

Overview Of Content Year B 2024/25

Term 1 Farming	Term 2 Festivals	Term 3 Cold (UK)	Term 4 Plant Growth	Term 5 Hot (Australia)	Term 6 Pirates
<p>SCIENCE</p> <p>Y1 Animals including humans</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Y2 Animals including humans</p> <ul style="list-style-type: none"> 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 <p>COMPUTING</p> <p>4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>5 Recognise common uses of information technology beyond school</p> <p>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</p>	<p>COMPUTING</p> <p>(Y1 & 2) 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>(Y2) 5 Recognise common uses of information technology beyond school</p> <p>(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.</p> <p>DESIGN (Sewing)</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	<p>SCIENCE</p> <p>Y1 Living things and their habitats</p> <ul style="list-style-type: none"> identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>Y2 Living things and their habitats</p> <ul style="list-style-type: none"> 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 <p>COMPUTING</p> <p>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</p> <p>(Y1/2) 2 Create and debug simple programs</p> <p>(Y1/2) 3 Use logical reasoning to predict the behaviour of simple programs</p>	<p>SCIENCE</p> <p>Y1 Plants</p> <ul style="list-style-type: none"> 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 <p>Y2 Plants</p> <ul style="list-style-type: none"> 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 <p>COMPUTING</p> <p>4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>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.</p> <p>ART</p> <ul style="list-style-type: none"> learn about the work of a range of artists, craft makers and designers, 	<p>SCIENCE</p> <p>Y1 Animals including humans</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <p>Y2 Living things and their habitats</p> <ul style="list-style-type: none"> identify and name a variety of plants and animals in their habitats, including microhabitats 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 <p>COMPUTING</p> <p>(Y1/2) 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>(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</p>	<p>SCIENCE</p> <p>Y1 Everyday Materials</p> <ul style="list-style-type: none"> 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 <p>Y2 Everyday Materials</p> <ul style="list-style-type: none"> 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 <p>COMPUTING</p> <p>(Y1/2) 1 Understand what algorithms are; how they are implemented as programs on</p>

<p>contact on the internet or other online technologies.</p> <p>DESIGN (Cooking)</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>PE – Invasion game Skills</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and 	<ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>HISTORY</p> <ul style="list-style-type: none"> 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) <p>PE - Gymnastics</p> <ul style="list-style-type: none"> 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 <p>ART</p> <p>Focus Media</p> <ul style="list-style-type: none"> Printing (Fireworks, repeating patterns) <p>MUSIC</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a 	<p>(Y2) 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>(Y1) 5 Recognise common uses of information technology beyond school</p> <p>HISTORY</p> <ul style="list-style-type: none"> 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. Christopher Columbus and Neil Armstrong) <p>GEOGRAPHY</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans. <p>Human and Physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> 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. <p>PE - Dance</p>	<p>describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Focus Media</p> <ul style="list-style-type: none"> Painting (giant flowers) Observational drawing <p>MUSIC</p> <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Focus</p> <p>Dynamics (loud/soft)</p> <p>RE</p> <p>To understand how beliefs are conveyed</p> <ul style="list-style-type: none"> name some religious symbols. explain the meaning of some religious symbols <p>To reflect</p> <ul style="list-style-type: none"> identify the things that are important in their own lives and compare these to religious beliefs. relate emotions to some of the experiences of religious figures studied. ask questions about puzzling aspects of life. <p>PE – Invasion Game Skills</p> <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending <p>RHE</p>	<p>contact on the internet or other online technologies.</p> <p>GEOGRAPHY</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans. <p>Human and Physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> 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. <p>Place Knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. <p>PE – Striking & Fielding</p> <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending <p>ART</p>	<p>digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>(Y1/2) 2 Create and debug simple programs</p> <p>(Y1/2) 3 Use logical reasoning to predict the behaviour of simple programs</p> <p>(Y1) 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>HISTORY</p> <ul style="list-style-type: none"> 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. 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. they should understand some of the ways in which we find out about the past and identify different
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<p>catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>HISTORY</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p>ART Focus Media</p> <ul style="list-style-type: none"> Collage (animals, scenes) <p>MUSIC</p> <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Focus</p> <ul style="list-style-type: none"> Dynamics (loud/soft) <p>RHE</p> <ul style="list-style-type: none"> Exploring what is the same and different about us What makes a happy and healthy relationship? <p>RE ENQUIRE I can recognise and describe things that are special to others. I can recognise religious symbols and words</p>	<p>range of high-quality live and recorded music</p> <p>Focus</p> <ul style="list-style-type: none"> Singing Music for the Royal Fireworks Tempo (fast/slow) <p>RE To understand practices and lifestyles</p> <ul style="list-style-type: none"> recognise, name and describe some religious artefacts, places and practices. <p>To understand beliefs and teachings</p> <ul style="list-style-type: none"> describe some of the teachings of a religion. describe some of the main festivals or celebrations of a religion. <p>To reflect</p> <ul style="list-style-type: none"> identify the things that are important in their own lives and compare these to religious beliefs. <p>RHE</p> <ul style="list-style-type: none"> Who is special to us? Exploring positive relationships Exploring similarities and differences 	<ul style="list-style-type: none"> perform dances using simple movement patterns. <p>ART Focus Media</p> <ul style="list-style-type: none"> Sculpture (clay animals) <p>MUSIC</p> <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Focus</p> <ul style="list-style-type: none"> Composition (What's in the basket?) Rhythm (Clapping) <p>RHE</p> <ul style="list-style-type: none"> What helps us to stay healthy? Identify special people, what makes them special and how special people should be cared for <p>RE</p> <ul style="list-style-type: none"> I can retell a range of religious stories. I can talk about things that concern me. I can talk about puzzling ideas. I can describe and explain some of the symbols used in church. I can talk about my own special 	<ul style="list-style-type: none"> Forming friendships and how kind or unkind behaviour impact others Naming main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls <p>RE</p> <ul style="list-style-type: none"> I can talk about what I like and dislike in a religious story. I know there are special people and times. 	<p>Focus Media</p> <ul style="list-style-type: none"> Painting (Tinga Tinga) <p>MUSIC</p> <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Focus</p> <ul style="list-style-type: none"> Singing Tempo (fast/slow) <p>RHE</p> <ul style="list-style-type: none"> Who helps to keep s safe? To recognise they share a responsibility for keeping themselves and others safe <p>RE : I can recognise and describe things that are special to others. I can recognise religious symbols and words.</p>	<p>ways in which it is represented.</p> <p>PE – Athletics</p> <ul style="list-style-type: none"> 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 <p>GEOGRAPHY Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> use simple compass direction (NSEW) and locational and directional language (eg. near and far, left and right) to describe the location of features and routes on a map. 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. <p>ART Focus Media</p> <ul style="list-style-type: none"> Mixed media <p>MUSIC Focus</p> <ul style="list-style-type: none"> Composition (What's in the basket?) Rhythm (Clapping)
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		day and what to do.			<p>RHE</p> <ul style="list-style-type: none"> About the process from growing from young to old and how people's needs change <p>RE</p> <ul style="list-style-type: none"> I can talk about what is important to me and others. I can give examples of ways different people show religion is important to them. I can share my experiences and feelings about sharing and greed; right and wrong)
<p>On-going Across Each Term:</p> <p>Science</p> <p>Working scientifically</p> <ul style="list-style-type: none"> 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. <p>Seasonal Changes (Y1)</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <p>Music</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>DT</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable <p>ART</p> <ul style="list-style-type: none"> 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 <p>Computing</p>					

- 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.

PE/RSE – share thoughts and ideas, speak in a small supported group

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.

<p>Key Skills: <u>YR</u></p> <p>Be Independent - I can tidy up at the end of an activity</p> <p>Be Curious – I am curious about new things</p> <p>Reflect – I can tell someone what I've been doing</p> <p>Use Imagination - I can use my imagination to make things</p> <p><u>Y1</u></p> <p>Be Independent – I can choose resources from a selection provided</p> <p>Make Choices – I can make a choice from a selection of resources</p> <p>Listen – I listen carefully to instructions and follow them.</p> <p>Manage Distractions – I can listen, learn and think at carpet time</p> <p>Form Opinions - I can give a simple opinion of my own and explain why</p> <p><u>Y2</u></p>	<p>Key Skills: <u>YR</u></p> <p>Make Choices – I can make a choice from a limited selection of resources</p> <p>Reason – I can give a simple reason for an action</p> <p>Meta Learning – I can tell someone what I'm doing</p> <p>Be self Aware – I can tell someone how I am feeling</p> <p>Communicate – I talk to others</p> <p><u>Y1</u></p> <p>Lateral Thinking – I can suggest ways to solve problems</p> <p>Manage My Feelings - I stop and think before acting</p> <p><u>Y2</u></p> <p>Use Imagination – I can use my imagination to generate lots of ideas</p> <p>Reflect – I can share my learning with the class</p> <p>Question – I can suggest the question when given an answer</p>	<p>Key Skills: <u>YR</u></p> <p>Persevere – I stick at a short task until I have finished it</p> <p>Revise – I can tell someone what I would do differently next time</p> <p>Manage my feelings – I know what to do if I feel worried or angry</p> <p>Collaborate, value & support others – I can take turns in an activity</p> <p>Listen – I listen to others</p> <p><u>Y1</u></p> <p>Understand others feelings – I can recognise a range of emotions in other people</p> <p>Collaborate, value & support others – I can share ideas and listen to a partner</p> <p><u>Y2</u></p> <p>Understand others feelings – I can describe someone else's feelings</p> <p>Revise – I can make changes from my original intentions</p>	<p>Key Skills: <u>YR</u></p> <p>Question – I ask questions using what, when, where</p> <p>Manage distractions – I can stay on task when working in a group</p> <p>Lateral Thinking - I can suggest a way to solve a problem</p> <p><u>Y1</u></p> <p>Be self aware - I can tell others what I enjoy and what I'm good at</p> <p>Be curious – I am curious about new things and share this with someone else</p> <p>Apply knowledge – I can make links to give a simple description of similarities & differences</p> <p>Persevere – I keep trying even when I find it hard</p> <p>Set Goals – I can set myself a target to achieve</p> <p><u>Y2</u></p> <p>Be curious – I am curious about new things and ask questions to find out more</p>	<p>Key Skills: <u>YR</u></p> <p>Plan – I can plan where I will work and what I will do</p> <p>Apply knowledge – I can make links to find simple relationships between objects</p> <p>Set Goals – I can set myself a small challenge</p> <p><u>Y1</u></p> <p>Meta learning – I can tell someone why I'm doing something</p> <p>Reason – I can give a reason for an event or action</p> <p>Question – I ask questions using how & why</p> <p><u>Y2</u></p> <p>Make Choices – I can make a choice from a limited selection of methods</p> <p>Manage My feelings – I will try new things with support even when I feel apprehensive</p>	<p>Key Skills: <u>YR</u></p> <p>Understand others feelings – I can recognise some simple emotions in other people</p> <p><u>Y1</u></p> <p>Communicate – I can add detail to interest my listener</p> <p>Use Imagination – I can use my imagination in role play</p> <p>Plan – I can plan a simple sequence of instructions</p> <p>Revise – I can try a different approach if something doesn't work</p> <p><u>Y2</u></p> <p>Apply knowledge – I will try new things with support even when I feel apprehensive</p> <p>Form opinions – I can give two different opinions and say which one I agree with</p>
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<p>Plan – I can write simple instructions for someone else to follow</p> <p>Listen - I know how to actively listen, think and share ideas</p>	<p>Be Independent – I can collect all the resources I need from around the classroom</p> <p>Manage Distractions - I don't let others distract me</p>	<p>Collaborate, value & support others – I can work with people chosen by my teacher</p>	<p>Reason - I can explain a simple word problem showing my thinking</p> <p>Meta learning – I can tell someone what I am learning</p> <p>Persevere – I keep going when things are hard even when others find it easy</p> <p>Be self aware – I understand my actions can affect other people</p> <p>Lateral thinking – I can suggest ways to solve a range of problems</p> <p>Set goals - I can review my achievements against success criteria</p>		
<p>English Genre Based Projects: Stories with a familiar setting (Y1/2) Instructions/labels (Y2) Sense poems (Y1)</p>	<p>English Genre Based Projects: Poems – pattern (Y1/2) Recount (Y1/2) Narrative recount (Y1/2) Acrostic poems (Y2)</p>	<p>English Genre Based Projects: Information texts (Y1/2) Fantasy stories (Y1) Diary (Y2)</p>	<p>English Genre Based Projects: Traditional tales (Y1/2) Information texts (Y2)</p>	<p>English Genre Based Projects: Cultural traditional tales (Y1/2) Non chronological reports (Y1/2)</p>	<p>English Genre Based Projects: Fantasy worlds (Y1) Diary extracts (Y1/2) Poems – rhyme (Y1/2)</p>
<p>Maths Strands: Year 1 Number & Place Value: comparison of quantities and part-whole models Year 2 Number & Place Value Addition & Subtraction</p>	<p>Maths Strands: Year 1 Number & Place Value Addition & Subtraction Year 2 Addition & Subtraction Multiplication</p>	<p>Maths Strands: Year 1 Number & Place Value Addition & Subtraction Geometry Year 2 Geometry Addition and Subtraction</p>	<p>Maths Strands: Year 1 Addition & Subtraction Measures – Length/Height Year 2 Multiplication and Division Time Position and Direction Fractions Money</p>	<p>Maths Strands: Year 1 Number & Place Value Multiplication & Division Measures - Money Year 2 Number & Place Value Addition & Subtraction Multiplication & Division Measures Fractions</p>	<p>Maths Strands: Year 1 Fractions Number & Place Value Addition & Subtraction Measures – Mass, Capacity, Time Year 2 Number & Place Value Addition & Subtraction Multiplication & Division Problem solving</p>