








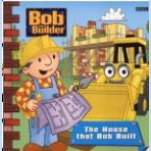
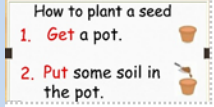





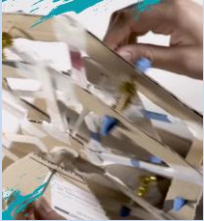














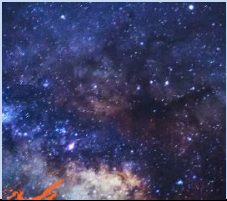











Etwall Primary School- Curriculum Overview- CYCLE B						
Year 1/2						
	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
English						
Maths (Y1) (NCETM Prioritisation materials)	- Previous Reception experiences and counting within 100.	- Comparison of quantities and part-whole relationships. - Numbers 0-5. Recognise, compose, decompose and manipulate 2D and 3D shapes.	- Recognise, compose, decompose and manipulate 2D and 3D shapes. - Numbers 0-10. Additive structures.	- Additive structures. Addition and subtraction facts within 10.	- Numbers 0-20. Unitising and coin recognition.	- Unitising and coin recognition. - Position and direction. - Time.
Maths (Y2) (NCETM Prioritisation materials)	- Numbers 10 to 100. Calculations with 20.	- Fluently add and subtract within 10. - Addition and Subtraction of two-digit numbers. (1) Introduction to multiplication.	- Introduction to multiplication. Introduction to division structures.	- Shape Addition and Subtraction of two-digit numbers. (2)	- Money - Fractions - Time. Position and Direction.	- Fluently add and subtract within 10. - Addition and Subtraction of two-digit numbers. Multiplication and division – doubling, halving, quotative and partitive division.
Humanities (History/ Geog)	Healthy Planet <i>(Environmental)</i> Children can identify the different seasons and the types of weather in these. They learn about ways they can help our planet and the animals that live on it. 	Inside the Castle Walls <i>(Kings and Queens)</i> Children learn about significant events of the past, including some important monarchy including Queen Victoria and Queen Elizabeth II. They learn what a castle is and its significant features. 	Where do I live? <i>(Local Study/UK)</i> Children learn about the local area and what it is like. They use maps to help them look at different types of housing. They study the jobs people in the local area may have and how they can improve the area. 		Real Life Superheroes Children study the significant people of Florence Nightingale, Rosa Parks, Isambard Kingdom Brunel and Greta Thunberg. They look at their achievements of a timeline and think about their own significant achievements. 	Sensational Safari <i>(Kenya/ contrast to non EU)</i> Children learn about Kenya and what life is like for the people living in this country. They consider what a National Park is and the animals that live in Africa. They learn about the Maasai and the Maasai culture. They compare their own life to that of a child living in Kenya. 
Art	Formal Elements of Art Exploring the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional. 	Human Form Exploring how bodies and faces are portrayed in art: looking at the work of a number of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure 	Art and Design – Weaving children learn and develop their skills in: design, drawing, craft, painting and art appreciation; replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing their skills in weaving and the manipulation of clay, experimenting with brush strokes 		Sculpture and mixed media (Superheroes) Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein 	
Science	Everyday materials (Chemistry) Children identify a variety of materials and sort them into given criteria including natural and man-made. They look at how materials can be changed, and those that can't. They look at the suitability of different materials for different purposes. 		Plants Children observe the different parts of a plant and describe the life cycle of them. They observe and describe how seeds and bulbs grow. Children observe and describe how seeds and bulbs grow, and plan a simple test to see what a plant needs to grow healthily. They understand that we eat some plants. 	Seasonal Changes (Physics) Children discuss the changes across the four seasons. They observe and describe weather associated with the seasons and how day length varies. 	Animals, including humans (Biology) Children learn that animals and humans have offspring and the basic needs of animals and humans to survive. They learn about the importance for humans to exercise, eat the right foods and hygiene. 	

DT	Structures: Baby Bear's Chair Using the tale of Goldilocks and the Three Bears as inspiration, children help poor Baby Bear by making him a brand new chair. When designing the chair, they consider his needs and what he likes and explore ways of building it so that it is a strong and stable structure and doesn't break again! 	Textiles: Pouches Children are given their first opportunity to sew in this topic. By making their own template, children can ensure that their pieces of fabric will be exactly the right size. With their fabric cut out, pupils use a simple running stitch to join two pieces together before decorating the front of it, according to their designs. 	Mechanisms: Moving Monsters After learning the terms; pivot, lever and linkage, children set to designing a monster that will move using a linkage mechanism. After practising making linkages of different types and varying the materials they use, children can also bring their monsters to life with the gift of movement 		Mechanisms: Fairground Wheel They design and create their own Ferris wheels, considering how the different components fit together so that their wheels rotate and their structures stand freely. Pupils select appropriate materials and develop their cutting and joining skills to create a final product. 	Food: A Balanced Diet Through their exploration of what makes a balanced diet, children taste test food combinations of different food groups. They will also aim to make a wrap that includes a healthy mix of protein, vegetables and dairy, and learn about the term 'hidden sugars'. 
RE	1.8 How should we care for others and the world and why does that matter? Christians, Muslims and Jewish	1.7 What does it mean to belong to a faith community? Christians, Muslims and Jewish	1.1 Who is Christian and what do they believe?		1.4 How can we learn from sacred books Christians, Muslims and Jewish	1.3 Who is Jewish and what do they believe? Jewish
PE	Personal: Co-ordination – Footwork and Static Balance – One Leg I try several times if at first I don't succeed and I ask for help when appropriate  Dance Perform dances using simple movement patterns 	Social: Dynamic Balance to Agility – Jumping and landing and static balance – seated I can help praise and encourage others in their learning  Gymnastics (floor) Developing balance, agility & co-ordination, & begin to apply these in a range of activities 	Cognitive: Dynamic Balance – on a line and static Balance – Stance 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  Gymnastics (Apparatus) Developing balance, agility & co-ordination, & begin to apply these in a range of activities 	Creative: Co-ordination – Ball skills and Counter balance – With a partner I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme  Forest School Take part in outdoor and adventurous activity challenges both individually and within a team 	Health and Fitness: Agility – Ball Chasing and Static Balance – Floor Work I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely  Invasion Games (football) Participate in team games, developing simple tactics for attacking and defending 	Applying Physical: Coordination – Sending and receiving and agility – reaction/response 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  Athletics Master basic movements including running, jumping, throwing & catching & begin to apply these in a range of activities

						
Music	Musical Me In this topic children learn to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody. 	Dynamics, timbre, tempo and motifs In this topic pupils develop their knowledge and understanding of dynamics, timbre, tempo and instruments, identifying these elements in music that they hear and comparing pieces by the same composer. They visually represent music in creative and more formal ways and learn to play and compose motifs. 	On this Island: British Sounds and Songs. Taking inspiration from the British Isles, children explore how to create sounds to represent three contrasting landscapes: seaside, countryside and city. Through images and discussion, they develop an idea of what each of these places would sound like and then use this to create their own soundscapes. 	Orchestral Instruments (Traditional Western Stories) Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action. 	African Call and Response Song (Animals) Children go on a musical safari; using instruments to represent animals, copying rhythms, learning a traditional African call and response song and to recognise simple notation, progressing to creating their own animal-based call and response rhythms 	
PSHE	Being Healthy	Bullying Matters	Exploring Emotions	Being Responsible	Difference and Diversity	Relationships
Computing Curriculum Overviews	Basic Skills Join us as we develop our computing skills. Explore how amazing computers are and discover some of the fantastic things that they can be used for. 	Programming – Unplugged (No technology) Understand what algorithms are; understand that instructions need to be precise and unambiguous; create and debug simple algorithms; use logical reasoning to predict simple algorithms. 	Online Safety Day Computer Art Use technology purposely to create, organise, store, manipulate and retrieve digital content; what is computer art; different styles of art; using computer software programs to create art. 	Programming (Apps) Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions; create and debug simple programs; use logical reasoning to predict the behaviour of simple programs 	Internet Use technology safely and respectfully; identify where to go for help and support when they have concerns about content or contact on the internet; using a search engine; what is the internet and what devices use it; develop a better understanding of the internet. 	Multi-Media (text, images, animations and sound) Use technology purposely to create, organise, store, manipulate digital content. ;to use software to record sound; how to add text boxes and format text; inserting text, images, transitions and sounds to a PowerPoint. 
Green Project	Hedgehog house – research, build, evaluate.					