Curriculum Overview 2021/2022

Key Stage:	KS2		Class Teachers:	All	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	**Respect** **Relationships**	**Positivity**	**Honesty**	**Kindness** **Sharing**	**Independence**	**Trust**
Context for Learning	Houses and Homes (Where I Belong)	Helping Others (Christmas)	Once upon a Time (Communication)	Together we can Achieve (Friendship)	Let's pretend (Jobs within the home/ Routines)	Journeys (Road safety/Journeys/ Travel)
English	Labels, lists and captions Stories with familiar settings	Instructions Letters Character/ setting description Poetry	Recounts Traditional Stories	Invitations Character setting and description Poetry	Stories with familiar settings Instructions	Stories with predictable and patterned language. Information texts Letters- Queen's Jubilee Poetry
Possible Texts	Houses and Homes Around the World Let's build a House by Mick Manning Home by Jeanie Baker A House in the Woods by Inga Moore The Three Little Pigs This is the house that Jack built by Tims Taback This is Our House by Michael Rosen All Kinds of Homes by Emily O'keefe	The smartest Giant in Town by Donaldson Bears Don't Read by Clark The Bog Baby by Jeanne Willis The Snowman The Jolly Christmas Postman by Janet and Allen Ahlberg The Crayons Christmas by Oliver Jeffers Dear Santa by Rod Campbell	Into the Forest by Anthony Browne Goldilocks and Just One Bear by Leigh Hodgkinson Little Red Riding Hood Jack and the Beanstalk The Gingerbread Man Goldilocks and the Three Bears The Three Billy Goats Gruff by Henriette Berkow (Scandinavian)	Willy and Hugh by Anthony Brown Look what I've got by Anthony Browne Lost and Found by Jeffers On Sudden Hill by Linda Sarah A great big cuddle poems for the young by Michael Rosen Blocks by Irene Dickson The Tiger who Came to Tea by Judith Kerr Farmer Duck by Waddell	Varmints by Helen Ward Perfectly Polite Penguins by Deutsch How do Dinosaurs clean their rooms? Yolen Clean it! By Birkett The Tree by Neal Layton Around the table that Grandad Built by Hill	Amelia Earhart by Little People My Gumpy's Motor Car Oi Get off our Train Mr Gumpy's Outing Magic Train Ride by John Burnigham The Great Balloon Hullabaloo by Bently The Train Ride The Queen's hat by Antony On the Train Shine a light (information text)

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Maths	Place Value Addition and Subtraction Length and Height	Money Shape Sequences and Patterns Weight	Place Value Multiplication and Division Time	Addition and Subtraction Shape Length and Height	Multiplication and Division Money Fractions Capacity	Addition and Subtraction Position and Direction Time Handling Data
Science	Everyday materials *Developing* Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock *Emerging* They match objects and materials in terms of simple features or properties e.g. colour. They indicate the before and after of material changes.	Seasonal Changes Developing Observe changes across the four seasons. Observe and describe weather associated with the seasons. *Emerging* They match weather types using symbols.	Animals including humans Developing Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). *Emerging* Pupils recognise distinctive features of objects, for example, the features of living things in their environment, and know where they belong, for example, feathers on a bird.	Humans Developing Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense *Emerging* Pupils recognise distinctive features of the human body. They are able to identify where they belong.	Plants Developing Making simple observations. Identify and describe the basic structure of a variety of common flowering plants, including trees. *Emerging* Pupils recognise distinctive features of objects, for example, leaves on a tree.	Everyday materials *Developing* Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. *Emerging* They match objects and materials in terms of simple properties e.g. soft or hard.

RE	Islam: Mosques	Christianity: Christmas (compare to Hannukkah)	Hinduism: Deities	Judaism: Bah Mitzvah's and Bat Mitzvah's	Islam: Eid	Christianity: Bible Stories
	Developing What makes some places sacred? Recognise that there are special places where people go to worship and talk about what people do there. Identify special objects and symbols found in a place where people worship and identify what they mean.	*Developing* How and why do we celebrate special times and sacred times? Talks about issues of right and wrong arising from stories. Recognise some Christian symbols and images used to express ideas about God.	*Developing* Who is a Hindu and what do they believe? Recognise some Hindu symbols and images used to express ideas about God. Talk about some simple ideas about Hindu beliefs and God.	*Developing* What does it mean to belong to a faith community? Talk about what is special and of value about belonging to a group that is important to them. Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion. Describe what they mean and why they matter to believers.	*Developing* Who is a Muslim and what do they believe? Identify ways that Muslims mark Ramadan and celebrate Eid-ul-Fitr. Retell a story about the life of the prophet Mohammad.	*Developing* How should we care for others and the world and why does it matter? Identify ways that some people make a response to God by caring for others and the world. Re-tell Bible stories and stories from another faith about caring for others and the world.
	Emerging Which places are special and why? Be aware of some places that have special meaning for them. Share somewhere that is special for them and say why. Identify some significant features of sacred places.	*Emerging* Which times are special and why? Give examples of special occasions and suggest features of a good celebration. Recall simple stories connected with Christmas.	*Emerging* Which stories are special and why? Talk about some religious stories Talk about some religious stories. Identify some of their own feelings.	*Emerging* Where do we belong? Re-tell religious stories making connections with personal experiences. Share occasions when they have felt special in their lives.	*Emerging* Which people are special and why? Talk about people who are special to them. Describe what makes their family and friends special to them. Identify the qualities of a good friend.	*Emerging* What is special about our world? Retell stories, talking about what they say about the world, God and human beings. Express ideas about how to look after animals and plants.

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Geography/ History	History	Geography	Geography	History	Geography	History
	Developing Compare the differences between houses in the present and past. Identify how everyday life has changed over time.	*Developing* *I*dentify the human and physical differences between an area in the UK and a contrasting non-European country. Identify seasonal and daily weather patterns in the UK. Identify the hot and cold areas in the world.	*Developing* Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use geographical vocabulary to describe human and physical features in a location in the world.	*Developing* To explore the life of significant individuals in the past (focus on significant individuals who have been kind to others, for instance Mary Seacole).	*Developing* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map; and use and construct basic symbols in a key Use simple observational skills to study a local area	*Developing* To order events on a timeline. To explore how historical events have impacted people and places in my own locality. (Links to be made to the changes that have occurred to specific types of transport)
	Emerging With some prompting or support, they answer simple questions about historical artefacts and buildings, for example, identifying a bowl as being made out of wood.	Emerging Show awareness (through gestures, signs, symbols or words) of significant differences between specific physical/natural and human/made features of places, for example, 'cars here' on a noisy street, 'cars gone' in the park.	*Emerging* They can answer simple questions about places and people, for example, 'Who can help us?' They start to sort and classify objects in terms of simple features or properties, for example, pebbles or rocks found on a local walk, according to colour or size	*Emerging* Pupils' know they took part in past events and they listen and respond to familiar stories about their own past.	*Emerging* Pupils consolidate a sense of place and direction, for example, they can follow set routes around familiar places.	*Emerging* With some prompting or support, they answer simple questions about historical artefacts and buildings e.g. identifying transport from the past.

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Art & DT	Using Materials Use a range of materials creatively to design and make products. Know how to cut, roll and coil materials	Use colour, pattern, texture, line, form, space and shape Create a repeating pattern in print	Use colour, pattern, texture, line, form, space and shape Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Painting (apply to artists) Know the names of the primary and secondary colours.	Explore a Range of Artists Describe what can be seen and give an opinion about the work of an artist. Ask questions about a piece of art.	*Drawing* Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Know how to show how people feel in paintings and drawings. Know how to use pencils to create lines of different thickness in drawings.
Computing	Information Technology *Developing* Explore how to create documents using a wide range of programmes. Save and retrieve information. *Emerging* To use a keyboard, mouse or touch screen	Computer Science *Developing* 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. *Emerging* To operate some simple devices.	Information Technology *Developing* Use technology purposefully to create, organise, store, manipulate and retrieve digital content. *Emerging* Use symbols to discuss audio, pictures of	Digital literacy *Developing* Recognise the different types of content displayed on websites e.g text, images. Use a search engine to retrieve information. *Emerging* Recognise that specific actions produce predictable results.	Information Technology *Developing* Recognise common uses of information technology beyond school and explore a range of different technology. *Emerging* Take turns when sharing activities involving digital devices.	Internet Safety *Developing* Recognise that people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous

	to manipulate something on a screen.		themselves and other digital content.			the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
PSHE (Jigsaw)	Families Recognising that each family is different and to respect these differences. Caring relationships are at the heart of happy families and spending time together is important.	Relationships (See Jigsaw Scheme of Work) The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right About different types of bullying (including	Celebrating Differences (See Jigsaw Scheme of Work) The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	How my body changes? key facts about puberty and the changing adolescent body, including physical and emotional changes NSPCC: pants rule Identifying that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to recognise and report feelings of being unsafe or feeling bad about any adult	Healthy Me (See Jigsaw Scheme of Work) What constitutes a healthy diet (including understanding calories and other nutritional content) The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily	Being Safe Recognising what sorts of boundaries are appropriate in friendships with peers and others. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know To begin to learn simple rules for safe travelling with adult support.

		cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.			active mile or other forms of regular, vigorous exercise	