

Year 1 and 2 Curriculum Overview

Year A	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Possible visits/ resources				STEAM		
English	Recounts Stories Instructions	Poetry Explanations	Traditional Tales Reports	Stories Instructions Recounts	Fairy stories Reports Poetry	Stories Explanations
Maths	See separate plan					
Geography	<p>Human and physical geography —————→</p> <ul style="list-style-type: none"> - 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. - 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 					
	<p>Human and physical geography</p> <ul style="list-style-type: none"> - 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 				<p>Place Knowledge</p> <ul style="list-style-type: none"> - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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 	<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 United Kingdom, and of a small area in a contrasting non-European country

	grounds and the key human and physical features of its surrounding environment.					
Possible themes:	Our local area (inc. field work)				Countries and capital cities of the UK	Mexico. Compare to local area.
History		- Significant historical events, people and places in their own locality.	- 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	- 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		
Possible themes:		Abingdon – then and now (bun throwing)	Christopher Columbus and Scott of the Antarctic	Transport: invention of steam, Brunel		
Science Year 1	Animals inc. humans - identify and name a variety of common animals including fish, amphibians, reptiles, birds and	Animals inc. humans - identify, name, draw and label the basic parts of the human body and	Everyday Materials - distinguish between an object and the material from which it is made	Everyday Materials - distinguish between an object and the material from which it is made	Plants - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Plants - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

	<p>mammals</p> <p>- 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)</p>	<p>say which part of the body is associated with each sense.</p> <p>- 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</p>	<p>- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>- describe the simple physical properties of a variety of everyday materials</p> <p>- compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>- describe the simple physical properties of a variety of everyday materials</p> <p>- compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>- identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>- identify and describe the basic structure of a variety of common flowering plants, including trees.</p>
Year 2	<p>Animals inc. humans</p> <p>- notice that animals, including humans, have offspring which grow into adults</p>	<p>Animals inc. humans</p> <p>- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Uses of Everyday Materials (Dunlop, Macintosh, Macadam)</p> <p>- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>- find out how the shapes of solid objects made from some materials can be changed by</p>	<p>Uses of Everyday Materials (Dunlop, Macintosh, Macadam)</p> <p>- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>- find out how the shapes of solid objects made from</p>	<p>Living Things and Their Habitats</p> <p>- explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>- 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> <p>- identify and name a</p>	<p>Plants</p> <p>- observe and describe how seeds and bulbs grow into mature plants</p> <p>- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>

			squashing, bending, twisting and stretching.	some materials can be changed by squashing, bending, twisting and stretching.	variety of plants and animals in their habitats, including micro-habitats - 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.	
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Seasonal changes —————▶
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

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
- 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.

Possible themes:		Printing			Textiles	Sculpture
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DT
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 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.

	Cooking and Nutrition - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.					
Possible themes:	Food and nutrition		Structures – design and make a home for an animal	Vehicles – mechanisms. Wheels and axels.		
Computing	<ul style="list-style-type: none"> - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they 					
PSHE	Unit 1 Core Programme	Unit 5 Emotional Health and Well-being	Unit 4 Relationships	Unit 7 Healthy Lifestyles	Unit 8 Drug Awareness	Free Unit
Music	<ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music. 					
Year 1	Sounds Interesting (Exploring sounds)		Feel the Pulse (Exploring pulse and rhythm)		What's the Score? (Exploring instruments and symbols)	
Year 2	The Long and Short of It (Exploring duration)		Taking Off (Exploring pitch)		Rain, Rain, Go Away (Exploring timbre, tempo and dynamics)	
PE	<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 - participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns. 					
Year 1	Sending, receiving and travelling 1	Sending, receiving and travelling 2	Sending, receiving and travelling 3	Sending, receiving and travelling 4	Striking and fielding B (1&2)	Athletics B (1&2)
	Gym 1	Dance – The Toy Maker	Gym 2	Dance – My Gumpy's Outing	Gym 3	Dance – Jungle Fever
Year 2	Sending, receiving and travelling 1	Sending, receiving and travelling 2	Sending, receiving and travelling 3	Sending, receiving and travelling 4	Striking and fielding B (1&2)	Athletics B (1&2)

	Gym 1	Dance – James and the Giant Peach	Gym 2	Dance – Funny Bones	Gym 3	Dance – Around the World
RE	See 'The Oxfordshire Agreed Syllabus for Religious Education 2015-2020'					
Year 1	What makes me special? (My home, my family, all about me)	Why do people celebrate? (birthdays, family celebrations, weddings, etc Christmas) Festivals: Christmas Weddings: Christian, Hindu, Muslim, Jewish	What makes some stories special in religion? (Stories from Xianity and Judaism eg old testament stories common to both etc) Easter	What do people believe about God, humanity and the natural world? Eg creation (Christianity and Judaism).	How and why do symbols express religious meaning? Worship: Christianity, Islam, Hinduism, Judaism	
Year 2	What do people get out of belonging to different groups and how do we show we belong? (Clubs, school, religious groups, badges rules) Belonging and harvest	How and why are celebrations important in religion? (Religious celebrations Hannukah, Christmas) Special Places: Christmas	What makes some stories special in religion? (Parables, Jewish stories). Parables: the stories that Jesus told	What do people believe about God, humanity and the natural world? (prayer and worship? & non religious beliefs eg Greenpeace?) Comparison of Jewish & Christian families Remembering and expressing faith: Judaism	What makes some teachers and leaders special for religious people? Eg role of religious leaders eg Vicar, Rabbi	

Year B	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Possible visits/ resources	Natural History Museum (Oxford)					
English	Recounts Stories in familiar settings Poetry	Fairy Stories Reports Instructions	Fantasy Stories Explanations	Stories Reports	Adventure Stories Recount Instructions	Poetry Explanations
Maths	See separate plan					
Geography	<p>Human and physical geography —————→</p> <ul style="list-style-type: none"> - 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. - 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 					
			<p>Locational knowledge - name and locate the world's seven continents and five oceans</p> <p>Geographical skills and fieldwork - 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</p> <p>Human and physical</p>	<p>Geographical skills and fieldwork - 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</p> <p>Human and physical geography - use aerial photographs and plan perspectives to recognise landmarks and basic human and</p>	<p>Human and physical geography - 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</p> <p>Place knowledge - understand geographical similarities and differences through studying the human</p>	

			geography - 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.	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.	and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	
Possible themes:			Continents and Oceans	UK	Hot and cold places	
History	- Significant historical events, people and places in their own locality. - 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				- 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] - 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
Possible themes:	Personal history	Guy Fawkes				Great Fire of London
Science Year 1	Animals inc. humans - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - 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)	Animals inc. 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. - 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	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.	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.	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.	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.
Year 2	Animals inc. humans - notice that animals,	Animals inc. humans - find out about and	Uses of Everyday Materials	Uses of Everyday Materials	Living Things and Their Habitats	Plants - observe and

	<p>including humans, have offspring which grow into adults</p>	<p>describe the basic needs of animals, including humans, for survival (water, food and air)</p> <ul style="list-style-type: none"> - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>(Dunlop, Macintosh, Macadam)</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>(Dunlop, Macintosh, Macadam)</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. 	<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 - identify and name a variety of plants and animals in their habitats, including micro-habitats - 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>describe how seeds and bulbs grow into mature plants</p> <ul style="list-style-type: none"> - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
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Seasonal changes  - observe changes across the four seasons

- observe and describe weather associated with the seasons and how day length varies.						
Art	<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 - 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. 					
Possible themes:	Drawing skills/Picasso painting		Design and make an item of clothing	Mouldable materials – make an island		Painting/collage
DT	<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>Technical knowledge</p> <ul style="list-style-type: none"> - 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. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from. 					
Possible themes:		Moving pictures – levers and sliders	Design and make an item of clothing		Food and nutrition	
Computing	<ul style="list-style-type: none"> - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they 					

PSHE	Unit 1 Core Programme	Unit 2 Making a Positive Contribution	Unit 9 SRE	Unit 6 Keeping Safe, Staying Safe, Feeling Safe	Unit 3 Economic Well-Being and Financial Capability	Free Unit
Music	<ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music. 					
Year 1	Sounds Interesting (Exploring sounds)		Feel the Pulse (Exploring pulse and rhythm)		What's the Score? (Exploring instruments and symbols)	
Year 2	The Long and Short of It (Exploring duration)		Taking Off (Exploring pitch)		Rain, Rain, Go Away (Exploring timbre, tempo and dynamics)	
PE	<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 - participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns. 					
Year 1	Sending, receiving and travelling 1	Sending, receiving and travelling 2	Sending, receiving and travelling 3	Sending, receiving and travelling 4	Striking and fielding B (1&2)	Athletics B (1&2)
	Gym 1	Dance – The Toy Maker	Gym 2	Dance – My Gumpy's Outing	Gym 3	Dance – Jungle Fever
Year 2	Sending, receiving and travelling 1	Sending, receiving and travelling 2	Sending, receiving and travelling 3	Sending, receiving and travelling 4	Striking and fielding B (1&2)	Athletics B (1&2)
	Gym 1	Dance – James and the Giant Peach	Gym 2	Dance – Funny Bones	Gym 3	Dance – Around the World
RE	See 'Oxfordshire Agreed Syllabus for Religious Education 2015-2020'					
Year 1	What makes me special? (My home, my family, all about me)	Why do people celebrate? (birthdays, family celebrations, weddings, etc Christmas) Festivals:, Christmas Weddings: Christian, Hindu, Muslim, Jewish	What makes some stories special in religion? (Stories from Xianity and Judaism eg old testament stories common to both etc) Easter	What do people believe about God, humanity and the natural world? Eg creation (Christianity and Judaism).	How and why do symbols express religious meaning? Worship: Christianity, Islam, Hinduism, Judaism	

<p>Year 2</p>	<p>What do people get out of belonging to different groups and how do we show we belong? (Clubs, school, religious groups, badges rules) Belonging and harvest</p>	<p>How and why are celebrations important in religion? (Religious celebrations Hannukah, Christmas)</p> <p>Special Places: Christmas</p>	<p>What makes some stories special in religion? (Parables, Jewish stories).</p> <p>Parables: the stories that Jesus told</p>	<p>What do people believe about God, humanity and the natural world? (prayer and worship? & non religious beliefs eg Greenpeace?) Comparison of Jewish & Christian families Remembering and expressing faith: Judaism</p>	<p>What makes some teachers and leaders special for religious people?</p> <p>Eg role of religious leaders eg Vicar, Rabbi</p>
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