

## CURRICULUM OVERVIEW



Key Stage	Year Group(s)	Teachers	National Curriculum Programme of Study
<b>Key Stage 1</b>	<b>Mixed Y1 &amp; Y2</b>	<b>K King and Z Weigh</b>	<b>Key Stage One</b> <a href="#">The national curriculum in England - Framework document</a>

### OVERVIEW

Our KS1 curriculum is designed to meet the needs of the learners, whilst following the KS1 Programme of Study.  
Detailed subject maps can be found on the Subjects Page on the website

Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
------------	------------	------------	------------	------------	------------

### Theme

<b>Marvellous magic - Halloween</b>	<b>Marvellous magic – fairy tales and Christmas</b>	<b>Infinity and beyond – pirates and the world</b>	<b>Infinity and beyond – space</b>	<b>All creatures great and small – dinosaurs</b>	<b>All creatures great and small – minibeasts</b>
-------------------------------------	---	--	------------------------------------	--	---

### English

**National Curriculum link:** [English programmes of study: key stages 1 and 2](#)

<b>Texts</b> Room on the Broom, Pumpkin Soup, Winnie the Witch.	<b>Texts</b> Goldilocks and the Three Bears, Kevin the Christmas Carrot, Elf on the Shelf.	<b>Texts</b> Pirates Love Underpants, Snail and the Whale, Handa’s Surprise.	<b>Texts</b> Whatever Next? Field Trip to The Moon.	<b>Texts</b> T- Rex on Tour, Dear Dinosaur.	<b>Texts</b> The Very Hungry Caterpillar, The Amazing Life Cycle of Butterflies, Super Worm.
<b>Writing and Reading</b> Planning writing, story boards, story mountains, sequencing stories, writing instructions, listing potion ingredients, learning new vocabulary, predicting, drama and role play, captions and sentences. Personalised Phonics.	<b>Writing and Reading</b> Crime scene report filming and summarising, predictions, reading and following clues, inferring from evidence, writing our own views, explaining our ideas, letter writing, diary entries, character descriptions, labels, card writing, lists, descriptions of events and settings. Personalised Phonics.	<b>Writing and Reading</b> Acrostic poems, labelling treasure maps, alliteration, notes and wanted posters, reading and writing clues, postcards, fact files, mind maps, non- fiction hot and cold countries, animals/ world animals, retrieving information. Personalised Phonics.	<b>Writing and Reading</b> Writing experiment results, recording events, designing and labelling, sequencing events, predicting events, using new vocabulary in different contexts, explaining our views, non-fiction space- fact hunting/ sharing information, story writing. Personalised Phonics.	<b>Writing and Reading</b> Diary entries, recording events, riddles, descriptions, reading and writing poetry, researching facts, fact files, describing and labelling predicting and summarising. Personalised Phonics.	<b>Writing and Reading</b> Poetry and rhyme, lists, hot seating, life-cycle labels, posters, recounts, non-fiction information writing, sequencing events and activities, story boards, story mountains, re-writing stories. Personalised Phonics.
<b>Oracy</b> Verbal storytelling, acting out stories, listening to other’s ideas, follow instructions.	<b>Oracy</b> Explaining our choices, focus attention on a speaker, have simple instructions.	<b>Oracy</b> Give instructions, listen to long stories, recognise things based on their	<b>Oracy</b> Use talk to organise their play, re-tell stories, answering ‘why’ questions, debating	<b>Oracy</b> Connecting ideas, describing events, talk to others about their ideas,	<b>Oracy</b> Speaking in full sentences using varied starters, re-telling stories, asking

	conversations, use facial expression to convey.	description, answer who, what, where questions.	disagreeing/agreeing with others.	use new vocabulary in their play.	questions and listening to answers.
--	---	---	-----------------------------------	-----------------------------------	-------------------------------------

## Maths

**National Curriculum Link:** [Mathematics programmes of study: key stages 1 and 2](#)

<b>Place value</b> Counting, subitising, linking numerals to amounts, comparing numbers, writing and reading numbers and forming digits.	<b>Place value</b> Counting, subitising, linking numerals to amounts, comparing numbers, writing and reading numbers and forming digits.	<b>Place value</b> Counting, subitising, linking numerals to amounts, comparing numbers, writing and reading numbers and forming digits.	<b>Place value</b> Counting, subitising, linking numerals to amounts, comparing numbers and forming digits.	<b>Place value</b> Counting, subitising, linking numerals to amounts, comparing numbers, writing and reading numbers and forming digits.	<b>Place value</b> Counting, subitising, linking numerals to amounts, comparing numbers and forming digits.
<b>Addition and subtraction</b> Using symbols, using more and less, solving problems, composition of numbers and number bonds.	<b>Addition and subtraction</b> Using symbols, using more and less, solving problems, composition of numbers and number bonds.	<b>Addition and subtraction</b> Using symbols, using more and less, solving problems, composition of numbers and number bonds.	<b>Addition and subtraction</b> Using symbols, using more and less, solving problems, composition of numbers and number bonds.	<b>Addition and subtraction</b> Using symbols, using more and less, solving problems, composition of numbers and number bonds.	<b>Addition and subtraction</b> Using symbols, using more and less, solving problems, composition of numbers and number bonds.
<b>Measure</b> Comparing sizes, length, weight and capacity, ordering measures, using vocabulary related to measures, start to investigate use of a clock and start to investigate the use of money.	<b>Geometry</b> Investigating 2D and 3D shape, using vocabulary related to shapes, using vocabulary related to position and direction and investigating the use of patterns.	<b>Measure</b> Comparing sizes, length, weight and capacity, ordering measures, using vocabulary related to measures, start to investigate use of a clock and start to investigate the use of money.	<b>Geometry</b> Investigating 2D and 3D shape, using vocabulary related to shapes, using vocabulary related to position and direction and investigating the use of patterns.	<b>Measure</b> Comparing sizes, length, weight and capacity, ordering measures, using vocabulary related to measures, start to investigate use of a clock and start to investigate the use of money.	<b>Geometry</b> Investigating 2D and 3D shape, using vocabulary related to shapes, using vocabulary related to position and direction and investigating the use of patterns.
<b>Fractions</b> Recognising, finding and naming a shape or quantity.	<b>Multiplication and division</b> Odd and evens, sharing, solving problems and recall facts.	<b>Fractions</b> Recognising, finding and naming a shape or quantity.	<b>Multiplication and division</b> Odd and evens, sharing, solving problems and recall facts.	<b>Fractions</b> Recognising, finding and naming a shape or quantity.	<b>Multiplication and division</b> Odd and evens, sharing, solving problems and recall facts.

## Science

**National Curriculum Link:** [The national curriculum in England - Framework document](#)

<b>Year 1 - Plants</b> Identify different plants. Identify and describe the basic structure of plants. Understand that plants can grow.	<b>Year 1 - Materials</b> Identify a variety of everyday materials. Describe the physical properties of a variety of everyday materials.	<b>Year 1 – Animals including humans</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	<b>Year 1 – Seasonal changes</b> Observe and describe changes across the four seasons. Observe how day length varies.	<b>Year 2 - Uses of everyday materials</b> Identify a variety of everyday materials. Distinguish between an object and the material it is made from.	<b>Year 2 - Animals including humans</b> Find out about and describe the basic needs of animals, including humans, for survival. Notice that animals, including humans have
--	---	--	--	---	--

Name a variety of common wild plants. Sort a variety of plants. Name a variety of common plants that we can eat. Identify, name and describe the basic structure of deciduous and evergreen trees. Observe and describe changes across the four seasons. Observe how day length varies. Describe weather associated with the seasons.	Distinguish between an object and the material from which it is made. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Compare a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, omnivores and herbivores. Identify, name, draw and label the basic parts of the human body. Identify which part of the body is associated with each sense. Compare humans.	Describe weather associated with the seasons.	Investigate the properties of different materials.	offspring which grow into adults. Describe the importance for humans to exercise. Describe the importance for humans to eat the right amounts of different types of food. Describe the importance for humans to have good hygiene. Describe the importance for humans to look after themselves.
---	---	--	---	--	---

## Humanities/World Studies – history, geography & RE

### History

National Curriculum Link: [National Curriculum - History key stages 1 to 2](#)

Castles and historical buildings. Guy Faulks. Rosa Parks and Black History.	Christmas now and in the past. Victorian Christmas. Remembrance Day.	Queens and Kings. Jubilees and royal celebrations. Christopher Columbus. Wigan now and then.	Neil Armstrong and the Moon landing.	Dinosaurs and fossils. Palaeolithic period and the people from this era.	Passing of time- life cycles.
---	--	---	--------------------------------------	---	-------------------------------

### Geography

National Curriculum Link: [National Curriculum - Geography key stages 1 to 2](#)

Autumn weather. Key physical features. Landmarks.	Finland. Winter weather. Compass, routes and directional language.	Maps around the world. Hot and cold countries. Homes in different countries and communities.	Field trip in the local community. Spring weather. Compass, routes and directional language.	Maps, atlases and globes of the world. Key physical features. Capital cities.	Habitats. Key physical features and key human features. Summer weather. Compass, routes and directional language.
---	--	--	--	---	--

### RE/World Views

National Curriculum Link <https://religiouseducationcouncil.org.uk/rec/wp-content/uploads/2023/09/National-Content-Standard-for-Religious-Education-for-England.pdf>

Diwali.	Christmas. Children In need.	Chinese New Year.	Easter. St George's Day.	News from around the world.	Eid.
---------	---------------------------------	-------------------	-----------------------------	-----------------------------	------

<b>PSHE</b>					
<b>National Curriculum Links:</b> PSHE Association Programme of Study <a href="#">Programme of Study</a>					
<b>Being me in my world</b> Being special and safe. Being a member of the class. Rights and responsibilities. Rewards and feeling proud. Consequences. Being me.	<b>Celebrating difference</b> Being the same and different to others. Bullying. Friendships. Celebrating difference.	<b>Dreams and goals</b> Success. Hopes for the future. Achieving goals. Overcoming obstacles. Celebrating achievements.	<b>Healthy me</b> Making healthy choices. Personal hygiene. Medicine safety. Road safety. Healthy foods. Being happy.	<b>Relationships</b> Families. Friendships. Greetings. People who help us. Looking after myself.	<b>Changing me</b> Life cycles. Body changes. Emotional changes. Boys and girl's bodies. Learning and growing. Coping with change.
<b>PE</b>					
<b>National Curriculum Link;</b> <a href="#">National Curriculum - Physical education key stages 1 to 2</a>					
<b>Ball skills</b> Different ways of: <ul style="list-style-type: none"> <li>• throwing</li> <li>• catching</li> </ul> Batting a ball with a tennis racket. Dribbling and passing: <ul style="list-style-type: none"> <li>• a football.</li> <li>• using a hockey stick.</li> <li>• with a basketball.</li> </ul>	<b>Gymnastics</b> Put actions into sequences. Move with control and have awareness of space. Hold a position when balancing. Complete a forward roll. To link 2 or more actions to make a sequence.	<b>Dance and movement</b> Explore different ways of moving and directions. Show an awareness of space. Explore movements to express emotions. Understand how different parts of the body can move. Understand how different parts of the body can be used.	<b>Net and wall games</b> Using equipment appropriately. Controlling a ball with a tennis/badminton racket. Hitting the ball: <ul style="list-style-type: none"> <li>• over a net.</li> <li>• towards a target.</li> <li>• against a wall.</li> <li>• with a partner.</li> </ul>	<b>Ball games</b> Different ways of throwing. Improve co-ordination when throwing & catching. Aim at a target with accuracy. Play as a team using throwing & catching skills in: <ul style="list-style-type: none"> <li>• dodgeball</li> <li>• tag rugby</li> </ul> Create a game using throwing and catching.	<b>Athletics</b> Awareness in negating obstacles. Awareness of: <ul style="list-style-type: none"> <li>• speed and distance.</li> <li>• distance and weight.</li> <li>• throwing and accuracy.</li> <li>• height and distance.</li> </ul> Taking off and landing in different ways.
<b>D &amp; T: Cooking</b>					
<b>National Curriculum Link:</b> <a href="#">National Curriculum - Design and technology key stages 1 to 2</a> and <a href="https://www.foodafactoflife.org.uk/">https://www.foodafactoflife.org.uk/</a>					
<b>Halloween</b> Cooking safety. White chocolate ghost sticks. Spider cupcakes. Chocolate apples. Ghost bagel pizzas. Zombie gingerbreads.	<b>Fairy tales/Christmas</b> Chocolate magic wands. Toadstool cupcakes. Alice drink me now smoothie. Mince pies. Christmas cookies. Yule log.	<b>Foods from around the world</b> Cooking safety. Caribbean: tropical fruit salad. Italy: flatbread pizza. Greece: feta cheese pasta salad. Mexico: chicken tacos. France: croque monsieur.	<b>Foods from around the world</b> Spain: baked pastry churros/chocolate sauce. USA: no bake rocky road. Australia: lamingtons. Germany: Bratwurst. China: vegetable spring rolls. GB: jam tarts.	<b>Dinosaurs</b> Cooking safety. Dinosaur sandwiches. Footprint biscuits. Dinosaur cupcakes. Dinosaur nests. Dinosaur marshmallow crispy eggs.	<b>Minibeasts</b> Swiss roll snails. Ladybird biscuits. Very hungry caterpillar fruit kebab. Cheese swirl snails. Sausage roll worms. Worm noodles.

## Art & Design

**National Curriculum Link:** [National Curriculum - Art and design key stages 1 to 2](#)

<p>Magic crayon and water colours picture. Bubble painting. Glitter slime. Scratch art. Pumpkin paper lantern. Wizard hats.</p>	<p>Bonfire/firework pictures using chalk. Snowflakes. Cotton wool snowman. Christmas tree decoration. Christmas wreath. Christmas card.</p>	<p>Telescope. Treasure chest. Sand bottle with a message. Pirate hat. Cold country picture. Hot country picture.</p>	<p>Papier-mache planet (3). Make a rocket. Star painting. Making an alien plate flying saucer.</p>	<p>Painting a dinosaur silhouette. Dinosaur bones with art straws. Pressing fossils into clay. Opening dinosaur egg decorating using cotton bud painting. Paper plate dinosaur. Finger puppet dinosaurs.</p>	<p>Butterfly symmetry painting. Nature bug picture. Lollipop stick bugs. Recycled plastic flowers. Playdough mini beast. Pom-pom caterpillars.</p>
---	---	--	--	--	--

## Outdoor Education (Forest schools)

**Curriculum Link:** <https://www.forestschoools.com/>

<p>Forest School safety discussion. Collect natural material to make a magic potion. Demonstrate how the magic potion will work and what magical features it has. Identify and collect natural materials to make a magic wand. Decorate the magic wand. Imaginary play with magic potions and wands. Pumpkin carving</p>	<p>Forest School safety discussion about bonfire night. Identify and explore where to build a fairy village. Build a fairy village. Make a magical fairy door. Foraging and collecting natural materials to create a Christmas wreath. Make reindeer food. Make Christmas tree decorations.</p>	<p>Forest School safety discussion. Collect and use natural materials to build a pirate ship and then decorate it. Take pirate ship to the local woodland to see if it will float. Identify a pond and do pond dipping. Identify different creatures that live in a pond.</p>	<p>Forest School safety discussion. Scavenger hunt to collect rocks to make planets. Use craft materials and paint to make planets. Make a rocket using recycled materials. Launch the baking soda vinegar rocket. Use natural materials to make a kite. Learners fly their kites.</p>	<p>Forest School safety discussion. Match dinosaurs to fossil sheets and decorate dinosaur stencils. Follow footprints to find dinosaur egg and make a nest out of natural materials. Dig for dinosaur fossils. Make salt dough dinosaur fossils. Paint the salt dough dinosaur fossils. Make dinosaur craft pictures out of pasta.</p>	<p>Forest School safety discussion. Learn about different habitats. Explore area to Identify different habitats. Learn about different minibeasts. Build a bug hotel out of natural materials. Locate a bug hotel. Make fruit kebabs for wildlife.</p>
--	---	---	--	---	--

## TRANSFERABLE SKILLS

### Reading & Literacy

Present information/points of view clearly and in appropriate language.  
Present information in a logical sequence.  
Write clearly and coherently, including an appropriate level of detail.  
Learn new vocabulary and understand it with the help of context and use it verbally and in written pieces.  
Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.

Access a wide range of quality fiction and non-fiction texts around each theme across the wider curriculum.

### Oracy

Make relevant contributions to discussions, allowing for and responding to others' input both with staff and peers.

Use correct grammar, including correct and consistent use of tense.

Prepare for and contribute to the formal discussion of ideas and opinions.

Use and understand topic specific vocabulary.

### Numeracy & Mathematical Reasoning

Ordinal numbers, counting objects, collecting data in tables, word problems, measuring distance and speed in throwing and catching skills, ordering different sized balls, estimating how far can be thrown, measurements using scales and recipes, time to cook food and sharing ingredients.	Problem solving, ordering numbers, ordering events, handling data, creating shapes with our bodies, creating different sequences, moving in different positions and directions, measurements using scales and recipes, time to cook food, sharing ingredients, using 2d and 3d shapes to create, comparing sizes and patterns.	Sequencing events, writing numbers, recognising numbers, creating shapes with our bodies, creating different sequences, moving in different positions and directions, measurements using scales and recipes, time to cook food, sharing ingredients, using 2d and 3d shapes to create, estimating how much capacity and measuring weight and length.	Counting in multiples, problem solving, sharing measuring distance and speed in throwing and catching skills, ordering different sized balls, estimating how far can be thrown, measurements using scales and recipes, time to cook food, sharing ingredients, measuring capacity and length, using 3D shapes to create and positional language.	Days of the week, months of the year, comparing numbers, measuring distance and speed in throwing, and catching skills, ordering different sized balls, estimating how far can be thrown, measurements using scales and recipes, time to cook food, sharing ingredients, measuring capacity and length, using 2D shapes to create.	Days of the week, tally charts, recording and handling data, measuring distance and speed in throwing, and catching skills, ordering different sized balls, estimating how far can be thrown, measurements using scales and recipes, time to cook food, sharing ingredients, measuring capacity and length, symmetry in shapes, repeated pattern and doubling.
--	--	--	--	--	--

### Digital Skills (including e-safety)

To learn how to use I Pads safely and appropriately to enable them to research information/images/videos, take images/videos and play appropriate games.

To use the IWB to enable them to play games, use apps to enhance their learning and to engage with interactive songs/stories/videos/PowerPoints.

To share with the learners their learning journey through the app Seesaw which captures practical evidence.

### CEIAG

#### Careers

<b>PE link jobs:</b> Athlete, lifeguard, leisure centre manager, personal trainer and teacher	<b>Art/creative link jobs:</b> Artist, graphic designer, website designer, clothes designer and bloggers	<b>English link jobs:</b> Journalist, writer, teacher and librarian	<b>Maths link jobs:</b> Accountant, banker, teacher, engineer and computer programmer	<b>Cooking link jobs:</b> Chief, catering manager, farmer and school cook	<b>Forest Schools link jobs:</b> Zookeeper, farmer, landscape and outdoor education centre manager
--	---	--	--	--	---

### PERSONAL DEVELOPMENT

Links to support Statutory RSE(PSHE) [PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\), Jan 2020.pdf](#)

R1, R2, R3, R4, R6, R7, R8, R9, R10, R11, R12, R21, R22, R23, R24 and R25	H6, H7, H9, H10, H17, H20, H21, H22, H20, H25, H26 and H37	L4, L5, L6, L7, L8 and L9	R13, R14, R15, R16, R17, R18, R19 and R20	H8, H28, H29, H30, H31, H32, H33, H34, H35 and H36	L10, L11, L12, L13, L14, L15, L16 and L17
---	--	---------------------------	---	--	---

<b>SMSC &amp; Modern British Values</b>					
<p><b>SMSC Focus:</b> Creativity and respect showing curiosity in new activities and people. Thinking for ourselves in problem solving challenges. Exploring new ways of doing things in continuous provision. Creating class rules. Vote for class bear name. Circle time. Friendships and families. All about me.</p>	<p><b>SMSC Focus:</b> Integrity and kindness- being truthful and honest. Friendships and solving playground disputes. Trusting others and being trustworthy. Kind hands and voices. Acts of Random Kindness. Celebrate achievements- Christmas assembly. Circle time. Making choices. Discussing the views of others.</p>	<p><b>SMSC Focus:</b> Responsibility and tolerance. Learning to accept others. Celebrating differences. Creating/ reviewing class rules. Solving disputes and sharing resources. Consequences, rights and responsibilities. Challenging ourselves in provision and in lessons. Focus on risk and challenge in the outdoor provision. Chinese New Year activities. Circle time. Out and about in our community.</p>	<p><b>SMSC Focus:</b> Leadership and resilience. Being a role model for new learners. Special jobs- fruit monitor and line leaders. Provision focus on 'keep trying'- celebrating resilience in learning and playing. Celebrating achievement- Easter assembly and activities. Circle time. World map exploration.</p>	<p><b>SMSC Focus:</b> Respect and kindness. Focus on how we use our voices and bodies when interacting with others. Sharing and turn taking in games and in provision. Friendships and solving disputes. Creating/ reviewing class rules. Vote for baby dinosaur name. Circle time.</p>	<p><b>SMSC Focus:</b> Resilience and responsibility. Having a go and embracing mistakes as learning. Consequences, responsibilities to ourselves and others. Transitions. Celebrate achievements- sports day and summer awards day. Circle time. Jobs of those involved in the rule of law.</p>
<b>SUSTAINABILITY / ENVIRONMENTAL AWARENESS</b>					
Global diversity School grounds	Healthy living Waste	Biodiversity, Energy Water, Transport	Biodiversity, Transport	Marine Water	Biodiversity, Energy Litter, School grounds