



## Curriculum Overview by Year Group Year 1 and 2

Year A	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Core value</b>	compassion		Empathy and perseverance		Determination and resilience	
<b>Big Question</b>	Are superheroes all around us?		Can we fall in love with reading?		Can we become Olympians? Paralympians?	
<b>Key Texts</b>						
<b>Trips and experiences</b>	Cheltenham Literature Festival	Cinema trip				
<b>Science</b>	<p>Yr1 Animals including humans Identify, name, draw and label the basic parts of the human body and say what part of the body is associated with each sense.</p> <p>YR2 Living things and their habitats 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. ♣ 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>YR1 Everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ distinguish between an object and the material from which it is made</li> <li>♣ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>♣ describe the simple physical properties of a variety of everyday materials</li> <li>♣ compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p>Use of everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ identify and compare the suitability of a variety of everyday materials, including</li> </ul>		<p>YR2 Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ observe and describe how seeds and bulbs grow into mature plants</li> <li>♣ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	

		<p>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>	
<b>History</b>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> <li>• Family history</li> <li>• Drybrook</li> <li>• The school</li> <li>• Houses</li> <li>• Buildings</li> <li>• Significant people, events in locality</li> </ul>	<p>The Great fire of London</p> <p>Events beyond living memory that are significant nationally or globally.</p>	
<b>Geography</b>	<p><b>Geographical Enquiry (Local)</b> Pupils develop a knowledge about the United Kingdom and their locality.</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area in the UK.</p> <p><b>Human and Physical Geography</b> <b>Use basic geographical vocabulary to refer to key physical features, including:</b> city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical Skills and Fieldwork</b> use simple fieldwork and observational skills to study the geography of their school and its</p>	<p><b>Geographical Enquiry</b> Pupils develop a knowledge about the UK.</p> <p><b>Locational Knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Geographical Skills and Fieldwork</b> Use world maps, atlases and globes to identify countries, continents and oceans.</p>	<p>Understanding place knowledge – similarities and differences area of UK and non-European country (Japan)</p> <p><b>Geographical Enquiry (compare UK and world)</b> Pupils develop a knowledge about the UK and the world.</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p> <p><b>Geographical Skills and Fieldwork</b> Use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map.</p>

	<p>grounds and the key human and physical features of its surrounding environment.</p> <p>Using maps – locate key features: River Severn Key issues in area Maps and aerial photos (google Earth) Local field trip (link to art)</p>			<p>Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features.</p> <p>Devise a map and use and construct symbols in a key.</p> <p>Key physical features: landscape, seasons, weather</p>	
<b>Music</b>		<b>Christmas Production</b> Children use their voices expressively and creatively by singing songs			
<b>Art</b>	<p>Artist Claude Monet. Use a range of materials creatively. COLLAGE AND PAINT. Link to science topic of animals and humans. Use a wide range of colours. Layering, over lapping to represent textures.</p>		<p>Link to History COLLAGE. Great Fire of London. Link to science sorting materials. Collage, paint, line, shape, form and space.</p>	<p>Link to science. Make own plant pot. TEXTILES. Collage and texture. Tie dye t shirt</p>	
<b>DT</b>					
<b>RE</b>	<p><i>Unit 1.1</i> What do Christians believe God is like? [God]</p> <p><b>Make sense of belief:</b> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father</p>	<p>Unit 1.3 Why does Christmas matter to Christians? [Incarnation]</p> <p><b>Make sense of belief:</b> Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p> <p><b>Understand the impact:</b></p>	<p>Unit 1.2 Who do Christians say made the world? [Creation]</p> <p><b>Make sense of belief:</b> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world</p>	<p>Unit 1.5 Why does Easter matter to Christians? [Salvation]</p> <p><b>Make sense of belief:</b> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p>	<p>Unit 1.6 Who is Muslim and how do they live? [God/Tawhid/ibadah/iman] [double unit]</p> <p><b>Make sense of belief:</b> Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p><b>Understand the impact:</b> Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them</p>

	<p>Give clear, simple accounts of what the story means to Christians</p> <p><b>Understand the impact:</b> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</p> <p><b>Make connections:</b> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make.</p>	<p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p><b>Make connections:</b> Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas.</p>	<p><b>Understand the impact:</b> Give at least one example of what Christians do to say 'thank you' to God for Creation</p> <p><b>Make connections:</b> Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</p>	<p>Recognise that Jesus gives instructions about how to behave</p> <p><b>Understand the impact:</b> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p><b>Make connections:</b> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>	<p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action</p> <p><b>Make connections:</b> Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	
<b>Computing</b>						
<b>Spanish</b>						
<b>PSHE Statutory Revision RSE</b>	<ul style="list-style-type: none"> <li>To learn how to contribute to the life of the classroom.</li> <li>To help construct, and agree to follow, group and class rules and to understand how</li> </ul>	<ul style="list-style-type: none"> <li>To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving.</li> </ul> <p>To learn about the role money plays in their</p>	<ul style="list-style-type: none"> <li>To know how to communicate feelings to others and recognise how others show feelings.</li> <li>To identify special people and how they should care for one another.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to other people and play and work cooperatively.</li> <li>To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>To understand what constitutes a healthy lifestyle.</li> <li>To learn about good and not so good feelings.</li> <li>To learn the importance of, and how to</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and celebrate their strengths and set simple but challenging goals.</li> <li>To learn about change and loss and their associated feelings.</li> </ul>

	<p>these rules help them.</p> <ul style="list-style-type: none"> <li>To understand that people and other living things have rights and that they have responsibilities to meet them.</li> </ul>	<p>lives including how to manage their money, keep it safe, make choices about spending money,</p>	<ul style="list-style-type: none"> <li>To recognise what is fair and unfair, kind and unkind, right and wrong.</li> <li>To learn people's bodies and feelings can be hurt.</li> <li>To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</li> </ul>	<p>comfortable, and how to respond.</p> <ul style="list-style-type: none"> <li>To learn that there are different types of teasing and bullying, that these are wrong and unacceptable.</li> </ul> <p>To identify and respect the differences and similarities between people.</p>	<p>maintain, personal hygiene.</p> <ul style="list-style-type: none"> <li>To understand how some diseases are spread and can be controlled.</li> <li>To learn about the process from growing from old to young.</li> <li>To know the names for the main parts of the body (Including external genitalia).</li> </ul>	<ul style="list-style-type: none"> <li>To learn about people who look after them and who to go to if they are worried.</li> <li>To learn rules for and ways of keeping physically and emotionally safe –including road safety/ICT/online use and the difference between secrets and surprises.</li> </ul> <p>To understand that household products, including medicines, can be harmful.</p>
<b>PE</b>						
<b>Notable dates</b>	<p>National Poetry Day (3rd October – 25th Anniversary) World Clean-up Day (21st September) Parents evening</p>	<p>Halloween Bonfire night Christmas and other celebrations around the world Anti-bullying week (11th – 15th November) Festival of Remembrance (9th November) Children in Need (15th November) PTFA Christmas Fair</p>	<p>Chinese New Year Safer Internet Day (11th February)</p>	<p>INSET – 24th and 25th Feb (curriculum and wellbeing) Hindu festival of Holi (9th March – festival of colours) World Book Day (5th March) International Women's Day (8th March) Drybrook Dance Festival (TBC – 27th March?)</p>	<p>Shakespeare day (23rd April) On Your Feet Britain (26th April) SATs week KS2/SATs Month KS1/Phonics/EYFS profile/times table test (May/June) National Environment Day (5th June)</p>	<p>Sports Day BNF Healthy Eating Week (10th – 14th June) World Clean Air Day (20th June) June/July: Eid al-Fitr Tokyo Olympics and Paralympics (24th July – 9th August and 25th August - 6th September) Leavers service</p>

		R and KS1 Nativity Christmas carols Diwali: October/November Barvember: November Hanukkah: December		Open morning for parents to showcase learning (TBC) Parents evening – 31st and 1st April	World Ocean Day (8th June)	
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