



Stocksbridge Nursery Infant School KS1 Curriculum Overview Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme title	Marvellous Me	Hidden Heroes	Extreme Environments	Reduce, Reuse, Recycle	Seaside Coasts	The Olympics and Japan
Theme led by....	PSHE/Science art	History	Geography Science	Art Design and Technology	Geography History	PE Design and Technology
SPARLING STARTER... THE PROVOCATION	Write the big question on one of the windows – How Does My World Change?	Write the big question on one of the windows – What is a hero?	Frozen Planet https://www.bbc.co.uk/iplayer/episode/b00zj1q5/frozen-planet-1-to-the-ends-of-the-earth	Visit Yorkshire Sculpture Park Possible visit to a recycle centre (Wakefield plant has an education room)	Receive a letter from a school by the sea (Cathy in Cornwall?) Pen Pals?	Watch clips of the Olympics- Jessica Ennis trained in Sheffield. Possible sports visitor- or a sports event fundraiser?
English including book focus	<p>Once there were giants</p> <p>Narrative</p> <p>Y1 Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.</p> <p>Y2 Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</p>	<p>Florence Nightingale</p> <p>Non chronological report</p> <p>Y1 Find out about a subject by listening and following text as information books are read, watching a video. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject in own experience, (e.g.) food, pets. Write a simple non-chronological report by writing sentences to describe aspects of the subject.</p> <p>Y2 After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; the As have x..., but the B's etc. Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas</p>	<p>The Emperors egg Lost and Found</p> <p>Narrative</p> <p>Y1 Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.</p> <p>Y2 Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) She couldn't believe her eyes.</p>	<p>The Tin Forest George Saves the world by lunch time Posters</p> <p>Persuasion</p> <p>Y1 Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.</p> <p>Y2 As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.</p>	<p>The Storm Whale The Lighthouse Keeper stories</p> <p>Narrative</p> <p>Y1 Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.</p> <p>Y2 Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</p>	<p>Recount</p> <p>Y1 Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that' first, next, after, when. ; listen to other's recounts and ask relevant questions. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p> <p>Y2 Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p>



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Science	Body parts and senses		<p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Food chains</p> <p>Observe changes in weather</p>	<p>Materials- sorting, classifying</p> <p>Working scientifically</p> <p>Test materials for a purpose (link to DT?)</p>	<p>Plants- name and identify</p> <p>How plants grow and what they need to stay healthy</p>	<p>Importance of exercise, eating right amount of foods</p> <p>Identify, name, draw basic parts of human body.</p> <p>Human skeleton</p>
Computing YEAR 1	<p>0:1 What is a computer?</p> <p>Mouse & Keyboard Skills; Logging on; Opening & saving work; Organising files; Searching for information.</p> <p>Communicating: Text and Images</p> <p>1.1 How do I use the school computer independently?</p> <p>LEARNING OBJECTIVE: I understand that a computer is a type of machine and we use computers to help us find out and present information</p>	<p>Communicating: Text and Images</p> <p>1.1 How do I use the school computer independently?</p> <p>LEARNING OBJECTIVE: I understand that a computer is a type of machine and we use computers to help us find out and present information</p> <p>Communicating: Multimedia</p> <p>2.1 How do I record sounds and pictures?</p> <p>LEARNING OBJECTIVE:</p>	<p>Understanding & Sharing Data</p> <p>3.1. How do I present data using pictures?</p> <p>LEARNING OBJECTIVE: I can present information by using different kinds of charts</p>	<p>Computational Thinking + Programming A</p> <p>4.1 What is an algorithm?</p> <p>Algorithms-Sequencing and Sorting.</p> <p>LEARNING OBJECTIVE: I understand that algorithms are made up of instructions and that the order of these instructions is important. We use algorithms to program and control computers.</p>	<p>Computational Thinking + Programming 5</p> <p>5.1 What is a program?</p> <p>LEARNING OBJECTIVE: I understand that computers are controlled by humans. We program computers to make them do things by giving them instructions</p>	<p>Catch up: Using and consolidating knowledge on computing.</p>



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YEAR 2		I can record sounds and images using computers and digital devices – these provide different kinds of information				
	0:2 Using a computer. Mouse & Keyboard Skills; Logging on; Opening & saving work; Organising files; Searching for information. Communicating: Text and Images 1:2 How do I use the computer as a writer? LEARNING OBJECTIVE: I can combine images and text to help tell my story or give information	Communicating: Text and Images 1:2 How do I use the computer as a writer? LEARNING OBJECTIVE: I can combine images and text to help tell my story or give information Communicating: Multimedia 2.2. How do I create a multimedia story? LEARNING OBJECTIVE: I can tell stories using images and sounds using a computer	Understanding & Sharing Data 3.2 What is a branching database? LEARNING OBJECTIVE: I understand that we use databases to store data and help us find out information	Computational Thinking + Programming A 4.2 How do I improve my algorithms? Algorithms – Precise instructions – Debugging. LEARNING OBJECTIVE: I understand that algorithms are made up of clear and precise instructions. I know that making mistakes is part of writing a program – a good programmer debugs!	Computational Thinking + Programming B 5.2 How do I improve my programs? LEARNING OBJECTIVE: I understand that the order of commands in a program is important. Debugging is an important part of improving our programs.	Catch up Using and consolidating knowledge on computing.
Online Safety YEAR 1		Sharing personal information; passwords Personal information; copyright	Personal information; copyright	Someone programs computers to make games	Computers are controlled by humans	
YEAR 2		Personal information, being a good online friend, acceptable use, copyright Personal information, copyright	Personal information; copyright	Someone programs computers to make games	Computers are controlled by humans. Somebody programs the games and software we use.	
DT		Design, Make and Evaluate Use and name simple tools		Design, Make and Evaluate		Cooking and nutrition- healthy and varied diet including preparing dishes



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		Shape measure and cut with accuracy Moving parts- axels, - Emergency vehicles.		Re-purpose waste and turn it into something else e.g. a pringle tube could become a money box		-cultural food (Japanese) Build structures- how can they be made stronger? -look at bridges in Japan. Make own bridge.
Geography (Cultural Education)			Compass directions Compare hot and cold areas of the world- north pole/south pole (weather patterns) Continents and seas Use world maps/globes		Map work and keys- features and routes. Use an aerial photo to compare Stocksbridge to the seaside.	Continents and seas Key physical features in Japan- mountains, volcanoes, forests
History (Cultural Education)	Changes within living memory- baby photos, family trees, life in the past for grandparents, changes in school	Study the life of a famous person- hidden hero Florence Nightingale		Steel coming to Sheffield - Significant place in local history	Changes within living memory - How has the seaside changed over time?	
Art & Design (Cultural Education)	Self portraits Picasso inspired work			Sculpture		
Music (Cultural Education) Charanga	Y! Listen and Appraise the song Hey You! and other Hip Hop songs: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music Perform the Song	Learn the song Rhythm In The Way We Walk, an action song about the interrelated dimensions of music: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music Perform the Song	Listen and Appraise the song In The Groove and other songs in other styles: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music Perform the Song	Listen and Appraise the song Round And Round and other songs in other styles: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music Perform the song	Listen and Appraise the song Your Imagination and other songs about using your Imagination Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music Perform the Song	Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place



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Y2		Listen and Appraise the Hands, Feet, Heart a song that celebrates South African Music: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music Perform the Song	Listen and appraise HoHo Christmas song Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music Perform the Song	Listen and Appraise the I Wanna Play In A Band a Rock song for children: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music Perform the Song	Listen and Appraise Zootime a Reggae song for children and other Reggae songs: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music Perform the Song	Listen and Appraise the Friendship Song and other songs about friendship Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music Perform the Song	Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place
PE INDOOR	Y1	Dance – imoves or Val Sabin Y1, Unit 1	Gymnastics Unit D – Flight – Bouncing, Jumping and Landing	Dance – imoves Or Val Sabin Year 1 Dance Unit 2	Gymnastics Unit E – Points and Patches	Dance – imoves Or Val Sabin Year 1 Dance Unit 3	Gymnastics Unit F – Rocking and Rolling
	Y2	Dance – imoves or Val Sabin Y2, Unit 1	Gymnastics Unit H – Parts High and Parts Low	Dance – imoves Or Val Sabin Year 2 Dance Unit 2	Gymnastics Unit I – Pathways, straight, zig-zag & curving	Dance – imoves Or Val Sabin Year 2 Dance Unit 3	Gymnastics Unit J – Turning, spinning and twisting
PE OUTDOOR	Y1	Year 1 Games – Unit 1 Ball skills and games	Year 1 Games – Unit 2 Throwing, catching and aiming games	South Yorkshire Orienteering SoW	Year 1 Games – Unit 3 Bat/ball skills and games	Year 1 Athletics – Unit 1	Year 1 Athletics – Unit 2
	Y2	Year 2 Games – Unit 1 Throwing, catching and inventing games.	Year 2 Games – Unit 2 Making up games with a partner, aiming, hitting kicking.	South Yorkshire Orienteering SoW	Year 2 Games – Unit 3 Dribbling, kicking and hitting.	Year 2 Athletics – Unit 1	Year 2 Athletics – Unit 2
Active Travel							
RE (Spiritual, moral, social & cultural education)		<u>All Religions</u> 	<u>Christianity</u> 	<u>Islam – Eid</u> 	<u>Christianity – The Church</u> 	<u>Judaism – Creation</u> 	<u>Christianity – Jesus</u>



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	<p>Title: What is Divali?</p> <p>Knowledge: What is the festival of Divali.</p> <p>Understand: Why the story of Rama and Sita is special to Hindu people..</p> <p>Think about (reflect): Our choices of being good and bad.</p>	<p>Title: Why do Christians give gifts at Christmas?</p> <p>Knowledge: Why we give gifts at Christmas.</p> <p>Understand: Why giving is important to Christians.</p> <p>Think about: Our feelings and experience of giving and receiving gifts.</p>	<p>Title: What happens at Eid?</p> <p>Knowledge: What happens at Eid?</p> <p>Understand: Some key aspects of Eid.</p> <p>Think about: Our own important celebrations.</p>	<p>Title: What can we learn from visiting a Church?</p> <p>Knowledge: Why church is important to Christians?</p> <p>Understand: The meaning behind some of the things we find in Church.</p> <p>Think about: Our special places.</p>	<p>Title: Why do Jewish people have a weekly day of rest?</p> <p>Knowledge: The Creation Story.</p> <p>Understand: Why Jewish people have a weekly day of rest.</p> <p>Think about: How you spend your rest days.</p>	<p>Title: Who was Jesus?</p> <p>Knowledge: Who Jesus was and why he is important to Christians.</p> <p>Understand: How the stories from the Bible guide Christians in how they should behave.</p> <p>Think about: Times when you have shared and/or forgiven.</p>
PHSE including MH & WB. (Social & Moral Education)	Jig Saw : Being in my World. How to behaviour during session. Choices and consequences Identify hopes and fears for this year Being proud	Jig Saw Accept and celebrate differences Solve problems What is bullying?	Jig Saw Staying motivated when things are challenging Having a positive attitude Achieving together	Jig Saw Healthy choices Hygiene Medicines Road safety	Making friends People who help us Celebrate positive relationships	Life cycles Changing bodies Coping with change and moving forward
Metacognition	Learning a new skill Rec – Makaton Y1 – tying shoe laces Y2 – using chopsticks		Growth mindsets – Austin's butterfly	Growth mindsets – Austin's butterfly	Integrating Metacognition into the everyday curriculum	Integrating Metacognition into the everyday curriculum
Home Learning						



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Visits/Visitors		Visit cinema		Visit the sculpture park	Visit the Seaside	Sports star?
Fabulous finish		Xmas production 'A Midwife Crisis'	Production visit? Ice skating?	Create a gallery of finished DT and Art products (sell to parents?)	A trip to the seaside (not sure if this will be at the end?) Seaside afternoon in school	Master chef style cooking- competition between classes. Invite judges (governors?)
Contributions to ethos, vision, Non-Negotiables etc Use of locality/heritage, visits/visitors, collaborative learning, aspirations, outdoor learning.		Understand how historical events impact on the people involved.				