

# Curriculum Overview Year 1 & Year 2



Year 1	Autumn	Spring	Summer	Year 2	Autumn	Spring	Summer
<b>Class Texts</b>	The Ugly Duckling The Frog (poem) The Hare and the Tortoise Grandpa	The Wolf Story: What Really Happened to Little Red Riding Hood And The Dish Ran Away With The Spoon	The Tiger Who Came to Tea Grandad's Island Scissors (Poem) Tadpoles Promise The Colour Monster The Book With No Pictures	<b>Class Texts</b>	Three Billy Goats Gruff Where the Wild Things Are The Night Before Christmas The Owl and the Pussycat	The Three Little Wolves and the Bad Pig. The Day the Crayons Quit	The Heart and The Bottle. Wanted: The Perfect Pet Lost and Found Wolves Not Now Bernard
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Know when to use phonic knowledge to decode words.</li> <li>• Read common words using phonic knowledge where possible.</li> <li>• Know the difference between a story book and an information book.</li> <li>• Find the title, author and the illustrator of a book.</li> <li>• Know some familiar stories.</li> <li>• Identify characters in a story.</li> <li>• Know why a character has a feeling.</li> <li>• Read phonetically decodable texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Know which parts of words can be decoded using phonics.</li> <li>• Read words with familiar endings – s, es, ing, ed, er, est.</li> <li>• Recognise rhyming language.</li> <li>• Use prior knowledge to understand texts.</li> <li>• Use the context to make informed guesses about the meaning of unfamiliar words.</li> <li>• Make predictions based on the events in a story.</li> <li>• Blend sounds in unfamiliar words</li> <li>• Read phonetically decodable texts with confidence.</li> <li>• Divide words into syllables to read.</li> </ul>	<ul style="list-style-type: none"> <li>• Hear, recognise and match all 40+ phonemes.</li> <li>• Identify all 40+ graphemes in their reading.</li> <li>• Know that words can have omitted letters and that an apostrophe represents the omitted letters.</li> <li>• Read words with contractions.</li> <li>• Read compound words.</li> <li>• Make links with characters in other stories.</li> <li>• Answer questions that fill the gaps in a story (inference).</li> </ul>	<b>Reading</b>	<ul style="list-style-type: none"> <li>• Understand the importance of decoding words automatically.</li> <li>• Understand that some words cannot be decoded with phonic strategies.</li> <li>• Know that familiar words do not need to be sounded out and blended.</li> <li>• Know that non-fiction books are organised differently from fiction texts.</li> <li>• Know that books and texts have a purpose.</li> <li>• Know the difference between poetry and narrative.</li> <li>• Know that stories and poems can have patterned or recurring literary language.</li> <li>• Know the purpose of reading is make meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the same grapheme may be read in different ways.</li> <li>• Recognise alternatives and consider which will make more sense.</li> <li>• Recognise syllables in words.</li> <li>• Know that other strategies can be used to read unfamiliar words.</li> <li>• Know how to find information in a non-fiction book.</li> <li>• Know that books and stories are set in different places and times.</li> <li>• Learn a poem by heart.</li> <li>• Explain why they prefer certain books or stories.</li> <li>• Retell a story with the key events and characters.</li> <li>• Talk about the meaning of different poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Recite or perform a poem making the meaning clear.</li> <li>• Find the setting or time in books or stories.</li> <li>• Know what the inferences mean.</li> <li>• Find inferences about characters' feelings and thoughts.</li> <li>• Give reasons for characters' actions or behaviours.</li> <li>• Read words with two or more syllables accurately.</li> <li>• Read aloud books closely matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> </ul>

		Retell key stories orally using narrative language.			<ul style="list-style-type: none"> <li>• Make choices about the books they read.</li> <li>• Re-read when they have lost meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-correct when they have lost meaning.</li> <li>• Use context to understand texts.</li> <li>• Can make predictions about possible events.</li> </ul>	
Writing	<p>Fiction:</p> <ul style="list-style-type: none"> <li>• Type: Defeating the Baddie – story sequencing, openers. Text: Three Little Pigs</li> <li>• Type: Cumulative/ Character flaw - 5-part story, sentence building with character description. Text: Goldilocks and the Three Bears</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>• Type: Non-Chronological Report - Description – character, noun phrases.</li> <li>• Type: Letter of apology from Goldilocks – sentence building, layout</li> </ul>	<p>Fiction:</p> <ul style="list-style-type: none"> <li>• Type: Story magic and disaster - Generating own character ideas, subject specific vocabulary, conjunctions. Text: Magic Porridge Pot (Pie Corbett)</li> <li>• Type: Journey tale - 5-part story, repetition of verbs and writing a list. Title: Little Charlie and the Light house keeper.</li> </ul> <p>Non-Fiction</p> <ul style="list-style-type: none"> <li>• Type: Instructions - Simple demand sentences, capital letters and full stops. Title: How to Make Porridge</li> <li>• Type: Dairy entry - Lay out of a dairy entry, description of setting, feelings and emotions in writing.</li> </ul>	<p>Fiction:</p> <ul style="list-style-type: none"> <li>• Type: Meeting Tale - Repetition of sentence structures, time connectives and conjunctions. Title: Monkey See, Monkey Do! (Pie Corbett)</li> <li>• Type: Lost and found. - Focus on resolution and ending of the story. Title: Billy's Beetle</li> </ul> <p>Non-fiction:</p> <ul style="list-style-type: none"> <li>• Type: Persuasion in the form of a letter - Writing for purpose and audience. Title: Sorry letter from the monkeys.</li> </ul> <p>• Type: Recount -Writing in the past tense, sequencing/ order and detailed sentences. Title: Recount of School trip.</p>	Writing	<p>Fiction:</p> <ul style="list-style-type: none"> <li>• Type: Defeating the Monster – Characterisation Text: The Three Billy Goats Gruff</li> <li>• Type: Losing Tale - Description Text: Lost and Found</li> </ul> <p>Non-Fiction</p> <ul style="list-style-type: none"> <li>• Type: Instructions How to trap a Troll</li> <li>• Type: Report Made up animal/ creature</li> </ul>	<p>Fiction</p> <ul style="list-style-type: none"> <li>• Type: Journey - Dialogue Text: The Papaya that Spoke- Pie Corbett</li> <li>• Type: Warning – opening and ending Text: Kassim and the greedy fox</li> </ul>	<p>Fiction</p> <ul style="list-style-type: none"> <li>• Type: Wishing Tale - Settings Text: The Magic Paint Brush or Three Wishes</li> </ul> <p>Non-Fiction</p> <ul style="list-style-type: none"> <li>• Life cycle of an animal / plant</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Represent objects with numbers</li> <li>• Compare numbers using &gt; &lt; =</li> </ul>	<ul style="list-style-type: none"> <li>• Counting forwards and backwards 0-50</li> <li>• Count in 2s and 5s</li> </ul>	<ul style="list-style-type: none"> <li>• Counting forwards and backwards within 0-100</li> <li>• Partitioning numbers</li> </ul>	Maths	<ul style="list-style-type: none"> <li>• Numbers to 100</li> <li>• Addition and Subtraction</li> <li>• Properties of Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Multiplication and Division</li> <li>• Length and Height</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics</li> <li>• Fractions</li> <li>• Position and Direction</li> <li>• Time</li> </ul>

	<ul style="list-style-type: none"> <li>• Compare groups of objects</li> <li>• Addition and subtraction: number bonds to 10</li> <li>• Recognise, name and sort 2D and 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Adding by making 10, counting on</li> <li>• Subtraction, not crossing 10</li> <li>• Number sentences</li> <li>• Measuring and comparing mass, length (and height) and capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Making arrays</li> <li>• Count in 2s,5s and 10s</li> <li>• Doubling, halving</li> <li>• Sharing equally</li> <li>• Fractions – <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math></li> <li>• Money: Recognising and counting coins and notes</li> <li>• Time to hour and half hour</li> <li>• Geometry: describe position and turns</li> </ul>			<ul style="list-style-type: none"> <li>• Weight, Volume and Temperature</li> </ul>	<ul style="list-style-type: none"> <li>• Problem Solving</li> </ul>
Science	<p>Seasonal Changes (ongoing unit)</p> <ul style="list-style-type: none"> <li>• Observe seasonal changes across year</li> <li>• Observe how day length changes</li> <li>• Observe and describe weather</li> </ul> <p>Chemistry: Everyday Materials:</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of everyday materials, including wood, glass, plastic, metal, water and rock</li> <li>• Describe the physical properties of materials</li> <li>• Compare and group materials based on their properties</li> </ul>	<p>Seasonal Changes (ongoing unit)</p> <p>Biology: Animals</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals (fish, birds, mammals, reptiles, amphibians)</li> <li>• Identify carnivores, herbivores and omnivores</li> <li>• Identify and name common body parts</li> </ul> <p>Biology: Plants</p> <ul style="list-style-type: none"> <li>• Identify and name common and wild and garden plants, including deciduous and evergreen trees</li> <li>• Identify the basic structure of common flowering plants including trees</li> </ul>	<p>Seasonal Changes (ongoing unit)</p> <p>Seasons of the Year</p>	Science	<p>Chemistry: Use of Everyday Materials:</p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• Find out how the shapes of solid objects made from some materials can be changes by squashing, bending, twisting and stretching.</li> </ul>	<p>Biology: Animals</p> <ul style="list-style-type: none"> <li>• Find out about and describe the basic needs of animals including humans for survival</li> <li>• Notice that animals have offspring that grow into adults</li> <li>• 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>Biology: Living things and their habitats:</p> <ul style="list-style-type: none"> <li>• Explore differences between things that are living, dead and things that have never been alive</li> <li>• 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</li> <li>• Describe how animals obtain their food from other plants and animals using the idea of a simple food chain and identify and name different sources of food</li> </ul>
Geography	<p>The United Kingdom</p> <ul style="list-style-type: none"> <li>• The four countries of the UK</li> </ul>	<p>The Weather</p> <ul style="list-style-type: none"> <li>• How weather affects us e.g. what we wear</li> </ul>	<p>Our School / Shirebrook</p> <ul style="list-style-type: none"> <li>• Using aerial plans and maps</li> </ul>	Geography	<p>Shirebrook</p> <ul style="list-style-type: none"> <li>• Locating man-made / natural features</li> </ul>	<p>Contrasting locality – Coastal – Bridlington</p>	

	<ul style="list-style-type: none"> <li>• Capital cities of UK</li> <li>• NSEW Compass points</li> <li>• Seas around UK</li> <li>• Landmarks in UK</li> </ul>	<ul style="list-style-type: none"> <li>• Weathers in different seasons</li> <li>• Know hottest parts are on the Equator</li> <li>• Know coldest parts are the poles: Arctic, Antarctic</li> </ul>	<ul style="list-style-type: none"> <li>• Local features on plans, maps and aerial photographs</li> <li>• Make own maps using simple keys</li> </ul>		<ul style="list-style-type: none"> <li>• Use directional language including compass points, near, far, left, right to follow routes</li> <li>• Use interactive maps</li> </ul>	<ul style="list-style-type: none"> <li>• Know some characteristics of a coastal landscape, including beach, cliff, sea, port and harbour.</li> <li>• Know which features are natural/physical and which are man-made/human.</li> <li>• Contrast Bridlington with Shirebrook</li> </ul> <p>Kenya:</p> <ul style="list-style-type: none"> <li>• Name the world's seven continents and five oceans.</li> <li>• Locate Kenya in Africa and near Equator</li> <li>• Know some of the characteristics of Kenya, including Nairobi, Mombasa, River Tana, Mount Kenya, Great Rift Valley.</li> </ul>	
History	<ul style="list-style-type: none"> <li>• Bonfire Night</li> <li>• Remembrance Day</li> </ul>	<p>Changes within living memory - Old and New toys</p> <ul style="list-style-type: none"> <li>• Placing toys in chronological order</li> <li>• Compare modern toys with toys from other time periods</li> </ul>	<p>Significant local person – George Stephenson:</p> <ul style="list-style-type: none"> <li>• Learn why George Stephenson is a significant individual.</li> <li>• Learn why Stephenson came to Chesterfield, what he did there and where he is buried.</li> <li>• Understand the impact Stephenson had on this area and recognize ways he is remembered.</li> </ul>	History	<ul style="list-style-type: none"> <li>• The Great Fire of London</li> </ul>		<p>Explorers – Christopher Columbus and Neil Armstrong</p> <ul style="list-style-type: none"> <li>• Learn about the achievements of Christopher Columbus and Neil Armstrong, saying why these explorers are significant individuals.</li> <li>• Compare some aspects of the time periods they lived in, including modes of transport available to them.</li> </ul>

PSHE	<p>Being Healthy :</p> <ul style="list-style-type: none"> <li>• Different ways to keep healthy:</li> <li>• Foods:risks of too much sugar.</li> <li>• Sleep</li> <li>• Good dental care i</li> <li>• Sun safety</li> <li>• Washing hands / protecting from germs</li> <li>• The importance of knowing when to take a break online/offline.</li> </ul> <p>Difference and Diversity:</p> <ul style="list-style-type: none"> <li>• People who love and care for us</li> <li>• Being different or the same as others</li> <li>• Different types of families</li> <li>• What makes me special</li> </ul>	<p>Exploring emotions</p> <ul style="list-style-type: none"> <li>• Recognising how others might be feeling</li> <li>• Ways to manage big feelings</li> <li>• When they need help and how to ask for help</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>• How make friends and what makes a good friendship</li> <li>• Telling someone if they feel unhappy or worried</li> <li>• The roles different people play in their lives</li> </ul>	<p>Being responsible:</p> <ul style="list-style-type: none"> <li>• Things to do to look after the environment</li> <li>• What rules are for</li> <li>• Caring for others</li> <li>• Things that matter to them</li> </ul> <p>Bullying matters:</p> <ul style="list-style-type: none"> <li>• What rules are</li> <li>• Simple strategies to resolve arguments</li> <li>• Asking for help if a friendship makes them feel unhappy</li> <li>• Reporting and telling a trusted adult</li> <li>• What hurtful behaviour is</li> <li>• Hurtful behaviour is unacceptable</li> </ul>	PSHE	<p>Drug Education:</p> <ul style="list-style-type: none"> <li>• Medicines and household products can be dangerous if misused</li> <li>• People whose job is to keep us safe</li> <li>• What people put in their bodies or on their skin can affect the way they feel</li> </ul> <p>Being Me:</p> <ul style="list-style-type: none"> <li>• Talk about groups they belong to</li> <li>• Identify their likes, dislikes and what they are good at</li> </ul>	<p>Changes:</p> <p>How people's needs change as they grow older</p> <ul style="list-style-type: none"> <li>• Positive ways of preparing to move to a new year</li> <li>• When we need help and how to ask for it</li> </ul> <p>Growing Up</p> <ul style="list-style-type: none"> <li>• The importance of respecting privacy</li> <li>• The main parts of the body including external genitalia</li> <li>• How to respond if physical contact makes them feel unhappy/ unsafe</li> <li>• The importance of not keeping adults' secrets</li> </ul>	<p>Money Matters</p> <ul style="list-style-type: none"> <li>• The difference between needs and wants</li> <li>• Strengths / interests people may need to do different jobs</li> <li>• Choices about how to spend / save money</li> </ul> <p>Being Safe</p> <ul style="list-style-type: none"> <li>• About rules and age restrictions that keep us safe.</li> <li>• How to keep safe at home.</li> <li>• Ways to keep safe in familiar/ unfamiliar environments.</li> <li>• Basic rules to keep safe online.</li> <li>• How to get help in an emergency.</li> <li>• How to respond safely to people online/offline.</li> </ul>
Relationships and Sex Education			<p>Growing and Caring For Ourselves:</p> <ul style="list-style-type: none"> <li>• Understand that we are all different but can still be friends</li> <li>• Discuss how children grow and change</li> <li>• Explore different types of families and who to ask for help</li> <li>• Identify who can help when families make us feel unhappy or unsafe</li> </ul>	Relationships and Sex Education			<p>Differences:</p> <ul style="list-style-type: none"> <li>• Introduce the concept of gender stereotypes</li> <li>• Explore some of the differences between males and females and to understand how this is part of the lifecycle</li> <li>• To focus on sexual difference and name body parts</li> </ul>

Art & Design	<p>Drawing and Painting:</p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern, texture and tone</li> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>	<p>Collage</p> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>	<p>Sculpture</p> <ul style="list-style-type: none"> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	Art & Design	<p>Print</p> <ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>	<p>Digital Media</p> <ul style="list-style-type: none"> <li>• Use a wide range of digital tools to create different textures, lines, tones, colours and shapes.</li> </ul>	<p>Textiles</p> <ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> <li>• Use dip dye techniques.</li> </ul>
DT	<p>Design and make a structure e.g. playground equipment</p> <ul style="list-style-type: none"> <li>• use their own ideas, make simple plan, know how to make and strengthen a structure</li> </ul>	<p>Design and make a mechanism e.g. a moving picture with levers, sliders, hinges</p>	<p>Preparing dishes for a fruit salad or salad</p> <ul style="list-style-type: none"> <li>• healthy lunchbox</li> <li>• names and using simple utensils</li> <li>• cut food safely</li> <li>• follow a simple recipe</li> </ul>	DT	<p>Design and make a structure with movement e.g. a fire engine with moving wheels</p>	<p>Design and make a healthy sandwich</p> <ul style="list-style-type: none"> <li>• cut, peel and grate safely</li> <li>• follow a recipe</li> </ul>	<p>Design and make a textile product e.g. hand puppet</p> <ul style="list-style-type: none"> <li>• To know how to perform a simple running stitch.</li> <li>• To know how to use, dyeing, embellishment and printing techniques.</li> <li>• To understand how to join textiles together.</li> </ul>
Computing	<p>Technology Around Us:</p> <ul style="list-style-type: none"> <li>• Recognise technology in school</li> <li>• Keeping personal information private</li> <li>• Know there are rules about using technology</li> </ul>	<p>Digital Painting:</p> <ul style="list-style-type: none"> <li>• Compare painting with a brush to painting with a computer</li> <li>• Adjusting computer tools</li> </ul>	<p>Introduction to animation:</p> <ul style="list-style-type: none"> <li>• To enact a given word</li> <li>• Use, predict commands on a device</li> <li>• To combine commands in a program</li> </ul>	Computing	<p>Data and Information – Pictograms</p> <ul style="list-style-type: none"> <li>• Use a tally chart</li> <li>• Use a computer program to present data in a different way</li> </ul>	<p>Creating Media – Digital Photography</p> <ul style="list-style-type: none"> <li>• To capture and view a photograph on a digital device</li> <li>• Using zoom</li> <li>• Using filters</li> <li>• Improving technique</li> </ul>	<p>Programming – introduction to quizzes</p> <ul style="list-style-type: none"> <li>• Choose a series of commands to make a program</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Invasion Games</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Attacking and defending games</li> <li>• Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Striking and fielding games</li> <li>• Balance-ability</li> </ul>	PE	<ul style="list-style-type: none"> <li>• Invasion Games</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Attacking and defending games</li> <li>• Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Striking and fielding games</li> <li>• Balance-ability</li> </ul>

	<ul style="list-style-type: none"> <li>• Fundamentals programme</li> </ul>	<ul style="list-style-type: none"> <li>• Health and well-being</li> <li>• Co-ordination games</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> </ul>		<ul style="list-style-type: none"> <li>• Fundamentals programme</li> </ul>	<ul style="list-style-type: none"> <li>• Health and well-being</li> <li>• Co-ordination games</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Who is a Christian and what do they believe?</li> <li>• How and why do we celebrate special and sacred times?</li> </ul>	<ul style="list-style-type: none"> <li>• What makes some places sacred?</li> </ul>	<ul style="list-style-type: none"> <li>• How should we care for others and the world and why does it matter?</li> <li>• What does it mean to belong to a faith community?</li> </ul>	RE	<ul style="list-style-type: none"> <li>• Who is a Muslim and what do they believe?</li> </ul>	<ul style="list-style-type: none"> <li>• What can we learn from sacred books?</li> <li>• How and why do we celebrate special and sacred times?</li> </ul>	<ul style="list-style-type: none"> <li>• Who is Jewish and what do they believe?</li> <li>• How should we care for others and the world and why does it matter?</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Introducing Beat</li> <li>• Adding rhythm and pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing tempo and dynamics</li> <li>• Combining pulse, rhythm and pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Having fun – improvisation</li> <li>• Explore sound – create a story – perform songs to an audience</li> </ul>	Music	<ul style="list-style-type: none"> <li>• Explore Simple Patterns</li> <li>• Focus on Dynamics and Tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring Feelings Through Music</li> <li>• Inventing a Musical Story</li> </ul>	<ul style="list-style-type: none"> <li>• Music that Makes you Dance</li> <li>• Exploration Improvisation</li> </ul>