

Team 1 Curriculum Yearly Overview

Topics	Exploring our school & our Local Area	Toys	Exploring the World Around us	Seaside
Subject	Block 1	Block 2	Block 3	Block 4
English	<p><u>Narrative:</u> Adventure Story <u>Poetry:</u> List Poems <u>Non-fiction:</u> Sentences to describe an animal <u>Narrative:</u> Fictional Recount</p>	<p><u>Poetry:</u> Acrostic Poems <u>Non-fiction:</u> Lists <u>Narrative:</u> Solving a Problem Story <u>Poetry:</u> Rhyming Sentences</p>	<p><u>Narrative:</u> Adventure story <u>Poetry:</u> List Poems <u>Non-fiction:</u> Facts</p>	<p><u>Poetry:</u> Descriptive Poems <u>Narrative:</u> Traditional Tale Twist <u>Non-fiction:</u> Non-Chronological Reports</p>
Maths	<p><u>Mastery, Problem Solving and Reasoning</u> Number- Place Value within 10 Number- Addition and Subtraction within 10</p>	<p><u>Mastery, Problem Solving and Reasoning</u> Geometry- Shape Number- Place Value within 20 Number- Addition and Subtraction within 20 Number- Place value within 50</p>	<p><u>Mastery, Problem Solving and Reasoning</u> Measurement- Length and Height Measurement- Weight and Volume Number- Multiplication and Division Number- Fractions</p>	<p><u>Mastery, Problem Solving and Reasoning</u> Geometry- Position and Direction Number- Place value within 100 Measurement- Money Time</p>
Science	<p><u>Working Scientifically</u> I can ask simple questions recognising that they can be answered in different ways. Observe closely using appropriate equipment. Perform simple tests. Identify and classify. Use my own observations and ideas to suggest answers to questions. Gather and record data to help answer questions.</p>			
	<p><u>Animals Including Humans</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals including: fish, amphibians, reptiles, birds and mammals, including pets. Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><u>Everyday Materials</u> Tell apart an object and the material from which it is made, Find and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the physical properties of everyday objects Compare and group together a variety of everyday materials using their basic physical properties. <i>Lego- links to scientists and inventors</i></p>	<p><u>Plants</u> Find and name common garden plants, including deciduous and evergreen trees . Name and describe the basic structure of a variety of common flowering plants including trees. <i>Links to scientists and inventors</i></p>	<p><u>Light</u> Recognise that we need light in order to see things and that darkness is the absence of light. Recognise that light from the sun can be dangerous and that there are ways to protect our eyes and skin. <u>Forces</u> I am learning to identify push and pull forces. I am learning to investigate how objects move on different surfaces</p>
	<p><u>Seasonal Changes</u> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. <i>Measuring the weather- links to scientists and inventors</i></p>			

Team 1 Curriculum Yearly Overview

History		<p style="text-align: center;"><u>Toys</u></p> <p>I can tell the past is different from today.</p> <p>I know my life is different from the lives of people in the past</p> <p>I can put 2 events or objects in the correct order they happened or were made</p> <p>I can tell you about the past in 1 way (E.g. orally, using common words & phrases relating to the passing of time or drawing etc.).</p> <p>I may be able to give you my own view on why something happened in the past or how I know.</p>		<p style="text-align: center;"><u>Seaside</u></p> <p>I know my life is different from the lives of people in the past</p> <p>I can recall some simple facts</p> <p>I can find answers to simple questions in a piece of writing or from a picture.</p> <p>I show awareness of the past.</p> <p>I can give one cause of an event</p>
Geography	<p style="text-align: center;"><u>Explorers- My School and Local Area</u></p> <p>I can identify types of buildings & places around me in the geography of my school & know their own special features.</p> <p>I can draw my own simple picture maps and plans with labels of places I know, or imaginary places or stories.</p> <p>I can use my own symbols</p> <p>I can identify local features on aerial photograph.</p> <p>I can draw round objects 1:1 to get plan view.</p> <p>I can follow directions – up, down, left and right.</p> <p style="text-align: center;"><u>Linked to English Text:</u></p> <p>I can identify the location of hot & cold areas of the world in relation to the Equator and the North and South Poles.</p>		<p style="text-align: center;"><u>Explorers- The World Around Me</u></p> <p>I know & can use simple geographical vocab e.g. near/far up/down, wet, dry, weather, season beach, farm, hill, town, shop, house.</p> <p>I observe/ record what I notice when doing Fieldwork</p> <p>I can play games with globes & maps</p> <p>I can ask questions</p> <p>I can respond to questions – like what and where?</p>	<p style="text-align: center;"><u>Seaside</u></p> <p>I know & can use simple geographical vocab e.g. near/far up/down, wet, dry, weather, season beach, farm, hill, town, shop, house</p> <p>I can use secondary sources - CD ROMs , photos, stories, videos</p>
RE	<p style="text-align: center;"><u>Christianity</u></p> <p style="text-align: center;"><u>Concept: Bible, Jesus</u></p> <p>Explain more about why people followed Jesus when he was on Earth and how some of these were called disciples. Can tell the story of the</p>	<p style="text-align: center;"><u>Christianity</u></p> <p style="text-align: center;"><u>Concept: Church, Worship</u></p> <p>To recognise the features of a church represent Christian concepts e.g. love.</p> <p>To identify some key event that</p>	<p style="text-align: center;"><u>Generic/Religion Neutral</u></p> <p>Retell a story from a religious tradition and give examples of rites of passage in relation to Birth and Marriage. Talk about things which are the same or different in religious traditions.</p>	<p style="text-align: center;"><u>Christianity</u></p> <p style="text-align: center;"><u>Concept: Symbols</u></p> <p style="text-align: center;"><u>Belonging</u></p> <p>The child can decide on what it means to belong, to their school and community and also to a faith group.</p>

Team 1 Curriculum Yearly Overview

	feeding of the 5000 and how this was a special event which Christians believe to be a miracle.	happens within a church.		The child can recognise a sign for Christian belonging and talk about what happens in a Baptism.
PSHE (Go Givers + My Happy Mind) / British Values / Equality (No Outsiders in Our School)	<p><u>Democracy & Rule of Law</u></p> <p><u>PSHCE (Whole School)</u> Election of school councilors Creation of class charters Anti-bullying</p> <p><u>PSHE (Go Givers) Inc. Determination</u> Creature kindness Our Rules Exploring our community</p> <p><u>My Happy Mind</u> Meet your Brain Celebrate</p> <p><u>Equality</u> To recognise and accept that people are different (Including different ages).</p>	<p><u>Individual Liberty</u></p> <p><u>PSHCE (Whole School)</u> Christmas E-safety</p> <p><u>PSHE (Go Givers) inc. Friendship and Empathy</u> Mitali loses his cool The Selfish Little Red Hen You scratch my back</p> <p><u>My Happy Mind</u> Appreciate</p> <p><u>Equality</u> To like the way that I am</p>	<p><u>Tolerance and Mutual Respect</u></p> <p><u>PSHCE (Whole School)</u> Fairtrade Chinese New Year Charity focus</p> <p><u>PSHE (Go Givers) inc. Peace</u> Caring for our pets Expedition to planet bluebell Litter - The Picnic</p> <p><u>My Happy Mind</u> Relate</p> <p><u>Equality</u> To understand that we share the world with lots of people. To play with boys and girls.</p>	<p><u>RSE and Drugs Education</u></p> <p><u>PSHCE (Whole School)</u> School Council meet governors Christopher Winters Project Drugs education</p> <p><u>PSHE (Go Givers) inc. Cooperation</u> Keeping safe & Making choices Get better soon</p> <p><u>My Happy Mind</u> Engage</p> <p><u>Equality</u> To understand that our bodies work in different ways.</p>
Computing	<p><u>Information Technology</u> I can type sentences on a keyboard understanding where the space bar is and the full stop button. I can take a photograph that matches a caption of writing.</p>	<p><u>Computer Science</u> I can recap how to make a toy or screen animal move. I can explain how you programme a toy I can find machines/ toys that follow instructions. I can talk about how computers help to control machines and toys.</p>	<p><u>Digital Literacy</u> I can point out titles, images etc on a website. I can predict the information you might find on a website. I can talk about differences between fiction/non-fiction on a website. I can explain that the internet can be used to access appropriate and inappropriate information and you can send any information/data. I can explain how this information can be accessed by any individual on the internet. <i>Discussions to be on-going throughout the year.</i></p>	<p><u>Information Technology</u> I can select sound clips to accompany an image I can draw on top of an image/photograph selecting different colours/brushes</p>
PE	<p><u>Games 1</u> I can control a ball/beanbag when I send, receive and travel with it</p>	<p><u>Gymnastics 1</u> I can move using my hands and feet I can move fast and then I can slow</p>	<p><u>Gymnastics 3</u> I can travel in different ways I can use spaces safely</p>	<p><u>Games 3</u> I can travel along chosen pathways, changing my speed, direction and</p>

Team 1 Curriculum Yearly Overview

	<p>I can keep games going when I play them with my friends I know why my heart beats faster when I run around I can control a ball when I send and receive it I can play games in which I have to score more points than my partner I can find spaces to run into I can explain to my friends how I play different games. I can send, receive and travel with a ball with more control and accuracy.</p> <p><u>Dance Mr Gumpy's Outing</u> I can explore movement ideas, skills and actions. I can observe, describe and copy the movement of others. I can perform skills and actions with control. I can explore, choose and practise movement ideas, skills and actions. I can use new skills to improve the quality of my work. I can link movements to make short sequences. I can compose, remember and repeat movement phrases.</p>	<p>down I move safely I can jump in different ways I can join movements together I can roll in different ways I can move in different ways on the floor and apparatus I can hold my body still and tight I can make different body shapes I can travel on apparatus I can join jumping actions on apparatus</p> <p><u>Dance-Toy Maker</u> I can join 2 movements with different actions; I can copy my teacher's movements. I can think of and use my own ideas for movement I can copy others' movements; I can choose movements to link together. I can create a dance that has a beginning, middle and an end. I can use different movements in my dance; I can practise, and repeat my movements with good control. I understand words such as movement, phrase and gesture and I use these when I talk about my dance. I can create a dance that has a beginning, middle and an end;</p>	<p>I can pick up and move apparatus safely I can jump with good control I can travel, jump, balance and roll with good control I can repeat my movements I can observe others' sequences describe what I have seen I can link my actions and repeat them I can make up and perform a movement sequence</p> <p><u>Games 2</u> I can aim and throw beanbags into a hoop to score points I can play with my partner and keep the game going I can watch others playing, say and copy what they are doing well. I can defend my court area and attack my partner's, by changing the direction and speed of my movement I can aim and throw beanbags/balls into spaces to score points I can describe how my body feels after running around I can play games with others and keep the game going I can describe how my breathing changes after running around I can watch others playing and talk about what they are doing I can win games against others by scoring more points I can play games with others and keep the game going I can find and use spaces by changing my direction and speed of movement</p>	<p>actions I can keep control of a ball when I am moving with it I can play cooperatively with my partner I can plan, perform and repeat my movements along a selected pathway I can throw a ball/beanbag accurately I talk about changes to my body that have happened because I have been running around I can send and receive with my partner I can play games in which we have to score with a partner I can throw and catch a ball more easily I can play games in which we have to score runs against fielders I can talk about what I am best at in games, and why I cooperate with others when I play games I can retrieve, stop and send a ball with good control I can talk about scoring runs in games and how I can improve.</p> <p><u>OAA</u> I can follow instructions I can work in small groups I can support my group I can find my own solutions to problems I can listen to everyone's ideas and suggestions</p>
<u>Art</u>	<p><u>Drawing</u> I can communicate something about myself in my drawing. I can create moods in my drawings.</p>	<p><u>Painting</u> I can communicate something about myself in my painting. I can create moods in my paintings.</p>	<p><u>Collage</u> I can cut and tear paper and card for my collages. I can gather and sort the materials I</p>	<p><u>Printing</u> I can print with sponges, vegetables and fruit. I can print onto paper and textile.</p>

Team 1 Curriculum Yearly Overview

	<p>I can draw using pencil and crayons. I can draw lines of different shapes and thickness, using 2 different grades of pencil.</p>	<p>I can choose to use thick and thin brushes as appropriate. I can paint a picture of something I can see. I can name the primary and secondary colours.</p>	<p>will need.</p> <p>Application of computing skills I can use a simple painting program to create a picture. I can use tools like fill and brushes in a painting package. I can go back and change my picture.</p>	<p>I can design my own printing block. I can create a repeating pattern.</p> <p>3D (Linked to DT Project) I can add texture by using tools. I can make different kinds of shapes. I can cut, roll and coil materials such as clay, dough or plasticine.</p>
DT	<p>Textiles- Story Link I can describe how different textiles feel. I can make a product from textiles by gluing.</p>	<p>Mechanisms I can explore moving products. I can make a product which moves. I can cut materials using scissors. I can describe the materials using different words. I can say why I have chosen moving parts. I can describe how something works. I can talk about my own work and things that other people have done. I can explain what I like about my work. I can suggest what I would change.</p>	<p>Cooking & Nutrition I can understand that food comes from different places. I can identify healthy food. I can prepare a simple dish. I can explore food from a contrasting country. I can cut food safely. I can describe the texture of foods. I can wash my hands and make sure that surfaces are clean. I can think of interesting ways of decorating food I have made, eg, cakes. I can explain what I am making. I can explain which tools I am using. I can explain what I like about my work. I can suggest what I would change.</p>	<p>Construction I can talk with others about how I want to construct my product. I can select appropriate resources and tools for my building projects. I can make and follow simple plans before making objects. e.g. drawings, arranging pieces of construction.</p> <p>Use of Materials I can make a structure/model using different materials. I can keep my work tidy. I can make my model stronger if it needs to be. I can think of some ideas of my own. I can explain what I want to do. I can use pictures and words to plan I can explain what I like about my work. I can suggest what I would change.</p>
Music	Charanga: Hey You	Charanga: Rhyme in the Way we Walk and Banana Rap	Charanga: In the Groove	Charanga: Your Imagination Charanga: Reflect Review and Replay
<p>Over-arching objectives</p> <p>Performing I can use my voice to speak/sing/chant. I can join in with singing. I can look at an audience when I am performing. I can clap short rhythmic patterns. I can copy sounds. I can use instruments to perform. I can make loud and quiet sounds. I can understand the pattern of a song.(e.g. v-ch-v-ch)</p> <p>Composing I can make different sounds with my voice. I can make different sounds with instruments. I can identify changes in sounds. I can repeat (short rhythmic and melodic) patterns. I can make a sequence of sounds. I can show sounds by using pictures. I can tell the difference between long and short sounds. I can tell</p>				

Team 1 Curriculum Yearly Overview

	<p>the difference between high and low sounds. I can give a reason for choosing an instrument.</p> <p style="text-align: center;">Appraising</p> <p>I can respond to different moods in music. I can say how a piece of music makes me feel. I can say whether I like or dislike a piece of music. I can choose sounds to represent different things. I can recognise repeated patterns. I can follow instructions about when to play or sing. I can tell the difference between a fast and slow tempo. I can tell the difference between loud and quiet sounds. I can identify two types of sound happening at the same time</p>			
<p>French</p>	<p style="text-align: center;"><u>Greetings</u></p> <p>I can greet someone in French Bonjour, Bonsoir, Au revoir</p> <p style="text-align: center;"><u>Numbers</u></p> <p>I can count in French 0-10 Number Rhymes</p>	<p style="text-align: center;"><u>Colours</u></p> <p>I can name some colours in French. I can listen to a story in French</p> <p style="text-align: center;"><u>Christmas</u></p> <p>I can talk about how Christmas is celebrated in France. I can sing a traditional song in French</p>	<p style="text-align: center;"><u>Animals (Pets)</u></p> <p>I can name some pets in French I can start to understand masculine and feminine nouns.</p> <p style="text-align: center;"><u>Easter</u></p> <p>I can talk about spring/Easter traditions in France</p>	<p style="text-align: center;"><u>Consolidation/extension of previous learning</u></p>
	<p style="text-align: center;"><u>Over-arching objectives</u></p> <p>I can continue to listen attentively to spoken language and show understanding by joining in and responding. I can continue to appreciate songs and rhymes in the language. I can start to understand basic French Grammar (masculine and feminine nouns).</p>			