

Team 2 - Curriculum Yearly Overview

Topics	Topic 1 Journeys & Explorers	Topic 2 Healthy Habits & Humans.	Topic 3 Burwardsley Local Area	Topic 4 The Rainforest
Subject	Block 1	Block 2	Block 3	Block 4
English	<p>Poetry: Poem on Senses Narrative: Troll Swap by Leigh Hodgkinson Non-fiction: Persuasion – Advertising an aeroplane.</p>	<p>Poetry: Descriptive Poetry Narrative: The owl who was afraid of the dark & The elves and the shoemaker. Non-fiction: Non-chronological Report.</p>	<p>Poetry: None Narrative: The Tunnel & Major Glad Major Dizzy. Non-fiction: Time Given for SATs.</p>	<p>Poetry: whole school poetry recital. Narrative 1: The Last Wolf Narrative 2: Grandad’s Secret Giant. Non-fiction: Explanation Text.</p>
Maths	<p style="text-align: center;"><u>Mastery, Problem Solving and Reasoning</u></p> <p>Place Value. Addition and Subtraction. Measurement: Money. Multiplication & Division.</p>	<p style="text-align: center;"><u>Mastery, Problem Solving and Reasoning</u></p> <p>Multiplication & Division Statistics. Geometry: Properties of shape Fractions.</p>	<p style="text-align: center;"><u>Mastery, Problem Solving and Reasoning</u></p> <p>Measurements: Length and Height. Position & Direction.</p>	<p style="text-align: center;"><u>Mastery, Problem Solving and Reasoning</u></p> <p>Measurement: Time. Measurement: Mass, Capacity & Temperature. Investigations.</p>
Science	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> - Asking simple questions and recognising that they can be answered in different ways - Observing closely, using simple equipment - Performing simple tests - Identifying and classifying - Using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions. 			
	<p style="text-align: center;">Materials -</p> <ul style="list-style-type: none"> - 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><i>Topic Link</i> – Building their own</p>	<p style="text-align: center;">Animals, Including Humans -</p> <ul style="list-style-type: none"> - Notice that animals, including humans, have offspring which grow into adults <ul style="list-style-type: none"> - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p style="text-align: center;">Living things and their habitats.</p> <ul style="list-style-type: none"> - Explore and compare the differences between things that are living, dead, and things that have never been alive. - 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. - Identify and name a variety of 	<p style="text-align: center;">Plants –</p> <ul style="list-style-type: none"> - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

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	aeroplane.		plants and animals in their habitats, including microhabitats. - 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.	
History	<p><u>Journeys and Explorers.</u></p> <ul style="list-style-type: none"> - Christopher Columbus - The wright brothers - Neil Armstrong <p>I am learning to name a few people in the past who have contributed to national and international achievements.</p> <p>I am learning to tell you about some of the people or events from my work.</p> <p>I am learning to know where the people and events I have studied fit on a basic timeline.</p> <p>I am learning to give more than one cause for an event and give a reason why people in the past acted as they did.</p> <p>I am learning to put a few objects or events in order that they happened. I understand some of the ways in which we find out about the past.</p> <p>I am learning to tell you a few ways how the past has been presented or described.</p> <p>I know in different ways using everyday historical terms</p> <p>Cross- Curriculum Links – English, Maths, Science, Geography, Art & DT.</p>	Objectives Covered.	<p><u>Changes over time.</u></p> <p>I am learning to ask and answer questions, choosing & using parts of stories and other sources of information to show I know and understand key features of events.</p> <p>I am learning to tell you a few similarities and differences between ways of life at different times.</p> <p>I am learning to tell you about a time before I was born and can compare aspects of life in different periods linked to a significant person or people</p> <p>I am learning to use common words and phrases relating to passing of time.</p>	Objectives Covered.

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<p><u>Geography</u></p>	<p>Objectives Covered Next block,</p>		<p>Orienteering & Around School. I am learning to identify seasonal/daily weather patterns in the UK. I am learning to name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas I am learning to name & locate world's continents and oceans I am learning to complete a chart to express opinions during Fieldwork. I am learning to use first hand observation to investigate places – the school grounds, the streets around and the local area. I am learning to use world maps, atlases and globes to identify UK its countries & countries, continents and oceans studied in KS1 I am learning to use simple letter and number coordinates & simple grids I am learning to follow a route on prepared maps (left/right) & find information. I am learning to point and draw arrow maps in classroom. I am learning to begin to explain how/ why I understand geographical similarities and differences through studying the</p>	<p>Map the Rainforest. I am learning to use aerial photographs and plan perspectives to recognise landmarks and basic physical features; I am learning to use secondary sources with greater understanding I am learning to recognise and record different types of land use, buildings and environments. I am learning to make simple maps and plans (e.g. from a story) I am learning to understand the need for a key. I am learning to use & construct basic symbols. I am learning to understand the purpose of maps. I am learning to use simple compass directions (NSEW) & locational language (e.g. near and far) to describe the location of features and routes on a map.</p>

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			<p>human & physical geography of a small area of the UK & contrasting non-European country</p> <p>Cross Curriculum - Maths tally charts.</p>	<p>I am learning to use different maps e,g, large scale street maps and large scale OS maps (1:1250. 1:2500</p>
RE	<p>Christianity Concept – God & The Bible</p> <p>I am learning to understand that the bible is made up of the new and old testament.</p> <p>I am learning about what Christians might learn from reading the bible.</p> <p>I am learning to explain ways that show that the bible is a sacred book for Christians.</p>	<p>Judaism Concept – Torah, Shabbat. Jewish practices.</p> <p>I am learning how family and home life is important for Jews.</p> <p>I am learning that the Torah is a special book for Jews and how to handle it.</p> <p>I am learning to talk about my own special possessions.</p> <p>I am learning to consider what rules and teaching influences my own life and values.</p> <p>I am learning about a Jewish festival.</p> <p>I am learning to discuss Jewish values in relation to the ten commandments.</p> <p>I am learning to talk about how Jews view God.</p>	<p>Christianity Concept – Easter Celebrations</p> <p>I am learning why Jesus died.</p> <p>I am learning about different foods and what they represent in Christianity.</p> <p>I am learning about the key events in the Christian Holy week.</p> <p>I am learning the importance of Easter for Christians.</p> <p>I am learning to give examples of how Easter may be celebrated across the world.</p> <p>I am learning to link the symbolism of the Eucharist to the Easter story and explain how Christians participating in this act do so with a worldwide church.</p>	<p>Judaism – Jewish Stories.</p> <p>I am learning what stories are important to Jews.</p> <p>I am learning to re-tell stories, particularly Moses in the Bulrushes and Daniel in the lion’s Den.</p> <p>I am learning to link and discuss the actions of the people in stories to actions.</p> <p>I am learning to tell arrange of stories that teach Jews about God.</p> <p>I am learning to discuss the Patriarchs and Matriarchs\ of Judaism.</p>
<p>PSHE (Go Givers + My Happy Mind) / British Values / Equality (No Outsiders in Our School)</p>	<p>PSHE (Go Givers)</p> <p>Vote for the Go-Givers Democracy</p> <p>Rules: You can’t do that here</p> <p>My Happy Mind</p> <p>Module 2: Meet Your Brain</p> <p>Module 3: Celebrate</p>	<p>PSHE (Go Givers)</p> <p>Bullying: I won’t be made to feel bad</p> <p>Bullying: Sticks + Stones Tongue</p> <p>My Happy Mind</p> <p>Module 4: Appreciate</p>	<p>PSHE (Go Givers)</p> <p>Keeping safe & Making choices Get better soon</p> <p>Healthy Lifestyle (PE link)</p> <p>My Happy Mind</p>	<p>Sex + Relationships Health Education Drugs Co-operation</p> <p>Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies.</p> <p>Describe some differences between male and female animals Understand that making a new life needs a male and a</p>

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	<p style="text-align: center;">Equality</p> <p>“Blown Away” Rob Biddulph <i>LO: To be able to work with everyone in my class</i></p>	<p style="text-align: center;">Equality</p> <p>The first Slodge” Jeanne Willis <i>LO: To understand how we share the world</i></p>	<p style="text-align: center;">Module 5: Relate</p> <p style="text-align: center;">Equality</p> <p>“The Great Big Book of Families” Mary Hoffman <i>LO: To understand what diversity is</i></p>	<p>female Describe the physical differences between males and females Name the male and female body parts</p> <p style="text-align: center;">PSHE (Go Givers)</p> <p>Feelings & Managing Change Anna’s monster lies</p> <p style="text-align: center;">My Happy Mind</p> <p style="text-align: center;">Module 6: Engage</p> <p style="text-align: center;">Equality</p> <p>“The Odd Egg” Emily Gravett <i>LO: To understand what makes someone feel proud</i></p> <p>“Just Because” Rebecca Elliot <i>LO: To feel proud of being different</i></p> <p style="text-align: center;">New Print Option:</p> <p>“What the Jackdaw Saw” Julia Donaldson <i>LO: To communicate in different ways</i></p>
<p>Computing</p>	<p>Computer Science – Beebots.</p> <p>I am learning to plan and write down instructions to move a toy using a typing program. I am learning to predict what will happen with instructions. I am learning to follow a set of instructions and evaluate the success. I am learning to programme and test other children’s</p>	<p>Information Technology.</p> <p>I am learning to type sentences on a keyboard identifying errors and debugging them. I am learning to add effects to a picture. I am learning to record simple sound effects using appropriate hardware and listen back to it. I am learning to take a photograph and add appropriate</p>	<p>Digital Literacy.</p> <p>I am learning to talk about and explain the purpose of titles, images, subheadings, links, content, search facility etc on a website. I am learning to find information/data on a webpage about a specific subject. I am learning to explain whether a website contains fiction/non-</p>	<p>Consolidate objectives.</p>

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	<p>programmes. I am learning to understand that programmes execute by following precise and unambiguous instructions. I am learning to evaluate, debug and test new instructions.</p>	<p>effects to match a piece of writing.</p>	<p>fiction. I am learning to understand that some information/data is private and should not be published online. I am learning to understand that all information published online leaves a digital footprint. - I am learning to understand and explain that if a stranger approaches a child asking for private information or is unkind I should tell an adult immediately.</p>	
PE	Evaluation			
	<ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending. - perform dances using simple movement patterns. 			
	Games & Gymnastics	Dance & Gymnastics	Games & Dance	Games & OAA
	<p>Games 1 - I can pass and catch a ball with more control I can keep games going when I play them with my friends I understand how games are played I can find and use spaces when we are playing running games I know why I get out of breathe after running hard I can control a ball when I send and receive it I can use a racket to control a ball I understand that I need to plan how I am going to play games.</p>	<p>Dance – 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>Games 2 – I have improved my throwing and catching skills I know where to move when I am playing games I watch how others play games and copy some of the best things they do to improve my skills I have improved my throwing, catching and travelling skills I can play games that have scoring, and I can keep them going I can explain why my heart beats faster when I play games I can hit a ball to my partner using</p>	<p>Games 3 – I can use, bats, rackets, balls and beanbags with good control I can change my body speed, direction and level when playing games I can find spaces in the playing area and use them safely I can score points in my partner's court and stop points being scored in my court I score points by throwing a beanbag into spaces in my partner's court I can keep a game going with my partner I can strike a ball successfully</p>

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	<p>Gymnastics 1 – I am learning to move along straight and curved pathways I am learning control my body when I jump and land I can find different ways of moving on apparatus I can move forwards, backwards and sideways I can perform good rolls and jumps I can balance on different parts of my body I can talk about my movement and some things that I need to do to improve it I can join different movements on the floor and on the apparatus I know how to improve the quality of my movement I include a variety of skills in my gymnastic sequences I perform my skills with good control I can describe my partner's apparatus sequence.</p>	<p>Gymnastics 3 – I can perform my actions with good control I can pick up and move apparatus safely I can link movements I can make up and perform a sequence that has a clear start, middle and end I can talk about some of the changes that happen to my body after I have been exercising I can make up and perform and repeat a sequence of rolls I can perform my floor sequence on apparatus I can talk describe my partner's sequence and how well he/she controlled his/her movements I can make up, practice and perform a sequence that has a clear star, middle and end.</p>	<p>a racket I can play games in which I have to throw a ball over a net I can hit a ball towards a target using a racket I can keep games in which I have to throw and catch a ball over a net I can play games against others, which have rules and ways of scoring I can throw/roll a ball into a space away from other players I can pick up a ball/beanbag and return it accurately</p> <p>Dance – I can explore movement ideas and choose the best ones to make dance phrases. I can link and repeat movements. I can work successfully with others. I can express my ideas through movement. I can perform with good control of my movements. I can use different pathways and stepping patterns. I can describe why dance is good for my body. I can link, remember and repeat movements to make dance phrases.</p>	<p>using different bats and rackets I can run after, pick up and throw a ball accurately I am better at catching a ball I can strike a ball into a space to score runs I can throw a ball overarm more accurately I can cover spaces to stop batters scoring runs I can pass and catch a ball more accurately I can work with others to keep possession of the ball I keep running around when I play games and I know why this causes my heart to beat faster.</p> <p>OAA – I can interact with groups and following instruction I can work effectively in small group I can physically support my group I can record what I observe I can communicate effectively</p>
Art	<p>Linked to topic. I can create a piece of work in</p>	<p>Objectives covered.</p>		

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	<p>response to another artist's work.</p> <p>I can link colours to natural objects.</p> <p>I can say how other artists and craft makers have used colour pattern and shape. To create individual group collages</p> <p>To use different kinds of materials on my collage and explain why I have chosen them. To use charcoal, pencil and pastels.</p> <p>To create different tones using light and dark.</p> <p>To learn about artist who depicted famous explorers.</p> <p>To draw using different grades of pencils I can show different patterns and textures. To use three different grades of pencil in my drawing.</p> <p>To use a viewfinder to focus on a specific part of an artifact before drawing</p>			
<u>DT</u>	<p style="text-align: center;">Design & Make a Flying Machine.</p> <p>I am learning to design purposeful, functional and appealing products based on design criteria.</p> <p>I am learning to explore and evaluate a moving product.</p> <p>I am learning to explore and use mechanisms such as, wheels and axles.</p> <p>I am learning to select from and</p>	<p>Chinese New Year – Making a Dish!</p> <p>I am learning to explore and evaluate a range of existing products.</p> <p>I am learning to select from and use a range of tools and equipment to perform practical tasks such as, joining materials together.</p> <p>I am learning to draw my designs</p>	Covered Objectives	Covered Objectives.

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	<p>use a range of tools and equipment to perform practical tasks such as, joining materials together.</p> <p>I am learning to select a wide range of materials and components to add to my deigned product.</p> <p>I am learning to think of ideas and decide what to do next.</p> <p>I am learning to verbally communicate my ideas and explain my design process.</p> <p>I am learning how to explore structures and how they can be made stronger, stiffer and more stable.</p> <p>I am learning to evaluate a finished product against the design and compare differences.</p>	<p>and create templates.</p> <p>I am learning to incorporate ICT into my designs.</p> <p>Cross Curriculum – Write a list of Instructions.</p>		
<p><u>Music</u></p>	<p>Playing an instruments Ukuleles – Stuart Whole school singing. Mrs Wyatt play tuned and untuned instruments musically use their voices expressively and creatively by singing songs and speaking chants and rhymes. To experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Charanga – Hands, Feet & Heart & Christmas Performance.</p> <p>I am learning to develop an understanding of the history of music. listen with concentration and understanding to a range of high-quality live and recorded music use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Charanga – I want to play in a band.</p> <p>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 the inter-related dimensions of music. I am learning to count and then record a song’s beat.</p>	<p>Charanga – Zombie, Reflect, Review and Replay.</p> <p>I am learning to find a pulse in music. I am learning to identify a beat and keep rhythm. I am learning to compose a piece of music I am learning to count using a beat in order to stay in time with my fellow musicians. -</p>

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<u>French</u>	Traditional Songs & Finger Rhymes. I can appreciate songs and rhymes in the language. I can listen attentively to spoken language and show understanding by joining in and responding. I can understand that different countries have different traditional games and songs.	Additional Animals – (Farm Animals) I can use these animals and the previously learnt pets to build very simple sentences. I can start to understand basic French grammar (masculine and feminine nouns) and use these to build very simple sentences. I can listen attentively to spoken language and show understanding by joining in and responding.	Days of the week and Colours. I can appreciate songs and rhymes in the language. I can listen attentively to spoken language and show understanding by joining in and responding. I can understand that different countries have different traditional games and songs. I can start to understand basic French grammar (masculine and feminine nouns) and use these to build very simple sentences.	<u>Consolidate</u> I can appreciate songs and rhymes in the language. I can listen attentively to spoken language and show understanding by joining in and responding. I can understand that different countries have different traditional games and songs. I can start to understand basic French grammar (masculine and feminine nouns) and use these to build very simple sentences.
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