Curriculum Overview 2021-2022

Class 1 Year group Year 1 & 2	Term 1	Term2	Term3	Term 4	Term 5	Term 6
	It's Showtime!		Panic on Pudding Lane!		Medieval Magic!	
Geography		Contrasting Locality Russia - Weather - climates Contrasting countries –. **Place knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (link to Moscow State Circus)		The United Kingdom **Location Knowledge** Name, locate and identify characteristics of the Scotland, its capital city, its surrounding seas and its human and physical features Scotland – Edinburgh, North Sea, Atlantic Ocean		Local Study: Tewkesbury Arial photos Local study and fieldwork Use simple compass directions NSEW and locational directional language to describe the location and features on a map.
History	**Circus** - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – How has the Circus changed – Bertram Circus, Olympian, London. The history of Babushka		**Great Fire of London &** **The first aeroplane flight** - Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) First aeroplane		**The Knights of Tewkesbury** -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 - Significant historical events, people and places in their own locality - Tewkesbury	

			flight- Amy Johnson and Wright Brothers			
Art & Design	Chaos Painting and The Cut outs – Circus. Artists: Henry Matisse and Jackson Pollock. Sketching –Disney's Dumbo

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Use a range of materials creatively to design and make products

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

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.

Enterprise: Christmas **Textiles – Print** | | **Sketching and painting** Great fire of London Montage inspired by the artist **Pablo Picasso**

Use a range of materials creatively to design and make products

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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 | | Line form and Space Artist Theophilus: Stained glass windows

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space – link to digital media

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. | |

Design Technology			**Design and make - Big Top Circus- Trapeze artists, Unicycle, Peter's circus, clown themed flip book.**		**Technical knowledge**		**Cooking and Nutrition**
			Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. – Linked to Circus		Build structures, exploring how they can be made stronger, stiffer and more stable – linked to history and the Fire of London		Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from – link to geography and history – local area (market)
			Design purposeful, functional, appealing products for themselves and other users based on design criteria		Design Make and Evaluate		Make a medieval banquet.
			Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology				
			Make Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing				
			Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics				

		Evaluate Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria				
Music	Charanga – Year 1 – Hey You Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	Charanga – Year 2 – Ho Ho Ho Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	Charanga – Year 1 – In the Groove 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	Charanga – Year 2 – Zootime Listen with concentration and understanding to a range of high quality live and recorded music. Play tuned and untuned instruments musically.	Charanga – Year 1 – Your Imagination Experiment with, create, select and combine sounds using the inter related dimensions of music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Charanga – Year 2 – Reflect, rewind and replay. Experiment with, create, select and combine sounds using the inter related dimensions of music. Play tuned and untuned instruments musically.
Science	All living things and their habitats (Yr 2) **(Do Year 1 pets focus under this section from animals including humans)** **Living things and their habitats (yr2)** -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 plants and	Seasonal change and weather (yr1) All living things and their habitats (yr 2) **Seasonal changes (yr1)** -Observe changes across the four seasons -Observe and describe weather associated with the seasons and how day length varies. **Living things and their habitats (yr2)** -Explore and compare the differences between things that are living, dead, and things that have never been alive	Animals including humans. **Animals, including humans (yr1)** -Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates -Identify and name a variety of common animals that are carnivores, herbivores and omnivores **Animals, including humans (yr2)** -Notice that	Animals including humans. **Animals, including humans (yr1)** -Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets (pets part completed autumn term)) -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Animals, including humans (yr2)** -Describe the	Plants (yr1 and yr 2) **Plants (yr1)** -Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen -Identify and describe the basic structure of a variety of common flowering plants, including trees. **Plants (yr2)** -Observe and describe how seeds and bulbs grow into mature plants -Find out and describe	Everyday materials (Yr 1) Use of everyday materials (Yr2) **Everyday materials (yr1)** -Distinguish between an object and the material from which it is made -Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -Describe the simple physical properties of a variety of everyday materials -Compare and group

	animals in their habitats, including micro-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	animals, including humans, have offspring which grow into adults - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) *RSE link Life cycles and where do babies come from?*	importance for humans of exercise, eating the right amounts of different types of food, and hygiene. *RSE link Personal hygiene and body parts*	how plants need water, light and a suitable temperature to grow and stay healthy.	together a variety of everyday materials on the basis of their simple physical properties **Uses of everyday materials (yr2)** -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.
Computing and Digital Literacy	Project Evolve: Health, well being and life style. Espresso Coding: (Programming) • Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions	Project Evolve: Self Image and Identity Rising Stars: Unit 2.2 We are game testers (Computational thinking) • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs.	Safer Internet Day. • use technology safely and respectfully, keeping personal information private. (Link to PHSE) identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (Link to PHSE) Rising Stars: Unit 1.3 We are painters	Project Evolve: Online Reputation Unit 2.4 We are researchers (Computer networks) • use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Project Evolve: Managing online information Rising Stars: Unit 2.5 We are detectives (Communication and collaboration) • use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Project Evolve Online Relationships Rising Stars: Unit 1.6 We are celebrating (Productivity) • Recognise common uses of information technology beyond school.

			(Creativity) • use technology purposefully to create, organise, store, manipulate and retrieve digital content.			
	Ongoing: • use technology safely and respectfully, keeping personal information private. (Link to PHSE) identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (Link to PHSE)		*Ongoing*: • use technology safely and respectfully, keeping personal information private. (Link to PHSE) identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (Link to PHSE)		*Ongoing*: • use technology safely and respectfully, keeping personal information private. (Link to PHSE) identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (Link to PHSE)	
PE	Games and Dance Perform dances using simple movements. Master basic movements including, running, jumping, throwing and catching, as well as developing balance, agility, and cooperation, and begin to apply these in a range of situations		Games and Gym Participate in team games, developing simple tactics for attacking and defending. Master basic movements including, running, jumping, throwing and catching, as well as developing balance, agility, and cooperation, and begin to apply these in a range of situations		Athletics and Tennis Master basic movements including, running, jumping, throwing and catching, as well as developing balance, agility, and cooperation, and begin to apply these in a range of situations	
	Ongoing: Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.					
RE	Who is Muslim and how do they live? (PART 1)	1.3 INCARNATION: Why does **Christmas** matter to Christians?	Who is Muslim and how do they live? (PART 2)	1.5 SALVATION: Why does **Easter** matter to Christians?	1.4 GOSPEL: What is the good news Jesus brings?	What makes some places sacred to believers?
PSHE & Citizenship	HEALTH AND WELL BEING: Developing Risk Management: Keeping safe – People who help us : Road safety, personal	LIVING IN THE WIDER WORLD How media, commerce and social issues shape our understanding of the world – Internet Safety	HEALTH AND WELL BEING: Understanding personal change and responsibility – All about me – All about me.	RELATIONSHIPS Understanding the dynamics of healthy relationships – friends and family Different relationships	RELATIONSHIPS Understanding the dynamics of healthy relationships – kindness and anti bullying Different kinds of unkind behaviour	LIVING IN THE WIDER WORLD How media, commerce and social issues shape our understanding of the world – Media influence, Financial capability, Social

safety, stranger danger, Sun Smart, recognise that our feelings can effect the way we behave, identify where we can go when we need to feel safe, identify who we can speak to about our feelings, drugs and their uses. **RSE: Yr 1Being Unique** **Yr 2 Changes – physical** *Citizenship: (See Key Questions)* *Group and class rules and understand how these rules help them.*	Internet safety/online games, email/chat. Games, applications, TV streaming. Passwords/access codes/PINS. Appropriate websites. **RSE: Yr 2 Changes – Becoming Independent** *Citizenship: (See Key Questions)* *Right and Responsibilities*	The changes that have taken place since being a baby. Some of the changes that will take place as a baby grows into an adult. That humans produce babies that grow into children that grow into adults. The main external parts of the bodies of humans including agreed names for sexual parts. What makes each of us unique Hygiene (Science) Resilience Personal responsibility Diet and exercise (Science) **RSE: (Yr1) Life Cycles and The Human Life cycle and Person Hygiene (links to science)** **(Yr2) Similarities and differences – body parts and Where do babies come from? (links**	The responsibilities that parents have for babies and children The underwear rule (PANTS) Making and keeping friends Protective behaviours Understanding what makes you and others feel happy or sad Positive touch activities. **RSE: Continue with similarities and differences and where do babies come from.** *Citizenship: (See Key Questions)* *Belonging to various groups and communities such as family and school*	The difference between isolated incidents of unkind behaviour and bullying Identifying acts of kindness Exploring how kindness benefits all involved. *Citizenship: (See Key Questions)* *Contributing to the life of the classroom and the school*	<u>Issues.</u> Reacting to events on TV e.g. terrorism Advertising e.g. influence. Monetary value and notion of saving up for a purchase (Enterprise) *Citizenship: (See Key Questions)* *What improves and harms their local, natural and environments and about some of the ways people look after them.*

			to science) *Citizenship: (See Key Questions) Continue with rights and responsibilities.*			
MFL	We aim to expose children to MfL vocabulary, such as Numbers: 0 – 15 Greetings: Hello, Goodbye, Hi, Good Night Colours: Red, White, Blue, Green, Yellow, Pink, Orange Fruit: Apple, Orange, Banana, Melon, Strawberry , Pear, Grapes Instructions: Look, listen, silence, stand up, sit down Pets: Dog, Cat, Rabbit, Fish	We aim to expose children to MfL vocabulary, such as Numbers: 0 – 15 Greetings: Hello, Goodbye, Hi, Good Night Colours: Red, White, Blue, Green, Yellow, Pink, Orange Fruit: Apple, Orange, Banana, Melon, Strawberry , Pear, Grapes Instructions: Look, listen, silence, stand up, sit down Pets: Dog, Cat, Rabbit, Fish	We aim to expose children to MfL vocabulary, such as Numbers: 0 – 15 Greetings: Hello, Goodbye, Hi, Good Night Colours: Red, White, Blue, Green, Yellow, Pink, Orange Fruit: Apple, Orange, Banana, Melon, Strawberry , Pear, Grapes Instructions: Look, listen, silence, stand up, sit down Pets: Dog, Cat, Rabbit, Fish	We aim to expose children to MfL vocabulary, such as Numbers: 0 – 15 Greetings: Hello, Goodbye, Hi, Good Night Colours: Red, White, Blue, Green, Yellow, Pink, Orange Fruit: Apple, Orange, Banana, Melon, Strawberry , Pear, Grapes Instructions: Look, listen, silence, stand up, sit down Pets: Dog, Cat, Rabbit, Fish	We aim to expose children to MfL vocabulary, such as Numbers: 0 – 15 Greetings: Hello, Goodbye, Hi, Good Night Colours: Red, White, Blue, Green, Yellow, Pink, Orange Fruit: Apple, Orange, Banana, Melon, Strawberry , Pear, Grapes Instructions: Look, listen, silence, stand up, sit down Pets: Dog, Cat, Rabbit, Fish	We aim to expose children to MfL vocabulary, such as Numbers: 0 – 15 Greetings: Hello, Goodbye, Hi, Good Night Colours: Red, White, Blue, Green, Yellow, Pink, Orange Fruit: Apple, Orange, Banana, Melon, Strawberry , Pear, Grapes Instructions: Look, listen, silence, stand up, sit down Pets: Dog, Cat, Rabbit, Fish