## **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	'The Lonely Beast' by Chris Judge 'Grandad's Secret Giant' by David Litchfield	'Snail and the Whale' by Julia Donaldson 'The Secret of Black Rock' by Joe Todd	'Dogger' by Shirley Hughes A range of non-fiction books about toys in the	'Lost and Found' by Oliver Jeffers. 'Handa's Surprise' by Eileen Browne.	TBC	'Whatever Next?' by Jill Murphy 'Counting on Katherine' by Helaine Becker
		Stanton	past.			Range of non-fiction books about Space
Key Knowledge	Art To know that you can combine different artistic techniques to create a piece of art (Marc Chagall)	Geography To know that the UK is made up of 4 countries and that each country has its own capital city To know that Britain is an island surrounded by seas	History To know that there are differences between the past and the present in their own and other people's lives  To know the difference between things that happened in their lifetime and the past  To know that events or objects in their lives can be sequenced on a simple timeline  To know that artefacts/sources can be matched to people of different ages	Geography To know that the UK has different human and physical features  To know that places and locations look different when viewed from above  To know that places can be shown on a map and maps can be used by others to find out about a location	Art To know that simple joins can be made To know that we can form an opinion about a piece of art  D&T To know that levers can be used to create movement	History To know about the contribution of a significant person within living memory To know the difference between fact and fiction

Supplementary	PSHE	D&T	D&T	D&T	Science-plants	
subjects linked to	RE		Art			
Learning Journey						
Key Knowledge	<u>PSHE</u>		<u>D&amp;T</u>	<u>D&amp;T</u>	<u>Science</u>	
from	Health and wellbeing		To know that there are	To know that food	To know the names of	
supplementary	(ourselves, growing and		similar existing products	comes from plants or	common plants and	
	changing)		relating to what is being made	animals	trees	
subjects	Relationships		made	Know that with support	To know that plants and	
	(respecting self and		To know that tools		trees have a structure	
	others)		and/equipment can be	food can be cut, peeled	and describe this.	
	othersy		used to cut, shape, join	and grated	and describe this.	
	Living in the wider		and finish		To know how to use	
	world (shared		una misir		simple equipment e.g.	
	responsibilities)		To know that textiles		magnifying glasses.	
	,		can be cut and joined to		7 7 80	
	Living in the wider		make a product		To know that there are	
	world (communities)		·		ways to observe things	
			Know that a final		closely – looking with	
	<u>re</u>		product is linked to		magnifying glasses.	
	To know that people		what is being asked			
	have similar and					
	different viewpoints		<u>Art</u>		Relationships	
	about living in the		To know that different		(managing hurtful	
	world and caring for		types of lines can be		behaviour and bullying)	
	others and our work		drawn			
Discrete Subjects	Science- animals	Science – everyday	Science- everyday	Science- everyday	PSHE	Science-seasonal
Districte Subjects	PE- fundamental	materials and	materials and seasonal	materials and seasonal	RE	changes
	movement	seasonal changes	changes	changes	Music	PSHE
	Music	PSHE	PSHE	PSHE	PE- dance	RE
	Computing	RE	RE	RE	Computing	Music
		Music	Music	Music		PE-invasion games
		PE- Dance	PE- invasion games	PE- gymnastics		Computing
		Computing				Geography
		D&T				Geography
		Art				

Key Knowledge	<u>Science</u>	<u>Science</u>	<u>Science</u>	<u>Science</u>	<u>PSHE</u>	<u>Science</u>
from discrete	To know that body	To know a variety of	To know how to	To know that animals	Health and well-being	To know the weather
	parts have names and	everyday materials-	distinguish between	are carnivores,	(mental health)	associated with
subjects	the body part	wood, plastic, glass,	and object and the	herbivores and		different seasons
	associated with each	metal, water, rock	material it is made	omnivores.	Relationships	(summer)
	sense		from		(friendships)	
		To know how to		To know how to identify		To know that day
	To know how to	distinguish between	To know how to	and name a variety of		length varies
	identify and name a	and object and the	compare and group a	common animals (fish,	<u>RE</u>	iength varies
	variety of common	material it is made	variety of everyday	amphibians and	To know that people's	To know how to
	animals (birds and	from	materials on the basis	reptiles including pets)	lives can be shaped by	
	mammals including		of their simple		their beliefs and world	observe changes
	pets)	To know how to	physical properties	To know how to	views	across the 4 season
		describe the simple		describe and compare		and explain the
	To know how to	physical properties of	To know the weather	the structure of a	<u>Music</u>	weather in each
	describe and compare	everyday materials	associated with	variety of common	To know and recognise	season
	the structure of a		different seasons	animals (fish,	the sounds and names	DOLLE
	variety of common	To know the weather	(winter)	amphibians and reptiles	of instruments	PSHE / (
	animals (birds and	associated with		including pets)		Relationships (safe
	mammals including	different seasons	To know that day		To know that music has	relationships)
	pets)	(autumn)	length varies	To know the weather	a pulse	Living in the wider
			_	associated with		world (economic
	To know that there	To know that day	To know how to	different seasons		wellbeing: money)
	are many ways to	length varies	observe changes	(spring)	<u>PE</u>	
	record learning.		across the 4 seasons		Know that by using a	Living in the wider
		To know how to	and explain the	To know that day	range of body actions	world (economic
	To know how to	observe changes	weather in each	length varies	and body parts a	wellbeing: aspirations
	record data in a	across the 4 seasons	season		performance of	work and career)
	simple table.	and explain the		To know how to	movement can be	RE
		weather in each	To know that	observe changes	created	To know that people
		season	scientists ask	across the 4 seasons		have similar and
	Computing		questions about the	and explain the	Know that the body can	different viewpoints
	To know to keep	To know that a	world.	weather in each	be explored and	about living in the
	personal information	prediction is saying		season	movement ideas can be	world and caring for
	private	what we think will	To know how to ask		responded to	others and our world
		happen using prior	questions about the	To know that there	imaginatively in a range	
	To know about some of	knowledge from the	world around us.	are many ways to	of stimuli	
	the IT uses in their own	world		record learning.		Music
	home				Know that movements	To know and recognis
					can be composed and	10 Kilow dilu lecogilis

Music	To know how to	To know that there	To know how to	linked to have simple	the sounds and names
To know and recognise	suggest what might	are tests to find	record data in a	beginnings, middles and	of instruments
the sounds and names	happen using some	answers to questions.	simple table.	ends.	or mad differits
of some of the	prior understanding	answers to questions.	Simple tubic.	Citas.	To know that music has
instruments in use	prior arraerstariam.	To know how to carry	PSHE	Computing	a pulse
	PSHE	out tests to answer	Health and wellbeing-	To know that an	a pa
To know that music has	Health and wellbeing	guestions.		algorithm is a set of	To know how to
a pulse	(keeping safe)	'	healthy lifestyles	instructions used to	confidently sing or rap
,	( 1 0 )	To know what they	(physical well-being)	solve a problem or	songs from memory
To know that we can	Living in the wider	have found out and	RE	achieve an objective	and sing them in unison
create a sequence of	world (media literacy	how they found it out	To know that		
long and short sounds	and digital resilience)			To know that an	<u>PE</u>
		To know how	celebration is an	algorithm written for a	Know that choices can
To know and recognise	<u>RE</u>		important part of	computer is called a	be made to confidently
the sounds and names	To know that people's	<u>PSHE</u>	people's lives	program	keep safe in the space
of instruments	lives can be shaped by				during a game
	their beliefs and world	Relationships (families	Music		
To know that music has	views	and close positive	To know that music has		Know that different
a pulse		relationships)	a pulse		parts of the body can
	To know that		To know that we can		retrieve and stop a ball
<u>PE</u>	celebration is an	<u>RE</u>	To know that we can		
To know that there are	important part of	To know that there are	create a sequence of long and short sounds		Computing
ways to move	people's lives	different buildings and	long and short sounds		To know other uses for
confidently and safely		places that are special	To know and recognise		ICT outside of school
in their own and		To know that prayer	the sounds and names		and discuss examples of other ICT used
general pace using a		can be used in worship	of instruments		other ici useu
• •	D&T	can be used in worship			
change of speed and	To know that there are	To know that there are	To know that music has		To know what they
direction	ways to make a product	signs and symbols that	a pulse		create on a computer
To know that	stronger	have special meaning to	'		or tablet device can be
	U -	different religions and	<u>PE</u>		shown to others via
movement phrases	<u>Art</u>	that different faiths	To know that there are		another devices
have a beginning	To know that modelling	have different signs and	ways to move		
middle and an end	materials can be shaped	symbols	confidently and safely		
Know that there are a	with their hands and		· · · · · · · · · · · · · · · · · · ·		<u>Geography</u>
variety of gymnastic	different tools to create	To know that we can	in their own and		To know how daily
actions to explore and	different outcomes	ask questions about	general pace using a		weather patterns affect our lives in the UK
perform		things that we don't			our lives in the UK
perioriii		understand			
l			l	1	

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

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