















Etwall Primary School- Curriculum Overview- CYCLE A						
Year 1/2						
	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
English	<ul style="list-style-type: none">- Punctuation- Sentence Structure- Description	<p>Poems on a theme – Bonfire Night</p> <p>Stories with repeated patterns</p> <p>Performance Poetry</p>	<p>Stories with repeated patters</p> <p>Recounts</p>	<p>Newspaper reports</p> <p>Traditional tales.</p>	<p>Stories from other cultures</p> <p>Information texts</p>	<p>Instructions</p> <p>Stories with familiar settings.</p>
Maths (Y1) (NCETM Prioritisation materials)	<ul style="list-style-type: none">- Previous Reception experiences and counting within 100.	<ul style="list-style-type: none">- Comparison of quantities and part-whole relationships.- Numbers 0-5.- Recognise, compose, decompose and manipulate 2D and 3D shapes.	<ul style="list-style-type: none">- Recognise, compose, decompose and manipulate 2D and 3D shapes.- Numbers 0-10.- Additive structures.	<ul style="list-style-type: none">- Additive structures.- Addition and subtraction facts within 10.	<ul style="list-style-type: none">- Numbers 0-20.- Unitising and coin recognition.	<ul style="list-style-type: none">- Unitising and coin recognition.- Position and direction.- Time.
Maths (Y2) (NCETM Prioritisation materials)	<ul style="list-style-type: none">- Numbers 10 to 100.- Calculations with 20.	<ul style="list-style-type: none">- Fluently add and subtract within 10.- Addition and Subtraction of two-digit numbers. (1)- Introduction to multiplication.	<ul style="list-style-type: none">- Introduction to multiplication.- Introduction to division structures.	<ul style="list-style-type: none">- Shape- Addition and Subtraction of two-digit numbers. (2)	<ul style="list-style-type: none">- Money- Fractions- Time.- Position and Direction.	<ul style="list-style-type: none">- Fluently add and subtract within 10.- Addition and Subtraction of two-digit numbers. <p>Multiplication and division – doubling, halving, quotative and partitive division.</p>
Humanities (History/ Geography)	<p>To the Rescue (<i>Great Fire of London</i>)</p> <p>Join us as we journey back to 1066 to the ferocious fire that was the Great Fire of London. Explore how our amazing city of London was destroyed and who was to blame!</p> 	<p>Transport</p> <p>Take a trip back in time and discover the history of transport; how transport began and how it developed over the last 100 years.</p> 	<p>Exciting Explorers</p> <p>Explore the lives of the most intrepid explorers. Find out how their actions shaped history and why they are important to our lives today. Investigate how exploration has changed over time.</p> 		<p>7 Worlds, 1 Planet</p> <p>Come and join us on a tour around the continents and oceans of the world. Look at the differences between the different climate systems and decide what to pack for your journey.</p> 	<p>Oh, I do like to be beside the Seaside</p> <p>Enjoy a seaside adventure where you will learn about different seaside locations around the United Kingdom and the world. Discover the different natural and man-made features.</p> 

Art	<p>Art and Design</p> <p>Developing drawing, design, craft and art appreciation skills; exploring two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.</p> <p>(Includes an art project on Fire of London)</p> 	<p>Formal Elements of Art</p> <p>Exploring shape, line and colour: mixing and painting with secondary colours, using circles to create abstract compositions and working collaboratively to create a class piece of art inspired by water.</p> 	<p>Sculptures and Collages</p> <p>On the theme of the natural world, children create sculptures, collages, 3D models of creatures and a giant spider sculpture, inspired by Louise Bourgeois.</p> 		<p>Landscapes using Different Media</p> <p>Learning about composition and working with different art materials to create texture for a project they develop over the five lessons. Based on the theme of The seaside</p> 	
Science	<p>Everyday materials</p> <p>Children explore, name, discuss and raise and answer questions about everyday materials such as wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil. They will explore properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Children will test materials to decide on the best material to make an umbrella for a teddy bear and mix sand and water to find the ideal proportions for making a sandcastle.</p> 		<p>Living things and their habitats</p> <p>Children will be introduced to habitats and micro-habitats. Children will use the school grounds including the pond area to observe plants and animals within their habitat and learn how living things depend on each other.</p>  <p>O.L: Make Compost and a wormery. Make a shelter for an animal Research and find clues for animals which love locally.</p>	<p>Animals, including humans</p> <p>Children identify and compare the structure of a range of common animals and say whether they are omnivores, herbivores or carnivores. They sort and classify animals and learn how to care for them. They name, draw and label the min parts of the human body and can name the five senses.</p> 	<p>Plants</p> <p>Children use the school grounds to observe, take photographs and identify different plants they find using an identification key. They plant their own seeds and look after them, measuring them to see how much they grow. They discuss the differences between deciduous and evergreen trees and identify and sort leaves. Children name the parts of a plant and a tree.</p> <p>O.L: Recognise and name some common flowers.</p> 	
D and T	<p>Structures: Constructing a Windmill</p> <p>Inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.</p> 	<p>Mechanisms: Wheels and Axles</p> <p>Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle.</p> 	<p>Mechanisms: Moving Storybook</p> <p>Children experiment with sliders before planning and making three pages of a moving story book, based on a familiar story. They will draw the page backgrounds, make the moving parts and assemble it.</p> 		<p>Textiles: Puppets</p> <p>Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.</p> 	<p>- Making Smoothies</p> <ul style="list-style-type: none">- Children handle and explore fruits and vegetables and learn how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make a design packaging for- Use Starwberries etc planted earlier in the school year. 
RE	<p>Who is a Muslim and what do they believe (Part 1)</p> <p>Children talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. They re-tell a story about the life of the Prophet Muhammad.</p> 	<p>How and why do we celebrate special and sacred times? (Part 1)</p> <p>Children identify some ways Christians celebrate Christmas some ways a festival is celebrated in another religion. They re-tell stories connected with Christmas and a festival in another religion and say why these are important to believers. They ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. They collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p>	<p>Who is a Muslim and what do they believe (Part 2)</p> <p>Children recognise some objects used by Muslims and suggest why they are important. They identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> 	<p>How and why do we celebrate special and sacred times? (Part 2)</p> <p>Children identify some ways Christians celebrate Easter some ways a festival is celebrated in another religion. They re-tell stories connected with Easter and a festival in another religion and say why these are important to believers. They ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. They collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p>	<p>What makes some places sacred?</p> <p>Children identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. They talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. Children describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. They ask good questions during a school visit about what happens in a mosque.</p> 	

						
PE	<p>Personal: Co-ordination – Footwork and Static Balance – One Leg</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate</p>  <p>Dance</p> <p>Perform dances using simple movement patterns</p> 	<p>Social: Dynamic Balance to Agility – Jumping and landing and static balance – seated</p> <p>I can help praise and encourage others in their learning</p>  <p>Gymnastics (floor)</p> <p>Developing balance, agility & co-ordination, & begin to apply these in a range of activities</p> 	<p>Cognitive: Dynamic Balance – on a line and static Balance – Stance</p> <p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well</p>  <p>Gymnastics (Apparatus)</p> <p>Developing balance, agility & co-ordination, & begin to apply these in a range of activities</p> 	<p>Creative: Co-ordination – Ball skills and Counter balance – With a partner</p> <p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme</p>  <p>Forest School</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> 	<p>Health and Fitness: Agility – Ball Chasing and Static Balance – Floor Work</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely</p>  <p>Invasion Games (football)</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> 	<p>Applying Physical: Coordination – Sending and receiving and agility – reaction/response</p> <p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed</p>  <p>Athletics</p> <p>Master basic movements including running, jumping, throwing & catching & begin to apply these in a range of activities</p> 
Music	<p>Pulse and Rhythm (All About Me)</p> <p>This introductory topic includes lots of activities for getting to know one another. Through listening to a range of different music and playing games, children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.</p> 	<p>Timbre and rhythmic Patterns (Fairytales)</p> <p>Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.</p> 	<p>Pitch and Tempo (Superheroes)</p> <p>Everyone loves superheroes and this unit is a great way to introduce young children to pitch and tempo in a meaningful way. Learning how to identify high and low notes and to compose a simple tune, they explore some different instruments, as well as investigate how tempo changes help tell a story and make music more exciting</p> 	<p>Classical Music, Dynamics and Tempo (Animals)</p> <p>Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.</p> 	<p>Vocal and Body Sounds (By the Sea)</p> <p>Seaside sounds are listened to, moved to, represented, written and performed in this fun and engaging topic. Children are encouraged to feel pieces of music by moving in ways they think convey its mood. They should also make links between music, sounds and environments. These skills are then used to help them represent calm or stormy seas using vocal and body sounds as well as percussion instruments.</p> 	

PSHE	Drug Education Children recognise how to make informed choices. They recognise, predict and assess risks in different situations and recognise that people have different attitudes to risk. They distinguish between safe and harmful substances and learn about staying safe. 	Growing Up Children learn that images in the media do not always reflect reality and about the kind of changes that happen in life and the associated feelings. They learn about the changes that happen as they grow up and the right to protect our bodies. Children learn the name of the body parts. They recognise and challenge stereotypes. 	Changes Children exploring what change means. They explore loss and change and the associated feelings. Children explore the changes of growing from young to old. Children identify strategies for and where to go for help. 	Being Me Children will recognise they belong to different groups and communities such as family and school. Identify ways in which we are the same as all other people; what we have in common with everyone else as well as identifying why we are all unique and special. They offer constructive support to others. Children identify what makes them special. 	Money Matters Children will recognising what money looks like and identify how money is obtained. They will look at ways money can be used and how to keep it safe. 	Being Safe. Children will explore rules for and ways of keeping safe in a range of situations. They will know who to go to if they are worried. They will explore 'privacy' and their right to keep things private 
Computing	Basic Skills Children learn the main components of a computer and how to log in and out using their unique username and password. They save and retrieve work while using the main features of a drawing application. They use 'speech to text' to create a word document and start to edit writing. They learn to take a good photograph on an iPad. 	Multimedia (Animation, text and images) Children create an electronic version of the Gingerbread man on PowerPoint using text, images, and animations while beginning to develop their typing skills. 	Online Safety Day Children will follow the theme of National Safer Internet day to ensure they learn how to be as safe as possible online. 	Programming -unplugged Children develop their programming skills. They explore the principles of programming through a variety of unplugged tasks and challenges by creating detailed instructions in different ways. 	Programming (Beebots and Scratch Junior) Children continue to develop their programming skills by exploring how to program Bee Bots and sprite, culminating in creating a maths quiz for other children. 	Music and Sound Children develop their knowledge of what input and output devices are needed to record sound. They explore how to record and playback audio in PowerPoint, by recording a book from the class bookshelves for an audience. Sharing it through a QR code link. 
Green Project <div><div></div><div></div><div></div><div></div><div></div></div>	Compostable bird feeder – research, build, evaluate. 					