



Subjects	Autumn	Spring	Summer
History	Great fire of London Events beyond living memory that are significant nationally or globally	Indian Spice Similarities and differences	Toys Changes within living memory used to reveal aspects of change in national life
Geography	Great fire of London Map Skills	Indian Spice Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country	Toys Human Geography
Science	Amazing Me! Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) People & their Pets - identifying and naming common animals and comparing their structure. -Identify parts of the human body and 5 senses.	Food Chains 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 Wild Weather – Light & Shadow Observe and describe weather associated with the seasons and how day length varies	Brilliant Builders Distinguish between an object and the material from which it is made Exploring changes Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
Physical Education <i>Rising Stars (Champions)</i>	Games (Multi Skills) Use rolling, hitting, running, jumping, throwing, catching and kicking skills in combination Use basic tactics for attacking and defending Dance (Classic) Copy, repeat and remember moves and shapes Movement shows control and coordination Perform a dance phrase with 2 or more joined movements / shapes	Gym Move and jump with some control and awareness of space Create a sequence using 2 or more linked actions Show contrasts on use of body and shape (such as small, tall, straight, curved) Balance on different points of the body, holding a still position Games (Multi Skills) Use rolling, hitting, running, jumping, throwing, catching and kicking skills in combination Use basic tactics for attacking and defending	Games (Cricket) Use rolling, hitting, running, jumping, throwing, catching and kicking skills in combination Use basic tactics for attacking and defending Athletics Run at a speed appropriate to the distance Jump from a standing position Able to throw a ball using an under and over arm technique
Computing <i>I Compute</i>	Generic Skills To create, open, save and print work Begin to use a variety of keyboard controls Digital Literacy Change the font size,	ICT With support click on a hyperlink to find information Can recognise when inappropriate media/information is found online and know who to tell	Data Search a database Create simple pictograms and other graphs Multi Media Record and save pictures and sounds

	style and colour of text With support insert images and text boxes	Computer Science Explain the order needed to make things happen Create and debug simple programs	Retrieve and edit pictures and sounds
DT <i>Projects on a Page</i>	Structures Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project.	Food - Preparing • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i> . • Know and use technical and sensory vocabulary relevant to the project.	Textiles • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques • Know and use technical vocabulary relevant to the project.
Music <i>Charanga</i>	<ul style="list-style-type: none"> • Hey Ho! • Rhythm in the way we walk • Banana Rap 	<ul style="list-style-type: none"> • In the groove • Round and Round 	<ul style="list-style-type: none"> • Your imagination • Reflect, Rewind and Replay
Art	FOCUS: Colour SKILLS: colour mixing – paint, chalk, pastels TOPIC: London’s Burning ARTIST: Lieve Vershuier, Phillip James, David Best (model houses)	FOCUS: Printing SKILLS: shape, pattern, block/sponge painting TOPIC: Indian Spice ARTIST:	FOCUS: Collage SKILLS: textures, layering, using a range of materials TOPIC: Toys ARTIST: AA Milne
RE <i>Northants</i> <i>SACRE</i> <i>UC</i> <i>P’Boro</i> <i>Diocese</i>	<ul style="list-style-type: none"> • What do Christians believe God is like? • Why does Christmas matter? (Christmas Unit) • What is the good news that Jesus brings? (Christmas Unit) <p>Additional coverage: What makes some places sacred to believers?</p>	<ul style="list-style-type: none"> • Who is Jewish and how do they live? • <i>Why does Easter matter?</i> (Easter unit) 	<ul style="list-style-type: none"> • Thematic Unit: How should we care for the world and for others, and why does it matter? • Thematic Unit: Who am I? What does it mean to belong?
PSHE <i>Jigsaw</i>	Being Me in my World Explain why my class is a happy and safe place to learn. Give different examples where I or others make my class happy and safe. Celebrating Difference I am different and similar to other people in my class, and why this makes us all special. Explain what bullying is and how being bullied might make somebody feel.	Dreams and Goals Explain how I feel when I am successful and how this can be celebrated positively. Say why my internal treasure chest is an important place to store positive feelings. Healthy Me Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. Give examples of when	Relationships Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. Give examples of behaviour in other people that I appreciate and behaviours that I don’t like. Changing Me Compare how I am now to when I was a baby and

		being healthy can help me feel happy.	explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. Explain why some changes I might experience might feel better than others.
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Key Stage 1 Foundation Curriculum Overview Year B

Subjects	Autumn	Spring	Summer
History	Poles Apart Causes and Consequences	Wonder Woman Study lives of significant individuals in the past who have contributed to national and international achievements, (Florence Nightingale)	Flight Changes beyond and during living memory and study of significant individuals who have contributed to achievements. (Wrights and Whittle)
Geography	Poles Apart 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	Wonder Woman Map Skills	Flight Map Skills/Human & Physical Geography
Science	Weather Art – Light & Shadow Wild & Wonderful Creatures explore and compare the differences between things that are living, dead, and things that have never been alive. - Habitats and adaptation. - Exploring the food chain.	Growing Things identifying common wild and garden plants and their structures. Art & Nature	Habitats & Homes Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Brilliant Builders Distinguish between an object and the material from which it is made
Physical Education <i>Skills developed around Real PE</i>	Games (Multi Skills) Use rolling, hitting, running, jumping, throwing, catching and kicking skills in combination Use basic tactics for attacking and defending Dance Copy, repeat and remember moves and	Gym Move and jump with some control and awareness of space Create a sequence using 2 or more linked actions Show contrasts on use of body and shape (such as small, tall, straight, curved) Balance on different points of the body, holding a still position Games (Multi Skills)	Games (Cricket) Use rolling, hitting, running, jumping, throwing, catching and kicking skills in combination Use basic tactics for attacking and defending Athletics Run at a speed appropriate to the distance Jump from a standing

	<p>shapes</p> <p>Movement shows control and coordination</p> <p>Perform a dance phrase with 2 or more joined movements / shapes</p>	<p>Use rolling, hitting, running, jumping, throwing, catching and kicking skills in combination</p> <p>Use basic tactics for attacking and defending</p>	<p>position</p> <p>Able to throw a ball using an under and over arm technique</p>
<p>Computing</p> <p><i>icompute</i></p>	<p>Generic Skills</p> <p>To create, open, save and print work</p> <p>Begin to use a variety of keyboard controls</p> <hr/> <p>Digital Literacy</p> <p>Change the font size, style and colour of text</p> <p>With support insert images and text boxes</p>	<p>ICT</p> <p>With support click on a hyperlink to find information</p> <p>Can recognise when inappropriate media/information is found online and know who to tell</p> <hr/> <p>Computer Science</p> <p>Explain the order needed to make things happen</p> <p>Create and debug simple programs</p>	<p>Data</p> <p>Search a database</p> <p>Create simple pictograms and other graphs</p> <hr/> <p>Multi Media</p> <p>Record and save pictures and sounds</p> <p>Retrieve and edit pictures and sounds</p>
<p>DT</p> <p><i>Project on a Page</i></p>	<p>Mechanisms – Levers</p> <p>Understand that different mechanisms produce different types of movement.</p> <ul style="list-style-type: none"> Know and use technical vocabulary relevant to the project. 	<p>Mechanisms –Sliders</p> <p>Understand that different mechanisms produce different types of movement.</p> <ul style="list-style-type: none"> Know and use technical vocabulary relevant to the project. 	<p>Mechanisms – Wheels and Axles</p> <ul style="list-style-type: none"> Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project.
<p>Music</p> <p><i>Charanga</i></p>	<ul style="list-style-type: none"> Hands, Feet, Heart Ho, Ho, Ho! 	<ul style="list-style-type: none"> I wanna play in a band Zoo time 	<ul style="list-style-type: none"> Friendship Song Reflect, Rewind and Replay
<p>Art</p>			
<p>RE</p> <p><i>Northants SACRE</i></p> <p><i>UC</i></p> <p><i>P'Boro Diocese</i></p>	<ul style="list-style-type: none"> Who made the world? Why does Christmas matter? (Christmas unit) What is the good news that Jesus brings? (Christmas unit) <p>Additional coverage:</p> <p>Who am I? What does it mean to belong?</p> <p>How should we care for the world and for others, and why does it matter?</p>	<ul style="list-style-type: none"> Who is Muslim and how do they live? <i>Why does Easter matter? (Easter unit)</i> 	<ul style="list-style-type: none"> Thematic Unit: What makes some places sacred to believers?
<p>PSHE</p> <p><i>Jigsaw</i></p>	<p>Being me in my World</p> <p>Explain why my behaviour can impact on other people in my class.</p> <p>Compare my own and my friends' choices and can express why some choices are better than</p>	<p>Dreams and Goals</p> <p>Explain how I played my part in a group and the parts other people played to create an end product.</p> <p>Explain how our skills complemented each other.</p> <p>Explain how it felt to be part of a group and can identify a</p>	<p>Relationships</p> <p>Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p>

	<p>others.</p> <p>Celebrating Difference Explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>Explain how it feels to have a friend and be a friend and why it is OK to be different from my friends.</p>	<p>range of feelings about group work.</p> <p>Healthy Me Explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. Compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>Changing Me Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. Explain why some types of touches feel OK and others don't.</p> <p>Tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>
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