



Stocksbridge Nursery Infant School KS1 Curriculum Overview Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme title	Me and My School then..... What's that on top of the hill?	How do children celebrate Christmas around the world?	What's it like to live in Africa?	What happened in Eyam?	Bog Baby??????	Day the Crayons quit????
Theme led by....	Geography	Geography/RE	Geography	History	Science	Art
SPARLING STARTER... THE PROVOCATION	Collect boxes of all shapes and sizes. Work in teams to find creative and imaginative ways to use the boxes. Explain the purpose of the box and the ways to use it.	Use of a song/film of children singing from around the world.... https://www.youtube.com/watch?v=uWXUWepSak4 https://www.youtube.com/watch?v=ddLd0QRf7Vg https://www.youtube.com/watch?v=h6d6Yc3DwVI	Read the story of Lila and the Secret of Rain- discuss beautiful illustrations & link to rural/urban from previous units	Tell the story of the plague arriving in Eyam - is it fiction or non-fiction. Visit Eyam to look for clues – be plague detectives.	Visit to The Wetlands- Focus on habitats	Start a colour display – collect items of your class colour Flower/celery investigation – put into coloured water and observe Read the story of The Day the Crayons Quit – focus on colours/letter writing
English including book focus	On Sudden Hill - narrative	Children of the World Persuasive Writing – Create a program for the nativity for parents	.Lila and the Secret of the Rain Narrative focusing on character and setting description. 1j Bringing the rain to Kapiti Plan	Diary writing – reading exerts from a diary. Write a diary of their visit.	Bog Baby – a recount Cotton Wool Colin (KS1 Book Study Unit on Literacy Shed +) Link to Tale of 2 Bears	The Day the Crayons Quit Letters
Science	What can paper and cardboard be used for? AT1 experiments to test strength, absorbency etc. of different papers and cards.		Needs of animals including humans in Stocksbridge and Kenya. Investigate geographical similarities and differences between Stocksbridge and Kenya (small area in a contrasting non-European country) - Weather – keep daily record.		Explore difference between things that are living, dead and never been alive. Identify that most things live in habitats – investigate different habitats and how they provide for the basic needs of different animals, identify and name plants and animals in habitats. Name common animals, amphibians	AT1 Investigating colour. Colour Investigations – Chromatography - Rainbows/ prisms - Colour wheel - Red cabbage investigation - Camouflage and colour



Stocksbridge Nursery Infant School KS1 Curriculum Overview Year A

			<ul style="list-style-type: none"> - Houses - Food we eat - Landscapes - Animals - Dress 		<p>reptiles, birds and animals. Identify carnivores, herbivores and omnivores.</p> <p>Compare and contrast meadow, pond and field.</p>	
Computing	<p>Computer Skills: Understanding the different elements that make up a computer. 1. Identifying the parts: Monitor Mouse Keyboard Desktop Unit</p>	<p>Function of the monitor and how to change simple settings. Desktop function: How to change the 'wallpaper.' How create and sort icons.</p>	<p>Function of the mouse. Use of the buttons and wheel. Selecting and dragging. Copy/cut/paste.</p>	<p>Function of the keyboard. How to use 'shift' to select upper functions. How to use the keyboard when accessing a software program, such as 'Microsoft Word.'</p>	<p>Components that make up a working computer. Simple explanation of the 'Hard drive' 'Mainboard' and 'Processor/Memory.'</p>	<p>Using all of the elements to access information and programs – including information found on the internet.</p>
Online Safety	<p>Understanding that the internet is useful – but the need to keep private information safe.</p>	<p>Using passwords to keep information private.</p>	<p>Focus on Safer Internet Day 5th Feb 2019 What to do if you receive information, or content that you are unsure about.</p>	<p>Keeping safe – stranger danger!</p>	<p>Social sites and how to stay safe.</p>	<p>Using internet based content – such as 'Google Earth.'</p>
DT	<p>Knowing the story, design an incredible box thing. SKILLS: Cutting and shaping – tearing, cutting, folding, curling Joining techniques – gluing, hinges, combining materials to strengthen. Y2 – measure and mark out materials to the nearest centimetre.</p>	<p>Food preparation skills – national dishes from Poland, China, Australia, Malawi, USA, Eire. Design and make own nativity tickets for the performance.</p>		<p>Make houses and set fire to them – Join in with learning focus? Make bread – linked to the fire in Pudding Lane.</p>		



Stocksbridge Nursery Infant School KS1 Curriculum Overview Year A

Geography (Cultural Education)	Describe a place using geographical vocabulary. Go on a walk to Trig point/valley bottom – identify geographical features, Use simple fieldwork and observational skills to study the physical features of the environment surrounding school.	Identify key human features including city, town, village, factory, farm, house, office, port, harbour and shop Use world maps, atlases and globes to identify the UK and its countries as well as continents and oceans.		Use maps of the village to identify places where there is evidence of the plague. Identify features of the landscapes – hills, valley, village, cottage, church, field, stiles etc.		
History (Cultural Education)			Study the life of a famous Kenyan person	Use historical evidence to learn about periods beyond living memory – the plague in Eyam, the Great Fire of London Learn about the lives of significant individuals – Rev Monpesson, Samuel Pepys	Visit the Wetland Centre. • the lives of significant individuals in the past who have contributed to national and international achievements. Focus on David Attenborough and his achievements.	
Art & Design (Cultural Education)	Colour mixing using powder paints and mixed media. Colours linked to emotions: Red – anger Blue – sadness Green – envy Yellow – happy/sunny	Art techniques from countries studies or developing skills using work of famous artist from the country.: Poland – China – silk painting Australia – use of pointillism Malawi USA Eire		Landscapes Sketch landscape from the Riley graves. Use this to paint landscapes – teach how to create backgrounds using colour washes, draw in yellow and then add detail using paint and fine pen. Create whole class/year or KS landscape along the bottom corridor with 3d effects.	Refine colour mixing using different media. Use the art work in the book as inspiration and that of Martin Bullinya.	Line and tone – creating shades of colours using different techniques. Pencil crayon skills. Colour mixing – primary to make secondary colours Shades and tones of class colour Discuss the new colours made – their names e.g. peach etc. Line drawings – use sketch books to explore tones of colour pencils Wax crayon resist – with colour wash. Could be used to make headbands



Stocksbridge Nursery Infant School KS1 Curriculum Overview Year A

							Design class flag using class colour for parade
Music (Cultural Education)		Embedding skills, knowledge and understanding through singing, playing, improvising, composing and listening	Embedding skills, knowledge and understanding through singing, playing, improvising, composing and listening	To know that pitch is the tone of a sound, recognising high and low sounds	Duration of music – to recognise long and short sounds and mimic them with voices	Different ways of making sounds with instruments To work co-operatively in a group.	Different ways of making sounds with instruments To work co-operatively in a group.
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		10 day Active Travel (15 th & 22 nd October)	Road Safety Week				
RE (Spiritual, moral, social & cultural education)		<u>Hinduism</u> What is Divali?	<u>Christianity</u> Christmas	<u>Sikhism</u> What are the 5Ks?	<u>Christianity – The Bible</u> Why do Christians believe the Bible is a very special book?	<u>Islam - Prayer</u> What do Muslims do at home when praying?	<u>Christianity – Jonah and the Whale</u> How does prayer help Christians? Jonah and the Whale
PHSE including MH & WB. (Social & Moral Education)		New Beginnings Theme from the book: friendships, other people's viewpoints, jealous and sharing	Relationships Anti-bullying week	Good to be Me	Getting on and falling out	Going for goals Looking after our environment.	Changes



Stocksbridge Nursery Infant School KS1 Curriculum Overview Year A

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	Brilliant books, brilliant boxes. Present a story in a shoe box using props and notes and if possible, the actual book.			Decorate a helmet competition for The Big Pedal		
Visits/Visitors	Camp Cardboard. Dates TBC Visit to Trig Point.			Visit Eyam – the village and the museum.	Visit The Wetlands – focus on habitats	Y1 Music Festival
Fabulous finish	In teams showcase the incredible box thing for friends. Showcase this to local packaging or design companies. Promote the celebration of it on the school website	Hand- made nativity tickets personalised for parents		Unveil the landscape for parents – hold a gallery or make a museum showing what they have learned.		Colour parade.
Contributions to ethos, vision, Non-Negotiables etc Use of locality/heritage, visits/visitors, collaborative learning, aspirations, outdoor learning.	Y1/Y2 visit to Trig Point – focus on geographical features	Focus on different cultures from around the world – food, Christmas traditions	Develop understanding of other cultures – focus on similarities & differences	Understand how historical events impact on the people involved.	Animal conservation – how we can help protect animals including the bird population Important work of Sir David Attenborough – send him a letter?	