



Curriculum Overview – Key Stage One

Subjects	Year 1					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Childhood 	Paws, Claws and Whiskers 	Bright Lights 	Bright Lights 	Moon Zoom 	Moon Zoom 
History <i>In all history units 'being a Historian' skills will be covered (chronological understanding/similarities and difference/historical vocabulary/knowing how to find out about the past)</i>	To learn about changes within living memory			To learn about significant events beyond living memory	To learn about the lives of significant individuals To learn about events beyond living memory	
Geography <i>In all Geography units, geographical vocabulary linked to key physical and human features will be covered. Within each geographical topic, places/studies should be placed with local/national and global context</i>	Explore and evaluate a range of existing products (e.g. memory boxes). Design a purposeful product for themselves, generate and develop ideas through talking and drawing	Name and locate the world's seven continents and five oceans Identify the location of hot and cold areas of the world in relation to the equator and the N/S poles, Use basic geographical vocabulary	Name, locate and identify the four countries and capital cities of the UK Use basic geographical vocabulary to refer to key human features including city and town		Use simple compass directions and locational and directional language, Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features, Use basic geographical vocabulary to refer to physical features	



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<p>Art & Design <i>In all Art units pupils should be taught to develop their ideas, experiences and imagination through developing techniques, using materials with creativity and developing a wide range of art and design techniques</i></p>		<p>To develop a wide range of art and design techniques in using pattern and texture</p> <p>Pupils are taught about the work of an artist - Henri Rousseau</p>	<p>To develop a wide range of art and design skills and techniques in using colour, line and shape To use a range of materials to create art.</p>	<p>To apply a wide range of art and design skills and techniques in using colour, line and shape to use a range of materials to create art.</p>		
<p>Design Technology <i>Across the units, pupils should talk about how they want to construct products, select appropriate materials and tools and make simple plans before making products. Pupils should experience a breadth of study including cooking & nutrition, textiles, different mechanisms, use of materials and construction</i></p>	<p>Explore and evaluate a range of existing products (e.g. memory boxes). Design a purposeful product for themselves, generate and develop ideas through talking and drawing</p>				<p>Design a purposeful product based on design criteria, Select from and use a range of materials, tools and equipment</p>	<p>Evaluate ideas against a design criteria, Explore and use mechanisms (e.g. wheels and axles)</p>
<p>PE</p>	<p>Gymnastics -Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required. -Show good awareness of space,</p>	<p>Games -Use basic underarm, rolling and hitting skills accurately -Track, intercept, stop and catch balls and small equipment consistently - Describe some basic rules, simple tactics,</p>	<p>Dance - Explore basic body actions - Explore movement skills and create movement patterns in response to stimuli - Respond to different stimuli, copy and explore basic body</p>	<p>Outdoor and adventure - Follow simple marked trails in familiar environments and identify where they are - Solve simple challenges and problems successfully</p>	<p>Athletics - Improve running technique and run for longer distances - Run and jump sequence - Develop an under and over arm throwing action - Take part in a variety</p>	<p>Games - -Use basic underarm, rolling and hitting skills accurately -Track, intercept, stop and catch balls and small equipment consistently - Describe some basic rules, simple tactics, including attacking and</p>



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	<p>apparatus and the actions of others</p> <ul style="list-style-type: none"> -Link and repeat basic actions to copy or create and perform a movement phrase with a beginning, middle and end -Know the difference between tension and relaxation in their body -Carry and set up equipment safely with help -Watch, copy and describe a short gymnastic sequence 	<p>including attacking and defending, and the way to score</p> <ul style="list-style-type: none"> - Show good awareness of space and the actions of others - Compete in team games - Know playing games is good for them and describe what it feels like - Watch, describe and comment on what they have seen 	<p>actions and movement patterns</p> <ul style="list-style-type: none"> - Recognise how their body feels when still and when exercising - Observe performances and say why they like / dislike it - Create, practise and repeat their own movement phrases with a beginning, middle and end - Evaluate their movement phrases using dance vocabulary 	<ul style="list-style-type: none"> - Know what they need to be aware of to stay safe - Recognise when they have been energetic - Relay what they did when following a trail and solving a problem 	<p>of team races using a variety of equipment</p> <ul style="list-style-type: none"> - Know running, jumping and throwing is good for them and describe what it feels like - Watch, copy, describe and comment on what they have seen 	<p>defending, and the way to score</p> <ul style="list-style-type: none"> - Show good awareness of space and the actions of others - Compete in team games - Know playing games is good for them and describe what it feels like - Watch, describe and comment on what they have seen
RHE	<p>To familiarise the class with Yasmin and Tom. To identify external (non-sexual) body parts.</p>	<p>To enable the children to identify internal (non-sexual) body parts. To raise awareness with children about cleanliness and hygiene.</p>	<p>To encourage children to think about growing up and changing. To help children consider what babies need to grow and thrive.</p>	<p>To help children think about safe and unsafe situations in the house. To help children think about safe and unsafe situations when outside the home.</p>	<p>To enable children to identify who can help them in an unsafe situation. To learn about good and bad touch.</p>	<p>Drug and alcohol education- To learn about things that go into bodies and onto skin and how this can make people feel.</p>
Science	<p>To identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. To observe changes across the four</p>	<p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common animals.</p>	<p>To ask simple questions and recognising that they can be answered in different ways. To observe closely, using simple equipment. To perform simple</p>	<p>To Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering</p>		



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	<p>seasons (Autumn) To observe and describe weather associated with the seasons and how day length varies. (Autumn)</p>	<p>To observe changes across the four seasons (Winter) To observe and describe weather associated with the seasons and how day length varies (Winter)</p>	<p>tests. To identify and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.</p>	<p>plants, including trees. To observe changes across the four seasons (Spring) To observe and describe weather associated with the seasons and how day length varies (Spring)</p>		
Music	First Thing Music (Tees Valley Music Service) Y1	First Thing Music (Tees Valley Music Service) Y1	First Thing Music (Tees Valley Music Service) Y1	First Thing Music (Tees Valley Music Service) Y1	First Thing Music (Tees Valley Music Service) Y1	First Thing Music (Tees Valley Music Service) Y1
Computing	Data Retrieving and Organising- Can they capture images with a camera? Can they print out a photograph from camera with help? Can they record a sound and play it back?	Data Retrieving and Organising- Can they enter information into a template to make a graph? Can they talk about the results shown on a graph?		Computing- can they word process ideas using a keyboard? Can they use the spacebar, back, space, enter, shift, and arrow keys? Can they print out a page from the internet?	Algorithms and Programs- Can they create a simple series of instructions - left and right? Can they record their routes? Do they understand forwards, backward, up and down?	
RE	Who is a Christian and what do they believe?		What makes some places sacred?		What does it mean to belong to a faith community?	

NB: Geography weather - covered through science seasonal changes



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Subjects	Year 2					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Street Detectives 	Street Detectives 	Towers, Tunnels and Turrets 	Towers, Tunnels and Turrets 	Land Ahoy 	Muck, Mess and Mixtures 
History <i>In all history units 'being a Historian' skills will be covered (chronological understanding/similarities and difference/historical vocabulary/knowing how to find out about the past)</i>	Pupils will learn about significant historical events in their own locality. Pupils will learn about changes within living memory (Victorian schools, factory workers and the formation of Middlesbrough Football Club).			Pupils will learn about events beyond living memory that are significant. Identify similarities and differences between ways of life in different periods. To learn about significant historical places in our own locality (Raby Castle, Newport Bridge, Transporter Bridge, Tyne Tunnel).	Learn about lives of significant individuals. Learn about significant people in their own locality (James Cook).	
Geography <i>In all Geography units, geographical vocabulary linked to key physical and human features will be covered. Within each geographical topic, places/studies should be placed with local/national and global context</i>		Use aerial photos & plan perspectives. Understand geographical similarities and differences through studying human and physical geography of a small area of the UK (comparing Middlesbrough & Stokesley).	Use of geographical vocabulary to refer to key features in the landscape. Use simple fieldwork and observational skills to study the geography of the area and the key human and physical features		Locate the equator, North and South poles. To learn compass directions. Locate the seven continents and their oceans. Understand geographical similarities and differences through the study of human	



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		Use simple fieldwork and observational skills to study the geography of their school and its grounds as well as the key human and physical features of its surrounding environment.	of its surrounding environment.		and physical geography of the UK, Europe and Australia.	
Art & Design <i>In all Art units pupils should be taught to develop their ideas, experiences and imagination through developing techniques, using materials with creativity and developing a wide range of art and design techniques</i>		Learn about a range of artists, describing similarities and differences (McKenzie Thorpe & David Turner). To use sculpture to develop and share their ideas, experiences and imagination exploring shape, form and space (clay model).				Select and use a wide range of materials and components including textiles. Explore and evaluate a range of existing products. (Exploring the work of Carl Warner and his foodscapes.)
Design Technology <i>Across the units, pupils should talk about how they want to construct products, select appropriate materials and tools and make simple plans before making products. Pupils should experience a breadth of study including cooking & nutrition, textiles, different mechanisms,</i>			Design purposeful, functional, appealing product based on templates and mock-ups. Select and use a range of tools and equipment/materials. (Clay to make towers and a range of materials to make castle models.)	Build structures exploring how to make them stronger, stiffer and more stable (spaghetti bridges).		Select from a range of materials, tools and equipment, specifically ingredients, according to their characteristics. Design an appealing product for other users, based on design criteria.



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<i>use of materials and construction</i>						
PE	<p>Gymnastics</p> <ul style="list-style-type: none"> - Perform basic gymnastic actions with control and coordination - Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness - Create and perform a short sequence with clear beginning, middle and end, then adapt to include apparatus and/or partner - Describe the differences in the way their body works and feels when performing gymnastics - Handle apparatus safely and recognise risks involved - Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it 	<p>Games</p> <ul style="list-style-type: none"> - Perform basic techniques of catching and throwing to a good level of consistency when moving and standing still - Perform basic skills of rolling, striking and kicking with control - Use and apply a variety of simple tactics - Show an awareness of opponents and team mates during games - Describe the differences in the way their body works and feels when playing different games - Begin to watch others and focus on specific actions to improve own skills 	<p>Dance</p> <ul style="list-style-type: none"> - Discuss different stimuli and explore ideas, moods and feelings to extend their movement phrases - Recognise the need for warm up and cool down - Discuss why they like a performance and suggest improvements - Create short dance phrases that express an idea, mood or feeling, with control, coordination and spatial awareness - Evaluate dance phrases with emphasis on their feelings - Communicate different moods, feelings and ideas through dance with an awareness of the expressive qualities of dance - Create, repeat and perform short dances from a prompt 	<p>Outdoor and adventure</p> <ul style="list-style-type: none"> - Work increasingly cooperatively with others, identifying where they are by using simple plans and diagrams of familiar environments and discussing how to follow trails and solve problems - Recognise that different tasks make their bodies work in different ways - Comment about how they went about tracking tasks. 	<p>Athletics</p> <ul style="list-style-type: none"> - Run with a good technique at different speeds - Perform a two footed jump - Show a good throwing technique and extend accuracy and distance - Compete in a range of team events - Describe the differences in the way their body works and feels when trying athletic activities - Begin to watch others and focus on specific actions to improve own skills 	<p>Games</p> <ul style="list-style-type: none"> - Use basic underarm, rolling and hitting skills accurately - Track, intercept, stop and catch balls and small equipment consistently - Describe some basic rules, simple tactics, including attacking and defending, and the way to score - Show good awareness of space and the actions of others - Compete in team games - Know playing games is good for them and describe what it feels like - Watch, describe and comment on what they have seen



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<p>RHE</p>	<p>To familiarise the class with Yasmine and Tom. To discuss emotions and the cause for that emotion.</p>	<p>To identify ways of feeling better when we feel sad. To discuss that there are many different types of families.</p>	<p>To discuss what makes a new friend. To start thinking about being safe on the computer.</p>	<p>To identify that there are people who can help us. To identify ways in which children are similar and different.</p>	<p>To learn that all bodies are different. To learn about good and bad touch.</p>	<p>Drug and alcohol education- To learn about medicines and the people who help them to stay healthy.</p>
<p>Science</p>	<p>To identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>To ask simple questions and recognising that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identify and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.</p>	<p>To explore and compare the differences between things that are living, dead, and things that have never been alive. To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. To identify and name a variety of plants and animals in their habitats, including micro-habitats. To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and</p>	<p>To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>To notice that animals, including humans, have offspring which grow into adults. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>



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				identify and name different sources of food.		
Music	First Thing Music (TVMS) Y2	First Thing Music (TVMS) Y2	First Thing Music (TVMS) Y2	First Thing Music (TVMS) Y2	First Thing Music (TVMS) Y2	First Thing Music (TVMS) Y2
Computing	Data Retrieving and Organising - Can they find information on a website? Can they click links in a website? Can they print a web page to use as a resource?		Data Retrieving and Organising - Can they use the shape tools to draw?		Communicating- Can they word process a piece of text? Can they insert/ delete a word using the mouse and arrow keys? Can they highlight text to change its format (B, U, I)?	
RE	Who is a Muslim and what do they believe?		How and why do we celebrate special and sacred times?		How should we care for others and the world, and why does it matter?	