

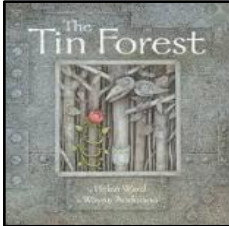
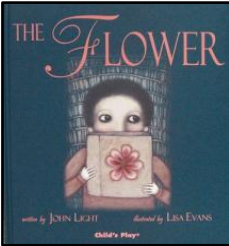


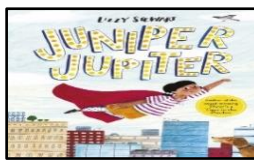

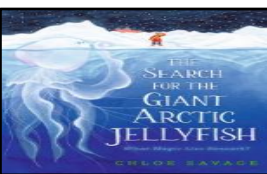



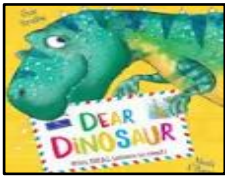
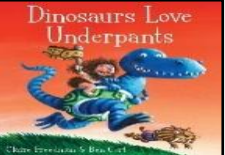
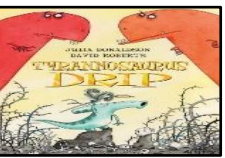










Curriculum Overview - Key Stage 1




(Year B)

	Autumn Term		Spring Term		Summer Term	
	Green Fingers	Super Hero Me	Ice, Ice Baby	Jurassic World		Donington Detectives
English Whole Class Reading 	 	  	 	   	 	 
Talk For Writing 	The Papaya that Spoke (Narrative) Making a Fruit Salad (Instructions)	Traction Man (Narrative - Character Description & Setting Description)	Pola Bears (NCR) Arctic Poetry (Kennings)	The Dinosaur's Journey (Narrative – Journey Tale) Dear Dinosaur (Recounts – Writing a letter) How to take care of a baby dinosaur (Instructions) Walking with my Iguana (Performance Poetry)	The Tear Thief (Narrative – Descriptive Writing of a setting; Short Narrative)	
White Rose Maths Y1 	Number: Place Value (within 10)	Number: Addition & Subtraction (within 10) Geometry: Shape	Number: Place Value (within 20) Number: Addition & Subtraction (within 20)	Number: Place Value (within 50) Measurement: Length & Height Measurement: Mass & Volume	Number: Division & Multiplication Number: Fractions Geometry: Position/Direction	Number: Place Value (within 100) Measurement: Money Measurement: Time
White Rose Maths Y2 	Number: Place Value	Number: Addition & Subtraction Geometry: Shape	Measurement: Money Number: Multiplication & Division	Measurement: Length & Height Measurement: Mass, Capacity & Temperature	Number: Fractions Measurement: Time	Statistics Geometry: Position & Direction

<p>Science</p> 	<p>Leading POS: Y1 Plants 1,2 Identify & name plants in the school grounds Identify & name common plants, including deciduous & evergreen trees Structure of a flowering plant Structure of a tree</p> <p>Y2 Plants 1,2 Observe and describe how (cress & bean) seeds and bulbs grow Identify what plants need to grow & stay healthy</p> <p>Y2 Living things and their habitats 1,3,4 Things that are living, dead, never been alive Identify and name a variety of plants in a (woodland) habitat Food Sources & Food Chains (General)</p> <p>Y1 Seasonal Change 1,2 'Autumn Watch' (Oct) Fieldwork to spot signs of Autumn; discuss weather & day length</p>	<p>Supplementary POS: Y1 Animals including humans 4 Identify, name, draw and label the basic parts of the human body Exploring the senses</p> <p>Y2 Animals including humans 2,3 Identify the basic needs of humans for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (food groups; healthy lunchbox)</p>	<p>Supplementary POS: Y2 Living things and their habitats 2,3,4 Habitats – identify/name plants and animals in an Arctic habitat, how they are suited to this habitat and how the habitat provides for their basic needs Food Chains & Food Sources (Polar Bear)</p> <p>Y2 Animals including humans 1, 2 Animals (Polar Bears) have offspring which grow into adults Explore the basic needs of animals (Polar Bears) for survival (water, food and air)</p> <p>Working Scientifically Focus (Ice Cube Investigation)</p> <p>Y1 Seasonal Change 1,2 'Winter Watch' (Jan) Fieldwork to spot signs of Winter; discuss weather & day length</p>	<p>Supplementary POS: Y2 Living things and their habitats 1,2,3,4 Recap: Explore & compare the differences between things that are living, dead, never been alive (NB: Pupils also explore the characteristics of living things) Habitats – identify/name plants and animals in a habitat, how they are suited to these habitats and how the habitat provides for their basic needs (Arctic; Beach; Coral Reef; Rainforest; Deserts; Cold)</p> <p>Within the context of dinosaurs, the following NC content is delivered: Habitat (linked to specific dinosaurs) Recap: Food Chains & Food Sources (both general and then linked to plants & creatures from the Jurassic period)</p> <p>Y1 Animals including humans 2 Within the context of dinosaurs, the following NC content is delivered: Identify and name animals (dinosaurs) that are carnivores, herbivores and omnivores</p> <p>Y2 Animals including humans 2 Within the context of dinosaurs, the following NC content is delivered: Understand the basic needs of animals (baby dinosaur) for survival (water, food and air)</p> <p>Y1 Seasonal Change 1,2 'Spring Watch' (March) Fieldwork to spot signs of Spring; discuss weather & day length</p>	<p>Supplementary POS: Y1 Everyday materials 1,2, 3 Distinguish between an object & the material it is made from Name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the properties of a variety of everyday materials</p> <p>Y2 Uses of everyday materials 1, 2 Identify and compare the suitability of a variety of everyday materials for particular uses Explore how the shapes of certain solid objects can be changed by squashing, bending, twisting and stretching</p> <p>Y1 Seasonal Change 1,2 'Summer Watch' (July) Do as part of the Geography Fieldwork Walk to spot signs of Summer; discuss weather & day length</p>
<p>Art</p> 	<p>Craft - Collage Fruit and Veg faces Significant Figure: Archimboldo</p>	<p>Drawing & Painting Pop Art Significant Figure: Roy Lichtenstein</p>	<p>Painting Inushuk rock sculptures Significant Figure: Ted Harrison</p>	<p>Drawing Fossil - Observational Studies (pencil; mixed media)</p>	<p>Drawing Houses/Local Buildings</p>
<p>Computing (Teach Computing)</p> 	<p>Year 1 Unit: Technology Around Us</p>	<p>Year 1 Unit: Digital Painting (linked to DT project)</p>	<p>Year 1 Unit: Moving a Robot E-Safety Day</p>	<p>Year 1 Unit: Grouping Data Year 1 Unit: Digital Writing</p>	<p>Year 1 Unit: Programming Animations <i>Cross-curricular: Digi-maps & Google maps</i></p>

<p>DT</p> 	<p>Cooking & Nutrition Making a Fruit Salad</p>	<p>Structures/Mechanisms Flying Superhero Scene (Sliders)</p>	<p>Textiles Inuit Wall Hanging (Applique/Sewing)</p>			
<p>History</p> 		<p>Leading POS: The lives of significant individuals in the past who have contributed to national and international achievements: Real life 'heroes' - Florence Nightingale, Mary Seacole, Emily Davison, Rosa Parks</p> <p>Other Events: Remembrance Day & Black History Month</p>	<p>Leading POS: Events beyond living memory that are significant nationally or globally: The Sinking of the Titanic</p>	<p>Leading POS: Events beyond living Memory: Discovery in 1823 of the first complete skeleton of a Plesiosaurus dinosaur fossil at Lyme Regis <i>Significant Figure: Mary Anning</i></p>	<p>Supplementary POS: Significant historical events, people and places in the locality (Opening of Castle Donington's civilian airport in 1965 and its impact)</p>	
<p>Geography</p> 	<p>Supplementary POS: Human and Physical Geography 'Autumn Watch' (Oct) Identify seasonal and daily weather patterns in the UK</p> <p>Identify the location of hot areas of the world in relation to the Equator and the North and South <u>(exploring how climate affects the food produce grown in certain countries)</u></p> <p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Castle Donington), and of a small area in a contrasting non-European country (Nyanza & Western</p>	<p>Supplementary POS: Locational knowledge Name and locate the world's seven continents and five oceans</p> <p>Human and Physical Geography 'Winter Watch' (Jan) Identify seasonal and daily weather patterns in the UK</p> <p>Identify the location of cold areas of the world in relation to the Equator and the North and South Poles Within the context of this unit, use basic geographical vocabulary to refer to: key physical features - sea, ocean, season and weather key human features - city, port, harbour</p> <p>Environmental Focus Global Warming/climate Change</p>	<p>Supplementary POS: Locational Knowledge Name and locate the world's seven continents and five oceans</p> <p>Name & locate the four countries of the UK and its surrounding seas Label Castle Donington & Lyme Regis Label the capital cities of each country in the UK (Chn also label countries on a world map where significant fossils have been found)</p> <p>Human and Physical Geography 'Spring Watch' (March) Identify seasonal and daily weather patterns in the UK</p> <p>Geographical Skills and Fieldwork Use world maps, atlases and globes to identify the UK and its countries, countries, continents and oceans</p>	<p>Supplementary POS: Locational Knowledge Name and locate the world's seven continents and five oceans</p> <p>Name & locate the four countries of the UK and its surrounding seas Label Castle Donington & Lyme Regis Label the capital cities of each country in the UK (Chn also label countries on a world map where significant fossils have been found)</p> <p>Human and Physical Geography 'Spring Watch' (March) Identify seasonal and daily weather patterns in the UK</p> <p>Geographical Skills and Fieldwork Use world maps, atlases and globes to identify the UK and its countries, countries, continents and oceans</p>	<p>Leading POS: Locational Knowledge Revise the location of the world's seven continents and five oceans</p> <p>Focus: Name & locate the four countries of the UK and its surrounding seas Label the 4 capital cities Explore the general/human/physical characteristics of the 4 counties of the UK Locate Castle Donington</p> <p>Place knowledge Geographical similarities and differences in the human/physical geography of a small area of the UK (Castle Donington)</p> <p>Geographical Skills and Fieldwork Use compass directions (N, S, E & W) and locational and directional language to describe the location of features and routes on a map (school site; fieldwork route)</p>	

	Province in West Kenya. The Luo people – linked to the story ‘Handa’s Surprise’					Use aerial photographs (and plan perspectives of the school) to recognise landmarks and basic human and physical features Devise a map and use basic symbols in a key Use fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of Castle Donington Human and Physical Geography ‘Summer Watch’ (July) Identify seasonal and daily weather patterns in the UK
Music (KAPOW Scheme) 	Theme: Traditional Western Stories Orchestral instruments	Theme: Superheroes Pitch and tempo	Theme: All About Me Pulse and rhythm	Theme: myths and legends Developing musical language		Musical Me Letter notation
PE (Horizon Scheme) 	Stability Unit 2 Locomotor Unit 2	Stability Unit 3 Locomotor Unit 3	Gymnastics Unit 1 (Y1) or Unit 2 (Y2) Dance Unit 1 (Y1) or Unit 2 (Y2)	Object Manipulation 1 – Throwing & Catching Unit 1 Object Manipulation 1 – Throwing & Catching Unit 2	Object Manipulation 2 Dribbling & Striking Unit 2 Object Manipulation 2 Dribbling & Striking Unit 3	Consolidation Phase Multi-Skills
PSHE & RSE (Kapow Scheme) 	Family and Relationships L2 Families are all different L4 Unhappy friendships L5 introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: careers and jobs	Health and Wellbeing L1 Experiencing different emotions L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth	Safety and the Changing Body L2 Communicating online L3 Secrets and surprises L8 Staying safe with medicine	Citizenship L1 Rules beyond school L5 Similar yet different – my local community	Economic Wellbeing L2 Exploring needs L3 Exploring wants	RSE <u>Year 1</u> L5 Appropriate contact <u>Year 2</u> L4 Appropriate contact: my private parts L5 Appropriate contact: My private parts are private

<p>Everyone's Welcome</p> 	<p>7.16 Text: Blown Away</p>	<p>7.10 Text: Max the Champion 7.14 Text: The Odd Egg 7.7 Text: Elmer</p>		<p>Replacement Text: What the Jackdaw Saw</p>	<p>7.12 The Great Big Book of Families 7.15 Text: Just Because Links to RSE Scheme</p>
<p>RE (LCC Syllabus)</p> 	<p>Unit 1.10 What does it mean to belong to a faith community?</p>	<p>Unit 1:8 What makes some places sacred to believers</p>	<p>(World Religion Day) Unit 1.7 Who is Jewish and how do they live?</p>		<p>Unit 1.9 How should we care for others and the world and why does it matter?</p>
<p>Enrichment</p> 	<p>Rock Kidz Character Education Day</p> <p>Visit to the National Forest Adventure Farm</p> <p>Visit from a professional gardener</p> <p>Now Press Play Plants</p>	<p>Derby Faith Trail (Mosque; Mandir; Gurdwara)</p> <p>Visits from the Emergency Services</p> <p>Hobgoblin Theatre Company (end of term pantomime)</p> <p>Now Press Play Superheroes</p> <p>Now Press Play Mary Seacole</p> <p>Now Press Play Florence Nightingale</p> <p>Amazing People Mary Seacole Florence Nightingale Helen Keller</p>	<p>Now Press Play Arctic</p>	<p>Dinosaur Visit & Excavation Workshop</p>	<p>Fieldwork in the local area; village walk</p> <p>Now Press Play Maps</p>