</p> <p>Topic: Position and direction Learning about different tuns i.e. quarter turn, half turn etc. Clockwise and anticlockwise turns as well as ordering and arranging combination</p>
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	quantity. Start to look at equivalent fractions.	temperature using thermometer (°C) and capacity using measuring vessels.				<p>of mathematical objects in patterns and sequences.</p> <p>Topic: Investigation To use trial and improvement to solve problems. To work systematically, use visualising skills and to use logical reasoning to solve problems.</p> <p>Topic: Reviewing Number, measure, calculation, and geometry review.</p>
Science	<p><u>Animals including Humans</u> 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><u>Materials</u> 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><u>Plants</u> 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><u>Living things and their Habitats</u> 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><u>Habitats</u> 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</p>	

						animals, using the idea of a simple food chain, and identify and name different sources of food.
Computing	<p><u>Internet safety</u> 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.</p>	<p><u>Coding</u> Children will understand what an algorithm is and how to create a simple programme as well as debug existing programmes.</p>	<p><u>Coding</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><u>Coding</u> To program and debug a bebot.</p>	<p><u>Internet searching and word processing</u> To find and copy an image from the internet. To learn to type using Microsoft Word.</p>	<p><u>Fact File</u> Children will make a fact file Children will develop their word processing and presentation skills.</p>
History	<p><u>Famous People</u> 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><u>Castles</u> 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><u>Transport</u> 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>		
Geography		<p><u>UK</u> To identify human features of a city and to identify the physical features and landmarks of London using aerial photographs. Devise a</p>			<p><u>Comparison of a non-European country and a small area of the UK.</u> To locate and research into Wolverton and Kiama, New South Wales. To look and compare the physical</p>	<p><u>Field work and Seasons</u> Explain how seasons affect my school day. Investigate why Wyvern was built in this location. Measure the site of Wyvern school. Use weather</p>

		simple map of London and its landmarks and compare London to Sydney and Wolverton.			and human features of Wolverton and Kiama.	recording equipment to investigate the site. To create a map of Wyvern site and to present the fieldwork findings.
RE		<p>Believing 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>Belonging 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>Behaving 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>Mental Health (Year 2) Know the importance of physical activity and diet for a healthy lifestyle. Develop children's understanding of emotions.</p> <p>Growth Mindset (catch up) Growth and fixed mindset and how-to preserver when up against a challenge.</p>	<p>Growth Mindset Mindfulness and putting in effort to achieve our goals.</p>	<p>Communities 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. Learn to take responsibility for our own actions.</p>		<p>Healthy Living 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>	

Art	<p><u>Aboriginal and POP art</u> To look at the dot technique used in Aboriginal art. Children will create artwork inspired by Pop Art. We will look at Julian Opie and Roy Lichtenstein.</p>			<p><u>Claude Monet</u> Children will recreate the Claude Monet bridge painting and evaluate their own and others work.</p>		<p><u>Andy Goldsworthy</u> Children will look at the famous artist Andy Goldsworthy and recreate 2D and 3D sculptures using natural materials.</p>
Design Technology		<p><u>Roald Dahl chocolate</u> 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><u>Castles</u> 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><u>Puppets</u> Children will design, produce, and evaluate their own puppet. They will need to be able to join the fabric by sewing.</p>	
Music	<p><u>Heroes</u> Children will be exploring sounds and beat in music and composing a piece of superhero music.</p>	<p><u>Roald Dahl</u> Children will develop a wider appreciation for music and musical styles.</p>	<p><u>Castles</u> Children will explore rhythm in a variety of musical genres.</p>	<p><u>Travel and adventure</u> Children will explore pitch and sound in songs from around the world.</p>	<p><u>Seaside</u> Children will explore pitch and sound. Compose music to support a story.</p>	<p><u>Nature Detectives</u> To use a variety of songs such as The Lion Sleeps tonight to learn how to use tuned percussion instrument.</p>
PE	<p><u>Multi-skills and Gymnastics</u> 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.</p>		<p><u>Dance, striking and fielding (badminton) and net and wall (tennis), OAA</u> In Dance children will be learning traditional dances including Waltz. 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. In OAA children will focus of teamwork and problems solving skills.</p>		<p><u>Athletics and striking and fielding</u> 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.</p>	

	Children will focus on balance and ways of traveling and perform a simple sequence of movements.					
Enrichment	<p><u>Science and Maths day</u> We will be spending a whole day dedicated to fun and engaging activities.</p>	<p><u>Roald Dahl Storyteller</u> Children will be visited by a storyteller. They will share stories about Roald Dahl's life.</p>	<p><u>Warwick Castle</u> Children will learn about the features of a castle and the famous Kings and Queens that lived there.</p>	<p><u>Local Artist Visit</u> Children will learn about canal art and use paint to recreate canal art from a local artist.</p>	<p><u>Author Visit</u> Children will have a visit by an author.</p>	<p><u>Gulliver's Land</u> Children are rewarded for their hard work with a fun day out at Gulliver's land.</p> <p><u>PSHE (money)</u> Children will have an employee of the banks to come and visit them to explain about saving money.</p> <p><u>Athlete visit</u> Children will have a question and answer session with an athlete.</p>