

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Question	What does it mean to belong?	If I followed a bird, where would I go?	Can anybody make history?	How much do we really know about the world?	What makes something beautiful?	How does the past change the future?
Key Texts	<p>'The Lonely Beast' by Chris Judge</p> <p>'Grandad's Secret Giant' by David Litchfield</p>	<p>'Snail and the Whale' by Julia Donaldson</p> <p>'The Secret of Black Rock' by Joe Todd Stanton</p>	<p>'Dogger' by Shirley Hughes</p> <p>A range of non-fiction books about toys in the past.</p>	<p>'Lost and Found' by Oliver Jeffers.</p> <p>'Handa's Surprise' by Eileen Browne.</p>	TBC	<p>'Whatever Next?' by Jill Murphy</p> <p>'Counting on Katherine' by Helaine Becker</p> <p>Range of non-fiction books about Space</p>
Key Knowledge	<p><u>Art</u></p> <p>To know that you can combine different artistic techniques to create a piece of art (Marc Chagall)</p>	<p><u>Geography</u></p> <p>To know that the UK is made up of 4 countries and that each country has its own capital city</p> <p>To know that Britain is an island surrounded by seas</p>	<p><u>History</u></p> <p>To know that there are differences between the past and the present in their own and other people's lives</p> <p>To know the difference between things that happened in their lifetime and the past</p> <p>To know that events or objects in their lives can be sequenced on a simple timeline</p> <p>To know that artefacts/sources can be matched to people of different ages</p>	<p><u>Geography</u></p> <p>To know that the UK has different human and physical features</p> <p>To know that places and locations look different when viewed from above</p> <p>To know that places can be shown on a map and maps can be used by others to find out about a location</p>	<p><u>Art</u></p> <p>To know that simple joins can be made</p> <p>To know that we can form an opinion about a piece of art</p> <p><u>D&T</u></p> <p>To know that levers can be used to create movement</p>	<p><u>History</u></p> <p>To know about the contribution of a significant person within living memory</p> <p>To know the difference between fact and fiction</p>

Supplementary subjects linked to Learning Journey	PSHE RE	D&T	D&T Art	D&T	Science-plants	
Key Knowledge from supplementary subjects	<p><u>PSHE</u></p> <p>Health and wellbeing (ourselves, growing and changing)</p> <p>Relationships (respecting self and others)</p> <p>Living in the wider world (shared responsibilities)</p> <p>Living in the wider world (communities)</p> <p><u>RE</u></p> <p>To know that people have similar and different viewpoints about living in the world and caring for others and our work</p>		<p><u>D&T</u></p> <p>To know that there are similar existing products relating to what is being made</p> <p>To know that tools and/equipment can be used to cut, shape, join and finish</p> <p>To know that textiles can be cut and joined to make a product</p> <p>Know that a final product is linked to what is being asked</p> <p><u>Art</u></p> <p>To know that different types of lines can be drawn</p>	<p><u>D&T</u></p> <p>To know that food comes from plants or animals</p> <p>Know that with support food can be cut, peeled and grated</p>	<p><u>Science</u></p> <p>To know the names of common plants and trees</p> <p>To know that plants and trees have a structure and describe this.</p> <p>To know how to use simple equipment e.g. magnifying glasses.</p> <p>To know that there are ways to observe things closely – looking with magnifying glasses.</p> <p>Relationships (managing hurtful behaviour and bullying)</p>	
Discrete Subjects	<p>Science- animals</p> <p>PE- fundamental movement</p> <p>Music</p> <p>Computing</p>	<p>Science – everyday materials and seasonal changes</p> <p>PSHE</p> <p>RE</p> <p>Music</p> <p>PE- Dance</p> <p>Computing</p> <p>D&T</p> <p>Art</p>	<p>Science- everyday materials and seasonal changes</p> <p>PSHE</p> <p>RE</p> <p>Music</p> <p>PE- invasion games</p>	<p>Science- everyday materials and seasonal changes</p> <p>PSHE</p> <p>RE</p> <p>Music</p> <p>PE- gymnastics</p>	<p>PSHE</p> <p>RE</p> <p>Music</p> <p>PE- dance</p> <p>Computing</p>	<p>Science-seasonal changes</p> <p>PSHE</p> <p>RE</p> <p>Music</p> <p>PE-invasion games</p> <p>Computing</p> <p>Geography</p>

Key Knowledge from discrete subjects	<p><u>Science</u></p> <p>To know that body parts have names and the body part associated with each sense</p> <p>To know how to identify and name a variety of common animals (birds and mammals including pets)</p> <p>To know how to describe and compare the structure of a variety of common animals (birds and mammals including pets)</p> <p>To know that there are many ways to record learning.</p> <p>To know how to record data in a simple table.</p> <p><u>Computing</u></p> <p>To know to keep personal information private</p> <p>To know about some of the IT uses in their own home</p>	<p><u>Science</u></p> <p>To know a variety of everyday materials- wood, plastic, glass, metal, water, rock</p> <p>To know how to distinguish between and object and the material it is made from</p> <p>To know how to describe the simple physical properties of everyday materials</p> <p>To know the weather associated with different seasons (autumn)</p> <p>To know that day length varies</p> <p>To know how to observe changes across the 4 seasons and explain the weather in each season</p> <p>To know that a prediction is saying what we think will happen using prior knowledge from the world</p>	<p><u>Science</u></p> <p>To know how to distinguish between and object and the material it is made from</p> <p>To know how to compare and group a variety of everyday materials on the basis of their simple physical properties</p> <p>To know the weather associated with different seasons (winter)</p> <p>To know that day length varies</p> <p>To know how to observe changes across the 4 seasons and explain the weather in each season</p> <p>To know that scientists ask questions about the world.</p> <p>To know how to ask questions about the world around us.</p>	<p><u>Science</u></p> <p>To know that animals are carnivores, herbivores and omnivores.</p> <p>To know how to identify and name a variety of common animals (fish, amphibians and reptiles including pets)</p> <p>To know how to describe and compare the structure of a variety of common animals (fish, amphibians and reptiles including pets)</p> <p>To know the weather associated with different seasons (spring)</p> <p>To know that day length varies</p> <p>To know how to observe changes across the 4 seasons and explain the weather in each season</p> <p>To know that there are many ways to record learning.</p>	<p><u>PSHE</u></p> <p>Health and well-being (mental health)</p> <p>Relationships (friendships)</p> <p><u>RE</u></p> <p>To know that people's lives can be shaped by their beliefs and world views</p> <p><u>Music</u></p> <p>To know and recognise the sounds and names of instruments</p> <p>To know that music has a pulse</p> <p><u>PE</u></p> <p>Know that by using a range of body actions and body parts a performance of movement can be created</p> <p>Know that the body can be explored and movement ideas can be responded to imaginatively in a range of stimuli</p> <p>Know that movements can be composed and</p>	<p><u>Science</u></p> <p>To know the weather associated with different seasons (summer)</p> <p>To know that day length varies</p> <p>To know how to observe changes across the 4 seasons and explain the weather in each season</p> <p><u>PSHE</u></p> <p>Relationships (safe relationships)</p> <p>Living in the wider world (economic wellbeing: money)</p> <p>Living in the wider world (economic wellbeing: aspirations, work and career)</p> <p><u>RE</u></p> <p>To know that people have similar and different viewpoints about living in the world and caring for others and our world</p> <p><u>Music</u></p> <p>To know and recognise</p>

	<p><u>Music</u> To know and recognise the sounds and names of some of the instruments in use</p> <p>To know that music has a pulse</p> <p>To know that we can create a sequence of long and short sounds</p> <p>To know and recognise the sounds and names of instruments</p> <p>To know that music has a pulse</p> <p><u>PE</u> To know that there are ways to move confidently and safely in their own and general pace using a change of speed and direction</p> <p>To know that movement phrases have a beginning middle and an end</p> <p>Know that there are a variety of gymnastic actions to explore and perform</p>	<p>To know how to suggest what might happen using some prior understanding</p> <p><u>PSHE</u> Health and wellbeing (keeping safe)</p> <p>Living in the wider world (media literacy and digital resilience)</p> <p><u>RE</u> To know that people's lives can be shaped by their beliefs and world views</p> <p>To know that celebration is an important part of people's lives</p> <p><u>D&T</u> To know that there are ways to make a product stronger</p> <p><u>Art</u> To know that modelling materials can be shaped with their hands and different tools to create different outcomes</p>	<p>To know that there are tests to find answers to questions.</p> <p>To know how to carry out tests to answer questions.</p> <p>To know what they have found out and how they found it out</p> <p>To know how</p> <p><u>PSHE</u> Relationships (families and close positive relationships)</p> <p><u>RE</u> To know that there are different buildings and places that are special</p> <p>To know that prayer can be used in worship</p> <p>To know that there are signs and symbols that have special meaning to different religions and that different faiths have different signs and symbols</p> <p>To know that we can ask questions about things that we don't understand</p>	<p>To know how to record data in a simple table.</p> <p><u>PSHE</u> Health and wellbeing- healthy lifestyles (physical well-being)</p> <p><u>RE</u> To know that celebration is an important part of people's lives</p> <p><u>Music</u> To know that music has a pulse</p> <p>To know that we can create a sequence of long and short sounds</p> <p>To know and recognise the sounds and names of instruments</p> <p>To know that music has a pulse</p> <p><u>PE</u> To know that there are ways to move confidently and safely in their own and general pace using a</p>	<p>linked to have simple beginnings, middles and ends.</p> <p><u>Computing</u> To know that an algorithm is a set of instructions used to solve a problem or achieve an objective</p> <p>To know that an algorithm written for a computer is called a program</p> <p>Know that different parts of the body can retrieve and stop a ball</p> <p><u>Computing</u> To know other uses for ICT outside of school and discuss examples of other ICT used</p> <p>To know what they create on a computer or tablet device can be shown to others via another devices</p> <p><u>Geography</u> To know how daily weather patterns affect our lives in the UK</p>	<p>the sounds and names of instruments</p> <p>To know that music has a pulse</p> <p>To know how to confidently sing or rap songs from memory and sing them in unison</p> <p><u>PE</u> Know that choices can be made to confidently keep safe in the space during a game</p> <p>Know that different parts of the body can retrieve and stop a ball</p> <p><u>Computing</u> To know other uses for ICT outside of school and discuss examples of other ICT used</p> <p>To know what they create on a computer or tablet device can be shown to others via another devices</p> <p><u>Geography</u> To know how daily weather patterns affect our lives in the UK</p>
--	--	---	---	---	--	--

		<p>To know that there are primary and secondary colours and know their names</p> <p><u>Music</u> To know how to confidently sing or rap songs from memory and sing them in unison</p> <p>To know and recognise the sounds and names of instruments</p> <p>To know that music has a pulse</p> <p><u>PE</u> Know that by using a range of body actions and body parts a performance of movement can be created</p> <p>Know that the body can be explored and movement ideas can be responded to imaginatively in a range of stimuli</p> <p>Know that movements can be composed and linked to have simple beginnings, middles and ends.</p>	<p><u>Music</u> To know and recognise the sounds and names of instruments</p> <p>To know that music has a pulse</p> <p><u>PE</u> Know that choices can be made to confidently keep safe in the space during a game Know that different parts of the body can retrieve and stop a ball</p>	<p>change of speed and direction</p> <p>To know that movement phrases have a beginning middle and an end</p> <p>Know that there is a variety of gymnastic actions to explore and perform.</p>		
--	--	--	---	---	--	--

Cultural Capital	<p>Learning about a famous artist (Marc Chagall)</p> <p>Looking at different groups we belong to and celebrating similarities and differences</p> <p>Library visits</p>	<p>Celebrating different religions and ways of life (Hanukah, Diwali and Christmas)</p> <p>Library visits</p>	<p>Creating a 'toy museum' for the children to explore using a selection of old toys</p> <p>Asking questions about their own families (parents and grandparents) in relation to their childhood and toys and games that they enjoyed playing when they were young</p> <p>Library visits</p>	<p>Learning about different spring festivals (Easter and Pesach)</p> <p>Learning about where our food comes from</p> <p>Library visits</p>	<p>Learning about a famous artist (Georgia O'Keefe)</p> <p>Library visits</p> <p>Forest school activities</p>	<p>Learning about women's contribution to space travel (Katherine Johnson and Valentina Tereshkova)</p> <p>Library visits</p>
WOW moments	<p>Suitcase of belonging to go home with each child. They have the opportunity to fill it with special items and share with the class</p>	<p>Christmas craft day with family</p> <p>Christmas Nativity</p>	<p>Grandparent's Day</p> <p>Church visit</p>	<p>Easter fun day with family</p>	<p>Growing own plants and invite parents in for a 'flower show'</p>	<p>Visit to the Space Centre</p>