

Year 1-2 Curriculum Overview January 2020

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics (Cycle 1)	Whose castle is this?		What's on our doorstep?		Where does land meet sea?	
Topics (Cycle 2)	London Links: Fire of London		Disney Pirates and Princesses		Where would you rather live? Australia or Antarctic	
Collective Worship (Cycle 1) Diocese of Ely Acts of Worship	Diocese of Ely Acts of Worship Autumn themes are being updated for 2021.	Diocese of Ely Acts of Worship Autumn themes are being updated for 2021.	Gifts Baptism of Christ Follow the Leader Guiding Light Parties People of Light and Darkness	Don't Do That! Sacrifices Water of Life Mothering Sunday Grain and Wheat Palm Sunday	Doubts Bravery Sheep Friends of Servants Prayer Tree Punished for Doing Good	Happy B'day Church Character building Everybody's Equal Don't Look Back Respect What a year! Mary Jones's Bible
Collective Worship (Cycle 2) Diocese of Ely Acts of Worship	Rules for Living The Royal Law Watch your Mouth! The Secret Servant Lesson from Esther Children are Best Doing Good	Don't Give Up Two Commandments Get Ready Don't Be Frightened Stir Up Sunday The Jesse Tree (x3)	The Time is Right Three Kings Day The Really Wise Men Skills and Talents (x2) The Light of Jesus Difficult Tasks	Don't Bear Grudges What Does your Face Show? What is Faith? Sports and Prizes Rules & 2 nd Chances Amazing Mum!	Shock and Surprise Alphabets Bravery Sheep The Church Grows Up	Doing Good Happy B'day Church Character building Don't Look Back Respect What a year! Mary Jones's Bible
Visits/ Visitors (Cycle 1)					Banham Zoo	
Visits/ Visitors (Cycle 2)	Bakery visit		Botanical Gardens		Scott Polar Museum	
Reading Texts (Cycle 1)	The Egg The Official Knights handbook	King Arthur and the knights of the round table What were castles for?	Fiction: The Lighthouse Keeper's Lunch and The Lighthouse Keeper's Picnic. Non-Fiction: Seaside Holidays- then and now	Fiction: The Tear Thief- Carol Ann Duffy	Akimbo- Alexander McCall Smith Anansi the Spider Introducing Africa	Lost and Found Seaside holidays – then and now
Reading Texts	Paddington	Raven Boy	Peter Pan	The Rough Faced Girl	The Emperor's Egg	Wombat's Diary



(Cycle 2)	The Buildings that made London Links: Fire of London	The Great Fire of London Links: Fire of London	Plastic – Past, present and future Links Pirates	From a tiny seed to a mighty tree. Fiction- Man on the Moon- Simon Bartram	Antarctica Links: Antarctica	A Kid’s Guide to Australia
English (Cycle 1)	Fiction- Composing sentences orally; sequencing sentences to form narratives. Warning story- focusing on character description. Links: Y3/4 character & setting description Writing- Vocabulary, grammar, punctuation, spelling Phonics- word reading Class Reading (comprehension)	Non-fiction- Composing sentences orally; sequencing sentences; writing for different purposes. Information texts- linked to jobs within a castle Links: reading texts Christmas- letter writing Writing- Vocabulary, GPS Phonics Class Reading (comp)	Fiction- Composing sentences orally; sequencing sentences to form narratives; Portal stories- focusing on setting descriptions. Writing- Vocabulary, grammar, punctuation, spelling Phonics- word reading Class Reading (comprehension)	Non-fiction- Composing sentences orally; sequencing sentences; writing for different purposes. Instructions- writing a recipe. Poetry- focus on describing Norfolk. Writing- Vocabulary, grammar, punctuation, spelling Phonics- word reading Class Reading	Fiction- Composing sentences orally; sequencing sentences to form narratives; Journey story- beginnings and endings. Links: Antarctica Writing- Vocabulary, grammar, punctuation, spelling Phonics- word reading Class Reading (comp)	Poetry- using the senses- listening to, discussing, writing poems based on what you might see, hear, smell, taste and feel at the seaside. Links: reading texts Writing- Vocabulary, grammar, punctuation, spelling Phonics- word reading Class Reading (comprehension)
English (Cycle 2)	Non-fiction- Composing sentences orally; sequencing sentences; writing for different purposes. Information texts- Christmas- letter writing Writing- Vocabulary, grammar, punctuation, spelling Phonics Class Reading (comp)	Fiction- Composing sentences orally; sequencing sentences to form narratives; Diary writing Writing- Vocabulary, grammar, punctuation, spelling Phonics- word reading Class Reading (comprehension)	Pirate poetry Pirate adventure Fiction- Composing sentences orally; sequencing sentences to form narratives; Links: reading texts Story- Losing tale- focusing on suspense Writing- Vocabulary, GPS Phonics	Fiction- Composing sentences orally; sequencing sentences to form narratives. Fairytales- Cinderella story- focusing on dialogue Links: Y5/6 Traditional stories Writing- Vocabulary, grammar, punctuation, spelling	Non-fiction- Composing sentences orally; sequencing sentences; writing for different purposes. Report Writing Links: Antarctica Writing- Vocabulary, GPS Phonics Class Reading (comp)	Poetry Listening to, discussing and writing a wide range of poems. Links: Poetry Y3/4, Y5/6 Writing- Vocabulary, grammar, punctuation, spelling Phonics- word reading Class Reading



			Class Reading (comp)	Phonics Class Reading (comp)		(comprehension)
Mathematics (Cycle 1)	Place Value Big Maths Times Tables	Addition and Subtraction Shape Money Big Maths Times Tables	Multiplication and division Fractions Big Maths Times Tables	Measurement Time Big Maths Times Tables	Place value and statistics Geometry- position and direction Big Maths Times Tables	Problem solving Consolidation Big Maths Times Tables
Mathematics (Cycle 2)	Place Value Big Maths Times Tables	Addition and Subtraction Shape Money Big Maths Times Tables	Multiplication and division Fractions Big Maths Times Tables	Measurement Time Big Maths Times Tables	Place value and statistics Geometry- position and direction Big Maths Times Tables	Problem solving Consolidation Big Maths Times Tables
Science (Cycle 1)	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals.</p> <p>Notice that animals, including humans, have offspring which</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass. Metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical</p>	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay</p>	<p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Identify that most living things live in 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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Links: Antarctica</p>	



	<p>grow into adults. Find out about and describe the basic needs of animals, including humans, for survival.</p>	<p>properties.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		<p>healthy.</p> <p>Links: What's on our doorstep; writing</p>		
<p>Science (Cycle 2)</p>	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass. Metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety</p>	<p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Identify that most living things live in 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</p>



			<p>everyday materials on the basis of their simple physical properties.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>of common animals. Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival.</p>	<p>depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Links: Antarctica</p>
<p>RE (Cycle 1)</p>	<p><u>Understanding Christianity</u></p> <p>God What do Christians believe God is like? Core</p>	<p><u>Understanding Christianity</u></p> <p>Incarnation Why does Christmas matter to Christians? Core</p>	<p><u>Inter-faith unit</u></p> <p>Family Times (across Judaism, Hinduism, Christianity, Muslim) – birthdays, babies, key festivals, food</p>	<p><u>Understanding Christianity</u></p> <p>Salvation Why does Easter matter to Christians? Core</p>	<p><u>Understanding Christianity</u></p> <p>Gospel What is the good news Jesus brings? Core</p>	<p><u>Focus on other Faith</u></p> <p>Judaism Understanding and recognising the importance of symbols and artefacts from the Jewish faith.</p> <p>Is Shabbat important to Jewish children?</p>
<p>RE (Cycle 2)</p>	<p><u>Understanding Christianity</u></p> <p>Creation</p>	<p><u>Understanding Christianity</u></p> <p>Incarnation</p>	<p><u>Inter-faith unit</u></p> <p>Stories (across Judaism, Hinduism,</p>	<p><u>Understanding Christianity</u></p> <p>Salvation</p>	<p><u>Understanding Christianity</u></p> <p>Gospel</p>	<p><u>Focus on other Faith</u></p> <p>Sikhism Understanding and</p>



	Who made the world? Core	Why does Christmas matter to Christians? Digging Deeper	Christianity, Muslim)	Why does Easter matter to Christians? Digging Deeper	What is the good news Jesus brings? Digging Deeper	recognising the importance of symbols and artefacts from the Sikh faith. Do Sikhs think it is important to share?
History (Cycle 1)	Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Samuel Pepys) Links: Fire of London Learn about events beyond living memory that are significant nationally or globally (Fire of London) Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		Learn about significant historical events, people and places in their own locality		Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	
History (Cycle 2)	Learn about events beyond living memory that are significant nationally or globally.				Learn about the lives of significant individuals in the past who have contributes to national and international achievements.	
Geography (Cycle 1)			Compare the human and physical geography of a small are of the UK and a small area of a contrasting non-EU country Four countries and capital cities of the UK		Name and locate world continents and seas Basic geographical vocabulary Use aerial photographs to recognise landmarks and basic human and physical features	



			Use maps to identify UK and other areas.			
Geography (Cycle 2)	Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use simple fieldwork and observational skills to study geography of their school and its grounds.		Use simple compass directions and locations and directional language to describe the location of features and routes on a map		Name and locate the world's seven continents and five oceans Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and North and South Poles.	
RE (Cycle 1)	God: What do Christians believe God is like? Core Creation: Who made the world (harvest)? Core	Incarnation: Why does Christmas matter to Christians? (carols/gifts) Digging Deeper	Church project- visit to local and other places of Christian worship	Salvation: Why does Easter matter to Christians? Digging Deeper	What can we learn from stories from the Sikh faith? (Sikhism) Does joining Khalsa make a person a better Sikh? Do religious people lead better lives? Is religion the more important influence and inspiration in people's lives? Do all religions' beliefs influence people to behave well toward others (Sikhism)	Do Sikhs think it is important to share? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? Do all religious beliefs influence people to behave well towards others? (Sikhism) What is the best way for a Sikh to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith



						community?
RE (Cycle 2)	God: What do Christians Believe God is like? Core Creation: Who made the World (Harvest) Core	Incarnation: Why does Christmas Matter to Christians? (Advent) Core	Gospel: What is the good news that Jesus brings? Core	Salvation: Why does Easter matter to Christians? Core	How special is the relationship Jews have with God? Who do I believe I am? Does it feel special to belong? [Judaism] Does celebrating Chanukah make Jewish children feel closer to God? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs? [Judaism]	Is Shabbat important to Jewish children? Are religious celebrations important to people? [Judaism] What is the best way for Jews to show commitment to God? Should people follow religious leaders and teachings? Is God important to everyone? [Judaism]
DT (Cycle 1)	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks. Evaluate their ideas and products against design criteria Explore and use mechanisms in their products		Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from			
DT (Cycle 2)	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of materials and		Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and			



	<p>components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate their ideas and products against design criteria</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>		<p>equipment to perform practical tasks.</p> <p>Evaluate their ideas and products against existing products</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>			
Computing (Cycle 1)	Organise, store, retrieve & manipulate data e-safety	Communicate online safely and respectfully Links: e-safety	Write & test simple programs.	Recognise uses of IT outside of school	Understand use of algorithms	Use logical reasoning to make predictions.
Computing (Cycle 2)	Organise, store, retrieve & manipulate data e-safety	Communicate online safely and respectfully Links: e-safety	Write & test simple programs	Recognise uses of IT outside of school	Understand use of algorithms	Understand use of algorithms
Art and Design (Cycle 1)	<p>Use drawing to develop and share ideas, experiences and imagination.</p> <p>Drawing with Scissors: A series of activities to improve scissor skills Henri Matisse – Cut Outs</p> <p>Stamps, print making, texture prints, press prints, leaf prints. Woodblock printing - Chinese</p>		<p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Colour Theory: Painting, Primary / Secondary colours, colour mixing skills. Piet, Mondrian, Van Gogh, David Hockney</p>		<p>Develop a wide range of art and design techniques in using colour, pattern, line and shape.</p> <p>Use painting to develop and share their ideas, experiences and imagination.</p> <p>Gardens: Jewellery, glass, ceramics or constructed textiles.</p>	
Art and Design (Cycle 2)	<p>Develop a wide range of art and design techniques in using texture, shape, form and space.</p> <p>Use a range of materials creatively to design and make products.</p> <p>Rub, resist and scratch: Rubbing, wax resist, batik or scratch board. Chinese ink rubbings, Japanese Shibori</p> <p>Water: Watercolour & salt, washes, marbling</p>		<p>Develop a wide range of art and design techniques in using texture, shape, form and space.</p> <p>Colour theory: painting, tint and shade. Wassily Kandinsky</p> <p>A collection of materials: collage or montage. Richard Hamilton Rex Ray Jane Perkins</p>		<p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Recycled: sculpture. Robert Bradford Sayaka Kajita Gans</p>	



	and bubble printing David Hockney – paintings, Claude Monet, Katsushika Hokusai – The Great Wave of Kanagawa					
Music (Cycle 1)	Use voices expressively and creatively by singing songs and speaking chants and rhymes (includes Christmas carols and nativity). Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using inter-related dimensions of music		Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using inter-related dimensions of music		Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using inter-related dimensions of music	
Music (Cycle 2)	Develop a wide range of art and design techniques in using texture, shape, form and space. To use a range of materials creatively to design and make products.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes (includes Christmas carols and nativity).	Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using inter-related dimensions of music		Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using inter-related dimensions of music	
PE (Cycles 1 and 2)	Tag Rugby: the basics	Tag rugby: being a team player Football	Gymnastics (floor) Working with mats and benches	Gymnastics (apparatus) Working with music	Cricket and Rounders Working in Teams	Athletics Sportsmanship
School Sports Competitions	Girls' football Cross Country	Indoor Athletics Tag Rugby	Key Steps Gym Swimming	Tri Golf High 5 and Tennis	Kwik Cricket Quad kids athletics	Kwik Cricket Rounders Area sports
PSHE (Cycles 1 and 2)	Keeping Safe, rules Links: e-safety		Keeping safe – bullying Strangers		Global issues Money	



The Trinity Partnership

	Changes (SEAL) It's Good to be Me (SEAL)	Links: e-safety Feelings Diversity The selfish red hen. Relationships (SEAL) Getting on and falling out (SEAL)	Going for Goals (SEAL) New beginnings (SEAL)
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