



## Year Group Curriculum Overview

Year 1	Autumn 1 (6weeks and 2days)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (7 weeks - across half term)	Summer 2 (5 weeks)
<b>Theme</b>	<b>Who We Are</b> nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	<b>Where We Are in Place and Time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	<b>How We Express Ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	<b>How the World Works</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	<b>Sharing the Planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	<b>How We Organise Ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
<b>Arts Focus</b>	Art and Design	Music	Dance	Photography	Spoken Word	Drama
<b>Subject Focus</b>	Art and Design	History	Computing	Science	Forest School	Forest School
<b>Big Questions / Statements as starting point</b>	<b>Who am I?</b> <b>Family and friends</b> <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>I am aware of what makes me, me.</li> <li>My school and classroom community</li> <li>what roles do my family have in my community?</li> <li>Me and my</li> </ul>	<b>Let's Explore</b> <b>Explorers -(e.g Neil Armstrong etc)</b> Journeys and exploration help us understand the world <ul style="list-style-type: none"> <li>Why people explore</li> <li>Using maps for exploration</li> </ul>	<b>How can we express ourselves?</b> <b>Art</b> We can communicate through art <b>Lines of inquiry</b> Different forms of art <ul style="list-style-type: none"> <li>Using experience and imagination to create art</li> <li>Using art for</li> </ul>	<b>Why do we use different materials?</b> <b>Materials</b> I can understand more about materials and matter by exploring them. <ul style="list-style-type: none"> <li>Behaviour and use of materials</li> <li>Changing</li> </ul>	<b>What is it?</b> <b>Animals including humans</b> People's actions impact living things. <ul style="list-style-type: none"> <li>Our responsibility towards caring for living things</li> <li>Observe items and identify them as living</li> </ul>	<b>How am I part of my community?</b> <b>Communities</b> We are all part of community <ul style="list-style-type: none"> <li>The local community</li> <li>Roles within the community</li> <li>Looking at people who look after and care for</li> </ul>

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	<p>family, me and my school. *nothing special - griffin photography project</p> <p>Paths</p>	<ul style="list-style-type: none"> <li>What we can learn through exploration</li> <li>What has been discovered through exploring?</li> </ul> <p><b>*twinkl resource pack - messy maps</b></p>	<p>self expression</p> <ul style="list-style-type: none"> <li>How do different art forms make us feel?</li> <li>What was the artists' intention?</li> </ul>	<p>properties of materials</p> <ul style="list-style-type: none"> <li>Manipulation of materials for specific purposes</li> </ul>	<ul style="list-style-type: none"> <li>Observe and classify different living items</li> <li>Plants are living things, what do they need to stay alive?</li> </ul>	<p>our environment, eg gardeners, bin men etc.</p> <ul style="list-style-type: none"> <li>What we can do to look after our community</li> </ul>
<b>Desired Action</b>	<p>Have a sense of identity and can talk about themselves and their family. Understand actions can have negative consequences.</p>	<p>Write fact files about different explorers.</p>	<p>Create a dance that conveys the contrast between comfortable feelings and uncomfortable feelings.</p>	<p>Design something that shows an understanding of the properties of different materials and their uses.</p>	<p>Class fact file, each child designs their own animal.</p>	<p>Hot-seating different people who look after the community</p> <p>Role-play what we should do to look after our community</p>
<b>'In class' events</b>	<p>Children invite parents in and interview them.</p> <p>Adult comes in to help make a family tree/sends in information to make the family tree</p> <p>Chn bring photographs of themselves as a baby and we have to guess who is who. Discuss how they have grown up, physically, mentally and emotionally.</p>	<p>Looking at maps to explore the school.</p> <p>Carousel of different explorers and a puzzle of what they found, children feedback to the class.</p> <p>Member of staff comes in dressed as an explorer and children interview them as a way of researching a</p>	<p>In house dance workshops.</p> <p>Yr1/2 swap and teach different dance styles.</p>	<p>Science experiments on the properties of different materials.</p> <p>Looking at plans of the school and what our school is made out of and why?</p>	<p>Look after a living thing (fish?), describing what kind of an animal a fish is and its features and compare to other animals.</p> <p>Class sorts into hoops and chn describe why it belongs to that group.</p>	<p>Visiting people in our community.</p> <p>Head teacher talks about her role in the school community.</p>

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	Discussing giraffes can't dance - what are our own talents?	particular discovery.  Poems in different languages, look at where languages come from on a map.				
<b>Key Texts</b>	<b>Giraffes can't dance</b> <b>(+ non-fiction book)</b>	<b>This is me</b> <b>Life on Mars:</b> <b>space explorers</b>		<b>Three little pigs</b>	<b>The Magnificent Book of Animals</b>	<b>10 Things I can do to help my world</b>
<b>Educational Visit / Visitors / Community Links</b>	<i>Art gallery</i> <i>Work with artist</i>	<i>Work with vocal coach / musician</i>	<i>Work with IT specialist or specialist artist</i>	<i>Work with a movement director / dancer</i>	<i>Work with a public speaker</i>	<i>Work with peers in another school (Greenside +)</i>
<b>Inside Out Fridays</b>	<i>WS Forest school</i>	<i>WS Forest school</i> <i>WS English</i>	<i>WS Forest school</i>	<i>WS Forest school</i> <i>WS Maths and Music</i>	<i>WS Forest school</i>	<i>GGL Fringe Festival</i>
<b>Overview of NC Content:</b>						
<b>English</b>	Non-fiction Autobiography  Factfile on seasons (Autumn)	Factfile on seasons (Winter)		Three Little Pigs Narrative  Factfile on seasons (Spring)		Factfile on seasons (Summer)
<b>Maths</b>	<b>Week 1-4</b> Number: place value (within 10)	<b>Week 7-8</b> Number: addition and subtraction (within 10)		<b>Week 7</b> Number: place value (within 50)	<b>Week 1-3</b> Number: multiplication and	<b>Week 8</b> Number: place value (within 100)



## Year Group Curriculum Overview

	<p><b>Week 5-6</b> Number: addition and subtraction (within 10)</p> <p><b><u>6 weeks, 2 days</u></b></p>	<p><b>Week 9</b> Geometry: shape</p> <p><b>Week 10-11</b> Number: place value (within 20)</p> <p><b>Week 12</b> Consolidation</p> <p><b><u>8 weeks</u></b></p>		<p>(Multiples of 2, 5, 10)</p> <p><b>Week 8-9</b> Measurement: length and height</p> <p><b>Week 10-11</b> Measurement: weight and volume</p> <p><b>Week 12</b> Consolidation</p> <p><b><u>6 weeks</u></b></p>	<p>division (reinforce multiples of 2, 5, 10)</p> <p><b>Week 4-5</b> Number: fractions</p> <p><b>Week 6</b> Geometry: position and direction</p> <p><b>Week 7</b> Number: place value (within 100)</p> <p><b><u>7 weeks</u></b></p>	<p><b>Week 9</b> Measurement: money</p> <p><b>Week 10-11</b> Measurement: time</p> <p><b>Week 12</b> Consolidation</p> <p><b><u>5 weeks</u></b></p>
Science	<p>Observe Autumn season and weather</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>	<p>Observe Winter season and weather</p>		<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal water and rock. Say what objects are made of. Describe, compare and group properties of different materials.</p>	<p>Animals including humans. Classifying animals into groups. Identifying animals by eating habits.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Observe summer season and weather</p>



## Year Group Curriculum Overview

				Observe spring season and weather		
Art and Design	art					
Computing						
Design and Technology				Design, make, explore and evaluate a range of existing products, building structures		
Geography	Name 7 continents and 5 oceans	Name 7 continents and 5 oceans  Locational knowledge Identify seasonal changes Geographical skills and fieldwork	Name 7 continents and 5 oceans	Name 7 continents and 5 oceans	Name 7 continents and 5 oceans	Name 7 continents and 5 oceans
History	Changes within living memory	The lives of significant individuals in the past who have contributed to national and international achievements.				
Languages (KS2)						



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Music			Music focus			
Physical Education			Dance			
SMSC (including RME)	Spiritual: Reflecting on their own beliefs Morals: right and wrong. Consequences of actions, mutual respect, tolerance of those with different beliefs, understand and appreciate the moral and ethical issues, Social: strategies to regulate	Social: social skills	Participate in and respond positively to artistic, musical, sporting, and cultural opportunities. Tolerance	Spiritual: Imagination and creativity		Cultural: understand and appreciate the range of different cultures within school and further afield.