**Year 1/2 Curriculum Overview**

Science Art and design Computing Design and technology Geography History Music Physical education RE PSHE Languages

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| **Autumn1 Cycle 1****All about me**  | **Spring 1 Cycle 1****Polar Regions**  | **Summer 1 Cycle 1****Transport**  |
| * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
* notice that animals, including humans, have offspring which grow into adults
* find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
* describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
* design purposeful, functional, appealing products for themselves and other users based on design criteria
* understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
* 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 fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
* significant historical events, people and places in their own locality.
* use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned instruments musically
* Ourselves – Who am I?
* Health and Wellbeing
 | * explore and compare the differences between things that are living, dead, and things that have never been alive
* 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 develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* use technology purposefully to create, organise, store, manipulate and retrieve digital content
* recognise common uses of information technology beyond school
* build structures, exploring how they can be made stronger, stiffer and more stable
* identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
* use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
* events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
* listen with concentration and understanding to a range of high-quality live and recorded music
* **RE – Suprises**
* **Relastionships**
 | * find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
* to use a range of materials creatively to design and make products
* understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
* design purposeful, functional, appealing products for themselves and other users based on design criteria
* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
* explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
* use basic geographical vocabulary to refer to:

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
* experiment with, create, select and combine sounds using the inter-related dimensions of music.
* **RE – Poems Prayers and Promises**
* **Living in the Wider World**
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| **Autumn 2 Cycle 1 Magic and Mystery** | **Spring 2 Cycle 1****Dinosaurs** | **Summer 2 Cycle 1****Food and Plants** |
| * observe changes across the four seasons
* observe and describe weather associated with the seasons and how day length varies.
* To identify different light sources.
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
* select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
* use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
* use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned instruments musically

RE – Light and dark* Health and Wellbeing
 | * observe and describe how seeds and bulbs grow into mature plants
* find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
* use technology purposefully to create, organise, store, manipulate and retrieve digital content
* recognise common uses of information technology beyond school
* select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
* use the basic principles of a healthy and varied diet to prepare dishes
* understand where food comes from.
* use basic geographical vocabulary to refer to:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather* listen with concentration and understanding to a range of high-quality live and recorded music
* RE – Leaders – What they said and did
* **Relastionships**
 | * describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* create and debug simple programs
* use logical reasoning to predict the behaviour of simple programs
* explore and evaluate a range of existing products
* evaluate their ideas and products against design criteria
* 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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
* experiment with, create, select and combine sounds using the inter-related dimensions of music.
* RE – Living in Our World
* **Living in the Wider World**
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| **Autumn 1 Cycle 2****Superheroes**  | **Spring 1 Cycle 2****Traditional Tales**  | **Summer 1 Cycle 2****Minibeasts**  |
| * distinguish between an object and the material from which it is made
* identify, name and compare a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
* to use a range of materials creatively to design and make products
* use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
* design purposeful, functional, appealing products for themselves and other users based on design criteria
* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
* use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned instruments musically
* **RE - Patterns of Family Life**
* Health and Wellbeing
 | * 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.
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* use technology purposefully to create, organise, store, manipulate and retrieve digital content
* recognise common uses of information technology beyond school
* build structures, exploring how they can be made stronger, stiffer and more stable
* use the basic principles of a healthy and varied diet to prepare dishes
* understand where food comes from.
* 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
* significant historical events, people and places in their own locality.
* listen with concentration and understanding to a range of high-quality live and recorded music
* *RE -Faith Stories*
* **Relastionships**
 | * identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
* identify and describe the basic structure of a variety of common flowering plants, including trees.
* identify and name a variety of plants and animals in their habitats, including micro-habitats
* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
* understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
* select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
* use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
* events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
* experiment with, create, select and combine sounds using the inter-related dimensions of music.
* **RE – People and Worship**
* **Living in the Wider World**
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| **Autumn 2 Cycle 2** **Space** | **Spring 2 Cycle 2** **Amazing Animals** | **Summer 2 Cycle 2****Under the Sea** |
| * **Forces/Magnets/Planets**
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
* explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
* identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
* use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned instruments musically
* **RE - Gifts and giving.**
* Health and Wellbeing
 | * 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)
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* use technology purposefully to create, organise, store, manipulate and retrieve digital content
* recognise common uses of information technology beyond school
* select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
* understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
* use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
* listen with concentration and understanding to a range of high-quality live and recorded music
* RE - Endings and Beginnings
* **Relastionships**
 | * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
* describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* create and debug simple programs
* use logical reasoning to predict the behaviour of simple programs
* explore and evaluate a range of existing products
* evaluate their ideas and products against design criteria
* name and locate the world’s seven continents and five oceans
* use basic geographical vocabulary to refer to:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
* experiment with, create, select and combine sounds using the inter-related dimensions of music.
* **What happens in a Place of worship.**
* **Living in the Wider World**
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Taught every half term.

* master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
* participate in team games, developing simple tactics for attacking and defending
* perform dances using simple movement patterns.