Overview Of Content Year A 2023-24

Term 1 Rainforests	Term 2 Festivals *Including Guy Fawkes Night and Carnival*	Term 3 Dinosaurs	Term 4 Our Town Shepton Mallet	Term 5 Creepy Crawlies	Term 6 Castles
SCIENCE **Y1 Plants:** • 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 **Y2 Plants:** • 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 **Y1 Animals, including humans:** • 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) **Y2 Animals, including humans:** • notice that animals, including humans, have	**COMPUTING** **(Y1 &2) 4** Use technology purposefully to create, organise, store, manipulate and retrieve digital content **(Y2) 5** Recognise common uses of information technology beyond school **(Y2) 6** 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. **HISTORY** • events beyond living memory that are significant nationally or globally (eg. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) **DESIGN** Design • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their	**SCIENCE** **Y1 Everyday materials:** • 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 • 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 **Y2 Use of everyday materials:** • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching **COMPUTING**	**COMPUTING** **4** Use technology purposefully to create, organise, store, manipulate and retrieve digital content **6** 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. **GEOGRAPHY** **Locational Knowledge:** • name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas **Human and Physical geography:** • use basic geographical vocabulary to refer to: key human features including city, town, village, factory, farm, house, office, port, harbour and shop **Geographical Skills and Fieldwork:** • use simple fieldwork and observational skills to study the geography of their school and its	**SCIENCE** **Y1 Animals, including humans:** • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals **Y2 Living things and their habitats:** • 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 • identify and name a variety of plants and animals in their habitats, including microhabitat • 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 **COMPUTING**	**SCIENCE** **Y1 Animals, including humans:** • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense **Y2 Animals, including humans:** • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene **COMPUTING** **(Y1/2) 1** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions **(Y1/2) 2** Create and debug simple programs **(Y1/2) 3** Use logical reasoning to predict the behaviour of simple programs **(Y1) 4** Use technology purposefully to create, organise, store, manipulate and retrieve digital content **HISTORY**

offspring which grow into adults
- <mark>find out about and</mark> describe the basic needs of animals, including humans, for survival (water, food and air)

<mark>COMPUTING</mark>
4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content
5 Recognise common uses of information technology beyond school
6 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.

GEOGRAPHY
Human and Physical geography:
- 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.

HISTORY
- the lives of significant individuals in the past who have contributed to national and international

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ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Make
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
Evaluate
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

PE
- perform dances using simple movement patterns.

ART
Focus Media
- Printing (fireworks, repeating patterns)

MUSIC
- listen with concentration and understanding to a range of high-quality live and recorded music
Focus

(Y1/2) 1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
(Y1/2) 2 Create and debug simple programs
(Y1/2) 3 Use logical reasoning to predict the behaviour of simple programs
(Y2) 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content
(Y1) 5 Recognise common uses of information technology beyond school

HISTORY
- they should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- 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 (eg. Mary Anning)

PE
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility

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grounds and the key human and physical features of its surrounding environment.
- 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 world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage.

HISTORY
- they should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- 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.

PE
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and

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(Y1/2) 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content
(Y1) 6 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.

PE
- participate in team games, developing simple tactics for attacking and defending.

ART
- learn 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.
Focus Media
- Collage (Matisse – The Snail)

MUSIC
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- experiment with, create, select and combine sounds using the inter-

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- events beyond living memory that are significant nationally or globally (eg. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- they should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- they should use a wide vocabulary of everyday historical terms.

DESIGN
Design
- 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
Make
- select from and use a range of tools and

achievements. Some should be used to compare aspects of life in different periods (eg. Sir David Attenborough)

PE
- 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.

ART
Focus Media
- Painting & collage (animals)

MUSIC
- experiment with, create, select and combine sounds using the inter-related dimensions of music.
Focus
- Dynamics (loud/soft)

SEAL Unit – New Beginnings

RHE
Y1 – Similarities and Differences

Recognising strengths and respecting differences

Y2 - Happy and Healthy Friendships
What makes a happy friendship?

- Singing
- Music for the Royal Fireworks
- Tempo (fast/slow)

RE
To understand practices and lifestyles
- recognise, name and describe some religious artefacts, places and practices.
To understand beliefs and teachings
- describe some of the teachings of a religion.
- describe some of the main festivals or celebrations of a religion.
To reflect
- identify the things that are important in their own lives and compare these to religious beliefs.

SEAL Unit – Getting on and falling out

RHE
Y1 – Families and Committed Relationships

The importance of family

Y2- Similarities and Differences

Strengths, abilities, and stereotypes

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and co-ordination, and begin to apply these in a range of activities.

ART
Focus Media
- Sculpture (fossils, bones, dinosaurs)

MUSIC
- experiment with, create, select and combine sounds using the inter-related dimensions of music.
Focus
- Composition (What's in the basket?)
- Rhythm (Clapping)

SEAL Unit – Relationships

RHE
Y1- Healthy Bodies, healthy minds

Amazing bodies

Y2 - Families and Committed Relationships

The diversity of families

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begin to apply these in a range of activities.

ART
Focus Media
- Observational drawing (Landmarks)

MUSIC
- experiment with, create, select and combine sounds using the inter-related dimensions of music.
Focus
- Dynamics (loud/soft)

RE
To reflect
- relate emotions to some of the experiences of religious figures studied.

SEAL Unit – Going for goals

RHE
Y1 - Healthy and Happy Relationships

Making friends and getting along

Y2 - Healthy Bodies, Healthy Minds

Staying safe and healthy

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related dimensions of music
Focus
- Singing
- Tempo (fast/slow)

RE
- to understand values
- identify how they have to make their own choices in life.
- explain how actions affect others.
- show an understanding of the term 'morals'.

SEAL Unit – Good to be me

RHE
Y1 - Caring and Responsibility

Our special people

Y2 - Caring and Responsibility

Special people in our communities

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equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
Evaluate
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
Technical knowledge
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

PE
- participate in team games, developing simple tactics for attacking and defending.

ART
Focus Media
- Painting (castles), Mixed media

MUSIC
- play tuned and untuned instruments musically
Focus

					• Composition (What's in the basket?) • Rhythm (Clapping) Seal Unit – Changes RHE Y1 - Coping with Change Growing and Changing Y2 – Coping with Change Growing up and Setting Goals

On-going Across Each Term:

Science

Y1 Seasonal changes:

• Observe changes across the 4 seasons

• Observe and describe weather associated with the seasons and how day length varies

To work scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

asking simple questions and recognising that they can be answered in different ways

• Observing closely, using simple equipment

• Performing simple tests

• Identifying and classifying

• Using their observations and ideas to suggest answers to questions

• Gathering and recording data to help in answering questions

Music

• Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Art

• To use a range of materials creatively to design and make products

• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Computing

• 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.

RE

To understand values – Through SEAL units

• Identify how they have to make their own choices in life.

• Explain how actions affect others.

• Show an understanding of the term 'morals'.

DT

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
PE/RSE
Development of Tai Chi skills
Balanceability (6 week programme)
FOREST SCHOOL
Forest school activities linked directly to topics and are child initiated. Specific guidance is available via the Forest School Leader.

Key Skills:	Key Skills:	Key Skills:	Key Skills:	Key Skills:	Key Skills:
YR	YR	YR	YR	YR	YR
Be Independent - I can tidy up at the end of an activity	**Collaborate, value & support others –** I can take turns in an activity	**Manage my feelings –** I know what to do if I feel worried or angry	**Meta Learning –** I can tell someone what I'm doing	**Manage distractions –** I can stay on task when working in a group	**Set Goals –** I can set myself a small challenge
Be Curious – I am curious about new things	**Make Choices –** I can make a choice from a limited selection of resources	**Question –** I ask questions using what, when, where	**Plan –** I can plan where I will work and what I will do	**Understand others feelings –** I can recognise some simple emotions in other people	**Lateral Thinking -** I can suggest a way to solve a problem
Reflect – I can tell someone what I've been doing	**Be self Aware –** I can tell someone how I am feeling	**Reason –** I can give a simple reason for an action	**Communicate –** I talk to others		Y1
Use Imagination - I can use my imagination to make things	**Communicate –** I talk to others	**Form Opinions–** I can give a simple opinion of my own.	Y1	**Apply knowledge –** I can make links to find simple relationships between objects	**Reason –** I can give a reason for an event or action
Y1	**Persevere –** I stick at a short task until I have finished it	Y1	**Be self aware -** I can tell others what I enjoy and what I'm good at	**Revise –** I can tell someone what I would do differently next time	**Lateral Thinking –** I can suggest ways to solve problems
Listen – I listen carefully to instructions and follow them.	Y1	**Meta learning –** I can tell someone why I'm doing something	**Persevere –** I keep trying even when I find it hard	Y1	**Use Imagination –** I can use my imagination in role play
Collaborate, value & support others – I can share ideas and listen to a partner	**Be curious –** I am curious about new things and share this with someone else	**Form Opinions–** I can give a simple opinion of my own and explain why.	**Set Goals –** I can set myself a target to achieve		Y2
Manage Distractions – I can listen, learn and think at carpet time	**Manage My Feelings -** I stop and think before acting	Y2	**Communicate –** I can add detail to interest my listener	**Make Choices –** I can make a choice from a selection of resources	**Listen -** I know how to actively listen, think and share ideas
Plan – I can plan a simple sequence of instructions	**Understand others feelings –** I can recognise a range of emotions in other people	**Understand others feelings –** I can describe someone else's feelings	**Question –** I ask questions using how & why	**Be Independent –** I can choose resources from a selection provided	**Communicate –** I can give an opinion
Reflect – I can share my learning with the class		**Reflect –** I can share my learning with the class	Y2	**Apply knowledge –** I can make links to give a simple description of similarities & differences	**Manage My feelings –** I will try new things with support even when I feel apprehensive
Y2	Y2	**Question –** I can suggest the question when given an answer.	**Reason -** I can explain a simple word problem showing my thinking	**Revise –** I can try a different approach if something doesn't work	**Lateral thinking –** I can suggest ways to solve a range of problems
Plan – I can write simple instructions for someone else to follow	**Meta learning –** I can tell someone what I am learning			Y2	**Be Independent –** I can collect all the resources I need from around the classroom
Make Choices – I can make a choice from a limited selection of methods	**Be curious –** I am curious about new things and ask questions to find out more		**Persevere –** I keep going when things are hard even when others find it easy	**Set goals -** I can review my achievements against success criteria	
Manage My feelings – I will try new things with support even when I feel apprehensive	**Collaborate, value & support others –** I can work with people chosen by my teacher			**Manage Distractions -** I don't let others distract me	
	Be self aware – I understand my actions can affect other people				

				Use Imagination – I can use my imagination to generate lots of ideas **Revise –** I can make changes from my original intentions **Reason -** I can sort objects into a variety of groups and give reasons	
English Genre Based Projects: Instructions/labels Sense poems Familiar stories	**English Genre Based Projects:** Poems – pattern and rhyme Recounts	**English Genre Based Projects:** Information texts Diary extracts	**English Genre Based Projects:** Non chronological Leaflets (Shepton Mallet) Traditional tales	**English Genre Based Projects:** Poems on a theme-minibeasts Explanation texts	**English Genre Based Projects:** Character descriptions Fantasy stories
Maths Strands: Number & Place Value (Y1/2) Addition & Subtraction (Y2)	**Maths Strands:** Number and Place Value (Y1/2) Addition & Subtraction(Y2) Multiplication (Y2)	**Maths Strands:** Number and Place Value (Y1) Multiplication & Division (Y2) Geometry-Position & Direction Statistics (Y1)	**Maths Strands:** Addition & Subtraction (Y1/2) Geometry-Properties of shapes (Y2)	**Maths Strands:** Number & Place Value (Y1) Addition & Subtraction (Y2) Fractions (Y2) Measurement – Money (Y2) Position and Direction (Y2)	**Maths Strands:** Multiplication & Division (Y1/2) Measurement (Y1/2)