



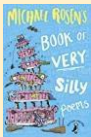




Respect  
For All

Ambitious  
In Aspirations

Bold  
In Actions

“...with God all things are possible” Matthew (19:26)

## Year 1/2 A Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Classic Texts	<ul style="list-style-type: none"> <li>Dick King Smith stories</li> <li>Hodgeheg</li> <li>Sheep pig</li> <li>Sophie's snail</li> <li>Martin's mouse</li> <li>The queen's nose</li> </ul>		<ul style="list-style-type: none"> <li>Michael Rosen's Book of Very Silly Poems by Michael Rosen and Shoo-Rayn</li> </ul>		<ul style="list-style-type: none"> <li>The light house keeper stories by Ronda and David Armitage</li> </ul>	
Reading Spine	<ul style="list-style-type: none"> <li>Alice in wonderland</li> <li>You must bring a hat</li> <li>Little red riding hood</li> <li>Coming home</li> </ul>		<ul style="list-style-type: none"> <li>Non fiction texts linked to the Great Fire of London</li> <li>Vlad and the Great Fire of London</li> <li>Toby and the Great fire of London</li> <li>The Great fire of London- Susanna Davidson</li> <li>The Great Fire of London (why do we remember).Lizzie Howell</li> <li>Mary and the Great Fire of London (independent Reading 13</li> <li>Word Whirls and Other Shape</li> <li>Poems Paperback - 7 Apr 2005 by John Foster</li> <li>The Queen's hat, Queen's handbag by Steve Anthony</li> <li>ABC UK - James Dunn</li> <li>This is Edinburgh- Miroslav Sasek</li> <li>Katie in Scotland- James Mayhew</li> <li>This is Britain- Miroslav Sasek</li> <li>This is Ireland- Miroslav Sasek</li> <li>Edinburgh Castle for kids-</li> </ul>	 	<ul style="list-style-type: none"> <li>Great Explorers: Christopher Columbus and Neil Armstrong; Band 09/Gold (Collins Big Catby Charlotte Guillain</li> <li>Christopher Columbus and Neil Armstrong (Comparing People from the Past) by Nick Hunter</li> <li>Famous Explorers (Lift- The- Flap History)by Joshua George</li> <li>Pie Corbett- First Poetry books</li> <li>Chocolate Cake by Michael Rosen and Kevin Waldron</li> </ul>	



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<p><b>English blocks</b></p>	<p>weeks 1-3 Losing tale Text- Alice in Wonderland Focus: characters</p>	<p>allow 1 week for assessment week Week 1-3 Text- You must bring a hat Focus- invitations and instructions Week ? Recounts- Link to Hat works trip (based on when the trip is)</p>	<p>week 1-3 Diaries Text: Great Fire of London- link to Samuel Pepys. Focus First person, past tense</p>	<p>allow 1 week for assessment week weeks 1-3 Text: Paddington's post Focus: informal letters</p>	<p>4-week ½ term weeks 1-3 Change story Text: The owl who was afraid of the dark Focus: openings and endings</p>	<p>7-week ½ term allow 1 week for assessment week weeks 1-3 Beating the monster story Text: light house keeper stories. Focus: character description</p>
	<p>weeks 4-6 fiction writing Text- the wolfs story (LRRH) Focus: sequencing events; hot write</p>	<p>weeks 4-6 Text: Christmas themed stories: Coming home Visual literacy- Snowman John Lewis advert. Focus: setting description and sequencing</p>	<p>weeks 3-5 Journey story Text: Toby and the great fire of London Focus: description</p>	<p>weeks 4-6 persuasive writing- letters Text: Paddington's guide to London Focus: Hot write - persuade to visit a place in the UK.</p>	<p>week 4- non-chronological report Text: Focus: apply knowledge of non-chronological report to write about habitats or animals</p>	<p>weeks 4-6 instructions Text: The Light house keeper stories Focus: how to trap a seagull</p>



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		<p>week 7 Poetry Text: Diamond poem about Christmas</p>	<p>weeks -6- 7 Poetry- Free verse Text: recap of year 1 Focus: use of senses poetic devices: alliteration thinking and feeling details World Book day - appreciation of books and authors</p>			<p>week 7 poetry- Haiku Text: Focus: linked to nature/science or geography link</p>
Spirituality in English	Drama, poetry, children's reaction to texts, hot seating, conscience alley, empathy and inference - the children will be asked to reflect on choices, and develop their empathy towards characters within books and stories. A growing awareness they are writing for others.					
Maths	<p>White Rose Maths</p> <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and Subtraction</li> <li>Money</li> <li>Multiplication and Division</li> </ul>		<p>White Rose Maths</p> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Statistics</li> <li>Properties of Shape</li> <li>Fractions</li> </ul>		<p>White Rose Maths</p> <ul style="list-style-type: none"> <li>Length and Height</li> <li>Position and Direction</li> <li>Consolidating Problem Solving</li> <li>Time</li> <li>Mass, Capacity and Temperature</li> <li></li> </ul>	



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Science Scheme	Materials  *seasonal change all the way through the year	Animals	The Human Body	Planting A Caring for the planet Planting B	Plants	Sustainability Growing and Cooking Planting C
No Outsiders  Discussion books for Equality and Diversity	<ul style="list-style-type: none"> <li>The Magic Paintbrush</li> <li>Look up</li> <li>Cece loves Science</li> <li>The Nothing To See Here Hotel</li> <li>The phone booth in Mr Hirota's Garden</li> <li>And Tango Makes Three</li> </ul> Global neighbours					
PSHE						Physical Health and well-being  Spirituality - self  Antibullying week - self / other
Growth Mind Set	<ul style="list-style-type: none"> <li>6 lessons from scheme</li> <li>Violet the pilot</li> <li>Playing teacher</li> <li>Oh no I've made a mistake</li> <li>Spirituality - self</li> </ul>	Revisit and Reinforce Girls can't do that! Super effort Spirituality - self		Revisit and Reinforce Challenge mountains Ding ding how much effort Spirituality - self		




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<p><b>History</b></p>	<p><u>Who, what and where is important in our local area's history and geography?</u></p> <p><u>What should people remember in November?</u></p> <p>Spirituality - other - empathy</p> <p>Black History Month</p>  <p>We as a school appreciate struggle but celebrate achievement</p> <p>Mary Seacole and Maya Angelou</p> <p>Global neighbours</p> <p>Respect for All</p>	<p><u>Who was to blame for the flames?</u></p>	<p><u>How were the lives of famous explorers the same or different?</u></p> <p>Spirituality - other</p>
<p><b>Geography</b> To also include Child led questions from planning session.</p>	<p><u>Who, what and where is important in our local areas history and geography?</u></p> <p>-Stockport County- Hatters</p> <p>-Hatworks</p>	<p><u>What are the 4 capital cities and countries of the UK?</u></p> <p><u>What do we need to know about the UK?</u></p> <p>Spirituality - world - appreciating the beauty, similarities and differences of the four countries which make up the UK</p>	<p><u>What are the 7 continents and 5 Oceans of the World?</u></p> <p>Spirituality - appreciating the wonderful world</p>
<p>D&amp;T</p>	<p>Fabric</p> <p>Projects on a Page Y1/2 Templates and joining</p> <ul style="list-style-type: none"> <li>Hats (link to Hat works visit)</li> </ul> <p>Spirituality - resilience, team work, determination evaluation - self / other</p>	<p>Construction Projects</p> <p>on a Page Y1/2</p> <ul style="list-style-type: none"> <li>Freestanding structures-make London Bridge</li> </ul> <p>Spirituality - resilience, team work, determination evaluation - self / other</p>	<p>Cooking and Nutrition</p> <p>Projects on a Page Y1/2 - Make fruit kebabs as a healthy snack for the Lighthouse Keepers lunch-link to literacy.</p> <p>Spirituality - resilience, team work, determination evaluation - self / other</p>



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Art	<p>Artists to study- Lucy Burgess from Stockport. Landmark artists. Pupils to use pastels.</p> <p style="text-align: center;">PAINTING</p> <p>Artists Study-Lowry-links to Stockport</p> <p>Spirituality - self</p> <p>Both artists linked to local area study in Geography.</p>	<p style="text-align: center;">DRAWING</p> <p>Children to use pencils to sketch Tudor buildings</p> <p>Artist to study - Stephen Wiltshire. Fine line drawing. Links to History and Geography study of London.</p> <p>Spirituality - self</p> <p>“London Red” Use of different media, pastels, collage and paint. Children to draw outline of London bus and use different media to colour red</p> <p>Spirituality - self</p>	<p style="text-align: center;">PRINTING</p> <p>Topic link - Use animal stamps</p> <p>Spirituality - self/ world</p> <p style="text-align: center;">COLLAGE</p> <ul style="list-style-type: none"> <li>• Topic link- collages of each habitat</li> </ul> <p style="text-align: center;">3D WORK</p> <p>Artists Study- Andy Goldworthy.</p> <p>Spirituality - self</p>
	<p style="text-align: center;">DRAWING</p> <p>Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p>		



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RE	What is the good news Christians say Jesus brings? Spirituality - self	What is the good news Christians say Jesus brings? Spirituality - self	Who is a Muslim and how do they love? Spirituality - self/other  Fairtrade week - chocolate  <b>Bold in action</b> Spirituality Global neighbours	Why does Easter matter to Christians? Spirituality - self	Who is a Muslim and how do they love? Spirituality - self/other	What makes some places sacred to believers? Spirituality - self
PE	Dance Fundamentals Spirituality - joy of movement, teamwork, losing and winning	Fundamentals Dance Spirituality - joy of movement, teamwork, losing and winning	Dance Invasion games Spirituality - joy of movement, teamwork, losing and winning	Dance Invasion games Spirituality - joy of movement, teamwork, losing and winning	Sending and receiving Target games Spirituality - joy of movement, teamwork, losing and winning	Striking and field games Athletics Spirituality - joy of movement, teamwork, losing and winning
Computing	Improving mouse skills Computing systems and networks	Algorithms unplugged Programming	Rocket to the moon Skills showcase	What is a computer Computing systems and networks	Algorithms and debugging Programming	Word processing Computing systems and networks
Stockport music scheme - adopted sept 24	Rhythm and composition B Sequences Spiritual - self / other	Ensemble singing and performance Spiritual - self / other	Playing and Performing Spiritual - self / other	Playing and Performing Spiritual - self / other	Inter-related dimensions of music Selecting & Combining Sounds	Musical appreciation and singing (ensemble, solo, duets and small group performance) Spiritual - self / other



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## **Year 1/2 A Curriculum Overview**

Cultural Capital	<p>During the year children will be exposed to:</p> <p>Strauss - The Blue Danube Beethoven - Fur Elise Holst - The Planets - Mars</p> <p>This will be a minimum and children will be exposed to variety of art, music, culture within the school day and collective worship</p>
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