



## Years 1 and 2 Curriculum Overview

<b>YEAR A</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Learning Journey</b>	Dinosaurs	Our School , our homes	Africa	Farm to fork	The Great Fire of London	Sails, Rails,,Wheels and Wings
<b>Author/Poet</b>	Ian Whybrow & Adrian Reynolds	Joseph Coelho		Vivan French Michael Morpurgo		Quintin Blake
<b>Class novel/ collection of stories/  poem for learning</b>	Harry and his bucket of Dinosaurs by Ian Whybrow & Adrian Reynolds The Fossil Girl by Catherine Brighton	The three little pigs-various versions Let's build a house by Mick Manning and Brita Granstrom A street through time by DK and Steve Noon  Poem-My House by Moria Andrew	Meerkat mail by Emily Gravett The Ugly Five by Julia Donaldson Lila and the secret of rain by Jude Daly	Oliver's Vegetables, Oliver's Friut Salad and Oliver's Milk Shake by Vivan French The giant Turnip by Aleksei Tolstoy & Niamh SharkeyMud Puddle Farm by Michael Morpurgo	Toby and the Great Fire of London by M Nash and J Cope The Great Fire of London by Liz Gogerly (Non- Fiction) Who was Samuel Pepys?by Paul Harrison Poem-A tiny ,burning flame. (Twinkl)	Little people, big dreams-Amelia Earhart Mrs Armitage stories by Quintin Blake Emma Jane's Aeroplane by Katie Haworth & Daniel Rieley
<b>Writing opportunities</b>	<u>Scaffolded outcomes</u> Non-chronical report/fact file on a dinosaur  Recount about Mary Anning  <u>Independent</u> Labels Speech bubbles	<u>Scaffolded outcomes</u> Letter-Jane Considine unit-This is how we do it Poem-based on My House by Moiria Andrew  <u>Independent</u> Narrative-Story –The three little pigs	<u>Scaffolded outcomes</u> Narrative-Story Jane Considine  <u>Independent</u> Fact file /Non-chronical report on an animal Setting description	<u>Scaffolded outcomes</u> Instructions-Recipe-How to make a smoothie  <u>Independent</u> Non-Chronical report on mini beat hunt Poem-A animal/ minibeast riddle	<u>Scaffolded outcomes</u> Diary-Jane Considine-The Great fire of London Senses Poem  <u>Independent</u> Recount-Samuel Pepys Instructions-Recipe-How to make bread	<u>Scaffolded outcomes</u> -Jane Considine-The last Stop on Market Street.  <u>Independent</u> Diary/postcard Recount of trip. Non-chronical report on the invention of the airoplane
<b>Maths</b>	<u>Year 1</u> Place Value (within 10) Addition and subtraction (within 10)	<u>Year 1</u> Addition and subtraction (within 10) Shape	<u>Year 1</u> Addition and subtraction (within 20) Place value to 20	<u>Year 1</u> Place value to 50 Measurement Length, height,	<u>Year 1</u> Multiplication and division Fractions Position and direction	<u>Year 1</u> Place value to 100 Money Time



## Years 1 and 2 Curriculum Overview

	<u>Year 2</u> Place value Addition and subtraction	<u>Year 2</u> Addition and subtraction Shape	<u>Year 2</u> Money Multiplication and division.	Mass, Volume <u>Year 2</u> Multiplication and division. Length	<u>Year 2</u> Mass, capacity and temperature Fractions	<u>Year 2</u> Time Statistics Position and direction
<b>Science</b>	<u>Animals, including humans</u>  Identify carnivores, herbivores and omnivores  Explore and compare the differences between things that are living, dead, and things that have never been alive	<u>Materials</u>  Identify materials used to build houses today and in past.  Compare, describe and sort materials by their properties  <u>Seasonal change</u> Observe and describe Autumn and the day length	<u>Animals, including humans</u> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals from Africa  <u>Living Things and their habitats</u> Identify African habitats, the animals and plants that live there and food chains  <u>Seasonal change</u> Observe and describe winter and the day length	<u>Plants</u> Focus on fruit, vegetables spring flowers from bulbs  Observe and grow vegetables. Investigate what do plants need to grow and be healthy? Name parts of a flowering plant and tree.  Life cycle of plant <u>Living Things and their habitats</u> Food chains-from farm to fork. Worms, bees and ladybirds <u>Animals, including humans</u> Farm animals and their offspring. <u>Seasonal change</u>	<u>Materials</u> Explore materials used to build houses and their suitability. Look at objects (firefighting ) from that time and identify materials they were made from.	<u>Seasonal change</u> Observe and describe Summer and the day length



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				Observe and describe Spring and the day length		
<b>ICT</b>	<u>Computer systems and networks</u> Year 1- improving mouse skill Year 2 -What is a computer Online Safety	<u>Programming 1</u> Y 1-Algorithms unplugged Y2-Algorithms and debugging	<u>Y1-Skills Showcase</u> Rocket to the moon <u>Y2-Computer systems 2</u> Word processing	<u>Programming 2</u> Y1-Beebots Y2-Scratch Jr.	<u>Creating media</u> Y1-Digital imagery Y2-Stop motion	<u>Data Handling</u> Y1-introducing data Y2-Space station
<b>History</b>	<u>Significant people</u> Mary Anning	<u>Change within living memory</u> How have our homes changed?  <u>Local History</u> How has Market Bosworth changed? Introduce the battle of Bosworth. History of St Peters School.			<u>A significant event beyond living memory</u>  -The Great Fire of London Where did it start and why did it spread so quickly? -Who was the Monarch at the time? -What Laws did they put in place after? <u>Significant people</u> Samuel Pepys  What was life like in this time?	<u>Significant individuals in the past who have contributed to national and international achievements</u> Look at and compare lives of inventors Leonard Da Vinci and the Wright Brothers. Look at the history of Airplanes.  Amelia Earhart.  How has the developments in transport effected where we go on Summer holiday?
<b>Geography</b>	<u>Human and Physical</u> What are the features of the Jurassic coast ?Where is Lyme Regis?	<u>Skills and field work</u> Use maps (old and new), Ariel photographs to study Market Bosworth and St Peters school. <u>Human and Physical-Local</u>	<u>Locational Knowledge</u> Identify the 7 continents and 5 Oceans <u>Place knowledge</u> Compare life in Market Bosworth to village in			<u>Human and Physical</u> Identify hot and cold places of the world and describe physical and man-made features. <u>Locational Knowledge</u>



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		Study human and physical features of Market Bosworth and Leicester	Kenya <u>Human and Physical</u> Compare African climate to UK Look at the human and physical features in African  <u>Skills and field work</u> Use maps, atlases and globes. Use compass directions Use simple maps with key			Name countries of UK. Revisit continents and Oceans  <u>Skills and field work</u> Compass points Use maps and atlas to follow and plan routes ,
<b>Art / Design</b>	<u>Painting and mixed media-Colour splash</u>  Colour mixing Printing with paint Painting dinosaurs salt dough fossils	<u>Sculpture and 3D</u> Explore clay. Make pinch pots and patter. Design and make Clay house tiles  <u>DT Structures</u> <u>Design a Windmill</u>  <u>Textiles</u> Sew a Christmas decorations	<u>Exploring pattern</u> Animal patterns African art  <u>DT Mechanisms-</u> levels, pivots and linkages and then PDR moving animal	<u>DT-Cooking and Nutrition</u> Where does our food come from? Plan, do review a Fruit smoothie/ milkshake <u>Artist</u> -Giuseppe Arcimboldi	<u>DT</u> 3D box models of houses  <u>Mixed Media</u> Collage Tudor houses and the fire	<u>DT</u> Mechanisms Make an axle <u>Craft and Design-Map it out</u> -Create journey maps and abstract maps using collage and printing.
<b>PE</b>						
<b>Music</b>						
<b>RE</b>	Who is a Muslim and what do they believe? (Double unit)	Why does Christmas matter to Christians? (Incarnation)	Who is a Muslim and what do they believe? (Double unit)	Why does Easter matter to Christians? (Salvation)	What is the "good news" Christians believe Jesus brings? (Gospel)	What makes some places sacred to believers?



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PHSE	Families and relationships(cycle B)	Health and wellbeing (cycle B)	Safety and my changing body (Cycle B)	Citizenship (Cycle B)	Economic wellbeing (Cycle B)	Transition(Cycle B)
<b>Enrichments /core offers</b>	Visit from Dinosaur	Walk around Bosworth	African drumming workshop			Visit St Peter's Church Visit



## Years 1 and 2 Curriculum Overview

<b>YEAR B</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Learning Journey</b>	Superheroes	Arctic	Toys	Down at the bottom of the garden	Space and beyond	Castles
<b>Author/Poet</b>	Paul Linnet and Sue Hendra		Jane Hissey AA Mile			Michael Bond
<b>Class novel/ collection of stories/ poem for learning</b>	Traction Man –Mini Grey Super Kid by Claire Freedman & Sarah McIntyre Supertato series of stories by Paul Linnet and Sue Hendra	The Emperor’s Egg by Martin Jenkins & Jane Chapman Antarctica by Mario Cuesta Hernando & Raquel Martin (Non-fiction) The Rainbow Bear by Michael Morpurgo & Michael Foreman  Shirley Hughes –Misty (Poem about Autumn)	Dogger-Shirley Hughes Toys in space-Mini Gray Toys and Games by Sally Hewit (Non-fiction) Jolly tall and other stories by Jane Hissey  When I was one by AA Mile	A little guide to wild flowers by Charlotte Voake Ten seeds by Ruth Brown The extraordinary gardener by Sam Broughton Darwin’s super-poop worm spectacular by Polly Owen & Gwen Milward  Nobody Likes me-Poem	Astro Girl by Ken Wilson-Max Look up by Nathan Bryon & Dapo Adeola Counting on Katherine by Helaine Becker & Dow Phumiruk Neil Armstrong and Mae Jemison by Maria Isabel Sanchez Vegara & Christophe Jacques	Paddington Bear stories  Stephen Biesty’s Cross section castle by Richard Platt & Stephen Biesty (Non-fiction) George and the dragon by Christopher Wormel
<b>Writing opportunities</b>	<u>Scaffolded outcomes</u> Instructions how to make a healthy wrap. <u>Independent</u> Labels Speech bubbles. Cartoon strips	<u>Scaffolded outcomes</u> Non-chronical report/ fact File- Penguins or Polar Bears  <u>Independent</u>	<u>Scaffolded outcomes</u> Non-Fiction-Jane Considine-Toys from the past Persuasive letter-Jane Considine-The day the crayon quit. <u>Independent</u> Story based on Dogger	<u>Scaffolded outcomes</u> Narrative story-Jane Considine-Little Red Riding Hood with twist  <u>Independent</u> Instructions-how to plant a seed.	<u>Scaffolded outcomes</u> Questions and answers-Jane Considine-Neil Armstrong  <u>Independent</u>	<u>Scaffolded outcomes</u> Narrative-Jane Considine-Legend-George and the dragon <u>Independent</u> Persuasive-Castle for sale Recount of trip Diary-life and work in a medieval castle



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<b>Science</b>	<u>Animals, including humans.</u> Label body part. Name, and test out senses, working scientifically. What do we need to be super healthy? Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<u>Living Things and their habitats</u> Identify Arctic habitants, the animals and plants that live there and how they have adapted to survive. Simple food chains  <u>Animals, including humans.</u> Investigate what animals and humans need to survive in the Arctic  <u>Seasonal change</u> Observe and describe Autumn and the day length	<u>Materials</u> Investigate how toy cars move on different surfaces <u>Uses of everyday materials.</u> Compare, sort and group toys according to the material they are made from/ how they are powered and assess their suitability. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  <u>Seasonal change</u>	<u>Living Things and their habitats</u> Identify mini beasts found in Microhabitats <u>Plants (Flowers and Trees, wild and garden)</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees Life cycle of flowers/trees through the seasons  <u>Seasonal change</u> Observe and describe Spring and the day length	<u>Animals, including humans.</u> Investigate what humans need to survive in Space.	<u>Seasonal change</u> Observe and describe Summer and the day length



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			Observe and describe winter and the day length			
<b>ICT</b>	<u>Computer systems and networks</u> Year 1- improving mouse skill Year 2 -What is a computer Online Safety	<u>Programming 1</u> Y 1-Algorithms unplugged Y2-Algorithms and debugging	<u>Y1-Skills Showcase</u> Rocket to the moon <u>Y2-Computer systems</u> <u>2-Word processing</u>	<u>Programming 2</u> Y1-Beebots Y2-Scratch Jr.	<u>Creating media</u> Y1-Digital imagery Y2-Stop motion	<u>Data Handling</u> Y1-introducing data Y2-Space station
<b>History</b>		<u>Significant people</u> Roald Amundson-Polar explorer and first the get to the South Pole.	<u>Change within living memory</u>  How were the toys and games our parents		<u>Significant people and events beyond living Memory</u>  Neil Armstrong	<u>Significant people Monarchs</u> Elizabeth 1 and Queen Victoria-Compare life <u>Local History</u>





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			and Grandparents played similar or different to what we play now?  How have world events effected toys? (moon landing/ wars)		The first Moon landing.	Lady Jane Grey-Queen for 9 days Why were castles built? What is it like to live in a castle? What are the parts of a castle?
<b>Geography</b>		<u>Human and physical</u> Where is the North/South Pole? Is it hot or cold? What is the landscape like there? Identify physical and human features. <u>Place Knowledge</u> Compare London with a city in the Artic Circle-Simimuit		<u>Skills and field work</u> <u>Use compass points and simple maps with key to identify parts of the nature garden.</u>  <u>Human and Physical</u> <u>Keep a weather diary.</u>		<u>Locational Knowledge</u> Name, locate and identify the characteristics of the 4 countries of the UK <u>Human and Physical</u> Name and identify human and physical features in UK, capital cities and castles <u>Skills and field work</u> Where would you build your castle? Construct a simple map with a key
<b>Art / Design</b>  <b>Kapow units</b>	<u>Drawing-Tell a story.</u> Explore line and shading. Designing characters and illustrating stories. <u>Cooking and Nutrition</u> Balanced diet Design and make healthy wrap. Hidden sugars	<u>Painting and Mixed Media-Life in Colour.</u> Colour mixing, creating texture, pattern and collage to create Inuit art, Polar landscapes and animals	<u>DT-Textiles-Sew a puppet</u>  <u>DT Structures</u> Make a chair for Baby Bear	<u>Sculpture and 3D paper play.</u> Create 3D paper towers, pattern, Tree of life picture and 3d Spider.	<u>Artist</u>  Van Gogh-Sunflowers	<u>DT</u> Mechanisms Moving story illustrations Make a winch to operate drawbridge and portcullis  <u>Craft and Design-Woven Wonders</u> Wool wrapping, exploring thread, weaving , warp and weft.



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<b>PE</b>						
<b>Music</b>						
<b>RE</b>	Creation (UC) Who made the world?	How and why do we celebrate special times? Christmas	What does it mean to belong to a faith community?	Salvation (UC) Why dos Easter matter?	Who is Jewish and what do they believe?	Who is a Christian and what do they believe?
<b>PHSE</b>	Families and relationships(Cycle A)	Health and wellbeing (Cycle A)	Safety and my changing body (Cycle A)	Citizenship (Cycle A)	Economic wellbeing (Cycle A)	Transition(Cycle A)
<b>Enrichments /core offers</b>		School visit from workshop- Dantastic Explorer and Polar Regions			Visit to a Synagogue	Visit Tamworth Castle